

The Ace

Vol. 21 1979

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- 1面 国際及び国内ニュースの総合
- 2面 Editorial (毎日新聞社説の英語版) や投書、外電
- 3面 外電総合
- 4面 外電総合
- 5面 国内及び海外経済ニュース
- 6面 海外経済ニュース
- 7面 内外の株式市況
- 8面 Radio, Television
- 9面 各種Feature記事
- 10面 Sports
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- 12面 国内社会ニュース



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THE **ACE** 1979

THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY

Slogan:
Do Your Best, We'll Do The Rest!

**ANNUAL
RECORD
VOL. 21**

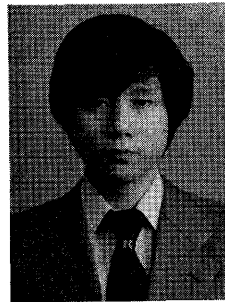
PUBLIC RELATIONS SECTION

Preface

Everyone has an old music box of his own. One day, I found mine after a long interval. I open the box, and then my dear old music starts to flow into the room, awaking the memories of my childhood. Hearing the music, I become just like a boy.

A music box gives us not only the music but memories so dear to us. The moment we open the box, our memories are refreshed to be alive once again.

We are now making a new music box named the "ACE Vol. 21". We, the members of W.E.S.S., have done our best for a year under the slogan "Do your best, we'll do the rest." We all know that this special box contains various fond memories of the year 1979. Now, it is time to open the "ACE Vol. 21" and listen to the dear music that we have composed together.



Masahiko Komagata
Editor-in-chief
(Education, Junior)

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Greetings

This is a very significant report of the WESS annual activities in 1979. It is significant in that the year was the last one of a very eventful decade. During the ten years we became aware and were warned about the decreasing natural resources. Our economic goal had to undergo a substantial change, in turn affected the way of thinking of the Japanese in general.

We were again and again obliged to realize how much we were dependent on the supply of resources from other nations. While, big manufacturer-exporters of automobiles were strongly asked by importing countries to start production in their markets. These facts points to a same conclusion—rapidly increasing overseas investment and aids in the 1980's. They will result in more Japanese activities in foreign countries in the coming years.

Therefore, the success achieved by the members of the WESS in their major activities in 1979 shows their awareness of the role they will have to perform as international communicators in the coming decade. They have made themselves ready for more international activities after their graduation and much is expected of their contribution to development of world economy and peace.

Katsumi Itoh
Professor, Waseda Univ.
President of W.E.S.S.



Greetings

The 1960's was the age of enthusiasm. The university students had much interests in society and at the same time were so critical about the problems it had. They took positive actions to accuse the social problems. Our university, Waseda was not an exception. Our seniors led the students all over Japan.

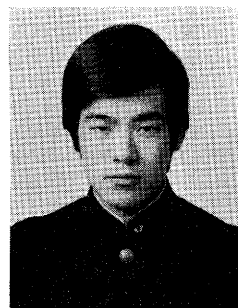
What made them so eager toward the social movement? The four years of university life is a precious period for us before going out into the world. Society assures us independence and freedom. We can do what we want by our own will. But at the same time, we have a responsibility to succeed today's society for better tommorrow. Thus we must consider what society expects from us, and take any action to fulfill the requirements. That was the very reason for the enthusiasm of the students in the 1960's.

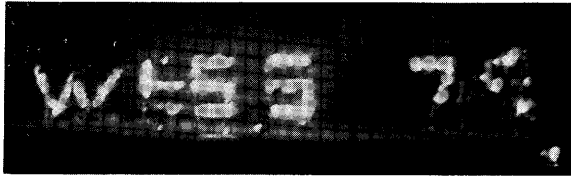
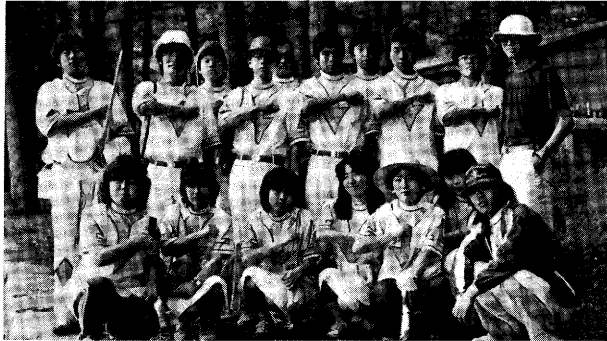
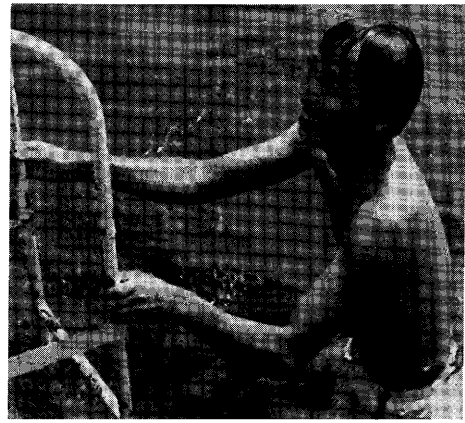
What about the 1970's? The 1970's turned out to be the cheerless age. University students lost their consciousness toward social matters. Their eagerness in current issues was replaced by their desire to take good marks and to play mah-jhong, pachinko and so on. University had become a "paradise" for the students before going out to face the reality of society.

"What should we do for tommorrow?" Students in the 1970's abandoned their challenge to answer it directly. However, at the end of the 1970's, we, members of Waseda E.S.S. were still enthusiastic toward social affairs. We took every possible challenge to achieve the roles of university students both for ourselves and for the world of tommorrow. The whole traces of our activities in 1979 can be enough evidence to answer the abovementioned question. So, as the last chairman of W.E.S.S. in the 1970's, I want to express my heartfelt thanks to all the E.S.S. members and all who helped us in our various activities.

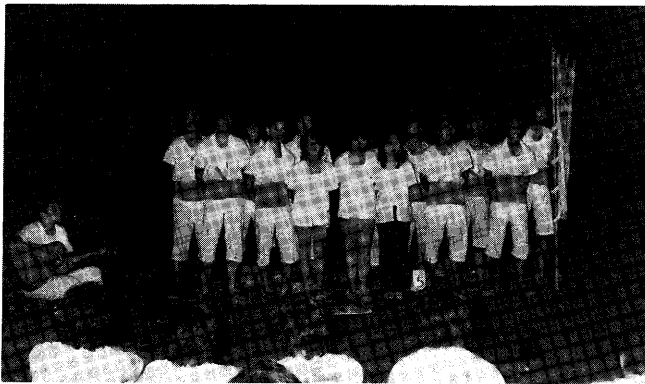
"Do your best, we'll do the rest." Under this slogan, we have walked hand in hand for a year. And now, I'd like to close the last page of my diary in 1979 by leaving my last message for those who follow our path: "Do your best, we did the best."

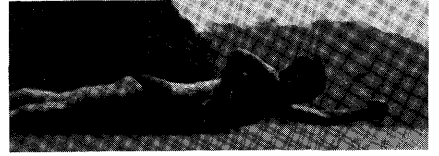
Masahiro Soga
Chairman
(Literature, Junior)





SUMMER



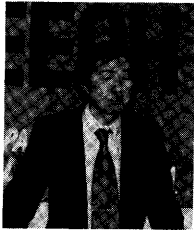


CAMP



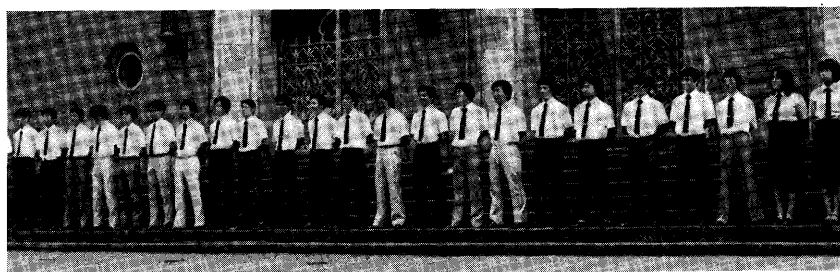
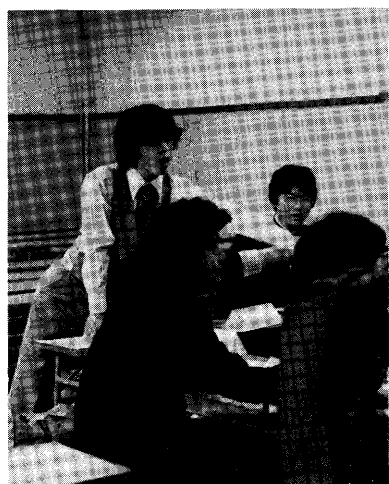


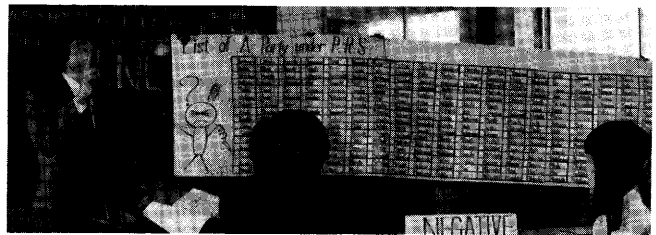
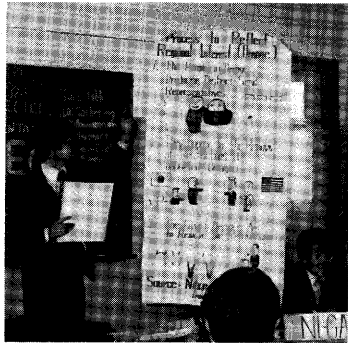
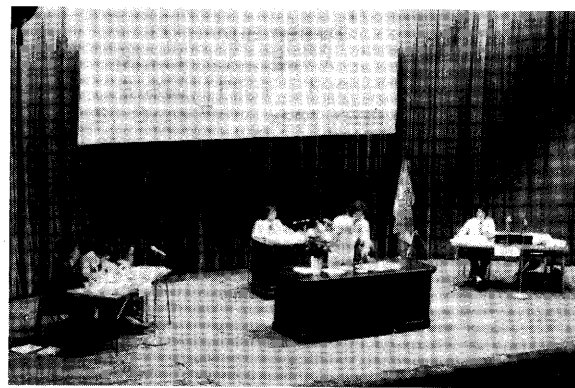
SPEECH





DISCUSSION



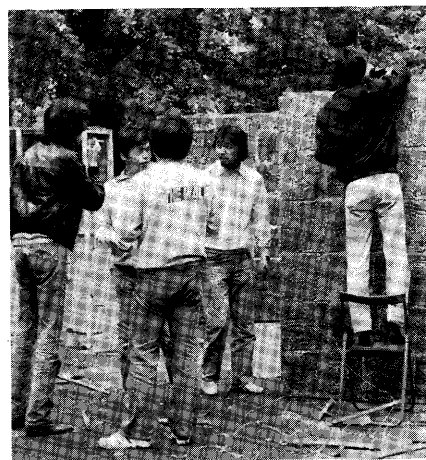
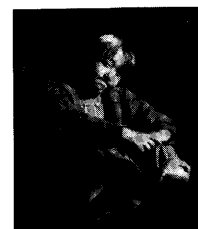
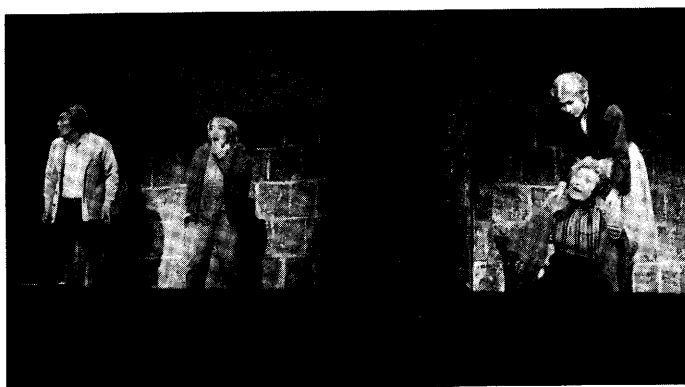


DEBATE





DRAMA





AKIHABARA



JOHOKU

WESS FAMILIES

THE SEVEN SISTERS!



KOENJI

MEJIRO



SHIBUYA



SHINJUKU



YOKOHAMA



Highlights for 1979, Outline of Activities

- Mar. 29 Extraordinary General Meeting
 31 T.I.D.L. Home to Home Debating Match vs. Hitotsubashi Univ.
 Proposition: Resolved; that Japan should adopt a comprehensive program to reinforce national defence.
 Aff. Mr. Tokura, Mr. Nakamoto (lost)
 Neg. Mr. Masuoka, Mr. Niibori (won)
- Apr. 9 T.I.D.L. Home to Home Debating Match vs. Univ. of Tokyo
 Aff. Mr. Tajima, Miss Yoshikoshi (won)
 Neg. Mr. Nodera, Mr. Suzuki (won)
 12 T.I.D.L. Home to Home Debating Match vs. Sophia Univ.
 Aff. Mr. Tani, Miss Fujii (won)
 Neg. Mr. Komada, Mr. Nakajima (won)
 13 Joint Discussion with Kansai Univ.
 Title: Serching for the utopia in Japan.
 14 Welcome Party
 15-22 The 2nd Hawaii Expedition
 Topic: How should Japan and the U.S. assure the security in South-East Asia?
 Mr. Soga, Mr. Tamano, Mr. Iwamoto, Mr. Nagashima, Mr. Sakurai, Miss Kikuchi, Mr. Yamada, Mr. Tsutsui, Mr. Nishikawa, Mr. Shindo, Miss Bessho, Miss Shimonaka
 18 T.I.D.L. Home to Home Debating Match vs. Tokyo Women's Christian Univ.
 Aff. Mr. Watanabe, Miss Hiraiwa (lost)
 Neg. Mr. Matsui, Miss Nakaoka (won)
 21 T.I.D.L. Home to Home Debating Match vs. Keio Univ.
 Aff. Mr. Imamura, Miss Sakayanagi (lost)
 Neg. Mr. Kamiyama, Mr. Shibata (won)
 26 T.I.D.L. Home to Home Debating Match vs. Meiji Univ.
 Aff. Mr. Hagiwara, Mr. Wakabayashi (lost)
 Neg. Mr. Kanakubo, Mr. Nakagawa (lost)
- 29-30 The 9th K.U.E.L. Five-man Team Debating Contest
 Proposition: Resolved; that Japan should adopt a supplemental program to reinforce Self Defence Forces.
 Mr. Kondo, Mr. Sejima, Mr. Noguchi,
 Mr. Shino, Miss Hayashi
- May 2 Joint Discussion with Kwansei Gakuin Univ.
 Title: How should Japan adjust economic relation with foreign nations?
 3 T.I.D.L. Home to Home Debating Match vs. W.E.S.A.
 Aff. Mr. Morisaki, Miss Tamura (lost)
 Neg. Mr. Nakazawa, Mr. Okuya (won)
 5 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.
 Aff. Mr. Najima, Mr. Tanaka (lost)
 Neg. Mr. Kato, Mr. Shimatani (lost)
 6 T.I.D.L. Lecture and Model Debate
 Mr. Komagata, Mr. Funami

- 7-9 Oral Recitation Contest (elimination)
 11 Oral Recitation Contest (final)
 1st Prize: Mr. Minami, Miss Mochizuki
 2nd Prize: Mr. Kimura, Miss Nakamachi
 3rd Prize: Mr. Minegishi, Miss Nishida
 H.M. Prize: Akihabara H.M.
- 12-13 The 2nd Two-man Team Debate Contest sponsored by K.F.C.
 Mr. Kanno, Mr. Yamamoto
- 12 The 10th Waseda-Keio Oral Recitation Contest
 2nd Prize: Mr. Kikuchihara
 3rd Prize: Miss Nakamachi
- 13 K.U.E.L. Freshman Discussion
- 17 General Meeting
- 24-31 Kansai Expedition
 Title: Japanese school education at the turning point!
 Mr. Soga, Mr. Konishi, Mr. Noguchi, Mr. Kobayashi,
 Mr. Unnai, Mr. Otsuka, Mr. Ishiyama, Mr. Murata,
 Mr. Miki, Mr. Hashimoto, Mr. Yoneda, Mr. Maruyama,
 Mr. Yamanami, Miss Okajima, Mr. Masuoka,
 Mr. Shibata, Mr. Yamazaki, Mr. Tsutsui, Mr. Sasahira,
 Mr. Shindo, Mr. Tokura, Mr. Najima, Mr. Nodera,
 Mr. Nakamoto, Mr. Hagiwara, Miss Bessho, Miss Arima
- 26 Joint Discussion with Ritsumeikan Univ.
- 27 Joint Discussion with Konan Univ. and Kobe Univ. of Commerce
- 29 Joint Discussion with Kwansei Gakuin Univ.
- 30 Joint Discussion with Kansai Univ.
- June 2-3 The 5th Hawaii-Waseda-Keio University International Exchange
 Debate
 Mr. Kondo, Mr. Funami (Aff. lost, Neg. lost)
- 2 The 8th Annual Dean's Cup English Speech Contest sponsored
 by Tokyo Women's Christian Jr. College
 Mr. Takayanagi
- 4-6 The 1st All Waseda Championship Debating Contest for the Ito
 Trophy
 1st Prize: Mr. Nagashima, Mr. Tamano
 2nd Prize: Mr. Abe, Mr. Tsukada
- 9-10 The 17th T.I.D.L. Championship Debating Tournament
 3rd Prize: Mr. Nagashima, Mr. Tamano
- 9 The 9th Orange Discussion sponsored by Hosei Univ.
- 10 The 2nd All Japan Intercollegiate English Oratorical Contest
 sponsored by Kyoto Univ. of Foreign Studies
 3rd Prize: Mr. Watanabe
- 11-13 Junior Speech Contest (elimination)
- 16-17 The 5th East-West Intercollegiate Debate Contest
 Mr. Nagashima, Mr. Tamano
- 16 Junior Speech Contest (final)
 1st Prize: Miss Sakai
 2nd Prize: Mr. Henmi
 3rd Prize: Mr. Minami
 H.M. Prize: Yokohama H.M.
- The 13th Intercollegiate English Oratorical Contest for the
 Niijima Trophy sponsored by Doshisha Univ.
 Mr. Ando
- 17 Four University Junior Speech Contest
 1st Prize: Mr. Henmi
 4th Prize: Miss Sakai
- The 10th All Tokyo Discussion Meeting sponsored by Toyo Univ.

