

# The Ace

Vol. 22



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# THE **ACE** 1980

THE ENGLISH SPEAKING SOCIETY  
OF  
WASEDA UNIVERSITY

***Slogan:***

***Sail the Ocean aboard the WESS!***

ANNUAL  
RECORD  
VOL. 22

PUBLIC RELATIONS SECTION

# *Preface*

## **Toward Our Bright Future**

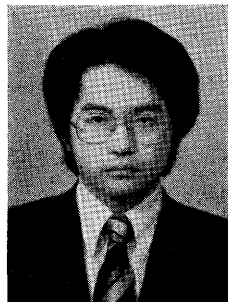
Human Community consists of a large number of people who have different characters, interests and desires. So, in the history of human beings, many conflicts have happened so far. From a long-term point of view, however, we have got together to overcome the difficulties and to seek for the better community. That is simply because we are all born on the earth.

In spring of 1980, many students of Waseda gathered W.E.S.S. — The English Speaking Society of Waseda University, under the slogan, "Sail the Ocean aboard the WESS!". They tried hard in each activity and did a fine job. After sailing the ocean, they experienced a various kind of things and surely got something fruitful. And the results of the activities in 1980 must have given a new significant page to the brilliant history of our society.

Now, I am convinced, as one of the members of W.E.S.S., that these experiences will for sure contribute to the further-development of our lives when we go out into the world, even though now is the chaotic period.

Here we present you "The ACE Vol. 22" as a summary of our accumulated efforts and as a textbook of each activity for our successors.

Lastly, on behalf of the editorial staffs, I'd like to express our heartfelt gratitude to all the members and graduates who co-operated with us in publishing "The ACE Vol. 22".



**Kyoichi Sawada**  
*Editor-in-chief*  
(Commerce, Junior)



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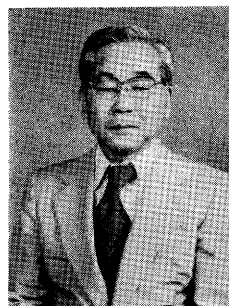
# *Greetings*

I congratulate you on your successful operations and activities in 1980. The English Speaking Society of Waseda University showed again it is as young and full of energy as ever in spite of its nearly eighty years' history. Every member of the society had his part and executed his duties perfectly. And it is important to note that such duties were not forced by some other persons but assumed by himself. Nothing is more precious for young people than such spontaneous efforts. Because they give them confidence and courage which will be a great asset in future when they will have to deal with larger and more serious problems of life.

Time flies, especially when one is young. This brochure represents what little efforts we can to stop it for a moment. This is a record of glorious achievements of the past year which a member can cherish for the rest of his life and which he can read and re-read to refresh his courage and confidence. And at the same time it is a guide for the coming generation. It is full of ideas, advices, suggestions—and, among other things, ambitions.

At the start of the 80's, this particular issue of the *Ace* is significant, and I am glad that the contents does not betray its title.

**Katsumi Ito**  
*Professor, Waseda Univ.*  
*President of W.E.S.S.*



# Greetings

## “W.E.S.S.” is on the Rocks.

Since 1902, the English Speaking Society of Waseda University has made history of English at Waseda. Waseda men, mastering English in it went out into society, and took active parts there for a long time because of their attitudes of questing for real and modern English under initiative spirits. Now, we, members of this club as their successors are proud of their activities.

On the surface, W.E.S.S., which consists of more than 300 members, is in a brilliant status in Japan, and we take part in E.S.S. activities positively at present. But once we reflect on the real figure of W.E.S.S., we can find few attitudes that our seniors kept. In the student center, most of the members speak Japanese around the table and only sometimes speak English, and that is so called “E.S.S. English”. Who pursues real English? Who searches for modern English? To my regret, the answer is only a few.

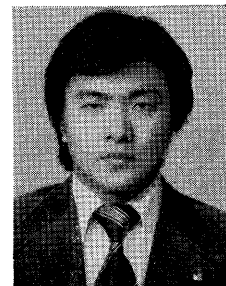
A friend of mine who lived in the U.S.A. for five years told me that English used by Japanese E.S.S. members is too classical to communicate with Americans and it had taken three years before he could communicate with them at will. We must recognize that this situation is a fact and change it into the ideal one.

In 1980, I took the role of Chairman of W.E.S.S. under the slogan “Sail the ocean aboard the WESS!”. Of course I do say that I made efforts to be at the helm of “W.E.S.S.” in order to reach our ideal port. Thanks to your cooperation, it ran before a fair wind and was able to arrive there, which is an ideal situation in terms of club cooperation, I think, however, “W.E.S.S.” is on the rocks in terms of English, as I explained before.

At the end of my one year as chairman, I want to hand down this unrealized dream that “W.E.S.S.” can reach the ideal port in terms not only of club cooperation but also of English. It is my hope that you new members will take “W.E.S.S.” off those rocks and further develop my loving W.E.S.S. The ninth decade of the twentieth century is a period in which internationally minded individuals, with real and modern English, will take active parts on the international stages. In this decade, I hope that “W.E.S.S.” will run before a fair wind and reach the ideal port in a complete sense.

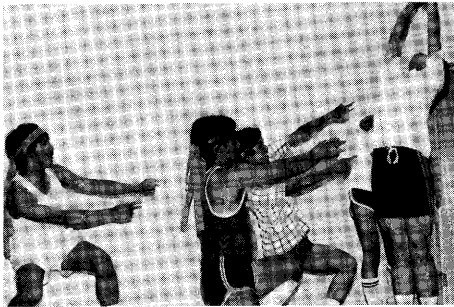
Lastly, I want to close the door of my chairman life by saying, “Sail the ocean aboard the WESS!” without getting on the rocks!

**Hiroshi Mazawa**  
*Chairman*  
*(Commerce, Junior)*





# SUMMER

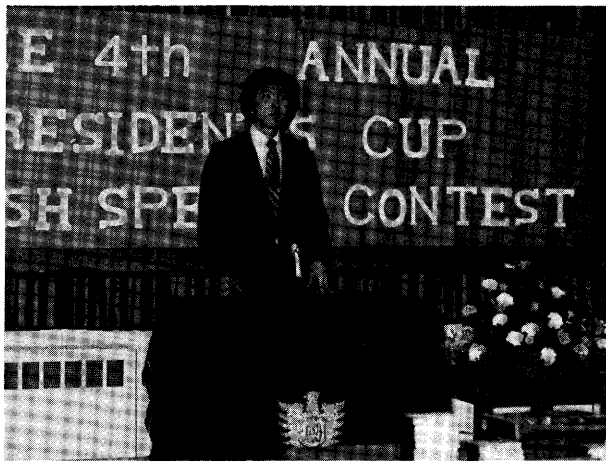




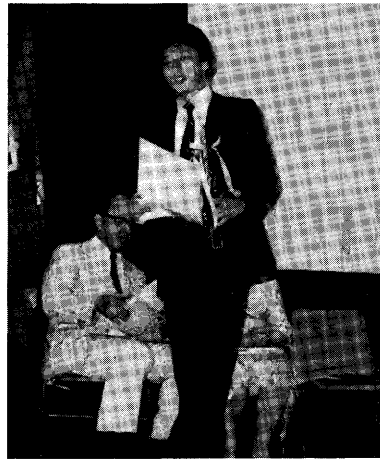
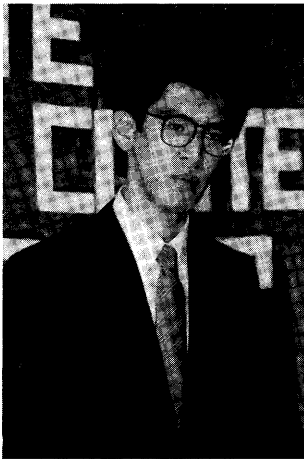