- 21 Drama Festival
"The Wall"
- 23-24 The 4th K.U.E.L. All Japan Student Assembly
Best Discussants Prize: Miss Bessho
- 24 The 3rd A.P.U. Open English Speech Contest for the Aichi Prefecture Governor's Trophy and A.P.U. President's Trophy sponsored by Aichi Prefectural Univ.
4th Prize: Miss Seo
The 9th All Japan Youth English Oratorical Contest for the Mayor of Honolulu Trophy
5th Prize: Mr. Kasamatsu
- July 7-8 Japan Intercollegiate Discussion Meeting
26-31 Summer Camp
- Sept. 19-22 All Waseda Speech Contest (elimination)
25 All Waseda Speech Contest (final)
1st Prize: Mr. Sakamoto
2nd Prize: Mr. Shibuya
3rd Prize: Mr. Kasamatsu
- Oct. 7 The 9th English Oratorical Contest for the Oda Trophy sponsored by Joshi Sei Jr. College
1st Prize: Mr. Kamota
The 30th North Japan English Oratorical Contest sponsored by Tohoku Gakuin Univ.
4th Prize: Mr. Katsuragi
- 13 The 21st Inter-Home Meeting Debate Contest
Proposition: Resolved; that Members of the House of Representatives should be elected through a Proportional Representation System.
1st Prize: Akihabara Home Meeting
- 14 The 10th Junior Debate Contest
1st Prize: Johoku Home Meeting
The 12th English Oratorical Contest for the President Shimada Trophy sponsored by Bunkyo Women's Jr. College
Mr. Shibuya
All Kanto Open Discussion sponsored by Takasaki City Univ. of Economics
- 20-21 The 30th Intercollegiate English Debating Contest sponsored by I.E.C.
Proposition: Resolved; that Members of the House of Representatives should be elected through a Single Member Constituency System.
Mr. Noguchi, Mr. Kanno
- 20 The 13th English Speech Contest for the President's Cup sponsored by Sacred Heart Women's Univ.
1st Prize: Mr. Ando
- 21 The 18th Waseda-Keio English Oratorical Contest
3rd Prize: Mr. Sakamoto
4th Prize: Mr. Ando
5th Prize: Mr. Nishikawa
- 27 Annual Intercollegiate English Oratorical Contest sponsored by Ryukoku Univ.
Mr. Masuoka
- 28 All Tokyo Discussion Meeting sponsored by Toyo Univ.
- 30 Junior Discussion
Title: How can we assure the agricultural products by our own hands?

- Nov. 4 Joint Discussion with Meiji Univ.
The 12th Intercollegiate English Oratorical Contest for the President's Cup sponsored by Wayo Women's Univ.
2nd Prize: Mr. Watanabe
The 11th Annual All Kanto Intercollegiate English Oratorical Contest for the Mizuno Trophy sponsored by Chiba Univ. of Commerce
4th Prize: Miss Shimonaka
- 10-11 Japan Intercollegiate Discussion Meeting
- 10 The 15th East-West Six University English Oratorical Contest
Mr. Kasamatsu, Mr. Sakamoto, Mr. Nishikawa
The 22nd English Oratorical Contest for the Dean Trophy of Science and Technology Dept. sponsored by Ritsumeikan Univ.
2nd Prize: Mr. Imamura
- 11 The 5th English Oratorical Contest for the President's Cup sponsored by Kanto Gakuin Univ.
3rd Prize: Mr. Matsushita
The 14th Annual Intercollegiate English Oratorical Contest sponsored by Kogakuin Univ.
3rd Prize: Mr. Kashiwazaki
The 25th Annual English Oratorical Contest for the President's Cup sponsored by Ibaragi Univ.
1st Prize: Mr. Minami
Miss Nishimura
The 14th Annual Intercollegiate English Oratorical Contest for the President's Cup sponsored by Dept. of Agriculture and Technology of Meiji Univ.
1st Prize: Miss Yamada
The 3rd Annual All Japan Intercollegiate English Oratorical Contest for the Fukuzawa Trophy sponsored by Keio Gijuku Univ.
5th Prize: Mr. Kasamatsu
- 14 The 13th Intercollegiate English Oratorical Contest for the President's Cup sponsored by Tokyo Women's Christian Univ.
Mr. Watanabe
- 17-18 The 7th All Japan Intercollegiate Five-man Team Debating Contest (Kanto Preliminaries)
Proposition: Resolved; that Members of the House of Representatives should be elected through a Proportional Representation System.
Mr. Kondo, Mr. Noguchi, Mr. Otsuka,
Mr. Komagata, Mr. Yamamoto
- 22-23 The 43rd Four University English Theatrical Contest
"The Wall"
Best Actress Prize: Miss Harakawa
English Prize: Waseda University
Grand Prize: Waseda University
- 23-24 The 6th All Japan Student Conference
- 23 The 29th English Oratorical Contest for the Mayor of Takasaki Trophy sponsored by Takasaki City Univ. of Economics
3rd Prize: Mr. Kamota
The 14th Annual All Japan Intercollegiate English Oratorical Contest for the Kaneko, Kase and Willamette Univ. Trophy sponsored by International College of Commerce and Economics
3rd Prize: Mr. Sakamoto
- 24 All Japan Open Discussion Meeting sponsored by Meiji Gakuin Univ. E.S.S.

- 25 The 9th Intercollegiate English Speech Contest for the President Shibata Trophy sponsored by Kokushikan Univ.
Miss Nakaoka
The 7th All Japan Intercollegiate Five-man Team Debating Contest (East Japan Preliminaries)
1st Prize: W.E.S.S.
- Dec. 1-2 The 7th All Japan Intercollegiate Five-man Team Debating Contest (final)
1st Prize: W.E.S.S.
- 1 The 30th English Oratorical Contest for the Gallot Trophy sponsored by Seinan Gakuin Univ.
2nd Prize: Mr. Nishikawa
The 10th Intercollegiate English Oratorical Contest for the Obara Trophy sponsored by Tamagawa Univ.
3rd Prize: Mr. Takayanagi
The 16th All Tokyo Intercollegiate English Oratorical Contest sponsored by Seikei Univ.
Mr. Shibuya
- 2 All Japan Open Discussion Meeting sponsored by Meiji Gakuin Univ. E.S.S.
- 8 The 6th All Japan Intercollegiate English Oratorical Contest for the Okuma Trophy sponsored by Waseda Univ. E.S.S.
4th Prize: Mr. Kasamatsu
The 9th K.E.L. English Oratorical Contest
3rd Prize: Miss Horiuchi
- 16 The 5th All Japan English Oratorical Contest for the Hatoyama Trophy
Mr. Sakamoto
- 18 Closing Party 1979
- 22 All Keio Open Discussion
- 1980
Feb. 9 Farewell Party 1979

Hiroyasu Otsuka
Chief of
Planning and Management Agency
(Literature, Junior)

価値ある空間づくりを……

私たちは卓越した専門技術で、商業空間から展示空間にいたるあらゆる空間演出を追求しております。

 **株式会社 丹青社**

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商業施設全般のご相談は開発部までご連絡下さい。

Reports on Activities

Drama

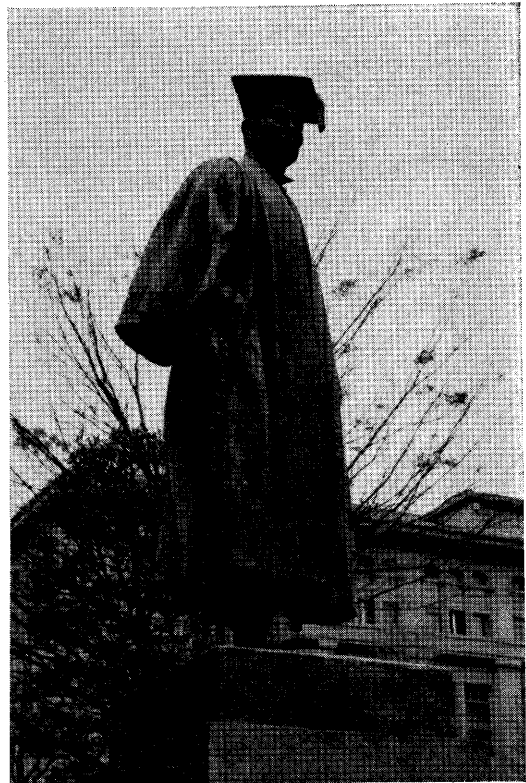
Speech

Debate

Discussion

Study

Hawaii Expedition



DRAMA



Waseda University English Speaking Society

THE WALL

Written by MICHAEL WALKER

□ STAFF □

Producer Masahiro Soga (3)
Stage Manager ... Atsushi Takagi (3)
Assistant ... Kazuhiko Komada (2)
Director Reiko Kohda (4)
Assistant ... Hiroshi Mazawa (2)
Taro Shimada (2)
Hiroko Kuwahara (2)
Setting Takashi Kobayashi (3)
Properties Yutaka Funamizu (3)
Lighting Toshihiko Shibuya (3)
Sound Effects ... Takashi Unnai (3)
Costume Yoshiko Morimoto (3)
Make-up Yumiko Yasuda (3)
Yasuko Kato (3)

□ CAST □

1st Soldier Tohru Nozaki (1)
A Woman Tomoko Harakawa (1)
2nd Soldier Mitsuhiro Sugimoto (1)
A man Hiroshi Mazawa (2)
A Captain Masutaka Odani (1)
A Boy Michiko Horiuchi (1)
An Old Woman... Hideko Nishimasa (2)



STORY

Action takes its place in either side of the wall, which was built in 1961 and still exists in Berlin, East Germany. Time is one night in early winter.

WOMAN tries to attract SOLDIER 1 and take him away from his post, because she wants him to move the stone in the cellar in order to get over her family.

MAN on the other side tries to invite SOLDIER 2 to drink beer because he watches for a chance to get over the wall. In the meantime, BOY comes to talk to his grandmother and interrupts MAN's attempt. But at long last MAN takes SOLDIER 2 to his house.

On the other side OLD WOMAN also

comes to talk to her grandson. Since she cannot get any answer from BOY a commotion arises.

SOLDIER 2 notices that he is deceived and will hurt BOY. So MAN stabs SOLDIER 2 helplessly. What they can only do is get over the wall. But MAN notices that they cannot both go without steps.

WOMAN perceives MAN to be her loved husband and they call each other.

MAN makes up his mind and hands his baby to BOY and helps him over.

Then SOLDIER 2, living, shoots BOY and he's dead. Only MAN's baby goes over and into his mother's arms.

"The Wall"

Reiko Kohda

Director

(Law, Senior)

We performed "The Wall" as a production of the Waseda English Speaking Society in 1979.

I remember the impression very clearly when I first read this script. At the beginning I couldn't understand what's going on but I was sure there is something behind. In the middle I was beside myself. And after reading this play I found myself deeply moved to tears.

This script was written in 1963, when Super Powers, the United States and Soviet Union, confronted each other at many places in the world. I was shocked to know the murder at the wall even now. The existence of the wall made us perform this play.

Then I'll talk about constituents of the

play, that is, plot, character, language, theme or thought, spectacle and song. "The Wall" has almost all of them.

It's very common plot in tragedy that a big reversal is in the end: SOLDIER 2, who should have been killed, shoots BOY and they cannot go over. In this way many reversals in the play never lose the audience.

"Recognition" is one of the important means in a tragedy just like "reversals".

The recognition of SOLDIER 1 that WOMAN and OLD WOMAN want him to move the stone in the cellar gives you a new turn. SOLDIER 2's recognition from MAN and BOY's saying that they get over the wall some day, makes you feel dangerous. And MAN and WOMAN's recognition that their loved one still love on the other side makes you cry.

Thus, this plot consists of many good points.

Secondly, it has the good contrast in a

character and between characters; WOMAN as a pro and WOMAN as an ordinary people; SOLDIER 1 on the west and SOLDIER 2 on the east; CAPTAIN's authority and SOLDIER 1; MAN, and BOY who interrupts MAN. "Contrast" is one of the most important factors in my direction.

Then I will speak of my intention to direct this play. I wanted to present humanity's love, worry, and courage, and let you know the existence of the wall. The rage at the wall makes WOMAN say, "No. It's not just the wall. It's a long, long gravestone. Do you see it, soldier? It doesn't say "Rest in peace" but "Here

peace died." You don't have peace just because you don't have war. As long as there are two sides, peace is on neither." and "The whole world is sorry! Write that on the wall!". As she says, Everything breaks out because of the existence of the wall. I was sure the existence of the wall gave the audience a shock.

Finally, I'd like to say thank you very much to Prof. Itoh and all the members of the WESS for advice and cooperation, and to the graduates for coming to see our performance.

I am very happy as a director that we could present such a beautiful production.

What Brings Us Victory?

Atsushi Takagi
Stage Manager
(Education, Junior)

Our dream came true when the announcement of "It's easy to decide the Grand Prize, unanimously, Grand Prize goes to Waseda University." echoed in Hitotsubashi Auditorium on November 24, 1979. We, Waseda Drama Production have won the Grand Prize with casts and staffs of over 150. We have tasted the joys of "Victory" after 3 years interval since 1975.

This year, We set up 2 principle.

- 1) To brush up our English ability through Drama Activities.

Drama is communication. It contains various situations and real conversation. Emphasis will be put on situational and practical conversation useful in daily life. Through action, we will acquire, not only emotional expression but, knowledge of the culture, custom and religion etc.

- 2) To build up the cooperation among members through Drama Activities.

Mutual understandings among members are indispensable for Drama Production.

To do so, we had to put on and make a good play with which all casts and staffs would be satisfied.

For the achievement of this aim we, Drama Production started with the selection of a script in winter. And we decided on the script of "The Wall" written by Michael Walker in April. The script of "The Wall" was suitable for making a good drama though there were a few difficult points in stage effects. In June we held the Drama Festival. All the members studied the script and all the freshmen played on the stage as actors and actresses.

This is one step for 4 University English Theatrical Contest. From August 13, we started the rehearsal. And we got the benefit of 4 camps at Oiwake Seminar House and Honjo Seminar House and we also could acquire mutual understanding between casts and the members of the Drama Conference. Moreover, everytime we had a camp, Prof. Itoh and many graduates participated in then, and we were

taught what WASEDA DRAMA is.

They taught us unity and cooperation among casts and staffs are most important things. We recognized that drama was the most traditional activity in our circle and was backed-up by the visible and invisible aids of many graduates who devoted their life to the Drama in their university life.

To put Michael Walker's "The Wall" on the stage, all the participants in Drama '79 must have spent many days and months. I'm sure our performance was the end product of generous efforts, pains and joys of all casts and staffs during the long period of preparation. We will not forget our real satisfaction after the final performance

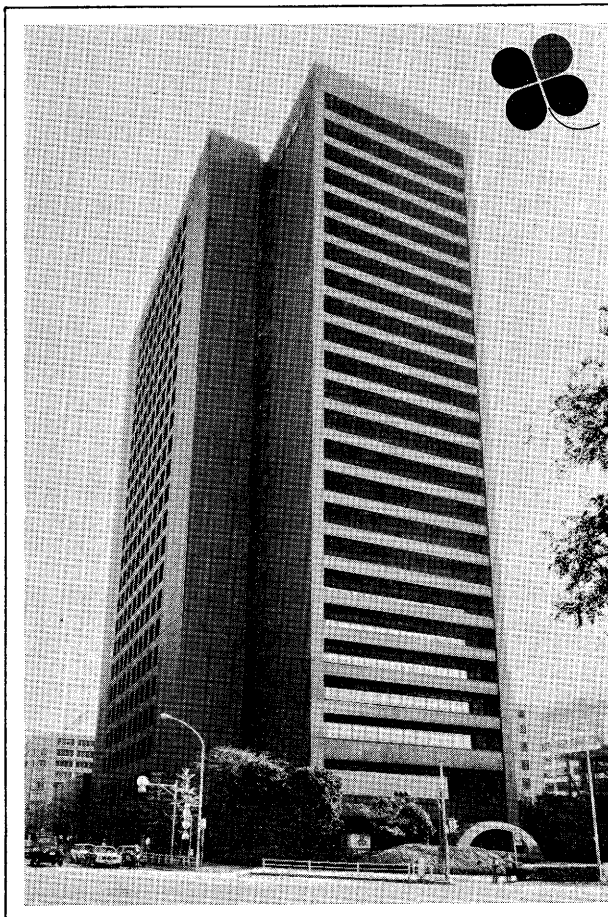
and the very moment when we all were moved to tears.

And I think Drama has its own characteristics as the art has, but we can also brush up our English ability throughout Drama Activity. So, I hope Drama Activity will be the very place where we can pursue our English ability.

Lastly I thank Prof. Itoh and kind graduates for helping us and let us know what the play was.

Finally let me express my hearty thanks to all the members of the W.E.S.S. for their kind cooperation and assistance throughout the Drama '79.

Next come your turn.



サンワは伝統の中に 若さが息づいている銀行です。

私たちの目指すものは、豊かで明るい社会づくり。そのためには、人間に対する深い理解と共感が何より必要だと考えます。この大きなテーマに私たちといっしょにとりくんでいきましょう。サンワは、若い人材を何よりも大切に育てる銀行です。

●東京本部／千代田区大手町1丁目

●店舗網／国内200余 海外18

みなさまのお役に立つ

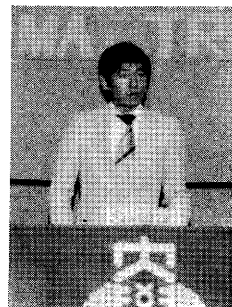
三和銀行

SPEECH

The Way to Survival

Koichi Kasamatsu

(Social Sciences, Junior)



This age is often referred to as "The Era of Energy-Saving." Energy problem has been discussed in many speeches so far. Yet I was not so anxious about that. However, just about a month ago I watched a T.V. commercial program of an oil company. Surprisingly enough, it said, "Let us not waste oil!" Unbelievable! Why an oil company propagates such a contradictory thing? I was a little shocked, but at the same time I have come to realize we are living in the midst of energy crisis and wonder whether we recognize this crisis and how important energy is for each one of us in this civilized society.

Some time ago, I overheard a conversation between a mother and her little son on the Yokosuka-line coming from Yokohama to my university. The son said to his mother, "Mommy, why are all the lights turned on although it's daytime and very clear outside?" The mother replied, "I don't know exactly why. However, that's wasting energy!" Hearing this, the son's questions seems to be very simple, but it has significant meaning. His words clearly tells us the National Railway forgets the Government favorite catchphrase "Energy-Saving." Is it O.K.? And don't you think even a little child can switch off the lights with just a finger?

Let me give you a more tangible example. This summer many of you may have heard about "Energy-Saving Look" as one

of the Government propaganda. It is a suit with short sleeves especially designed for saving energy during hot summer days without using air-conditioning. However, is it really saving energy? I doubt it. Because making a new product today leads to consumption of energy. In this case, all chemical fibers and other materials are made from oil, and electricity or oil fuel are used to operate the plant. The survey conducted by the Science and Technology Agency shows, it would take 10.2 liters of oil to produce a suit, 7.3 liters for a coat and 2.0 liters for a shirt. So, I'm now wearing about 14.0 liters of oil. In view of these facts, is a new suit necessary? No! We already have energy-saving look. That is, for example, not wearing a tie, jacket, but a shirt with half length sleeves. We can change our clothes into energy-saving look with just a little ingenuity.

Nevertheless, people don't well recognize the present situation and are not conscious of energy-saving. According to the investigation of the Prime Minister's Office in September, just 30 percent people in Tokyo are always conscious of energy crisis. But those who are actually practicing saving is only 10 percent. Besides, more than 50 percent of all will not stop going to offices by cars.

My friends, why don't you notice we are now living in the midst of crisis? And why don't you recognize the importance

and necessity of conservation? As you know more than 99 percent of all Japan's crude oil is imported. Suppose this import stops, what will happen? Our lives will completely be limited. We could not almost use any kind of vehicles as automobiles, electric cars or airplanes and of course electricity itself. It will be difficult for us to go from the east to the west and vice versa. In that respect, we may lose another precious thing. That is, this All Japan Oratorical Contest. Is it desirable? —Never! Then how, how can we overcome such a condition? I know it's difficult. But turning our eyes to the today's situation around us, there are many things which we can do with just a little care and device; going to offices by street cars, buses or on foot, stopping air-conditioning in case of few passengers, turning off the lights when it's daytime, recycling things before throwing them away and so on.

As for myself, I'm taking care of the usage of not only energy itself but also other forms of it as well. One of my ways is to collect the advertizing bills in the

newspaper not printed on the other side and make use of them in place of notebooks. It's simply because there is no difference between bills and notebooks.

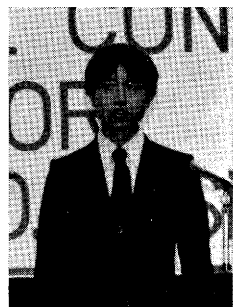
You may think I'm a stingy man. However, think of our children and their descendants. What will happen to their future? It is our duty to preserve precious energy resources and to teach people how to conserve. Anyway the day will surely come when the import of energy stops just because natural resources on the earth are limited. So, please do not wait until tomorrow! Tomorrow is not given to you!

To overcome crisis is very hard, however my friends, never forget there are many things which we can do if we try! As an old saying goes, "Little and often makes a heap in time," yes, just a little care, device and ingenuity of each one of us will surely make a success. So, let us recognize the crisis as one of the users of energy and let us cooperate together in order to assure our way to survival and to make this excellent contest possible next year!

Toward the Supreme Victory of Human Beings

Takashi Sakamoto

(Politics, Junior)



"If you were given another life, would you want to be a man or a woman next time?" This question was raised by a leading Japanese newspaper to more than 500 men and women chosen at random. As the result, nearly half of the women answered, "I want to be a man," while only 9% of the men chose to be a woman in their second life. That means half of the women would hate to stay as women,

and nine out of ten men would prefer being a man. It seems that being a woman is not so comfortable as being a man in this society.

After World War II, men and women became legally equal. However, when we consider the result of this survey, it's hard to believe men and women are really equal. In fact, in another survey, three out of four admit the existence of unequal-

ity between men and women.

"Gees! I can't find any job!" My friend, a senior student of university cried to me. She visited quite a few companies for her future job. But all of them rejected her.

"How come they didn't accept you? You are so nice and from a very prestigious university." But she replied to me, "For sure, they rejected me—just because I'm a girl. Actually they never paid any attention to my school records."

I was surprised at her words. But that's terribly true. In my university Waseda, for instance, when someone becomes a senior, many companies send him various kinds of recruit information. But they never send such kind of information to a girl student, even if she is the best student of all.

As my friend complained, generally girls have very little opportunity to get a good job. And even if she is hired by some company, most of her job consists of serving tea to men, and there is little hope to get the higher positions in the company.

On this problem, the managers always make an excuse—like women quit their jobs easily when they get married. But it is very possible for women to be good housewives and good business women at the same time, with a little help from their husbands. Apparently company managers have some kind of prejudice against women—that is, women should stay home all day long, or women are inferior to men.

However, gentlemen, we men can't blame only company managers for their male chauvinism. Don't we have any sexual prejudice at all? Our attitude toward women, is it really fair?

There is a kind of new word "flying" from the novel "The Fear of Flying" by Erica Jong. She defined this word as "to be independent and free from prejudice." But when we men describe some girls as "flying", do we use that word in that original meaning? Never. The word "fly-

ing" is always uttered in a kind of teasing or humiliating tone. "She is flying."—this phrase is not for praise but for humiliation. Exactly the same thing is happening, when we say "a career girl".

On the other hand, we men feel some kind of pleasure, when we hear the song like "Kampaku Sengen" which made a big hit this summer. It goes like this; "My future wife, you have to get up earlier than I. You have to go to bed later than I. You have to serve good food for me every day." We feel like saying, "Yes! That's right!"

But, wait a minute, gentlemen, stop and see what you have in your mind. You'd probably find a strong prejudice against women.

Ladies and gentlemen, sexual prejudice is the biggest problem for human beings. This problem might be more important than the racial problem, because races can be mixed but sexes can never be mixed. So we always need to discuss this problem from both sex sides. That's why I made a speech on this subject today. These kind of speeches are always delivered by women. But now it's the time for men to think about this problem very seriously.

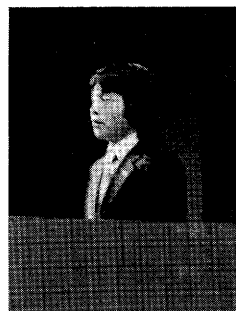
Also, in this sense, ladies, you must go on discussing this, too. You have to be independent and have the courage to reject the easy life based on this prejudice. People say Japanese housewives are enjoying lifestyle of three meals and a nap in the afternoon. It must be attractive. But you should note that kind of life only supports men's prejudice against women.

In 1949, the first women's liberator Simone de Beauvoir concluded her book called "The Second Sex" by these words; "To gain the supreme victory, it is necessary that men and women clearly affirm their fellowship." Thirty years later, we are not ready for that victory yet. But I sincerely believe we human beings can get that supreme victory some day—by keeping up the efforts to abolish our stupid sexual prejudice.

Puppets of Civilization

Makoto Nishikawa

(Commerce, Sophomore)



Just about a month ago, when I was using the elevator in the department store called "Big Box" near Takadanobaba Station, I had a terrible experience. As we were going down from the seventh floor to the first one, the elevator suddenly got out of order, and it didn't stop on the first floor and went underground. Although I pushed the button again and again, the door wouldn't open, and we were confined in the small box at a loss what to do. All I did was to push the emergency bell and to call for help. There were some young ladies around me, so I tried to pretend that I was not scared, and I tried to show myself as brave as possible. But honestly, I was really frightened. Well, fortunately the repairman soon came down and we got out of it.

This experience gave me the chance to look around myself once again. Everyday, we are using many kinds of modern conveniences, such as the elevators, T.V. sets, electric lights and so forth. However, all we know about these machines is only how to use them, namely how to push the button.

In this highly industrialized society, we can lead a very comfortable life. Yes, so far as the level of civilization is concerned, we can say that our civilization is much more advanced than that before the 20th century. But ladies and gentlemen, when you think about yourself, can you say with confidence that you are superior to those who lived before this century? I myself quite doubt it. Only difference is that we are given such machines and we can utilize

them. Thus, the civilization itself has been advancing in a steady way, but on the contrary, we can hardly find the progress in individuals. Ladies and gentlemen, don't you feel any anxiety about this situation?

Everyday, thousands and thousands of people are getting on trains when they go to school or go to work. Suddenly I wondered how many of these people understand the mechanism of this train? Maybe no one. Or how many people notice that they are riding on trains about which they have almost no knowledge? Or how many people can really be aware what's going on, inside the simple designed small box and below the flat floor? Well, strange to say, only the designers of trains understand the complicated mechanism of this machine. Even the drivers of trains know only how to operate them. But we tend to misunderstand that we can control them only because we can use them.

Just remember the October 19th, when the typhoon struck Japan, all the trains in Tokyo were stopped. We saw the people in panic everywhere. What were you doing at that time? As for myself, all I could do was to wait for a long time while the repairmen were working hard. In this way, only in the case of emergency, we first become aware of our ignorance.

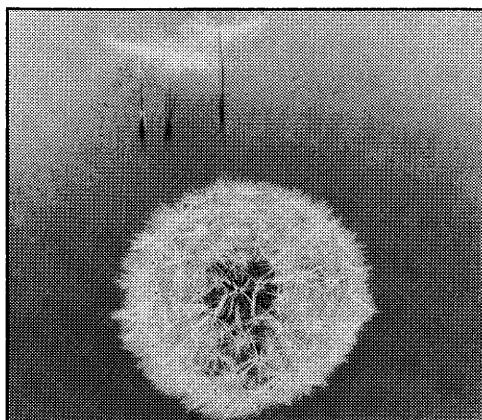
In this second half of the 20th century, our civilization has made a remarkable progress, especially in the field of science. We can launch rockets to the moon, and investigate the surface of other planets. Or unbelievably complicated computers are

put into many kinds of machines. We ordinary people look at them with admiration, and at the same time, we are proud of being the members of this civilization. However, I cannot but feel that it is only a handful of geniuses who are now advancing our civilization. It is only they who have the knowledge for launching rockets or designing computers.

In this highly civilized world, every field has been deeply researched by hundreds of scholars and has its own experts. It has become impossible for one individual to comprehend everything even in a single field. But, it never allows us to be ignorant. It never means that we don't have to study. It never means that we can depend on those experts in every thing! Here I'm not saying that we have to understand the complicated mechanism of those machines. Maybe it takes a long time and there is no need of it. However, at least we should be aware of the danger of completely depending on those experts in every thing.

Day by day, advance of civilization has been accelerating in a rapid way. But how about us? How about us ordinary people? It seems as if we have given up making progress. We are only enjoying the products of this civilization. It is quite doubtful whether we can keep up with the advance of civilization in the future, or even at present. I cannot but predict that, if we maintain our indifference to the advance of civilization, the gap between us and the civilization will become deeper and deeper, and in the end, it will completely separate us from this civilization.

So now my friends, before it's too late, let us remind ourselves that we ordinary people are also the members of this civilization. We are the creators of our civilization. So why not reconsider our role? Yes, it is nothing but our duty to keep this civilization from going too far ahead of us. My friends, which do you prefer to be, rulers or puppets of civilization?



地球ぜんぶが 「着陸地」。

のびのびと、どこへでも
閉じこもらない自由な心
いまこそタンポポに学びたい
地球単位の広い視野を。

●情報の野村

野村證券

〒103東京都中央区日本橋1丁目

—LECTURE—

The Secret Key for Successful Delivery

Koichi Kasamatsu

*Chief of Speech Section
(Social Sciences, Junior)*

The present age needs an increasing number of public speeches. Leaders in both the lower and higher spheres of democratic and associative life are legion: and chief among their qualification is the need to speak sensibly and clearly. If the young, who aspire to leadership of any group, will only face their task of cultivating and commanding the power of public utterance, they shall surely be rewarded. To succeed they need not be orators; they do not even need to have what is called 'a fluent tongue': plain, clear and sensible speaking, confidently delivered, and vibrant with personality, will be their sufficient and unfailing strength. Training is essential for public speaking. So many 'successful' speakers ignore this advice. The defects are always obvious. Only the born orator may neglect the hard work of training; but he or she, being wise, usually trains the gift rigorously. Here, I tell you the secret key for successful delivery of speech.