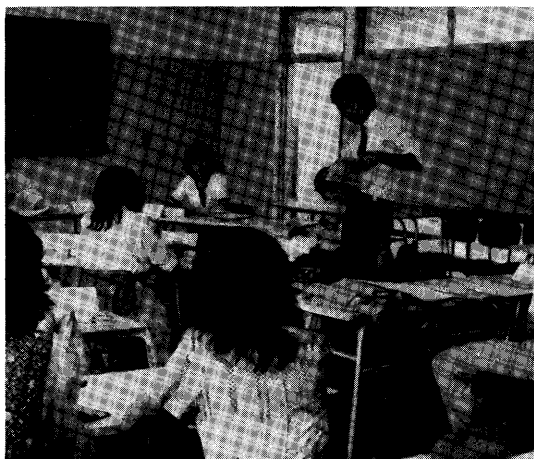
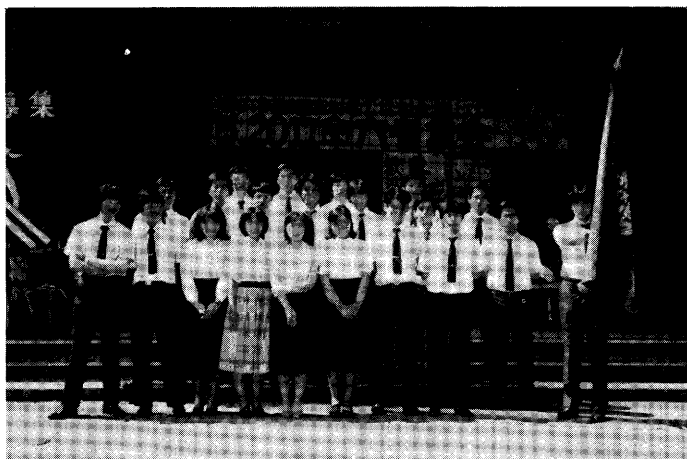
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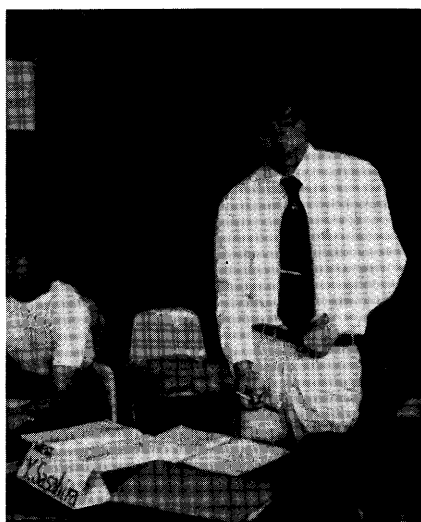


# SPEECH





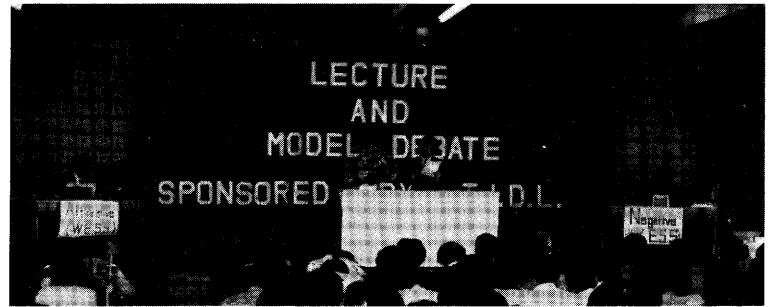
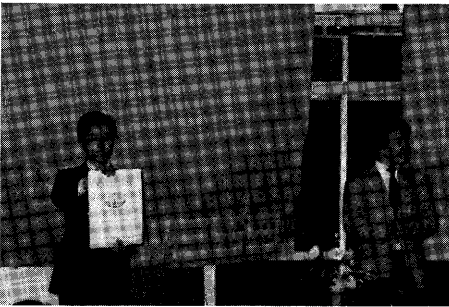
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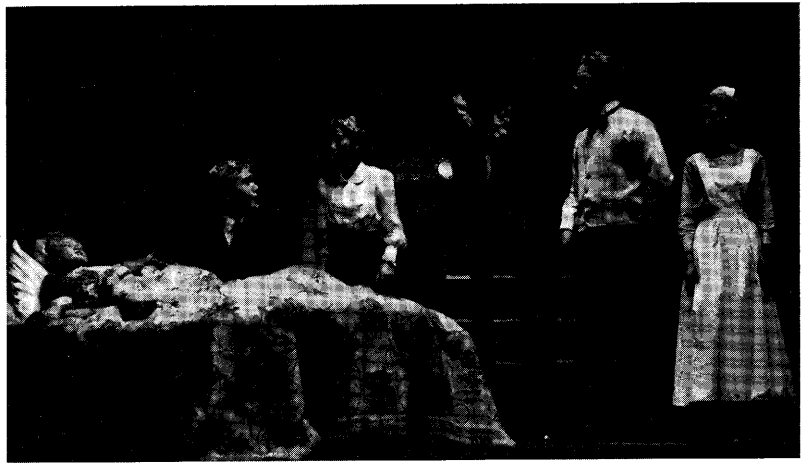




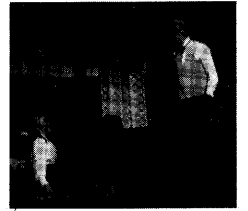
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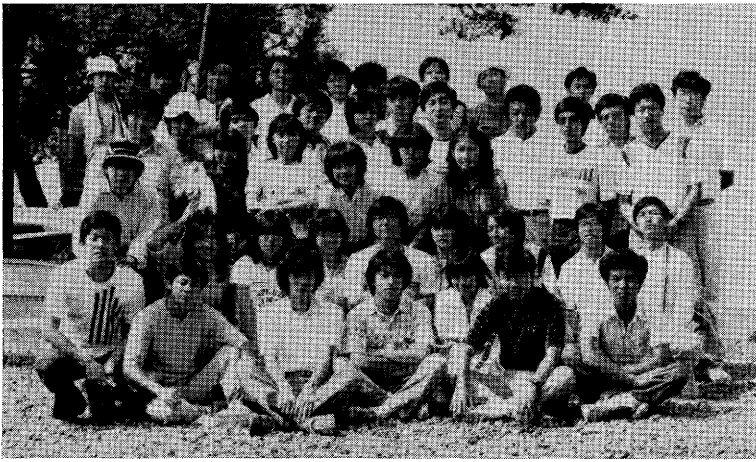






# DRAMA





**AKIHABARA**



**JOHOKU**

**WESS FAMILIES**

*THE SEVEN STARS!*



**KOENJI**

**MEJIRO**



**SHIBUYA**



**SHINJUKU**



**YOKOHAMA**



# OUR HISTORY 1980

## HIGHLIGHT FOR 1980

### DEBATE

- T.I.D.L. Home to Home Debating Match  
8 Wins and 8 Defeats
- The 10th K.U.E.L. Five-man Team Debating Contest  
3rd Prize
- The 18th T.I.D.L. Championship Debating Tournament  
2nd Prize
- The 6th East-West Intercollegiate Debate Contest  
2nd Prize
- The 6th Hawaii-Waseda-Keio University International Exchange Debate  
Two wins
- The 10th Two-man Team Debating Contest sponsored by K.F.C.  
3rd Prize
- The 31st Intercollegiate English Debating Contest sponsored by I.E.C.  
3rd Prize
- The 8th All Japan Intercollegiate Five-man Team Debate Contest  
(East Japan)  
3rd Prize

### DISCUSSION

- Kansai Expedition
- Joint Discussion with Kansai Univ.
- Joint Discussion with Kwansei Gakuin Univ.
- Joint Discussion with Tokyo Women's Christian Univ.

### DRAMA

- The 44th 4 university English Theatrical Contest

### SPEECH

- The 14th Waseda-Keio English Oratorical Contest  
Society Prize
- The 16th East-West Six University English Oratorical Contest  
School Prize
- The 7th All Japan English Oratorical Contest for the Okuma Trophy  
We took part in 40 external speech contests and won 30 prizes.