(1) To overcome stage fright

Stage fright, this is almost always present in some degree, even in experienced speakers: it is good in itself, for it means the release of emotional qualities without which good speaking is impossible. But, it must not remain to weaken: it must be disciplined into a nervous strength. This is only possible by resolute personal self-determination to speak. Having prepared the speech, go through with it! Never miss a chance of speaking. Familiarity

with the art is thereby made, experience gained. Compare any actor or artist—nervous at first: resolute to conquer, for conquest is essential; triumph. Have a clear mental picture of points you intend to make: make them—and be content. Nervousness will vanish in the effort.

1) Speak as often as possible. Practice privately to imaginary audiences—on your walks, in your room, etc.

2) Harden yourself to face audiences boldly and pleasurably.

3) Stand still: you increase your nervousness if you move.

4) Remember speech is your natural birthright: if mind and organs are right, then speech should be easy.

5) Don't try and lose yourself in your speech and so become unconscious of your audience: this is a fatal error: Don't over-concentrate on your speech; this makes it mechanical. Watch your audience: try and become receptive of their reactions: this is, as a matter of fact, the cure for all forms of weak or failing self-confidence.

6) Remember you are not the first to be nervous.

7) Think of success—not failure.

8) Don't worry if you break down: most speakers have done.

9) Never refuse any chance of speaking in English.

(2) Breath control

The methods of breathing:

1) Intercostal-diaphragmatic: This is the best and the most correct method: strong

muscles brought into play. No fatigue in breathing: gives greatest expansion of chest cavities: inhale slowly and evenly through nose and mouth—air reaches the base, and ribs are pressed outwards: the diaphragm flattens slightly and the base expands. Inhaling—abdomen drawn in slightly. Exhaling—even pressure on this important organ: don't raise shoulders.

2) Abdominal Breathing: Swelling chest by protruding abdomen and forcing the diaphragm down. A very popular method once; now, less favoured. Too much conscious strain to effect it successfully, and not economical in physical exertion.

3) Clavicular Breathing: Here the shoulders are clearly used and raised, and the top part (not all) of the lung chambers is filled. Universally condemned, yet it is the habitual method of breathing of most people—through wrong training or upbringing. Results: rigidity of throat; narrowness of throat; 'tight' throat: insufficient expansion of lungs; no real control of resilience.

* Breathe through nose, when possible, but through mouth as well when quick volume of air wanted; nose and throat should remain moist. The dry throat is a curse. Bronchial tubes also preserved by wet warmth of breathing. It is wrong to think you should not breathe through your mouth: it is essential to do so properly and fully when speaking publicly.

* Breathe silently: Gulping or hasty-noisy breathing—swallowing air—shows loss of control. 'To swallow air' is a common fault. It is especially noticeable in those reading aloud and in inexperienced speakers. It does not embarrass the speaker, who may be habitually be unconscious of it; but it does inhibit easy breathing, and thereby inhibits easy speaking. It embarrasses all listeners who chance to hear it, or even see its gulp-action: once seen, or once heard, it seems to claim attention; and of course it is repetitive. Listen to yourself; if guilty, stop it by breathing exercises of regular inhaling and

exhaling. And listen to friendly critics who may dare to tell you that this is one of your 'platform' faults.

(3) To have good stance

STANCE should always be upright and confident: make the most of the physical advantages nature has given you. Stance reveals part of the secret of personality, because mind and body should be coordinated in your presentation of yourself. This merits careful attention: lacking it, the speaker cannot succeed completely. It allows personality to shine out: it permits the illusion of leadership: it insists on the speaker being 'in command' of himself, and therefore of his audience.

1) LEGS: FEET: Keep feet still; in a square; stand firm; don't wander around; insist that you stand still. No leaning on table or table-end (as many speakers casually do), lounging, bending or other contortions. No foot scraping or one leg over the other... Just stand still but upright and firm. Then your trunk will be still and not wobble about... This will at least be dignified—a good asset. But don't be rigid, artificially stiff.

2) HEAD: This should be held up, and allowed to remain easily upright. It is the most important and appealing part of you. Your head is you. It is the part which looks and talks! No craning, no looking down: this restricts lungs and exhalation; always preserve fully the chance of deep breathing.

3) EYES: They are the reflectors of self. They are looked at keenly; they can be eloquent; they mirror the soul, and so on. Use them well from a fairly still head; let them rove slowly: but fix their gaze generally above and beyond the audience. This gives the illusion that you are looking at one and all.

4) HANDS: This will show how dangerous they can be when not under control. Find a place for them—out of the way; keep them still. Don't twiddle with anything; don't put hands in pockets; don't

scratch your nose; don't do anything with your hands except (a) hold your notes; (b) gesture. For the rest they should be thrust out of the way; otherwise they will get between you and your audience and they can distract—badly!

(4) To develop the speaking voice

The breathing exercises and methods already explained are fundamental needs in training of voice production. This is chiefly needed by singers. But speakers need tone and quality as well—the ringing tone, the pathetic tone, and all shades of speaking voice.

For our purposes the following rules are necessary:

1) Watch the mouth, lips, tongue, for the correct making of vowels and consonants. Use mirror—hand mirror. Never constrict the throat or mouth—let the organic parts function freely under will-control.

2) Vocal sounds depend much on the right use of the tongue and soft palate, the 'curtain over the root of the tongue': roof of the mouth and the bone structure (and clear nostrils) of the nose—the sounding board of the voice.

3) The tongue modifies vocal sound; control tongue—don't let it wag: But make it curl as in the letter 'L.'

4) Strive for nasal resonance—hit the sounding board of the voice. Full tone needs nasal resonance. Hold your nostrils shut and test this. Without this aid the voice is always 'flat,' blurred, throaty.

(5) To make a good gesture

GESTURE is an aid to public utterance. If, however, it can be cultivated and used correctly, it is without doubt a power supplementary to discourse.

1) Everyone has some personal gesture which comes naturally to him. Find out your own, and cultivate it—allow it to be the usual or the only one. Don't allow

any other to intrude, to lessen the value of one you make. One gesture well used is infinitely better than a lot of small jerky movements which mean nothing, look bad, and are inhibitory.

2) Don't attitudinise, pose or look artificial. This is soon noticed even by ignorant audiences: it is often 'guyed.'

3) Don't be artificial or abrupt in gesture. The gesture should flow as if wholly natural in execution; spontaneously arising from the thought or the mood. It is as though some secret mechanism is released, and the arm and hand automatically function, smoothly, rhythmically, and with the needed force or inner power.

4) Don't be monotonous in gesture; if you have one, use it sparingly; if two, play them alternatively and so on. One, repeated too much, becomes a mannerism, which is fatal.

5) Don't look at ceiling or the floor, or your gestures will go there; your gestures are for the audience and yourself.

6) Don't think you must make a gesture. Under emotional stress they may come, if you train them to do so; if you are also well trained, like the actor, you can deliberately use them. In that respect drama is an effective activity. But never use gestures, unless there is need: and never use them, unless you can do so with proper effect. The inner urge is really responsible for the successful gesture.

These notes are the secret key to make a success in delivering a speech. But these are not all. Of course you cannot master them within a day or so. Don't forget 'Practice makes perfect.' Daily and constant practice will surely make you a successful speaker. Never miss any chance of speaking! I sincerely hope this column will help you in making a speech. Good luck!

DEBATE

THE SEVENTH ALL JAPAN INTER-COLLEGIATE FIVE-MAN TEAM DEBATING CONTEST

Resolved; that Members of the House of Representatives Should Be Elected Through a Proportional Representation System

WESS Team: Izumi Kondoh, Masahiko Komagata, Motohisa Noguchi, Hiroyasu Ohtsuka, Masashi Yamamoto

— 1st Prize —

Affirmative Constructive Speech

In this debate, the House of Representatives is the lower house of the Diet, which has superiority to the House of Councillors in policy making. Proportional Representation System is one of the electoral system, and it distributes the seats in the Diet in proportion to the number of votes acquired by each party.

Present political parties play important roles in all procedures in the Diet.

I go to "Japanese Politics" written by Nobutaka Ike, assistant professor of political science at Stanford University, in 1957, page 184, Quote: "Political parties manage the Diet, every action is a party action, every vote, a party vote, every decision, a party decision. Bills and resolutions, motions of any kind, speeches, all are products of political parties in committees and House sessions." Unquote.

Therefore, the number of the seats in each party directly affects the final decision in the Diet. So, the votes of all the people should be reflected in the distribution of the party's seats in the Diet.

Seeking this ideal situation, we the Waseda Affirmative believe that Members of The House of Representatives Should Be Elected Through A Proportional Representation System.

Major Contention 1.

The present electoral system distorts the value of the people's votes.

POINT 1: The value of each person's vote should be counted equally.

Under the principle of popular sovereignty, all the Japanese have equal rights to participate in national policy making. On this principle, since the election is the only democratic way to decide representatives, each person should have an equal right to reflect opinions through voting.

From "Election & Electors" written by J.F.S. Ross, professor of politics at Oxford University, in 1955, page 60, Quote: "Universal suffrage treats every votes as precisely equal to every other voters. Hence with universal suffrage, no justification can be found for giving greater

weight to one vote than to another." Unquote.

Therefore, the value of the each person's vote should be counted equally in the Diet.

POINT 2: The present electoral system is incapable of counting the value of each person's vote equally.

Japan adopts the Medium Sized Electoral System. The amounts of the aquired votes decide the representatives, on the basis of comparative majority rule. And the people send three to five representatives from 132 election districts to the Diet. But this system has defects in setting the value of each vote.

Defect A ; the surplus votes

The comparative majority rule in deciding the representatives produces the surplus votes. Now look at this chart. (Chart 1) This is the case of Ibaragi No. 2 district in the last election. Since three candidates can be the representatives from this district, this amount of votes is enough to be elected. Therefore the surplus votes of the candidates have no meaning on getting seats in the Diet. Because no matter how many surplus votes he has, he can get only one seat, just as the same as that of other representatives with less support than him. The total number of the surplus votes amounts 6 million, which is 11% of the total valid votes.

Defect B ; the loser's votes

Parties have to run many candidates in election districts to get a majority of seats in the Diet. So we necessarily have losers. Once again this chart. (Chart 1) Take a look at this point. Although the difference of the number of the aquired votes is quite a bit, this candidate was selected, but this one lost the election. Thus the losers' votes are produced. But the people who cast for the losers can never reflect their opinion to the Diet. Because the present electoral system counts the losers' votes as nothing. The total number of the losers' votes from every election district of Japan, amounts to 24% of the total valid votes, which is equal to the population of Tokyo!

I say it once again. 11 million of the people's opinions are now not reflected. How can we allow this situation? The answer is clear. Never!

Defect C ; the different value of the votes among each election district

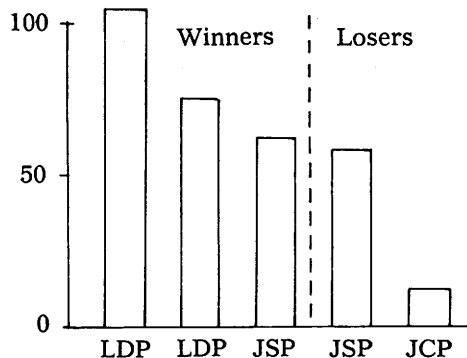
The indispensable number of votes to be a representative is different from district to district. Look at the next chart. (Chart 2) This chart compares the result of the election in Hokkaido No.1 district and Hyogo No.5 district. In Hokkaido, Mr. Kobayashi lost the election, although he could get 123,000 votes. But surprisingly, Mr. Iga in Hyogo, could be a representative with only 36,000 votes. This means the value of the votes differs from district to district.

From these analysis of the present defects, we contend that the present electoral system distorts the value of the people's votes.

[Chart 1]

Results of the 35th General Election
(Ibaragi No. 2 District)

(1,000 votes)



Source: Asahi Newspaper, Oct. 9 '79

[Chart 2]

Results of the 35th General Election



Source: Asahi Newspaper, Oct. 9 '79

Major Contention 2.

The present electoral system allows misrepresentation by parties.

POINT 1: The present electoral system is incapable of precluding misrepresentation.

Since the present electoral system distorts the value of the people's votes, the opinions of the people cannot adequately be reflected in selecting representatives. As a result, there are over-representation and under-representation in parties. We call them "misrepresentation".

Take a look at these charts. (Chart 3, 4) These charts indicate the misrepresentation by parties. Blue line indicates the transition of acquired votes, and the red line indicates that of the seats.

From these charts it is evident that the Liberal Democratic Party enjoys the over-representation and Japan Communist Party suffers from under-representation. As far as we maintain the status quo, by the accumulation of distorted votes, the will of the people cannot be reflected on the number of the seats in the Diet. Thus the present electoral system is incapable of precluding misrepresentation by parties.

POINT 2: Misrepresentation by the parties distorts the people's will.

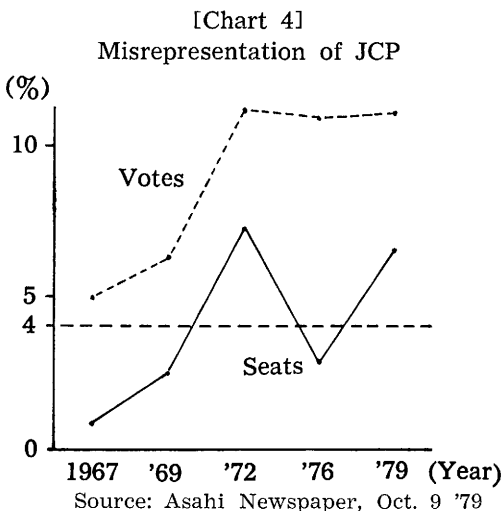
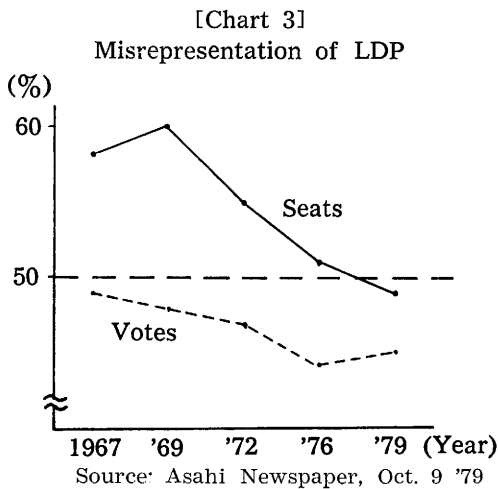
Since the present electoral system allows misrepresentation, it is possible for parties to get the majority of the Diet seats without getting the majority support from the people. Therefore, a party can realize its policies without the agreement of a majority of the people.

From "Japan Times, March 26th 1969" Quote: "The majority Liberal Democrats pushed the controversial bill for a 'Japanese National Railways fare increase', through the House of Representatives. A chairman of transport committee chamber broke through the strong object by all opposite parties." Unquote.

This means the Liberal Democratic Party has successfully carried the bill through by misrepresented majority. That is so called "forced decision". Thus abuse of misrepresentation by the parties distorts the people's will. And the acceleration of such abuse of misrepresentation would infringe on the sovereignty of the people. But there is no measure for the people to prevent it under the present electoral system. Therefore we should change the status quo.

Now it is high time for us to present you our plan.

- plank 1; Revision of the Public Officers Election Law
- plank 2; Introduction of a national constituency system
- plank 3; Introduction of a Simple Bound Party List System
- plank 4; The Election Board shall take the



responsibility for administrating the election.

Simple Bound Party List System is one of the Proportional Representation System to decide the representatives based on the following steps. Look at the chart. (Chart 5)

First Step; Each party makes a list which records the names of candidates from each party. Voters choose one of the party lists. From that list, voters select one candidate, mark to him, and vote it.

Second Step; The Election Board decides the number of seats of each party in proportion to the number of the acquired votes.

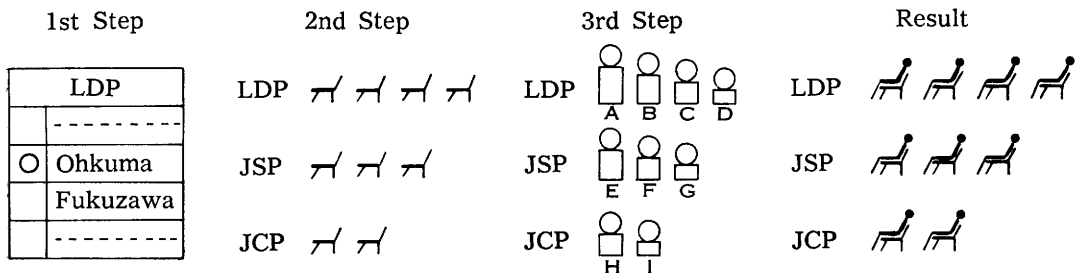
Third Step; The Election Board calculates the number of acquired votes for each can-

didate, and decide the order of the candidates to be the representatives in each party.

In this way, we decide the representatives from each party. If the independent candidates stand, each of them has one list which describes his name. By this plan, we can enjoy the following advantages. First, We can significantly make the value of each vote equal. Second, We can prevent the misrepresentation by parties.

Therefore, the plan is the best way with great benefit. This is why we ask you to adopt the resolution, resolved that: Members of the House of Representatives Should Be Elected Through A Proportional Representation System. If you love democracy, vote for Waseda! Thank you.

[Chart 5] Plan



Negative Constructive Speech

In opposing the Affirmative case, let me, first of all, give you an over view comment on the purpose of the election. The Affirmative argued that the election is the place to distribute the seats for each party. But we definitely reject this analysis. We define the election as the stage to examine the personal quality of each candidate. J.F.S. Ross, professor of political science at Oxford Univ. stated in his book entitled "Election and Electors" in 1955, Quote: "When the community chooses members of Parliament, it ought to take account of 2 things, the first is the personality of the candidates who come before it, their individual fitness for the tasks of a member, and the second is their political ability the sort of line that they will take in Parlia-

ment if elected." Unquote. Therefore, in election, we should examine the individual candidates to be our representatives. The present system is the best system to perform this purpose of election. Because, under the present system, Japan is divided into 132 districts from which can send our representatives to the Diet. Therefore, the voters can keep close contact with each candidate to cast their votes for one candidate with strict eyes considering personal ability of each candidate. I go to "The Structure of Democracy", written by F. Horie, professor of Keio Univ., in 1976, p. 111, Quote: "One of the most significant characters of present electoral system is that voters can choose the Dietmen as their representatives of the regional com-

munity. Under today's system, voters can keep close contact with candidates. Therefore, the will of people will be successfully carried to the House of Representatives." Unquote. Therefore, the present system is the best system to perform the purpose of the election.

The Affirmative is going to destroy the present system by saying the party takes an important role in the Diet. But this can not be a justifiable reason to destroy the present system. Because, in the Diet, individual Dietmen, aparting from any party-unit, is taking an important role in policy making. Let me substantiate this point by giving you an example. "The Collection of the Diet passed laws, from 82 to 84 Diet session", compiled by the Bureau of Legislation in the House of Representatives, in 1978, Quote: "In the 84th Diet Session in 1977, 94 bills passed the Diet, and 9 of them were the legislation at the instance of House members. For example, the legislation proposed by individual House members are as follows; Special Management for taxation Act, and Special Management Act of Income Tax for Riced Field General Usage Subsidy." Unquote. Therefore, there is no justification for the Affirmative to destroy the present system.

Let me go down to specific refutations.

1) Wasted votes

The Affirmative argued the wasted votes are produced under the present system. But they are not wasted votes in its true sense, but the votes for the losers which are effectively casted in the process of the election to examine the qualification of each candidate. Thus, those votes are not wasted.

2) Difference of votes' value

The Affirmative argued that the number of votes to get seats is different from place to place. But this is not significant issue. On this point, we have 2 objections. First, we should not decide the number of quorum in each district simply according to the number of population.

The present system divides the district on the basis of analysis of each regional situation. Therefore, we should not decide number of quorum only on the consideration of the number of population. In this sense, the Affirmative's argument, without considering the specific situation of each region has no sense.

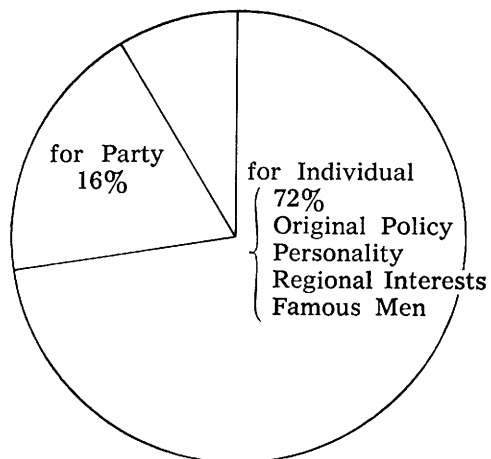
Second objection is no inherency with the Proportional Representation System. In order to modify the difference of votes' value, we can redistribute the number of quorum in each district, in proportion to the number of the voters and the present system assures this measure. I got this information from "Article 15th in Public Officers Election Law" regulates as follows; Quote: "Quorum of the House of Representatives should be redistributed every 5 years in accordance with the result of investigation from census on national population in Japan." Unquote. Thus, this contention cannot support the adoption of the resolution.

3) Gap between the votes and seats.

The Affirmative argued that there exists gap between votes and seats, in their word misrepresentation. But this cannot be a reason to change the status-quo. We have 2 reasons.

[Chart 1]

What is your voting criterion in the coming General Election?



Source: Asahi Newspaper, Sept. 10 '79

1: the number of votes that each party gained doesn't mean supporting for that party.

Please look at this chart indicating the people's criteria in casting their votes. (Chart 1) As this shows, about 72% of the people voted on the individual base. This means, the number of votes that each party gained in election does not necessarily mean the supporting ratio for each party. Therefore, although there exist some gap between the votes ratio and seats ratio, that cannot be an indication of misrepresentation.

2: no inherency with the present system.

Please look at this chart indicating the result of election this years. (Chart 2) As this shows, the Gap is so trivial even under the status-quo. And what's more, there is no gap for Democratic Socialist Party and Komeito. What is the reason of it? This information came from "Constituency in Japan", written by Hiroaki Fujita, Former officer of Election Research Council in the House of Councillors, in 1978, page 34, quote: "The middle-of-the-road parties like Komeito and Democratic Socialist Party took an effective strategy for election campaign. It makes the ratio of seats proportionally meet the voting ratio gained by." Unquote. Therefore, if the Affirmative is so eager to reduce the gap, they can surely do it within the present system by improvement of election strategy of each party. In this sense, this issue has lost it's significance.

Go down to the plan attack. Today, affirmative is going to adopt Simple Bound Party List system with National Constituency. We oppose their plan by following 2 reasons.

1) From the practical point of view, it is impossible for the voters to carry out their voting.

Taking the ruling party for example, the Liberal Democratic Party nominated more than 300 candidates all over Japan in this year's election. And there are 7 parties in Japan at present. Therefore, the voters

[Chart 2]
Results of the 35th General Election

	Votes (%)	Seats (%)	Gap (%)
LDP	44.6	48.5	+3.9
JSP	19.7	20.9	+1.2
Komei	9.8	11.2	+1.4
JCP	10.4	8.0	-2.4
DSP	6.8	6.8	±0.0
NLC	3.0	0.8	-2.2
Shaminren	0.7	0.4	-0.3
Independent	4.9	3.7	-1.2

Source: Asahi Newspaper, Oct. 9 '79

must select only one candidate among more than 2,000 candidates nominated by each party. Under this condition, is it possible for the voters to cast their votes considering personal quality of each candidate? Definitely no! Therefore, the voters cannot participate in the election. itself.

2) How much and to what extent will the Gap between the votes ratio and seats ratio be decreased? And what is the actual benefit of the reduction of such amount of Gap? Next speaker should prove this point.

What's more important is that we have to suffer from following disadvantages after the adoption of their plan.

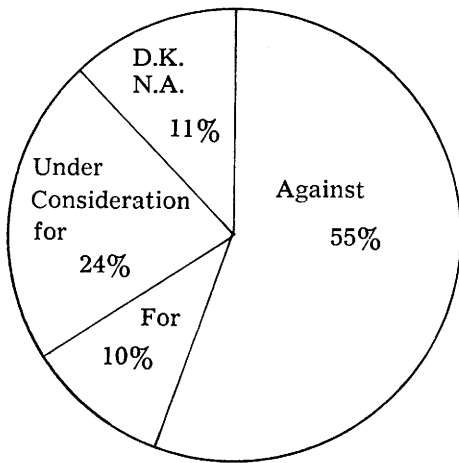
1) The Affirmative's plan invites political apathy among the people.

As we proved before, the Affirmative's plan has a structural defect that the voters cannot choose their favourable person due to the tremendous number of candidates in election. Thus we believe the voters will lose their motivation to participate in election, and actually, political apathy is invited.

2) The Affirmative's plan distorts the voters' preferences for individual candidates.

In their plan, all of the people's votes are counted to distribute the seats for each party at the first stage. Therefore, even though we have chance to vote for particular candidates whom we prefer, those votes may be utilized to get seats

[Chart 3]
Opinion of LDP Dietmen about
General Consumption Tax



Source: Asahi Newspaper, Oct. 21 '79

for another candidate whom we dislike. This is nothing but a distortion of our preferences for individual candidates. Because, even within a same party, each members' policy are quite different with each other. Please pay your attention to this chart indicating the opinion of LDP Dietmen about General Consumption Tax. (Chart 3) As this chart shows, taking GCT for example, each member has his own opinion about party's policy even within a same party. But Affirmative is going to utilize your vote for Mr. Fukuda to get a seat for Mr. Ohhira who has quite different policy with Fukuda without approval of yourself. This is nothing but

a distortion.


3) The Affirmative's plan sacrifice rural interests.

As we proved before, due to the distribution of election district, we can adequately reflect regional interests under the present system. Let me substantiate this point by taking the price hike of rice for example.

"Asahi Newspaper", issued on Nov. 5 in 1973, Quote: "In the Diet, opposition members against the hike of rice price proposed by Deliberative Council of Rice Price are as follows: Hajime Ishii from Hyogo No. 1, Hyosuke Kujiraoka from Tokyo No.10, Ken Harada from Osaka No. 3, and Tokusaburo Kosaka from Tokyo No. 3 etc. Representatives from big cities in this council oppose price hike of rice." Unquote.

Therefore, the present system is playing an important role to adjust regional interests which are sometimes contradictory from region to region. But in their plan with National-wide Constituency, there is no assurance that the Dietmen will be sent to the Diet from all of the regions, therefore, only particular region interests can be reflected by neglecting the other regional interests. For all these observations, we the Waseda Negative are firmly convinced that the Members of the House of Representatives should never be elected through a Proportional Representation System. Thank you.

複合システム産業フジタは専門知識・技術で
豊かな社会づくりに活躍しています



未来をひらく
フジタ工業

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—LECTURE—

Preparation and Practice

Izumi Kondoh

*Chief of Debate Section
(Politics, Junior)*

Debate is a series of formal spoken arguments for & against a definite proposal. In formal debate, the same number of persons (usually 2 or 5) speak for each side. They have the opportunity to reply directly to opposing speakers. Affirmative and Negative speakers usually alternate and all the speeches are limited in a given time. Through Debate, we can learn some specific problems around the society, and cultivate critical minds against any subjects. I heard for many times, however, Debate is too difficult to master. Yes, may be so. But I think any one has potentiality to be a good debater, as long as he keeps earnest.

In this paper, I'd like to draw the outline of debate from 2 aspects; 1st, preparation and 2nd, its practice.

PREPARATION

1. Analysis of the proposition.

After the proposition is announced, the next is analysis of the proposition by both Affirmative and Negative view point. Analysis of the proposition begins with a broad understanding of it. Each member of a team should know as much about the opponent's case as he knows about his own side. Good debaters study the origin and history of the proposition (Historical Analysis) and define its terms and survey carefully all the arguments and evidence for & against it. After a broad understanding is gained, the debaters have to decide which arguments are closely related and worth to be included, and which are

irrelevant. (Setting the problem area) The whole arguments are narrowed down to points on which the Affirmative says "yes" and the Negative says "no". This argumentative process is called "finding the issues".

2. The issues.

A good way to help finding the issues is to list the arguments in the order of "Stock-Issues", which are the main questions on which you can base the truth or falsity of certain arguments. In the proposition "Resolved; that Members of the House of Representatives should be elected through a Proportional Representation System", this process may lead to the selection of following issues.

- 1) Does a need for a fundamental change exist in the present electoral system?
- 2) Is the need or the problem an inherent part of the present electoral system?
- 3) Would the Proportional Representation system eliminate the inherent problem under the present system?
- 4) Would the Proportional Representation system produce advantages which are more significant than the possible disadvantages?

These points shall be carefully examined by both Affirmative and Negative in developing each argument.

3. The Evidence

After the issues have been determined, the next step for the debaters is to find the evidence which will prove the issue true or false. Evidence can be in the form of either Facts or Opinions. Facts are ac-

tually occurrences of things that can be proved to exist. They made be made plain by means of description, narration, examples, comparisons, statistics, and testimony of facts. Opinions are interpretation of facts, and appraisals of the view of others. Only the opinions of persons who are experts on the particular subject should be given in a Debate. Of course, Evidence of Facts is stroger to support each argument than Evidence of Opinions.

4. Refutation and Rebuttal

After the issues have been determined and the evidence selected, the next step is to prepare to the answer the arguments and evidence of the opponents. The debaters on each team must select the arguments and evidence of their opponents which they belive can be successfully attacked. Then they must prepare their own arguments and evidence which will make up the attack.

PRACTICE

After the full preparation of your sets of arguments, next point each debater should consider is the way to present them. Some debaters are apt to neglect the importance of the way of presentation. This attitude must be to blame at any time. Because Debate is a kind of "show" performed by each debater to entertain and persuade the audience. Therefore, it is not too much to say each debater should practice again and again as an actor or actress may, sooner or later, win the Game in Debate.

In this part, I'll refer to organization of speeches and the use of evidence.

1. Organization of Speeches

Good debaters are good at organizing their speech which is understandable and effective to demonstrate their own position or refute the opponents'. The following procedures are recommended in seeking the Goal.

1) Summarize the overall position upheld on an issue or important argument related to that issue.

This task may be accomplished briefly.

Its achievement is important, however, because it emphasizes one's own position rather than an opponent's and clarifies the nature of clash.

2) State the arguments or set of arguments to be refuted.

The audience, sometimes, become confused and unable to evaluate conflicting positions critically. Using an opponent's own language in taking this step should clarify this.

3) State and support the objection.

A debater's ability to state concisely the objection to contention or a series of proofs, and thus point out the refutation from the opponents, is quite important. In attacking an argument, debaters should develop their own refutative arguments and support them with evidence.

4) Demonstrate how the refutation weakens an opponent's position.

This task is the most important of all. Unless refutation relates directly to an issue, debaters have not gained their maximum advantages from the challenge.


2. The use of evidence

Evidence is the most important element in constructing arguments in Debate. To gain the maximum advantage from the evidence, debaters should carefully examine whether the source of information is credible enough, or the structure of sentence is simple thereby judges can understand on what point that evidence is supporting. There are 2 ways in the use of evidence; direct quotation and indirect quotation. In usual case, direct quotation is applicable. You have to show the source of information, the authour of it and who he or she is, and the fully. After that you'll quote. Direct quotation needs anything required to qualify your evidence. Indirect quotation, however, goes easier and abbreviate the process. In showing figures, for example, you only have to clarify the authority who justified it. In an emergent case, indirect quotation is usefull.

So far, I've just briefly surveyed what

is debate, on what point should we put the stress, and how should we proceed it. Through out this paper, I've tried to make it clear how to prepare for the game efficiently. But I think this kind of theory is just a supplement. You have to find your own theoretical base through practice. And one more important thing I'd

like to mention is the motivation. Why do so many debaters engage in debate activities with hard preparation and practice? There must be something attractive to them. I believe it's your turn to set your original purpose and cultivate the road of debate. There must be something.