### SPECIAL ACTIVITIES

- The 3rd Hawaii expedition
- Summer Camp



# TRACE OF ACTIVITIES

- Mar. 27 Extraordinary General Meeting
- 28 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.  
 Proposition: Resolved; that the Diet should adopt legislation to significantly reform the Structure of the National Taxes.  
 Aff. Mr. Takebe, Miss Yamazoe (won)  
 Neg. Mr. Kimura, Mr. Ozeki (lost)
- Apr. 8 T.I.D.L. Home to Home Debating Match vs. Hitotsubashi Univ.  
 Aff. Miss Harakawa, Miss Hayashi (won)  
 Neg. Mr. Miyazaki, Mr. Osawa (lost)
- 11 T.I.D.L. Home to Home Debating Match vs. Sophia Univ.  
 Aff. Mr. Kashiwazaki, Miss Urabe (lost)  
 Neg. Mr. Iida, Mr. Fujita (lost)
- 12 Welcome Party 1980
- 15-21 The 3rd Hawaii Expedition  
 Topic: What are the obstacles for Japan and U.S. to assure the stable supply of crude oil from O.P.E.C.?  
 Mr. Mazawa, Mr. Unnai, Mr. Kondo, Mr. Tochio,  
 Mr. Furuta, Mr. Hosoi, Mr. Nozaki
- 17 T.I.D.L. Home to Home Debating Match vs. Tokyo Women's Christian Univ.  
 Aff. Mr. Matsumoto, Miss Nakamachi (won)  
 Neg. Mr. Kurosawa, Mr. Sugimoto (won)
- 18 Joint Discussion with Kansai Univ .  
 Title: Japan's Diplomacy under the New Cold War
- 21 T.I.D.L. Home to Home Debating Match vs. W.E.S.A.  
 Aff. Mr. Nakatani, Miss Sakai (lost)  
 Neg. Mr. Sugihara, Mr. Kawana (lost)
- 23 T.I.D.L. Home to Home Debating Match vs. Keio Gijuku Univ.  
 Aff. Miss Takahashi, Miss Tsukamoto (lost)  
 Neg. Mr. Kikuchihara, Mr. Shiomitsu (won)
- 26-27 The 10th K.U.E.L. Five-man Team Debating Contest  
 Proposition: Resolved; that the Diet should adopt a Tax Increase Program to significantly reduce the Government's Dependence on National Bonds.  
 3rd Prize: Mr. Suzuki, Mr. Tsutsui, Mr. Matsushita,  
 Mr. Morita, Miss Hiraiwa
- 26 The 23rd Japan Student Speech Contest for the H.I.H. Prince Takamatsu Trophy  
 Mr. Nishikawa
- 29 T.I.D.L. Home to Home Debating Match vs. Meiji Univ.  
 Aff. Mr. Harada, Miss Tanaka (won)  
 Neg. Mr. Hirota, Mr. Yano (lost)
- May 1 Joint Discussion with Kwansei Gakuin Univ.  
 Title: The World over a Ballel
- 2 T.I.D.L. Home to Home Debating Match vs. Kyoritsu Women's Univ.  
 Aff. Miss Naito, Miss Masuda (won)  
 Neg. Mr. Ikeda, Miss Mochizuki (won)

- 3 T.I.D.L. Lecture and Model Debate  
Mr. Sawada, Mr. Shimatani
- 6-8 Oral Recitation Contest (elimination)
- 9 Oral Recitation Contest (final)  
1st Prize: Mr. Sawa, Miss Isa  
2nd Prize: Mr. Matsubara, Miss Furukawa  
3rd Prize: Mr. Umeda, Miss Kato  
H.M. Prize: Johoku Home Meeting
- 10-11 The 3rd Two-man Team Debating Contest sponsored by K.F.C.  
Proposition: Resolved; that the Diet should adopt a Tax Increase Program to significantly reduce the Government's dependence on National Bonds.  
Mr. Niibori, Mr. Kajiyama
- 10 The 11th Waseda-Keio Oral Recitation Contest  
2nd Prize: Mr. Matsubara, Miss Furukawa  
3rd Prize: Mr. Kaneko
- 15 General Meeting
- 18 K.U.E.L. Freshmen Discussion
- 22-29 Kansai Expedition  
Title: The World goes round Oil.  
We are over Head and Eras in Debt.  
Mr. Mazawa, Mr. Tsutsui, Mr. Tokura, Mr. Kanadome,  
Mr. Yamada, Mr. Shibata, Mr. Adachi, Mr. Hagiwara,  
Mr. Sasahira, Mr. Okuya, Mr. Onuma, Miss Bessho,  
Mr. Tochio, Mr. Matsumoto, Mr. Nakatani, Mr. Tani-  
guchi, Mr. Iida, Miss Mochizuki, Miss Hayashi,  
Miss Sakai
- 24 Joint Discussion with Ritsumeikan Univ.
- 25 Joint Discussion with Konan Univ., Kobe Univ. of Commerce,  
Kobe Univ.
- 26 Joint Discussion with Doshisha Univ.
- 27 Joint Discussion with Kansai Univ.
- 28 Joint Discussion with Kwansei Gakuin Univ.
- June 2-4 The 2nd All Waseda Championship Debating Contest for the  
ITO Trophy  
1st Prize: Mr. Kondo, Mr. Funami  
2nd Prize: Mr. Suzuki, Mr. Yamada
- 7-8 The 18th T.I.D.L. Championship Debating Tournament  
2nd Prize: Mr. Kondo, Mr. Funami
- 9-11 Junior Speech Contest (elimination)
- 14-15 The 6th East-West Intercollegiate Debate Contest  
2nd Prize: Mr. Kondo, Mr. Funami
- 14 Junior Speech Contest (final)  
1st Prize: Mr. Hemmi  
2nd Prize: Mr. Minami  
3rd Prize: Mr. Inagaki  
H.M. Prize: Shibuya Home Meeting
- The 34th Annual National Intercollegiate English Oratorical  
Contest for the Mainichi Daily News and NHK Tropies  
Mr. Nishikawa
- The 10th Orange Discussion sponsored by Hosei Univ.
- The 14th Intercollegiate English Oratorical Contest for the  
Niijima Trophy sponsored by Doshisha Univ.  
Mr. Nakamoto

- 15 Four University Junior Speech Contest  
2nd Prize: Mr. Hemmi  
The 11th All Tokyo Discussion Meeting sponsored by Toyo Univ.
- 20-21 The 6th Hawaii-Waseda-Keio University International Exchange Debate  
Proposition: Resolved; that the Veto Power of the Security Council of the United Nations should be revised.  
Mr. Suzuki, Mr. Nakagawa (Aff. won, Neg. won)
- 21-22 The 5th K.U.E.L. All Japan Student Assembly  
Best Discussants Prize:  
Mr. Tsutsui, Mr. Shibata, Miss Bessho
- 21 The 4th Annual English Oratorical Contest for the President's Cup sponsored by Ibaragi Christian Univ.  
2nd Prize: Mr. Nozaki
- 22 The 4th 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.  
Mr. Imamura
- 23-24 Drama Festival  
"The Spiral Staircase"
- 28-29 Japan Intercollegiate Discussion Meeting
- July 26-31 Summer Camp
- Sept. 16-18 All Waseda Speech Contest (elimination)
- 21 All Waseda Speech Contest (final)  
1st Prize: Mr. Nishikawa  
2nd Prize: Mr. Shindo  
3rd Prize: Mr. Mazawa
- 26 Junior Discussion  
Title: The Other Half Going Hungry
- 28 Joint Discussion with Tokyo Women's Christian Univ.
- Oct. 5 The 31st North Japan English Oratorical Contest sponsored by Tohoku Gakuni Univ.  
1st Prize: Mr. Shindo  
The 10th English Oratorical Contest for the Oda Trophy sponsored by Joshi-Sei Jr. College  
2nd Prize: Miss Nakaoka  
The 1st English Oratorical Contest for the President's Cup sponsored by Soka Univ.  
Mr. Kanadome
- 12 The 17th All Kanto Discussion Meeting sponsored by Takasaki City Univ. of Economics
- 18-19 The 10th Two-man Team Debating Contest sponsored by K.F.C.  
Proposition: Resolved; that Japan should adopt a Program to significantly change her Agricultural Policy.  
3rd Prize: Mr. Sawada, Miss Tamura
- 18 The 13th English Oratorical Contest for the President Shimada Trophy sponsored by Bunkyo Women's Jr. College  
2nd Prize: Mr. Nakamoto  
The 14th English Speech Contest for the President's Cup sponsored by the University of the Sacred Heart  
2nd Prize: Mr. Nishikawa

- 19 The 14th Waseda-Keio English Oratorical Contest  
 Society Prize: Waseda Univ.  
 2nd Prize: Mr. Hemmi  
 3rd Prize: Mr. Nishikawa  
 4th Prize: Mr. Nishijima
- 25-26 The 31st Intercollegiate English Debating Contest sponsored by  
 I.E.C. (preliminaries)  
 Proposition: Resolved; that Japan should immediately liber-  
 alize the Import of all Agricultural Products.  
 Mr. Morita, Mr. Kajiyama
- 25 The 22nd Inter Home Meeting Debate Contest  
 Proposition: Resolved; that the Government of Japan should  
 significantly reform its Policy on Grain and  
 Bean Products  
 1st Prize: Koenji Home Meeting  
 Annual Intercollegiate English Oratorical Contest sponsored by  
 Ryukoku Univ.  
 5th Prize: Mr. Morisaki
- 26 The 11th Junior Debate Contest  
 1st Prize: Johoku Home Meeting  
 The 15th Annual All Japan Intercollegiate English Oratorical  
 Contest for the Amano Trophy  
 Mr. Shindo  
 The 13th Intercollegiate English Oratorical Contest for the  
 Ohta Trophy sponsored by Asia Univ.  
 3rd Prize: Mr. Nakamoto  
 The 8th Annual Intercollegiate English Oratorical Contest  
 sponsored by Seisen Women's College  
 Mr. Nishijima  
 The 7th Annual English Oratorical Contest for  
 Niwa Trophy sponsored by Tokyo Univ. of Electronics  
 2nd Prize: Mr. Morisaki
- Nov. 2 The 8th Annual Open Speech Contest sponsored by Konan Univ.  
 Mr. Yamaguchi  
 The 12th Annual All Kanto Intercollegiate English Oratorical Con-  
 test for the Mizuno Trophy sponsored by Chiba Univ. of Commerce  
 3rd Prize: Miss Yoshino  
 The 13th Intercollegiate English Oratorical Contest for the  
 President's Cup sponsored by Wayo Women's Univ.  
 4th Prize: Mr. Nakamoto  
 The 4th Annual All Japan Intercollegiate English Oratorical Con-  
 test for the Fukuzawa Trophy sponsored by Keio Gijuku Univ.  
 5th Prize: Mr. Nishikawa
- 8-9 Japan Intercollegiate Discussion Meeting
- 8 The 23rd English Oratorical Contest for the Dean Trophy of  
 Science and Technology Dept. sponsored by Ritsumeikan Univ.  
 2nd Prize: Mr. Kashiwazaki  
 The 15th Annual English Oratorical Contest for the P.E.S. Cup  
 sponsored by Hosei Univ.  
 2nd Prize: Mr. Nozaki
- 9 The 26th Annual English Oratorical Contest for the President's  
 Cup sponsored by Ibaragi Univ.  
 3rd Prize: Miss Kuramoto  
 Miss Takahashi