The more you know about Scotch, the more you like Ballantine's

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DISCUSSION

Knock, and It Will Be Opened to You

Yoshikazu Konishi

*Chief of Discussion Section
(Law, Junior)*

In this complicated and diversified society, it's difficult to communicate what we think through one-sided talk. It needs question and answer, objection and confirmation to understand others' view. In short, discussing each other is the only method to make clear different or same point of each opinion, to get conclusion among members. As the training for discussing, we adopt discussion as one of main activities.

When you are going to participate in Joint Discussion, you may spend much time to make your opinion and gather facts and knowledges. It's true that we can't discuss without any facts or knowledges and what's more, it takes long time to research them. But, we make too much of preparation and make light of actual discussing process, don't we? I often look at discussants can not understand how to examine the "First Opinion" presented. There is certain order to examine, in other words, we must ask or examine what the opinion maker said in orderly sequence.

This year, we try to record actual discussion procedure. I hope you will understand, what is order, how to examine and special wordings at every cases. Intensive reading of this report will make you good discussants. (Lastly, I thank O. Ishiyama for his assistance)

Title: Agricultural issues

Participants:

Chairman, Opinion Maker,

Mr. A, Mr. B, Miss C

Chairman: Good morning, lady and gentlemen. I'm very glad to take chairmanship today, what's more, I'm very interested in this title-agricultural issues. At first, let me confirm today's title. Title is that "How can we assure the agricultural products by our hands?" From now, we'll discuss agenda 1 "What is the obstacle for the prosperity of Japan's agriculture?" In your first opinion, you include philosophy, ideal situation, problem, effect and cause. OK.?

Then, I welcome your opinion!

Opinion maker: I would show my opinion.

Ch.: I see, please.

O.M.: (First Opinion) Proverb says "No country has been able to survive without making much of foods for all ages and in all places." Thus, foods or agricultural products are indispensable for us. But when we look at our country, we depend most of foods on other countries. Many specialists point out that worldwide food shortage will come in near future. Under such condition, how can we survive? I believe, it's very significant for us to discuss foods problem.

First of all, I'd like to present you chronological analysis of agricultural policy for making clear the root of today's problem.

In 1960's, Japan tried to depend on foreign agricultural products such as wheat & barley, soybean and feed crops. On the other hand, Japan's government excessively protected the rice produc-

tion. As the result, Japan's agricultural production was stagnant except rice. In short, self-sufficiency rate of agricultural products came to be low.

Under the condition, Japan was hit by food crisis in 1972. Reflecting the damage of it, Japan's government changed her agricultural policy. But condition has not changed. Still now we cannot eat enough amount of foods without importing them from other countries.

So now is the time to change out whole concept for agriculture.

My philosophy is that Japan should assure stable supply of agricultural products by our own hands.

There is the problem against my philosophy, that is, low self sufficiency rate of agricultural products.

Effect of it is danger of food shortage.

I can pick up two causes. First is low income from production. Second is low yield of Agricultural products.

Ch.: From now on, we'd like to examine the present situation.

Mr. A: Then I'd like to examine his philosophy. First of all, would you make clear the definition of "agricultural products"?

O.M.: "A.P." mean wheat & barley, soybean and feed crops.

Mr. A: Why did you pick up them as "A.P."?

O.M.: I'd like to explain the reason why I selected them as A.P. Wheat is the raw materials of the staple food such as bread and noodles. Tofu, cooking oil, soy sauce and fermented soybean are made from soybean, so soybean is the important source of protein for Japanese. These A.P. are the raw materials of concentrated feed and assorted feed. In this way these A.P. are essential for our diet. But the self-sufficiency rate of these A.P. is very low. So there is a need to discuss agricultural policy for these products.

Mr. B: What do you mean by "the stable

supply by our own hands"?

O.M.: The stable supply means the situation which domestic supply always meets domestic demand.

Mr. B: Why should Japan assure the stable supply of A.P. by our own hands?

O.M.: Because if the stable supply is not assured, that is, domestic supply doesn't meet domestic demand, Japan is easily affected by the foreign food condition like the food crisis in 1972.

Miss C: I could understand your philosophy. Then what is the ideal situation which gives shape to your philosophy?

O.M.: OK. The ideal figure is 100% of self-sufficiency rate of wheat & barley, soybean and feed crops.

Miss C: (Confirmation) Chairman, I'd like to confirm his answer. Did he really say that Japan should achieve 100% of self-sufficiency rate?

Ch.: Yes.

Miss C: (Objection) My objective point is that it is impossible for Japan to achieve 100% of self-sufficiency rate of these A.P. O.M. said that Japan should be self-sufficient in these A.P., that is, he thinks it is possible for Japan to achieve 100% of self-sufficiency rate. But it is only his dream. I completely deny the possibility of realization of 100% of self-sufficiency rate. Because in Japan there is no arable land for the expansion of production. Namely because of the limitation of arable land, his ideal situation will never be achieved.

Ch.: Miss C, such kind of objection should be done in plan area, because this point is closely connected with practicability of plans. We'd like to go on with the examination for ideal situation.

Mr. B: Why can 100% of self-sufficiency rate be your ideal situation?

O.M.: As I explained before, if the present condition of food supply in Japan continues, Japan is easily influenced by worldwide food crisis like the case in 1972. In order to maintain the living

standard stably, 100% of self-sufficiency rate should be achieved.

Mr. B: (Confirmation) May I understand 100% of self-sufficiency rate lead to the stable supply of A.P.?

Ch.: Yes, You are right.

Mr. B: (Objection) My objecting point is that 100% of self-sufficiency doesn't mean stable supply. Because when we have a poor crop in Japan under 100% of SSR, we cannot get enough amount of foods. So, Japan should, to some extent, depend on foreign A.P. in case of domestic poor crop. Therefore I object his ideal figure.

O.M.: (Counter Objection) Mr. B completely misunderstands my ideal situation. I don't say that Japan should not import A.P. About 20% of stock in total supply of A.P. should be always reserved in case of a poor crop. So, in my ideal situation, Japan should be self-sufficient in A.P. and at the same time Japan should import 20% of stock. Under such situation, Japan will never suffer from food shortage, when poor crop occurs in Japan.

Miss C: Let me touch upon problem. Would you explain the present situation of the problem in more detail?

O.M.: OK. The problem of status quo is low self-sufficiency rate of wheat & barley, soybean and feed crops. In order to explain the actual situation, I'd like to use a chart. (Chart 1)

In this way, the self-sufficiency rate of these products is very low.

Miss C: I could grasp the present situation of Japan's SSR. But I have not heard the seriousness of it yet. So would you make clear this point?

O.M.: As I mentioned before, the SSR of wheat & barley, soybean and feed crops is lower than that of rice. So it is very serious.

Miss C: (Point Opinion) There is a point that I want to add his answer for the seriousness of problem. I'd like to explain the seriousness by comparing

Japan's SSR with foreign SSR.

As you can easily understand from this chart (Chart 2) Japan's SSR is very low compared with that of foreign countries. The present situation is very serious.

Mr. A: How is the problem against your philosophy and ideal situation?

O.M.: My philosophy is that Japan should assure the stable supply of A.P. by our own hands. But considering the present situation, Japan depends A.P. on other countries, as low SSR shows. So the problem is clearly against my philosophy.

Mr. B: I'd like to examine bad effect caused by problem. What do you mean by the danger of food shortage?

O.M.: OK. If world-wide food crisis like the case of 1972 occurs, in the near future, Japan cannot certainly get stable supply of food, that is, we run short of foods.

Mr. B: You said world-wide food crisis would occur in the future. But you didn't make clear the possibility of the occurrence of food crisis. Would you make clear the reason why you can say positively that world-wide food crisis occur?

O.M.: I see. I'd like to explain the probability that world-wide food crisis will come again in the near future. There are two reasons which show world-wide food crisis certainly occurs.

(1) A poor crop occurs every 3 years in Soviet Union owing to a drought. In case the crop is failed in S.U., S.U. purchases much amount of crop from foreign countries, especially U.S. like the case of 1972. In such case world-wide demand & supply of A.P. becomes tight.

(2) The increasing rate of population in the world is higher than that of food production. So the absolute food shortage will occur.

For these two reasons, I assert that food shortage will occur in the near future.

Miss C: (Point Opinion) O.M. picked up two reasons. In my study I found one more reason. That is, there is a possibility that foreign countries especially U.S. use the food as weapon. If international situation becomes worse, Japan may not get enough amount of food from foreign countries.

Mr. A: I could understand the probability of the occurrence of food shortage. Nextly, please clarify the connection between the problem and the effect. Namely how does the problem bring about effect?

O.M.: The problem is low self-sufficiency rate. It means that Japan excessively depend on foreign A.P. In such situation, if food crisis occurs, Japan cannot import enough amount of food. We suffer from food shortage.

Mr. A: Then how does such food shortage have the influence on our life?

O.M.: There are two influence on our daily life. First is the price hike of A.P. owing to the insufficient supply of them. Furthermore, the price hike of wheat & barley, soybean and feed crops brings about the price hike of many foods such as bread cooking oil, livestock products.

Second is the worst case, that is, the decrease of supply of nutrition owing to the stop of the import from foreign countries.

According to the data calculated by the Ministry of Agriculture Forestry and Fisheries, if foreign countries stop the whole export of A.P. to Japan, Japanese people can get only 1,800 calorie of nutrition. When a man works ordinarily, at least 2,300 calorie is necessary. In the worst case, food shortage brings about the decrease of peoples supply of nutrition. In this way, food shortage has a serious influence on our daily life.

Miss C: We understand problem presented. Then, I'd like to step into cause area. O.M. kindly said 2 causes. I want to know, at first, concrete con-

tents of cause number 1.—“Low income from production”.

O.M.: “Low income” means low income of farmers who produce A.P. that I defined. They can get smaller income by producing A.P. than producing rice. So, they lose the will to produce them. On this point, I explain by showing the chart. (Chart 3)

As this chart teaches you, producing wheat, barley and others give farmers little income.

Miss C: I understand cause number 1. itself. But, I can't understand how “Low income from production” lead to your problem?

O.M.: That's simple! For farmers, it's beneficial to produce rice in stead of producing A.P., so, they change to produce rice from other crops. As the result, the planted area of wheat, barley, soybean and feed has been decreased. Please look at this chart. (Chart 4) This chart indicates transition of planted area. I suppose you may understand.

Miss C: (Confirmation) I confirm you, Chairman. O.M. said, since Japan's farmers produce rice instead of producing A.P. defined, the producing amount is now small.

Ch.: Yes, you're right.

Miss C: (Point opinion) I'd like to add one more logical relation between cause and problem. O.M. explained this point by using income comparison between rice production and others, but my explanation is based on income gap between temporary working and crops production. They can get more money by temporary working than producing rice, so large number of farmers abandon producing wheat, barley and so on.

O.M.: I understand different point of your opinion, but your opinion is too vague. Would you explain the link among temporary working and small production?

Miss C: I see. Crops, especially, wheat and barley are produced as second crops.

In winter, they earned money by producing crops, but, now they're engaged in temporary working, because farmers can get much money. Farmers who produced wheat, barley and soybean in winter, now, go to big cities and engage in temporary working. "Low income from production" made farmers abandon producing, because they can find more advantageous job.

Mr. A: May I ask you the cause of cause?

O.M.: I think, gap of government purchasing price causes such income gap. At present, government settles official purchasing price and buys whole amount of production, so called "Food Stuff Control System". From farmers view point, farmers can not decide the prices of their products by their own hands. Under this system there is great gap between rice and other A.P. in the purchasing price.

If farmers can get same amount of harvest, rice producing farmers will get much income.

Mr. A: How do you evaluate government policy?

O.M.: I think government policy is bad. Gap of government purchasing price aimed at "graduate death" of wheat, barley and feed just after world war II. At that time, in the world market there was surplus production of these A.P. So, Japan could get enough and stable supply without domestic products. But, now, since the condition of world market was changed, we can not depend on other nations.

In this way, we can and must not depend on world market. Under such condition, Japan must promote to produce wheat, barley and feed etc. But, present policy is clearly against this purpose. This is reason of my evaluation.

Mr. A: Your answer is almost same as mine. But, still now, I have doubtful point. From four years, government has tried to cover the gap of purchasing

price, and this gap has gradually come to be small.

In this sense, the gap has been getting smaller and smaller. How do you think direction of the policy?

Ch.: Mr. A, Is your "question" is real question or point opinion? According to rule of discussion. To include your opinion in "question" is prohibited. Please take care!

Mr. A: I see, I'm sorry.

Ch.: O.M. How do you think doubtful point Mr. A presents.

O.M.: Well—. I think direction of policy itself is good, but not enough.

Mr. A: Why do you think so?

O.M.: Still now, there exists gap....

Ch.: Mr. A can you deepen this point?

Mr. A: No. I can't.

Ch.: OK. It's loss of time to discuss this point any more. As the conclusion among us, government policy's direction is good but contents is not enough. All the participants, can you agree? If nobody can add something, let's move to next point.

Mr. B: What is the meaning of "Low Yield".

O.M.: Yield means how much amount of crop can we get per 10 a field. Production rate of wheat, barley, soybean, feed etc. is lower than that of agricultural advanced nations.

There is significant gap in yield per 10 a.

Mr. B: Then, what is the connection between problem and cause?

O.M.: Yah. Since the yield of Japan's crops is lower, so, total production amount can not increase in the limited area. In order to increase production of A.P., two factors are necessary. One is expansion of planted area, another is high yield. If cause number one is solved, planted area will expand by second times. What's more, if cause number two can be eliminated, yield will heighten by 50%. By using two measures we'll be able to achieve 100% SSR.....

Mr. B: O.M.'s answer is closely connected with plan area. And, I'd like to present different argument.

Ch.: I think so, and I accept your opinion.

Mr. B: (Objection) My opinion is rather objection. O.M. tried to prove low yield by using international comparison. But I think international comparison can not be criteria, because weather condition of US or Canada is different from Japan's. So, even if other all elements can be applied in Japan, such high level production can not be achieved without changing weather condition. It's the that study in weather is advanced, but, only God, at present, can change it. Unless Japan's weather condition rainfall, humidity or temperature are same as US or Canada, Japan can't produce such amount of crop that chart shows. Real object of comparison should be domestic figure. Official research institute announce desirable good of yield. Let me show my chart.

(Chart 5)

These figures are calculated with considering practicability and Japan's weather condition. So, I can conclude that criteria should be comparison between present level and level official institute announce.

Ch.: Your opinion is clearly "objection".

O.M., do you have counter objection?

O.M.: No.....

Ch.: OK. Maybe, O.M. can not explain any more. I think there is no significant gap between two discussants, but plan maker has to obey Mr. B's goal.

Miss C: What is the cause of cause?

O.M.: Many factors must lead to "low yield", but I arrange two big factors. First is concerned with "the improvement of technology", second is "the delay of improvement of agricultural structure".

Miss C: First I'd like to examine first one. How can improvement of technology be important factors for yield?

O.M.: In order to highten "The yield per

10 a", Many kind of technology, for example, Fertilizer, plantbleeding, agricultural tools, is necessary.

Miss C: What is the indicator of these condition?

O.M.: I believe, the number or scale of research institute can be the indicator. We need much money to improve agricultural tools, fertilizer and plantbleeding, so, it's hard for one farmers to do so. Now, government institutes take charge of study. "Agricultural research institute" or "Experimental farm" is example. When we compare, the condition of such institute, rice and other crops, research institute for rice production is complete, on the contrary, research institute for other crops production is very poor. This gap of institute causes gap of technology.

Miss C: Do you have any facts?

O.M.: I'm afraid, I dont.

Miss C: (Point Opinion) In order to make clear this point, I'll add detail explanation. I suppose you may know that one plant grown in a area is hard to grow another area, since weather condition and soil is different according to each legion. So, we must produce the plants which are suitable for each legion to get abundant harvest. Authority said that most suitable plant for legions is different by two or three prefectures. But, there is not enough number of institutes in Japan.

Insufficient institute causes the gap between rice and other crops.

O.M.: I want to know what is the cause of small number of institutes?

Ch.: This question should go to yourself, O.M.!

Mr. A: What kind of facts can you find as cause of cause?

O.M.: In my analysis, government small budget should be criticized.

Mr. A: To what extent does budget run short?

O.M.: I can answer.

Ch.: Mr. A's question is rather concern-

ed with plan area, so, we'll examine in next period. Time is so limited. Let's go down second cause of cause!

Mr. A : Mr. Chairman! I couldn't catch correct wording of second cause of cause. Please tell me what he said.