- The 14th All Chiba English Oratorical Contest by Chiba Union of English Speaking Society  
Miss Obi
- 15-16 The 31st Intercollegiate English Debating Contest sponsored by I.E.C. (final)  
3rd Prize: Mr. Morita, Mr. Kajiyama
- 15 The 14th Intercollegiate English Oratorical Contest for the President's Cup sponsored by Tokyo Women's Christian Univ.  
1st Prize: Miss Nakaoka
- The 12th English Oratorical Contest for the President's Cup sponsored by Tokyo Univ. of Agriculture and Technology  
2nd Prize: Miss Sekiyama
- 16 The 4th English Oratorical Contest for the Dean's Trophy sponsored by the English Speaking Society of Science Univ. of Tokyo  
1st Prize: Miss Isa
- The 10th Intercollegiate English Speech Contest for the President Shibata Trophy sponsored by Kokushikan Univ.  
Mr. Kawada
- The 7th All N.I.T. English Oratorical Contest for N.I.T. President Trophy sponsored by Nihon Institute of Technology  
1st Prize: Miss Tsuchiya
- The 17th English Oratorical Contest for the President's Cup sponsored by Aichi Univ.  
1st Prize: Mr. Shindo
- 22-23 The 8th All Japan Intercollegiate Five-man Team Debating Contest (Kanto Preliminaries)  
Proposition: Resolved; that the Government of Japan should significantly reform its policy on Grain and Bean Products.  
Mr. Suzuki, Mr. Yamada, Mr. Kato, Mr. Kanakubo, Mr. Shimatani
- 22 The 16th East-West Six University English Oratorical Contest  
School Prize: Waseda Univ.  
East-West Trophy: East  
2nd Prize: Mr. Shindo  
Mr. Nishikawa, Mr. Hemmi
- The 4th Annual President's Cup English Speech Contest sponsored by Sophia Univ.  
Honorable mention: Mr. Morisaki
- 23-24 The 44th Four University English Theatrical Contest "The Spiral Staircase"
- 23 The 15th Annual All Japan Intercollegiate English Oratorical Contest for the Kaneko, Kase, and Willamette Univ. Trophy sponsored by International College of Commerce and Economics  
Mr. Nakamoto
- 24 The 10th Dean Memorial Trophy English Oratorical Contest sponsored by Nihon Univ. College of Industrial Technology  
3rd Prize: Miss Nishimura
- The 30th English Oratorical Contest for the Takasaki Mayer's Trophy and for the President's Cup of Takasaki City Univ. of Economics  
3rd Prize: Mr. Shindo
- 29-30 The 8th All Japan Intercollegiate Five-man Team Debating Contest (East Japan Preliminaries)  
3rd Prize: W.E.S.S.

- The 7th All Japan Student Conference
- 30 The 10th K.E.L. English Oratorical Contest  
1st Prize: Miss Yoshie
- Dec. 6-7 The 8th All Japan Intercollegiate Five-man Team Debating Contest  
(final)
- 6 The 7th All Japan Intercollegiate English Oratorical Contest for  
the Okuma Trophy sponsored by Waseda Univ. E.S.S.  
2nd Prize: Mr. Nishikawa
- The 31st English Oratorical Contest for the Gallot Trophy  
sponsored by Seinan Gakuin Univ.  
1st Prize: Mr. Hemmi
- The 17th All Tokyo Intercollegiate English Oratorical Contest  
sponsored by Seikei Univ.  
2nd Prize: Miss Nishimasa
- 7 The English Oratorical Contest for the President's Cup sponsored  
by Tokyo Gakugei Univ.  
1st Prize: Miss Shimonaka
- The 21st All Japan Open Discussion Meeting sponsored by Meiji  
Gakuin Univ.
- 19 Closing Party 1980
- 23 All Keio Open Discussion
- 1981
- Jan. 10 The 1st Annual All Japan Intercollegiate English Oratorical  
Contest for the Jodai Cup sponsored by Japan Women's Univ.  
4th Prize: Mr. Morisaki
- 11 The 7th Intercollegiate English Oratorical Contest for the  
Yokohama Mayer's Cup  
Miss Anzai
- Feb. 9 Farewell Party 1980

**Kohei Yamada**  
Chief of  
Planning and Management Agency  
(Law, 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。

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# Reports on Activities

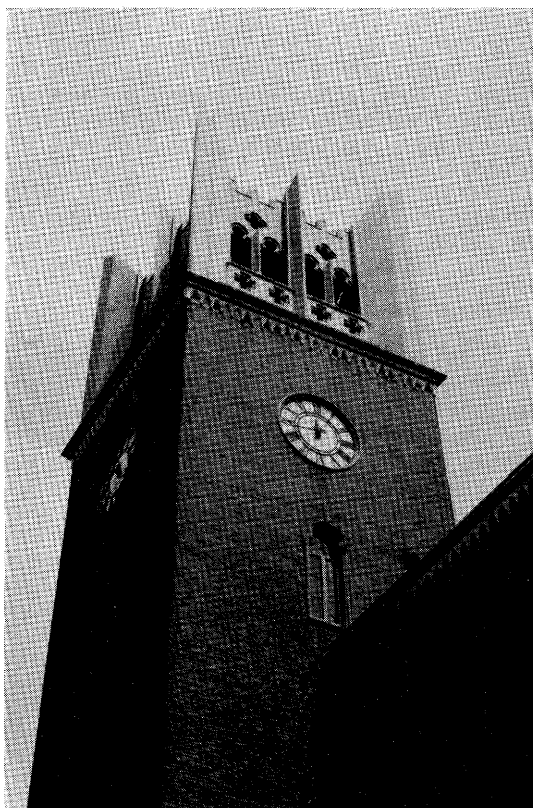
*Drama*

*Speech*

*Debate*

*Discussion*

*Hawaii Expedition*



# DRAMA



Waseda University English Speaking Society

## THE SPIRAL STAIRCASE

Written by F. ANDREW LESLIE

### ◇ STAFF ◇

Producer ..... Hiroshi Mazawa (3)  
Stage Manager... Kazuhiko Komada (3)  
Assistant ..... Akitoshi Oku (2)  
Director ..... Taro Shimada (3)  
Assistant ..... Keiko Shimizu (2)  
Setting ..... Mikio Tokura (3)  
Properties ..... Yoshio Nodera (3)  
Lighting ..... Makoto Kido (3)  
Sound Effects ... Tetsuya Kanadome (3)  
Costume ..... Ruri Shimonaka (3)  
Make-up ..... Sae Okazaki (3)

### ◇ CAST ◇

Mrs. Oates ..... Hideko Nishimasa (3)  
Constable ..... Akihiro Sanada (2)  
Prof. Warren ..... Mitsuyoshi Sato (1)  
Helen ..... Harumi Nakamachi (2)  
Dr. Parry ..... Kazutaka kimura (2)  
Nurse Barker ..... Maho Sugihara (1)  
Mrs. Warren ..... Sumiko Kato (1)  
Stephen Rice ..... Takayuki Kurihara (1)

### Committee of 4-Univ. E.S.S. Association

President ..... Masao Nakazawa (3)  
Yasushi Kurosawa (2)

## STORY

The time is one stormy night of spring in 1903. The place is a gloomy Mid-Victorian mansion located in the outskirts of a small American city.