Ch. : I see, listen carefully. He said "the delay of improvement of agricultural structure" is cause of cause.

Mr. A : Thank you very much, Chairman. First, I'd like to know what is the agricultural structure?

O.M. : The agricultural structure is fundamental bases for promoting agriculture, for example, irrigation system, agricultural road and arrangement of farm. These systems make works convenient, and heighten labour productivity. By arranging roads and farms, farmers can easily move and use agricultural tools.

[Chart 1]

Situation of Self-sufficiency Rate

Rice	114%
Wheat	40%
Barley	9%
Soybean	3%
Feed	26%

[Chart 2]

Comparison of Grain Self-support Ratio (1976)

Japan	37%
U.S.A.	140%
France	163%
Canada	170%
W.G.	80%
U.K.	64%

[Chart 3]

Comparison of Income per 10 a (1977)

Rice	91,266 yen
Six-Row Barley	27,511 yen
Naked Barley	8,247 yen
Wheat	15,921 yen
Soybean	30,828 yen

Mr. A : Would you explain the level of improvement?

O.M. : Japan's arrangement rate is low. Please look at this chart. (Chart 6)

Mr. A : I understand well. Next is lost question of this point, how do you think government policy.

O.M. : Japan's government neglect to assist improvement of these systems. Especially, for farm, Japan pays only small money, such attitude should be changed

Ch. : Maybe, we had already examined almost all part of his opinion. Do you have new additional opinion?

All the participants: No!

Ch. : OK. Let's close this table, thank you for your participation.

[Chart 4]

Situation of Planted Area (1977)

Rice	2,482,000 ha
Wheat	112,000 ha
Six-Row Barley	11,100 ha
Two-Row Barley	69,800 ha
Naked Barley	15,200 ha
Soybean	127,000 ha
Feed	875,600 ha

[Chart 5]

Possibility of Yield improvement (1977)

	Present yield	Governmental goal (experimental yield)
Rice	499 kg	700 kg (1,000 kg)
Wheat	327 kg	700 kg (800 kg)
Barley	342 kg	600 kg
Naked Barley	330 kg	600 kg
Soybean	150 kg	400 kg (780 kg)
Feed	4,000 kg	15,000 kg

Chart 6

Arrangement Rate of Agricultural Structure (1977)

	Paddy Field	Crops Field
Land Readjustment	56%	34%
Irrigation System	90.2%	7.1%

STUDY

Stress & Rhythm in Continuous Speech

Tadahiko Katsuragi

Chief of Study Section
(Education, Junior)

Our language is Japanese. English originated in Europe. There is no similarity between the two languages. Their differences are more noticeable.

That is why we face many difficulties whenever we learn the English conversation. As you know, the structure of English is quite different from that of Japanese. And another factor we have to consider is the difference of sound. This makes it more difficult to catch the meaning of the English sentences. So we need to enhance our hearing ability in order to master the conversation. It is the first step to acquire English. It is impossible to explain the pronunciation of each sound, so I will explain the pronunciation of sentences, quoting from the book entitled, "Colloquial English Pronunciation." by Julian T. Pring, a lecturer in Phonetics, University College London, published by Longmans.

(A) The Linking of Words

Words which are not separated from each other by a pause must be joined together smoothly in pronunciation. Failure to do this is one of the commonest mistakes of foreign learners. The usual fault is to insert a *glottal stop* before each word beginning with a vowel. The glottal stop is made by a tightening of the vocal cords in the larynx. (We do this when we 'hold our breath' and when we cough) You should make a point of saying phrases with a smooth transition from one word to the next, wherever the second word be-

gins with a vowel. Remember that a final is sounded if the next word begins with a vowel. Practice these phrases as if each was a single word:

it is (itíz)	an egg (ənéɡ)
for ever (fərévə)	there isn't (ðəriznt)
Good evening (ɡudí:vniŋ)	keep on (kí:pón)
put it on (pútítón)	take it off (téikitóf)
not at all (nótətól)	first of all (fí:stəvól)

When the first word also ends with a vowel, you must still link the two words without a break:

the end (ðiénd)	three hours (θrí:áuəz)
to ask (tuá:sk)	B.E.A. (bí:íéi)

If you find it difficult to acquire the habit of joining words smoothly, draw a link between them in your reading book, thus: it is, an egg, his own, for ever. It is also a good idea, in practising, to rearrange the sounds in your mind, so that each word begins with a consonant instead of a vowel:

for ever (fə révə)	half open (há: fóupən)
not at all (nótə tól)	first of all (fí:stə vól)

In such phrases, the listener's ear should receive the impression of an uninterrupted flow of sound. The inner boundaries of the words are not marked in sound, but are understood from the context of meaning and the grammatical structure of the sentence.

This does not mean to say that we cannot distinguish in pronunciation between not at all and not a tall (man), or between a name and an aim, or between made a veil and made of ale. But in normal conversation many small phonetic differences are hardly perceptible: and the listener does not rely on them alone for comprehension of what is said.

(B) The Grouping of Words

In continuous speech we do not hear a strong accent on every word. Some words lose their accent, especially when we talk quickly. But other words keep their accent: and these stressed syllables form what is called *sentence stress*.

The pronunciation of words in continuous speech is based on *stress-groups*. A stress-group is formed by a strongly stressed, prominent syllable, together with any unstressed, non-prominent syllables which cluster about it. It may contain more than one word.

in a minute (inə'mɪnɪt)	of course (əv'kɔ:s)
thank you (θæŋkju:)	I'll see to it (aɪlsɪ:tɪt)
the biggest one (ðə'bɪgɪstwʌn)	they've got it (ðeɪv'gɒtɪt)

You will often find that two strong stresses are so closely associated that they cannot be separated by a pause, but are treated as a double-stress-group. Such a double group may be a pair of stressed syllables standing together:

one day (wʌndəɪ)	yes please (jɛs'plɪ:z)
good night (gʊdnáɪt)	sixteen (sɪks'ti:n)

or they may form a cluster with unstressed syllables:

hurry up (háɪrɪáp)	it's all right (ɪtsʊ:lraɪt)
bring it down (brɪŋɪtdáun)	a cup of tea (əkʌpəv'ti:)
this afternoon (ðəsá:ftənú:n)	I put on my hat (aɪpútɔnmaɪhæt)

All the syllables of a stress-group, or of a double-stress-group, are knit together as if they made a single word. Practice saying many phrases of this kind, and try to feel how the strongly accented syllable gives unity to each group. Now is the time to make sure that you weaken unstressed vowels, and use weak forms of structural words wherever necessary.

The next exercise is to take short sentences and divide them into stress-groups. It may be that a short sentence consists entirely of stressed monosyllables. More often there will be some unstressed syllables forming clusters about the strong ones:

John's away on business (dʒɔnz əweɪ ɔnbɪznɪs)
thank you for the letter (θæŋkju fəðələtə)
they went for a walk in the park (ðeɪwɛnt fərəwɔ:k ɪndəpɑ:k)
I sent them a photo of the children (aɪsɛntðəm əfəutəv əvðætʃɪldrən)
I hope you won't be late for your appointment (aɪhəv juwənt bi:lɛɪt fəjɔ:rəpɔɪntmənt)
I should think it would be better to wait till tomorrow. (aɪʃədθɪŋk ɪtədbɪbɛtə təweɪt tɪltəmɔ:rəv)

Now we must observe another very important principle, which comes into effect as soon as we utter the sentence as a whole. It is the principle of *sentence rhythm*, which tells us that the strongly stressed syllables of a sentence are separated by roughly equal intervals of time. In other words, the sentence is endowed with a regular beat, which falls on each

successive strongly accented syllables. Rhythm gives life, shape and effectiveness to a sentence, apart from the meaning given by the words: and if we do not find the right rhythm, our meaning may be weakened or obscured. Now take some of the sentences given above, and divide them up in this new way, noticing how the new groups differ from the stress-groups:

John's away on business
(dʒɔnzə weɪɔn bɪznɪs)
thank you for the letter
(θæŋkjufəðə létə)

If there are any initial unstressed syllables, they are attached to the first group:

they went for a walk in the park
(ðeɪwɛntfərə wɔ:kɪndə pá:k)

I should think it would be better to wait till tomorrow
(aɪʃədθɪŋkɪtədbɪ bétətə weɪtɪltə mórou)

When you are practising you may say each group separately, with a pause after it, in order to get the feel of the contrastive rhythm. You must not make such pauses in actual speech, but must join the groups together smoothly to make a continuous whole. The average speed of utterance of any sentence is tentatively established as soon as we have said the first two strongly stressed syllables. You will notice that the rate of speaking constantly varies. When two strong accents occur close together, our speed is less. When they are separated by unstressed syllables, our speed is greater. The rate of speech becomes faster or slower according to whether the number of unstressed syllables between strong accents is larger or smaller. Look at this example:

he realized that the bus wasn't going to stop for him
(hɪrɪəlaɪzɪdðətðə bʌs wɔzntgouɪŋtə stɔpfəɪm)

The sentence rhythm is based upon:

rɪə—bʌs—wɔz—stɔp

Between viə and bʌs there are three syllables: and between wɔz and stɔp there are also three, but between bʌs and wɔz there are none. Therefore we reduce speed on and rest upon that syllable for an appreciable time. Now take another example:

it's a pity the book hasn't got any photographs
(ɪtsəpɪtɪðə bʊk hæzntgɔtəni fəʊtəgræfs)

The sentence rhythm is based upon:

pɪt—bʊk—hæz—fəʊ

Here we have unstressed syllables after pit, none after buk, and four after hæz, therefore, after a similar pause on buk, we shall increase speed still more between hæz and fou.

Here are some more specimen sentences, each divided first into stress-groups and secondly into rhythmic groups, for comparison:

I read an account of it in the Daily Telegraph

(aɪrɛd ənəkáuntəvɪt ɪndədéɪli tɛlɪgrɑ:f)

(aɪrɛdənə káuntəvɪtɪndə déɪli tɛlɪgrɑ:f)

as a matter of fact it wasn't altogether successful

(əzəmætər əvɪfækt ɪtwɔznt ɔ:ltəgédə səkseɪsfl)

(əzəmætərəv fæktɪt wɔzntɔ:ltə

gédəsək séɪsfl)

there was an unending succession of unfortunate events

(ðəwəzənənéndɪŋ səkseɪsn əvʌnfó:tʃənət ɪvénts)

(ðəwəzənənéndɪŋsek séɪsnəvʌn fó:tʃənəti vénts)

John's a person you can really rely on

(dʒɔnz əpə:sn jukənri:li riláɪɔn)

(dʒɔnzə pé:snjukən ríəlɪri láɪɔn)

Successful results depend on patient analysis and much observation of native speakers, in order to acquire a sense of sentence rhythm. And the most important single factor in this is knowing where to place the strong stress-accents.

THE SECOND HAWAII EXPEDITION

Japan-U.S. Security Conference

Representatives:

Hiroshi Tamano, Tsutomu Iwamoto, Yutaka Sakurai, Makoto Nagashima, Asami Kikuchi, Masahiro Soga, Kohei Yamada, Ryuji Tsutsui, Tatsuhiro Shindo, Makoto Nishikawa, Ruri Shimonaka, Eiri Besho

"This year, Waseda got win. But next year, Hawaii will surely win." Prof. Nishiyama said to us when we finished the first Hawaii expedition in 1978. But we were quite sure that we could overcome the Hawaiian students again through our second expedition to Hawaii. As the second trial, this year's Hawaii expedition further strengthened the mutual friendship between American and Japanese students. Our attempt was fixed as the annual international exchange event which was carried out only by the student body. 12 representatives from W.E.S.S. got various kinds of impacts in Hawaii and brought many souvenirs to all members of W.E.S.S. So, at first, we would like to extend out heartfelt thanks to all the members and graduates for their kind assistance and help for the success of this activity. Here let us explain the traces Hawaii expedition in 1979.

April 15th—

Left from Japan by North West 003 flight. Arriving at Pagota Hotel in Honolulu.

April 17th—

Discussion, 1st session

April 18th—

Discussion, 2nd session

Debating match

April 19th—

Discussion, Last session

Lunch on meeting with the students of Japan club of University of Hawaii

April 19th—

Exchange meeting with the students of Japan club of University of Hawaii.

April 20th—

Left from Hawaii by North West 003 flight

We had chances to participate the lessons for Speech Department of University of Hawaii and had the exiting discussions with U.H. students. Title, Outline and Agendum of discussion were as follows.

Title: Steps towards Peace.

How should Japan and the U.S. assure their security in East Asia?

Point 1: What is the most desirable situation for the security of Japan and the U.S. in East Asia?

* Analysis of Japan's and the U.S.'s positions and interests in East Asia.

Point 2: How do you analyze the U.S.S.R.'s and the P.R.C.'s strategies in East Asia?

* We should analyze their intentions in East Asia. What do they want to do in East Asia?

Point 3: What is Japan's and the U.S.'s present defense policies in East Asia?

* We should make an analysis of the Japan-U.S. Security Treaty.

* We should examine the significance of Japan's Self Defence Forces and the U.S.'s Forces in East Asia.

* How do you evaluate the J.U.S.S.T., the S.D.F., and the U.S. Forces in

East Asia in the light of the strategies of the U.S.S.R. and the P.R.C.?

Point 4: How should Japan and the U.S. assure their security in East Asia?

* Analysis of their future courses.

We keenly felt that the Hawaiian students were rather critical against Japanese policy about the security issue which has been depending on the U.S.'s protection. They claimed that Japan should expand its defence expenditure and strengthen its defence capability. So, we tried to explain the intention of Japanese government and justifiability of Japanese policy as the representatives of Japanese students.

Also this year, we challenged the debating match as the new trial. Two debaters (Mr. Nagashima and Miss Kikuchi) had a heated debate with Hawaii debaters (They were Highschool Champion debater in Hawaii state) under the resolution that; Japan should adopt a supplemental program to reinforce national defence. By our judgement, Japanese debaters could get two wins both affirmative and negative.

Prof. Donald W. Klopff and Prof. Kazuo Nishiyama had arranged the program for our expedition and thanks to their efforts, we met many Hawaiian students and exchanged our opinions not only security issues but also our college life, Japanese culture, Japanese language, economic and social affairs and so on.

Besides, to our great surprise, graduates

from Waseda in Hawaii held welcome party for us in Japanese restaurant, Waikiki. We were very happy to see our seniors and felt the greatness of Waseda.

Now, there exist two problems for the further development of this expedition. First is the difference of the style of discussion. Sometimes, difference between formal and informal discussion became the barrier for our free exchange of opinion. So we must study more and more about the informal style of discussion.

Second one is that our opinion tends to be the same one and lacking personality. "All of you say rather same opinion and support the government, are you officers of Defence Agency?" One of Hawaiian student words symbolized our tendency. Thus we should keep an attitude to have our own analysis and opinion about social issues.

But as a whole, we could really enjoy our stay in Hawaii and make many friends and memories at U.H. campus. The 2nd Hawaii expedition ended in great success and progress.

We convince that this wonderful event will continue forever and it will give us, Japanese University students a great impact to be an international communicator.

Lastly, we want to express our hearty thanks to Prof. Ito, Prof. Klopff, Prof. Nishiyama and many graduates for their kind assistance and cooperation.