Several strange murders had happened. Girls with some Physical affliction were the victims of those murders. And today, another murder has happened. So the CONSTABLE come to warn to this house, because HELEN, a twenty-old-year girl who lost her power of speech lives there. At that time, she is out with Dr. PARRY who consulted HELEN and Mrs. WARREN who is Prof. WARREN's ill stepmother. Hearing the CONSTABLE's warning, they become anxious about her. In time the two get home, so everyone relieves and the CONSTABLE goes out.

HELEN takes care of Mrs. WARREN instead of NURSE BARKER because Mrs. WARREN doesn't like her. Mrs. WAR-

REN urges HELEN to go out of this house that night, for she feel something terrible might happen. But HELEN can't understand.

Mrs. WARREN has been suffering from heart attack and suddenly it attacks her. Prof. WARREN eases her with the other. Later she has the second attack. This time Dr. PARRY is called. He consults her. After that, he has a talk with HELEN. He thinks that she lost her power of speech because of some shock, so she could be cured by a doctor in Boston. He wants to get the permission from Prof. WARREN, but he can't. They quarrel with each other and he goes out. The housekeeper, Mrs. OATES are sent on an errand. The Prof.'s assistant are fired owing to his impudence. And NURSE BARKER makes a big quarrel with Mrs. WARREN and she goes out.

Mrs. WARREN are attacked by the third

fit and HELEN is quite at a loss because all her company are out. Then Prof. WARREN appears and she is relieved. She wants him to consult her, but he comes to "execute" her. The murders have been done by him as he has a strange belief that there is no room for the imperfects in the

world. At the point of another murder, he is shot by Mrs. WARREN. She has pretended to be ill and she made false attacks. She always see to it that he doesn't kill HELEN. But she died from the real attack, then HELEN restore her voice.

## "The Spiral Staircase"

**Taro Shimada**

*Director*

*(Economics, Junior)*

"The Spiral Staircase" is the Drama production of the English Speaking Society of Waseda University in the year of 1980. It is one of the thriller written by F. Andrew Leslie. In selection of the script we of the Drama Section read more than one hundred scripts and we encountered this story. The impression of this script was very vivid. Although there were some description which looked down on the people with serious afflictions, the story excited and thrilled me. Thus I made up my mind to struggle with it for one year.

To realize this story on the stage, we confronted a lot of hardships. First of all, at last we can't use the Hitotsubashi Auditorium. The 4-Univ. English Theatrical Contest has been held there for more than thirty years, and throughout this period a great many seniors and we had opportunities to make use of it. And we have enjoyed many advantages. That is we know the place very well, and we can go there within a very short time, and we can use it with a very small expense. So making stage without such merits was a great adventure for us. Everything has changed by moving from Hitotsubashi Auditorium to Edogawa Public Hall. In a sense, we were lucky to make adventure for the first

time but at the same time very sorry to leave there.

Secondly, we had troubled with setting. The choice of this script inherently bring us this problem. We have to divide the stage into two parts, that is the hall parlor and Mrs. Warren's bedroom. The play goes on in these parts in turn. To change the airs between the two, we have made many efforts. We tried to use scrim wall, but we found it was not effective when we actually use it. And we have also troubled with the large size of setting, large amount of properties and so many cues of lighting and sound effects. Above all the staircase is the biggest problem till the end. As the name of this story shows the importance of the staircase, we made great efforts to make it.

Thirdly, as the American movie company made a movie of this story twice, it is very familiar with us. So we were afraid that the audience can't enjoy the play because they knew the story. But hearing the big applause of the final stage, we believe the audience surely enjoyed our play.

Lastly, Helen can't speak the words till the end of the story. Though she is on the stage longer than anyone else, she has only one opportunity to speak. She must show her feeling with every measure except voice, so she has to make greater efforts than anyone else, I believe.

Through the performance, we hope we

can entertain all of the audience. We searched for the theme hidden behind the lines. But finally we made it only entertainment. In order to entertain the audience with this script, I see to that they can't know the real murderer till the end of the story. I intended to make the audience think the most suspicious person is Mrs. Warren and the least is Prof. Warren. By doing so, the drastic change of the two character at the end become effective and we can betray the audience.

Finally I'd like to express my hearty thanks to Prof. Ito seniors, all of the members of W.E.S.S. for their kind advices and cooperation, and Mr. Raymond Cohl and Miss Linda Huff, the members of the workshop in Zama U.S. Army Camp for kindly permitting to use many kinds of facilities, and graduates for coming to see our performance. I'm very happy to participate in this year's production as a director to realize the wonderful fruits of our long efforts.

## Climb the New Mountain

### —How to Proceed the Rehearsal—

**Kazuhiko Komada**

*Stage Manager*  
(*Social Sciences, Junior*)

1980's Drama, we faced the new step, that was the scale of the stage was to be big one, in comparison with the past one. After leaving Hitotsubashi Auditorium, everything was changed, everything was new and everything was difficult for us. Because of the big stage, the work of staffs, especially, setting and properties were very hard. When we selected the script "The Spairal Staircase", I doubted whether or not we could make this kind of big setting and stage. But at last, dream turned to be real thing on Nov. 24th 1980, we could climb this new mountain. Because Waseda Production had strong cooperation and hot energy, I believe.

But when I look back last year, to my regret, I can notice one disappointing thing. Through Drama Festival, I felt almost all sophomores were in difficulty to make the stage because not only that was the first experience for them to produce the stage but also they didn't know how to proceed

the rehearsal. In order to produce English Theater, we must take many steps—(English) accent, rhythm, intonation (Acting) reading, blocking run through, etc. After we certainly go through those steps, nice stage is born. I hope all the members of Waseda E.S.S. will understand Drama and enjoy Drama activity. That's where all my players go. So this time, I present you how to proceed the rehearsal with all my heart. I hope that this will be an enjoyable approach to learning Drama and that it will stimulate and interest you to further learning.

Rehearsing a play falls into fairly well-defined periods or phases, and the director needs to be aware of which period he is in—or should be in—so as not move too soon to the next one or spend too much time on one particular phase to the neglect of the others.

#### A. Familiarization Period (Reading the play)

##### 1. Creative aspects

##### a. Round-table readings

The director will devote at least one and possible as many as three days to



reading the play. The director will discuss with the cast;

- (1) His interpretation of the play, its theme, style and impact.
  - (2) His concept of the characters and their interrelations.
  - (3) The spine, main actions in each act, and the changing beats.
- b. Seeing the whole before it is broken up into parts.

The director should help the cast to see the totality of the play, the relation of each character to the whole. Each actor should listen to the reading of scenes in which he himself may not appear. He may not hear scenes again until dress rehearsal.

- c. Sharing with the cast the director's research into the period and background of the play.
- d. The actors should feel free to ask questions on the meaning of words, phrases and speeches.

## 2. Technical aspects

- a. The director will show the cast, the scene designs, ground plans, and costume sketches, making sure that all are familiar with the ground plan of the set.
- b. The director will check the rehearsal schedule with the cast, adjusting it for any conflicts, and distribute the schedule as finally agreed upon.
- c. No technical comments on how to read lines should be given during this period.
- d. The actors should underline the name of their character in this script each time they have a line, and note on the rehearsal schedule each scene in which they appear.

### B. Exploration Period (Blocking the play)

As the actors find out what the play is about and who their characters are, they begin to explore means of revealing these concepts to the audience. During this period the "blocking" or setting of physi-

cal positions on the stage is done, i.e., the director gives to the cast the composition and movement which he has preplanned. This is a time of trial-and-error, and the actor should be encouraged to try and experiment without paying any penalties for error.

### General Principles

- a. During blocking rehearsals the actors should take time to write down all of their crosses, rises, sits, and positions opposite the lines on which they move.
- b. One act is the most that should be blocked in one rehearsal, and sometimes even less. The act should be repeated several times so that the actors will remember whatever has been discovered in the rehearsal.
- c. Time in communicating with the cast will be saved if the director sits on the forestage rather than in the auditorium.
- d. The director should not expect results at this period. He is merely defining the problem and planting the seeds which will produce future solutions. Allow time for the incubation to take place.
- e. The director should expect to deviate somewhat from his preplanned blocking because of (1) unforeseen problems, (2) his own spontaneous invention of better composition or movement, and (3) the creative contribution of his actors. Nothing is more deadly for an inventive actor than the feeling that he must be a patient and obedient puppet while the director plods through his book revealing sacred and inviolable solutions to all problems. Between this extreme and that of the director who comes to rehearsal without any preplanned blocking, there is assuredly a judicious middle of the road.
- f. As soon as the blocking of a scene is completed, the director should begin to urge actors to learn the lines of the scene. Complicated business with

props, in fights and love scenes, should be postponed until books are out of the way.

### C. Discovery Period (Books out of hand)

As soon as the blocking is set, the director should begin working with the actors for characterization. The actor should be encouraged to try various psychological and physical elements to help him get into character.

#### 1. Creative aspects

a. After the motivations and characterizations are grasped intellectually the blocking set, and the lines learned, there will, ideally, be a rehearsal when the actor gets fully into character, is able to release the appropriate emotion, and the scene "plays."

(1) The moment of discovery for a particular scene is sometimes sudden—a kind of "Eureka!" growing out of a flash of insight.

(2) A high degree of concentration is necessary for the "Eureka" to take place. Creativity often happens at white heat. The actor must stay in character at these rehearsals and try to avoid breaking his or his partner's concentration.

b. When the moment of creative discovery comes, make sure that the actor is praised after the scene is over and made aware of the fact that he has found something right for the performance.

c. As the actor begins to find what he wants to do with several scenes as indicated in the foregoing, the director should clarify for himself and the actor which scenes yet remain to be worked on, narrowing down the number as rehearsals progress.

d. As actors respond to each other in this period, new motivations will occur to them and to the director. Little moment-by-moment motivations and

responses should be added to fill up empty or dead spots, mechanical or inadequate reactions.

e. An informal talk with an actor during a break or after rehearsal often may be a better way of suggesting what is needed than to stop the rehearsal. The director should begin to make written or mental notes for this purpose. With experience he learns when it is better not to stop the actors and when to stop them.

#### 2. Technical aspects

a. Add business and pantmime that enrich the scene and strengthen characterization.

b. When the actor still has not found what the director wants, technical suggestions must necessarily be given—relating to key words, points to be "hit," variety in voice, topping and undercutting, transitions.

c. When books are out of hand for a particular scene, actors may begin to work with rehearsal props. These props often assist in the discovery of the inner emotion. Character props will help the actor get in character.

d. The first few times the actor tries a scene without book, the stage manager should be instructed to make detailed corrections. Otherwise actors often will let lines become fixed in their memory incorrectly. Later on the director may choose to permit minor modifications except where the rhythm, meaning or comic effect is weakened. In Shakespeare and other poetic drama lines must be letter perfect.

It is my great honor to have been able to present an enjoyable production as a stage manager. I'm sure, Waseda Drama will go on climbing the new mountain, and someday, we reach top of the mountain. I set my hopes on next climbers. I hope your good luck. Lastly, I give my deepest gratitude to Prof. Ito and many others.

## Seize the Chance!

**Makoto Nishikawa**

*(Commerce, Junior)*



Abraham Lincoln was a great president of the United States whose name and achievements are respected by every citizen of the world. He had not even finished elementary school, so he was held in contempt by the university-graduate Cabinet members. But as time went by, they were impressed by his ability as well as personality, and they were ashamed of their former ignorance. What impressed me most in this story, however, was not his achievements in the Civil War nor the Gettysburg Address, but the simple fact that he had not even finished elementary school.

My friends, you and I are university students. In total, we will experience about sixteen years of education. Surely we've got plenty of knowledge. But now pushing it all aside, let me ask you. "Suppose you are asked to take leadership in a group, do you have enough ability and confidence to fulfill your task?"

I'm at Waseda, one of the most prestigious universities, people say, in our country. I'm a hero of my home town. I was convinced that I was a member of the promising young elite. However, through club activities, I was forced to realize my lack of leadership. In our E.S.S., as a leader, I have to first grasp the feeling of members and then reflect it back into policy-making decision in order to lead them in the best direction. I must be

trusted and unite them for the efficient working of activities. This experience made me recognize the difficulty and necessity to acquire the leadership ability for the first time in my sixteen years of education.

Abraham Lincoln did not even finish elementary school. On the other hand, we are at university and therefore much more blessed than he. Then what do you think made him such a great leader? "It's a matter of talent", you might say, but that is not true. To find the real answer, let's turn our eyes to each stage of education and see how students are spending their sixteen years.

In elementary and junior high school, "Jukus" or private tutoring classes occupy a large part of their everyday life. They have little time to play and have few contacts with others. Although intelligent children have increased in number, it is very hard to find the boss of kids or class leaders. Going on to high school, the goal of almost all the students is to pass the entrance examination to universities. Although they have plenty of good opportunities to practice their leadership ability such as class meetings or student councils, they are quite indifferent to them, because they are afraid of being put in a busy, responsible position that interrupts their study. And at university, what occupies most in our mind is to get lots of good

grades in order to qualify a high-paying prestigious job. As a consequence, things left in our hands at graduation are brilliant school records and a large amount of knowledge. However, isn't there something missing? Aren't we neglecting something very important that must be cultivated through our sixteen years of education?

Well, Herbert Spencer, who spent only three years in school, ironically gives us the answer by saying, "The great aim of education is not knowledge but ACTION."

I read one article in a recent newspaper reporting that the Japanese National Railways, in the selection of new employees, decided to give priority to the university graduates of athletic teams, because often they are superior to those so-called "test-geniuses" in terms of leadership. The day is approaching when just being a university graduate will not be enough. The trust in academic records is being shaken little by little.

Such a trend is quite natural when we look at the surrounding situation of our country. Today, Japan is facing a turning point in every international area including diplomacy, military, and trade. We have no powerful weapons nor abundant natural resources to strengthen our world position. In this critical world situation holding vexing problems such as energy or food crises, we are easily influenced by other nations. Such being a situation, we need to get out into the world all the more positively in order to get international understandings. We must persuade other nations and make them recognize our position as well as points of view. That needs LEADERSHIP!

A modern writer explains the essential characteristics of leaders as follows. He needs personal charm like me, originality in thoughts, and the sensitivity to grasp the feeling of others. Do you think those who spend their sixteen years in such a way as I mentioned can become real leaders? Can we entrust our future to such individuals?

Well, I'm not saying that we should become such great leaders as Abraham Lincoln. What I really want to emphasize is that, each of us will, one day, have to be a small but nevertheless a real leader of our family, our society, and our country. Besides, since we are now learning English in E.S.S., we may be asked to communicate with the people of other nations as a representative. Because of this eventuality, don't you think it's our duty to take a leadership in this field?

My fellow students, LEADERSHIP, I came to persuade you today, is the single most crucial need in our world of over increasing crises. Then how can we become real leaders? Well, I believe, in the beginning, we must try to seize the chance to take leadership. What we are lacking most is the experience. Although plenty of good opportunities are surrounding us in our sixteen years of education, we hardly try to challenge them. Practice makes perfect! So never miss the opportunity. Seize the chance! So long as man can never live alone, we are always in a group that needs LEADERSHIP.

**SNEAKERS SET THE PACE!**

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# Friend to Friend

**Tatsuhiro Shindo**

*(Politics, Junior)*



"Gaijin! Gaijin!" was all I could hear as I entered the restaurant with my half-brother, Charlie. Charlie came to my house for a year as an exchange student from the United States. It was the head waiter who was shouting these words so that everyone in the restaurant could hear him.

To my surprise, after taking our order he placed knives and forks in front of Charlie though we had ordered Japanese dishes. I thought about telling him that Charlie could pick up even a pea with chopsticks, and asking the waiter to bring another set of chopsticks immediately. However, before I could do so, Charlie said to the waiter in fluent Japanese that he would rather have chopsticks. After finishing dinner, Charlie said to me sadly, "Well, this is exactly what happens everywhere, not only at a restaurant but also in the train, even at school." Looking at Charlie's sad face, I was put to reconsider about Japan's attitude toward foreigners, especially those who are here not as tourists, but as cultural-exchange students.

Are we opening the door to foreign students in a real sense of cultural-exchange, and, are they enjoying their stay here?

It is in this very connection that I feel foreign students are deprived of the full experience that is to be had in Japan. That is to say, although there are many universities which have a so called International Center, to what extent is this International Center a real part of the University?

In many ways, this International Center can seem an island within university as a whole. Picking my university, Waseda for

example, one would have to say, just from sitting in the common room of the International Division and watching the lunch-time crowd pass by oblivious, that most of these people are not even aware that there is a common room? An American student once said to me, "Sad to say, it is possible to go through an entire day here—perhaps even an entire semester—without once speaking to a Japanese student."

True, sometimes we do find Japanese students who venture into the confines of the International Division, but they usually have some special interest in the English language, and therefore do not represent the vast majority of university students. In this respect this "common room" is far from a room which is "common" to both the Japanese and foreigners.

The question then how can the International Division break out of its isolation and become a real part of the student body? To answer this, I suggest we should give a chance to foreign students to become socially active as the students in other divisions are. There seem to be two approaches to this problem: first, getting involved in club activities and second, getting to know one's classmates.