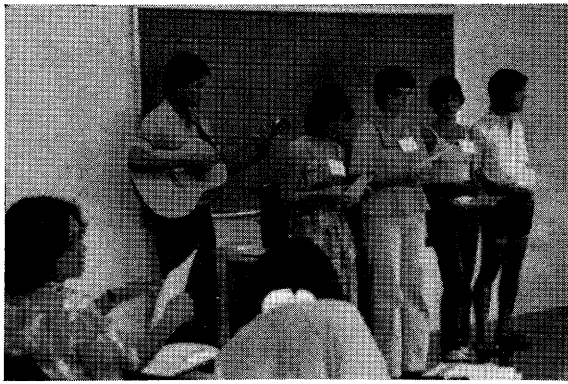


ひとまわり大きい世界へ

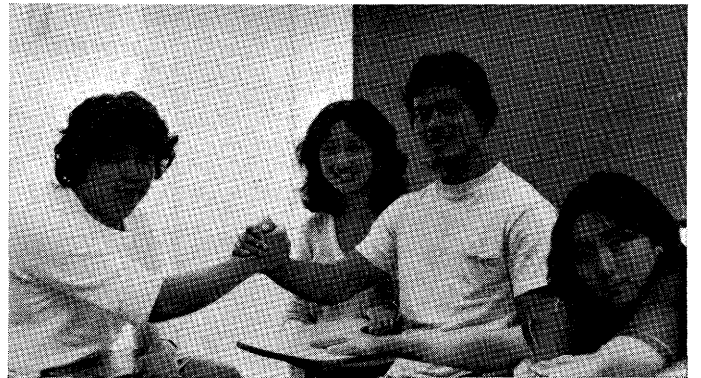
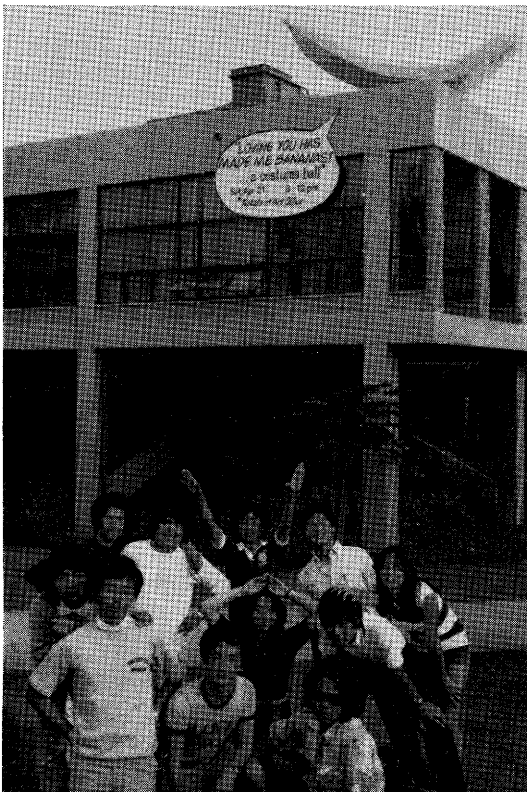
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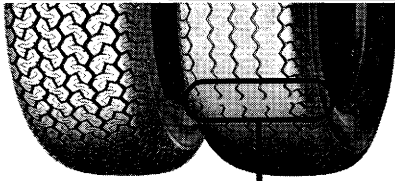


HAWAII EXPEDITION



スリップサインはタイヤの赤信号。

新品のタイヤ スリップサインの表われたタイヤ



スリップサイン

タイヤの寿命も、もはやこれまで、これ以上走ると危険ですよ、とあなたに警告するのがスリップサイン。溝の深さが1.6ミリまで摩耗してくると表われます。(写真でごらんのように、タイヤの溝が部分的になくなります) すりへったタイヤはお早目にお取り替えください。思わぬ事故を招く前に。



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香り、生きてます。

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アルミティーバッグ



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Brooke Bond Tea
LONDON ENGLAND

Managing Staff in 1979

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SECTIONS

Debate	Izumi Kondoh, Yasunari Onodera, Kohichi Kanno, Masahiko Komagata, Hiroaki Shino, Hitoshi Seshima, Shunji Nakamura, Kyoko Hayashi, Hisashi Funami, Masashi Yamamoto		
Discussion	Yoshikazu Konishi, Osamu Ishiyama, Yukiko Okajima, Tsuyoshi Hashimoto, Masahisa Maruyama, Hiroo Miki, Akira Murata, Masato Yamanami, Tsutomu Yoneda		
Speech	Kohichi Kasamatsu, Yoshihiro Andoh, Tadahiko Katsuragi, Seiji Kamota, Takashi Sakamoto, Toshihiko Shibuya, Yuko Seo, Yutaka Takayanagi, Yoko Nobeche, Emi Yamada, Shinji Watanabe		
Drama	Atsushi Takagi, Shoichi Ogura, Yasuko Katoh, Shinji Numazawa, Yutaka Funamizu, Yoshiko Morimoto, Yumiko Yasuda		
Public Relations	Masahiko Komagata, Yoshihiro Andoh		
Study	Tadahiko Katsuragi	Recreation	Tsutomu Yoneda
International	Toshihiko Shibuya	Home Meeting	Masahisa Maruyama

DELEGATES

Tohmonkai	Tsuyoshi Hashimoto	Tokyo Intercollegiate Debate League	Izumi Kondoh
Cultural Federation ...	Osamu Ishiyama	Kanto Universities E.S.S. League	Hiroo Miki
Four Univ. E.S.S. Association	Yutaka Takayanagi	Japan Intercollegiate Discussion Meeting ..	Akira Murata

Takashi Kobayashi
Secretary General
(Commerce, Junior)



Report From The Treasurer

(Revenue)	
Membership Fee of Present Members	¥405,000
Entrance Fee of New Comers and Membership Fee of New Comers	814,500
The Balance Brought Forward from the Last Account	20,000
Financial Help from the Cultural Federation	110,000
Financial Help from Graduates	410,000
Financial Help from Sponsors	79,000
Sales of Member List	49,500
Sales of ACE	138,600
Sales of Badges	14,400
Sales of Drama Tickets and Scripts	198,105
Misseraneous Revenue	155,450
Grand Total	¥2,394,555

(Expenditure)	
Secretary General	¥368,274
Debate Section	236,500
Discussion Section	115,635
Drama Section	617,846
Speech Section	146,630
Study Section	23,560
The Ohkuma Trophy	120,000
P.R. Section and Tohmonkai	326,000
4 Univ. Association	195,730
K.U.E.L.	24,500
T.I.D.L.	20,000
J.I.D.M.	22,800
Hawaii Exchange Debate	157,000
Carrying Forward	20,000
Grand Total	¥2,394,555

Takashi Unnai
Treasurer
(Law, Junior)

昭和53年度 稲門英語会会計報告

(自昭和53年4月1日 至昭和54年3月31日)

S54年6月15日

収 入 の 部		支 出 の 部	
前期繰越金	¥343,162	E.S.S.補助金	¥ 50,000
現 金	4,594	総会補助金	30,470
郵便預金	332,128	事務通信費	97,985
振替預金	6,440	総会会費徴収案内	89,340
		振替手数料	7,985
会費収入(53,54年度分)	369,000	雑 費	660
現 金			
25名×¥2,000	50,000	支 出 計	178,455
振 替			
159名×¥2,000	318,000	次期繰越金	533,867
1名×¥1,000	1,000	現 金	1,284
雑収入	160	郵便預金	412,128
		振替預金	20,455
		E.S.S.立替金	100,000
合 計	¥712,322	合 計	¥712,322

上記の通り、昭和54年6月15日(金)大隈会館に於ける総会にて承認されましたので、ご報告申し上げます。

尚本年は年会費徴収年に当たりますので、昭和55年、56年度会費のお振込をお願い申し上げます。(お振込依頼別紙発送予定)

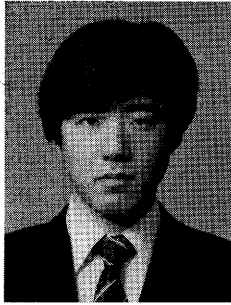
参考迄に、振替口座名・番号は下記の通りです。

東京 0 - 0 9 5 3 8 稲門英語会 会計 大 野 功(S34卒)

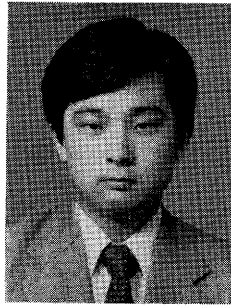
昭和五十四年度卒業生の欄

阿部直彦	法	企画管理	教員
生田論	政経(政治)	Dis. J.I.D.M.	キャノン
石崎延江	政経(政治)	Deb.	ピーチャム薬品(株)
伊藤裕之	商	Dis. Recreation.	日産自動車
岩本司	政経(政治)	Dis.	タイキン工業(株)
臼田敏隆	教育(英語英文)	Dis. 稲門会	教員
大庭紀恵	教育(教育)	Drama. 総務アシスタント	日産自動車
加藤正美	一文(人文)	Drama. 文連	西武百貨店
上田恵一	政経(経済)	Sp. 大隈杯	大和証券(株)
菊池麻実	教育(英語英文)	Deb.	ウシオ電機(株)
甲田玲子	法	Drama.	
小塩恭市	一文(社会学)	Deb.	
桜井裕	二文(英文)	Dis. P.R.	
佐々木康乃	一文(英文)	Sp.	三越
四宮裕明	政経(経済)	Dis. Inter.	
霜島守弘	商	Dis. K.U.E.L.	リコー(株)
鈴木剛	政経(政治)	Drama.	三和銀行
玉野浩	政経(経済)	総務	松下電機工業(株)
塚田章	政経(政治)	Deb. Study	富士銀行
東郷育子	一文(英文)	Dis.	ブリジストンタイヤ(株)
東条智子	商	Sp. 会計アシスタント	早稲田大学
戸町和照	政経(経済)	幹事長	
長島真	政経(経済)	Deb. H.M.C.	日立製作所
西室晶敏	商	Deb. T.I.D.L.	アサヒ三教(株)
橋本典男	政経(経済)	会計	(株)たむらや
福原美都子	一文(日文)	Dis. 企画管理アシスタント	坂野重信事務所
松岡俊夫	政経(経済)	Deb.	日立製作所
松原泰彦	商	Sp.	
丸山英樹	政経(経済)	Sp.	トヨタ自販(株)
宮本芳省	一文	Sp. 四大	SHARP(株)
吉岡修一	一文(心理学)	Dis.	日産自動車

昭和五十四年度卒業生



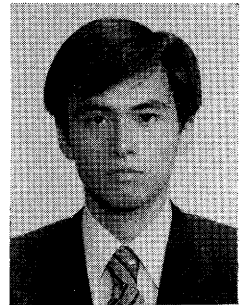
阿部直彦



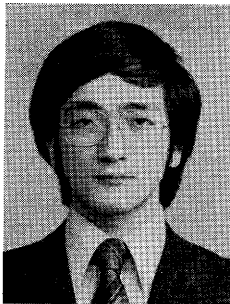
生田論



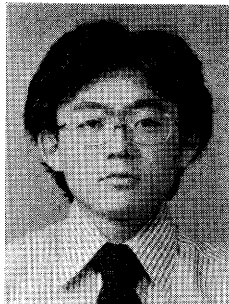
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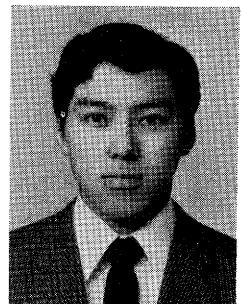
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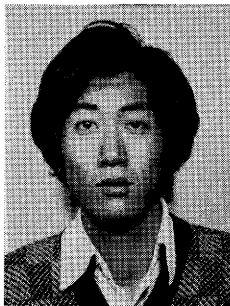
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大庭紀恵



加藤正美



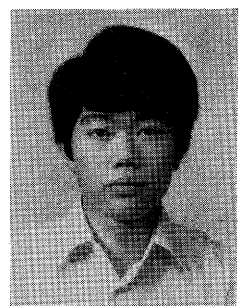
上田恵一



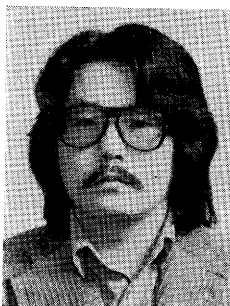
菊池麻実



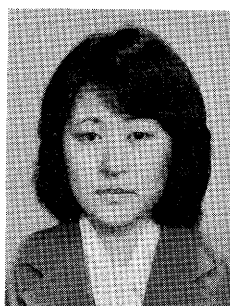
甲田玲子



小塩恭市



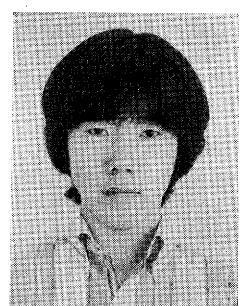
桜井裕



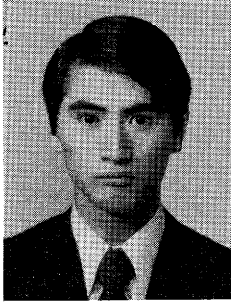
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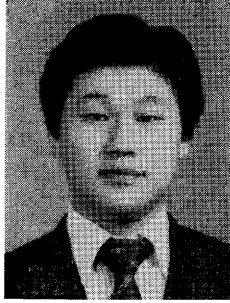
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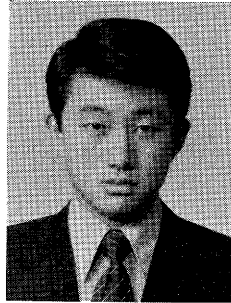
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鈴木剛



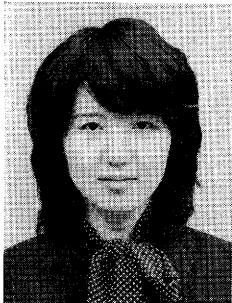
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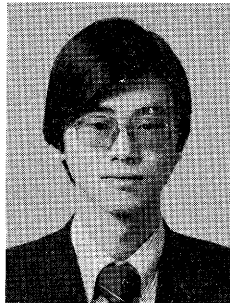
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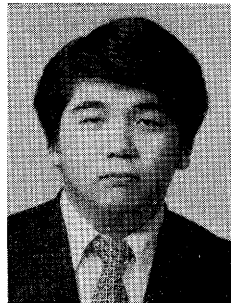
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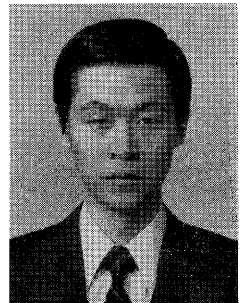
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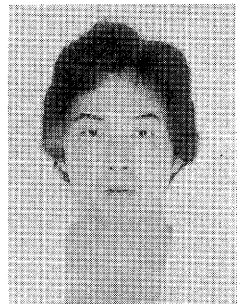
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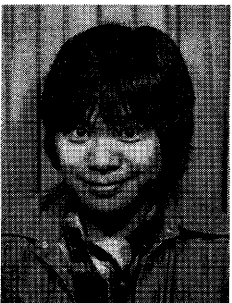
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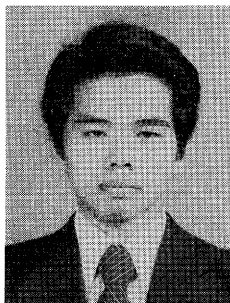
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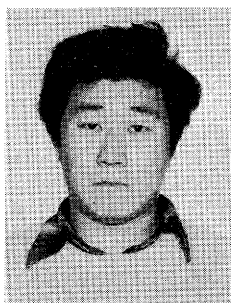
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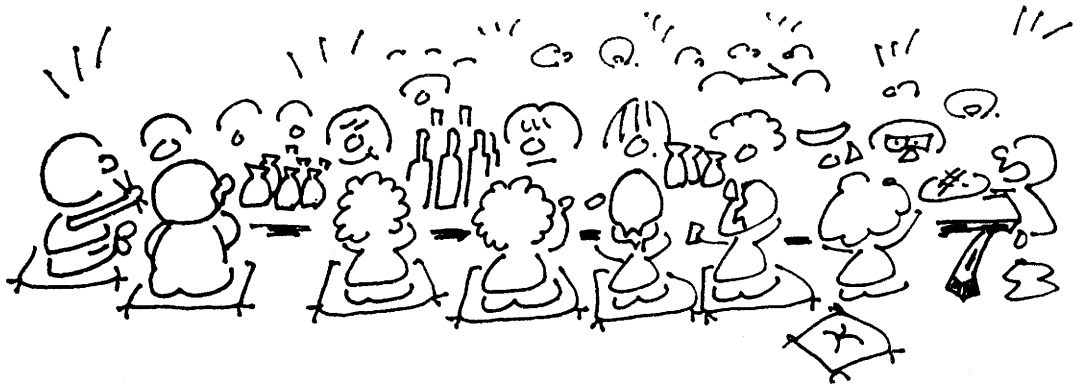


吉岡修一

以上
昭和五十四年度卒業
生の今後の御活躍を
お祈りいたします。

縁会

縁は異なるもの味なもの
わたしたち
不思議な縁で結ばれてたんですネ。
お！
みんな集まって来たナ。
さ、宴会でも始めようや。



昭和54年度卒業生同窓会

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