The first course is one which is popular among foreign students. Often these students find that clubs, such as Zen, Karate, Tea Ceremony, etc. are the most rewarding part of their stay in Japan. In view of this, there is no question that we must help and encourage foreign students to participate in club activities, in order that

they may experience typical Japanese social atmosphere.

The second route presents a more difficult problem. By being taught in separate classrooms, foreign students and Japanese are not allowed to have the most natural form of contact. Isn't it ludicrous that those who have gone to enter a school abroad should end up attending classes which are segregated from the university itself? Of course there is the argument that foreign students are not proficient enough in the Japanese language to attend regular classes. Yet the fact is that even if a student were able to understand lectures in Japanese, he or she would not be allowed to take course with the regular students. So the students' choice is limited to few course which ironically are taught in English by Japanese professors. The amount of knowledge which can be conveyed by the professor's native tongue, Japanese, is no doubt greater and this fact

would even help student to brush up their own Japanese. I am not saying that foreign students have to take classes in Japanese; I suggest that those who wish do so should be given a chance to attend lectures outside of the International Division.

As long as we Japanese continue to be willing to accept foreign students, we are at the same time obligated to take responsibility for their well-being. In other words, it is not enough that we merely accept "gaijin", we must see to it that they receive the full benefit of this cultural exchange. We must take the time to teach them; not as parents to children, but as friend to friend.

There are many foreign people in Japan that have lived here long enough and absorbed enough of the Japanese culture even to be sensitive to the so called "honorifics". So, why don't we use "gaikokujin-san" instead of "gaijin" if we have to get excited when we see a white face and blue eyes.

## The Risk We Must Run

**Yuji Hemmi**

*(Politics, Sophomore)*



NHK Radio and Television English Conversation Programs. ICE cassette tapes. Linguaphone cassette tapes. The English Journal. The English for Millions. These are the materials from which we are learning how to speak English. Many of the books on English learning say everywhere, "Get a foreigner on the street and be brave enough to speak to him in English." It is like a flood; a flood of books on daily English conversation, cassette tapes for pronunciation practice, periodical magazines

about what's new in English teaching and learning in this country.

I believe this very tendency is now leading us to look on foreigners as mere machines which produce English sounds but aren't given any personalities. This is because we have forgotten the purpose of our English learning in the course of learning it. Let me give you one example.

I know a correspondent of a certain American television company in Tokyo, and he once told me, "I'm sick and tired



of those questions like 'How long have you been in Japan?' or 'What do you think of Japan?' or 'Where do you come from?' Why don't you ask different ones?" He meant to say he is not an English teaching robot but a correspondent. Foreigners are neither machines, nor robots for our English learning; they are, instead, individuals and human beings, each of them with an independent character.

On the part of foreigners living in Japan, this is never what they welcome. Take the foreign students at the International Division of Waseda University, for example. The "Waseda Weekly", a weekly paper at our university last month said, while the foreign students are a little bit worried about their ability to speak Japanese, they don't like to be treated merely as English teachers. Further, in reply to the Waseda Weekly's questionnaire, they said it would be a lot of fun if they could learn Japanese from Japanese students. This tells us, my friends, that these foreign students are willing to learn about our language and our culture.

Now, on the part of Japanese students, many of you here today being members of English clubs, can you confidently say you are genuinely out to communicate with foreigners?

The American Heritage Dictionary gives us a clear definition of the word "language", and I quote: "Language; The aspect of human behavior that involves the use of vocal sounds in meaningful patterns to form, express, and communicate thoughts and feelings." In other words, we should get our message across to foreign people through the language. A language in itself cannot be an aim except for a few students majoring in linguistics. However, my friends, haven't you forgotten that and aren't you desperately trying only to get

more words, phrases, better pronunciation?

Then, what's wrong about that tendency? I think it is a lack of give-and-take in communication. When we speak to a foreigner, if we try to take only their English expressions and don't give anything, the imminent outcome would be less effective communication. Look at the recent trade frictions between the United States and Japan. Although Japan exports a huge number of cars to the United States which account for about one-third of total U.S. car imports, the Japanese government is unwilling to import more cheap beef and oranges from the United States, due to its over-protectionism of the domestic agriculture. This is probably why we are often said of abroad, "Japanese take more than they give." In the field of communication, the same holds.

My friends, what should we do then? I have one suggestion. Why not speak to foreigners in Japanese from the beginning? When a Japanese tries to get his message across to foreigners in Japan, it is better for both sides to speak in Japanese first, because for us Japanese, that's the way we can best communicate, and for foreigners, I believe they should learn and practice Japanese since they will need it as long as they are in Japan.

Of course, when the foreigner has too much trouble expressing himself, we should switch the language.

In this way, I believe we can give foreigners some workable knowledge of Japanese in exchange for the knowledge of English we get from them.

Now my friends, let's remember at any time, any place, that a language is a method for communication, and that at the same time speaking it is a risk we must run for true mind-to-mind communication.

# —LECTURE—

## For Successful Human Life

**Makoto Nishikawa**

*Chief of Speech Section  
(Commerce, Junior)*

“What’s the use of making a speech?” and “How can I make a good speech?” were some of the fundamental questions which we were asked by beginners last year.

Even though the first question is of great concern to them, we cannot give any definite answers. Some guidance could be offered by quoting from famous textbooks on speech-making, and I would recommend that you read them frequently as a guide. But I believe that the best understanding comes through individual experience of actually making speeches. But now I would like to give my opinion based on my personal experience of speech-making concerning the above questions.

### 1. “What’s the use of making a speech?”

This question is somewhat strange to me since we are always making speeches to others everyday. But then, how about the efficient way of speaking? In order to persuade someone, which is crucial for all of us, such elements as logic, clearcut organization, persuasive delivery, and sometimes, emotional appeal can never be neglected. Just remember when you quarrel with somebody. Can you persuade him without those elements? Thus, the skill which contributes most to a full and successful life is the skill of language communication. In other words, “Controlled Talking” is necessary for us. Nevertheless, how many of you are really aware of its necessity and try to learn it consciously? One of the main reasons why many students have not mastered the language skills is that they

don’t realize its importance. That’s why I’ve made this small lecture for you.

In addition, the following are the concrete advantages of speech-making.

- a) We can analyze our real persuasive power and polish it up through the practice of speech-making.
- b) In due course, we can get accustomed to speaking in public with more confidence.
- c) We can improve our English ability in almost all aspects and become articulate.
- d) We can learn how to entertain people, which will give them a good impression of us.
- e) We can learn to write a well-organized, logical, and intelligible report both in English and in Japanese.
- f) And additionally, we can get many trophies and prizes.

These are the main benefits of speech-making which I myself have found, and I hope you will find of your own.

### 2. “How can I make a good speech?”

By the way, what is a good speech? I think it’s the one that can inspire the most emotion. That is, good speeches can influence our mind and inspire individuals in the audience to do something significant. Among the several kinds of speeches, “The Speech to Persuade” is the one which we mainly practice at E.S.S. circles. This doesn’t mean you should not make other kinds of speeches. However, whatever speeches you may make, there is one thing you must always keep in mind. That is, you must make a speech which is inter-

esting to you and interesting and beneficial for the audience as well. You must be ready to begin a seller's part in the two-way process of speech.

Now let me explain the speech-making briefly in the following manner.

i) Topic selection

To some of you, who have a hard time selecting a proper topic for speeches, let me ask the following questions. What are you thinking everyday? Don't you have any regret, reflection and complaint to yourself, to others, or to this society? Don't you have anything you are interested in, which you want to recommend others to do? I think we all have something to convey to others. Otherwise, you would be such a boring, selfish person that no one wants to talk with you.

Among the thoughts you have in mind, just select the proper topic for public speaking through asking yourself the following questions.

- a) Is the topic what you really want to talk about?
- b) Do you know well about the topic? If not, is it possible to collect enough information?
- c) Is the topic worthy of the audience's attention?
- d) Is the topic appropriate for the audience? Remember in most cases, our audience is made up of fellow university students. So, too childish or complicated topics tend to bore theme.
- f) Can the topic thoroughly be explained in five or seven minutes?

ii) Preparation

Preparation for a speech demands that you know your subject thoroughly. Gather background material through reading books, newspapers, magazines (by going to the library), discussion with your friends, and personal experience, and take appropriate and adequate notes while the material is fresh in your mind.

iii) Organization

The three main divisions of a speech are the beginning (introduction), the middle

(body), and the ending (conclusion). You can save the beginning for later. Just plunge right in and get to work on the section of the speech that you know you are ready to handle. It doesn't matter if you plan the middle first or the ending first or the beginning first. If you start with the middle, as most speakers do, all you have to do is to work out a beginning, an introduction, for the material you have already organized. It's easier to introduce something you already have than something you haven't yet prepared. At any rate, you must first decide the conclusion that must be expressed in a single sentence.

\*Introduction

Main function of the introduction is to prepare your audience for what you are going to say, and usually, to give them a hint of what you are going to speak. You must see to it that the introduction can get the attention of the audience. For that purpose,

- a) Begin with unique or humorous sentences.
- b) Begin with questions.
- c) Begin with story-telling sentences, etc. . . . .

\*Body

The middle or body of a speech must contain evidence and support for every point you make.

Contents—

- a) Introduction of the problem
- b) Analysis of the status quo (How serious is the problem?)
- c) Historical analysis and the cause of the problem
- d) Bad effect of the problem
- e) Significance of your proposal

Be sure that the cause has something to do with ourselves and the audience. If the cause is anywhere else, the audience may say, "That's none of our business."

\*Conclusion

Most people remember the last thing they see or hear much more clearly than what happened earlier. Your job as a speaker is to give your audience something to re-

member and preferably something to remember that has the idea of the whole supported body of material which the middle of your speech centered on. So the ending of the speech must be memorable and must remind the audience of what you have said and what you want your listeners to do. For that purpose,

- a) Summarize what you have talked so far.
- b) Present a simple, concrete proposal that can be a first step to solve the problem.
- c) Illustrate the ideal situation.
- d) Quote from famous words and proverbs.
- e) Use your title and make the audience remember the whole contents only by remembering the title.
- iv) Delivery and other practices  
Now you have finished writing your speeches. But that is not the end.

- a) Show the script to your friends and example it with them. If you find an area for improvement, never hesitate to change it. Remember, good speeches can never be written. They are RE-written!
- b) Let your script be checked by the native English speakers.
- c) Read many times aloud and check your pronunciation, accent, rhythm, intonation, etc... Cassette tape record-

ers are very useful.

- d) Make use of the pause to emphasize what you say and to get the initial attention of your listeners.
- e) Gesture doesn't necessarily have to be prepared. It tends to be artificial. If you really want to emphasize something, gesture will come out spontaneously.
- f) Be sure to memorize your script perfectly.
- g) Practice your speech in a large room, and let your friends check your English, delivery, and so on.
- h) At a speech contest, after walking calmly to the stage, keep your hands on the lectern and avoid shuffling after you get there. Look directly at your listeners, not above or below them. Look as pleasant as you can, and smile when it is appropriate. Don't give the impression that you are going through torture, even if you are.

Now, at the end of this small lecture, I find many things that still remain unsaid. But I hope you will study them by yourself from now on. My fellow Waseda speakers, you have many chances to speak in public. More than forty speech contests are waiting for you. I sincerely wish you good luck, and I hope you realize the significance of speech-making as early as possible for the success in your life.



**野村證券**

〒103 東京都中央区日本橋1丁目

しっかりと根を張った巨木の風格。  
大自然の恵みのもとに、  
大地の滋養をたっぷり吸収しながら、  
いま堂々と大空へ。  
混迷の80年代、未来を透視する  
確かな生き方が求められています。

**大地に根を張って、大空へ。**

# DEBATE

## THE EIGHTH ALL JAPAN INTER-COLLEGIATE FIVE-MAN TEAM DEBATING CONTEST

Resolved; that The Government of Japan Should Significantly Reform Its Policy on Grain and Bean Products.

WESS Team: Junichi Suzuki, Kohei Yamada, Sadayoshi Kato, Yoshinori Kanakubo, Makio Shimatani

### Affirmative Constructive Speech

Agricultural policy in Japan should be formed in the way that any potential resources are efficiently utilized to their maximum potential, thereby contributing to the consumers' and producers' interests. Seeking this ideal state of agricultural policy in Japan, we stand resolved; that the Government of Japan should significantly reform its policy on grain and bean products. In this debate, grain and bean products mean rice, wheat and barley.

Our proposal is justified by following 4 major arguments.

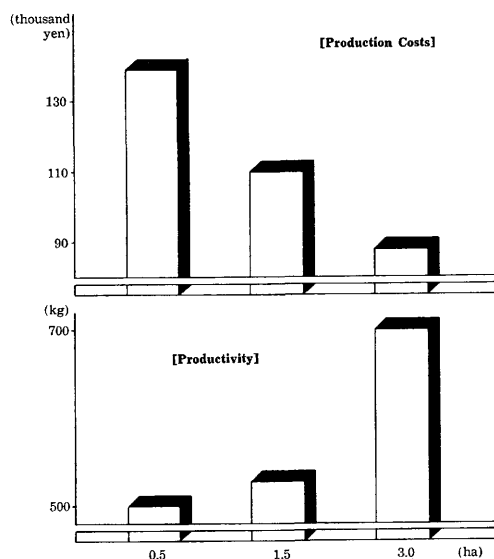
#### Major Argument 1) Enlargement of the individual farming scale improves farming efficiency.

Firstly, please look at this chart (Chart 1), indicating the comparison of production costs and productivity. The left side shows small scale farming. The right side shows large scale farming.

In accordance with enlargement of the farming scale, the productivity increases

[Chart 1]

Comparison of Production Costs and Productivity per 10 are



Source: Production Costs of Grain and Bean, Statistics and Information Department of Ministry of Agriculture, 1980

and costs decrease. We call this farming efficiency. This reason comes from "The New Agricultural Reader," edited by Yomiuri News Paper in 1979, Quote: "With large-sized machines, farmers can save labor force and cultivate farmland more in depth, thereby improving the fertility of the soil. As a result, farmers can plant and harvest under the most suitable weather condition with minimum losses." Unquote. Therefore, enlargement of the farming scale improves the farming efficiency.

**Major Argument 2) Present policy prevents enlargement of the individual farming scale.**

In 1947, the Government undertook farmland reform which distributed an average of 1 hectare to former tenant farmers to guarantee their lives. And improvement of productivity has been tried under small scale farming. But present policy has defects in enlarging the farming scale.

**Defect A) Agricultural Land Law**

The present agricultural land law hinders enlargement of the farming scale by renting land. Quotation from "The Agricultural Land Law Article 1" goes; "The aim of the law is to promote farmland possession by the cultivator and to protect the right to cultivate, thereby to guarantee the position of the cultivator." Unquote. Thus, because this law regulates the right to cultivate which one-sidedly gives advantage to tenants in possession of farmland, the farmland owners hesitate in leasing their farmland. I go to "Agricultural Land Law and Actual Performance," written by Yasuji Kimura, Professor of Agriculture at Tokyo University of Agriculture in 1979, Quote: "Because of the protection for tenants by law, once farmers lease their land to others, the land will not be returned to them. If they want it back by all means, they have to pay the compensation fee which is equivalent to the annual income of six years of the tenants." Unquote. Therefore,

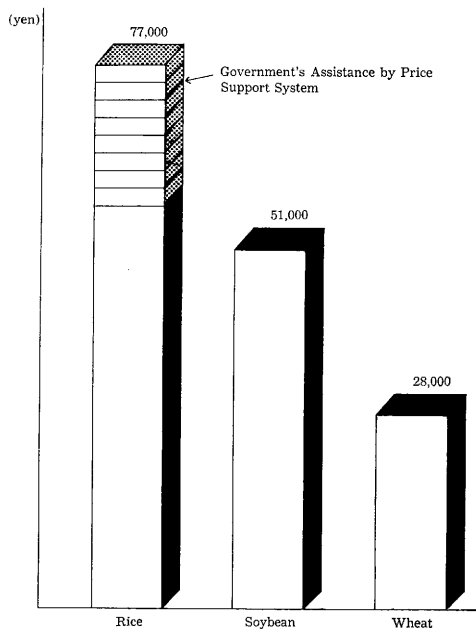
the agricultural land law makes farmers hesitate to lease their farmland, thereby preventing enlargement of the individual farming scale.

**Defect B) Food Control System.**

This system on rice makes a small scale farm household stick to farming. Because this system assures sufficient income even for a small scale farm household. Look at this chart (Chart 2), indicating the income of small scale farm households per month. 0.5 hectare for example. This black line indicates the living costs per month per person. This striped area shows Government assistance. Without house-Government assistance, a small scale farm hold cannot get enough income from farming because of low efficiency.

However, due to the food control system, the rice producers get enough income to make their livings. But soybean producers cannot. Thus neglecting farming efficiency,

[Chart 2]  
Income of Small Scale Farm Households (0.5 hectare) per Month



Source: Production Costs of Grain and Bean, Statistics and Information Department of Ministry of Agriculture, 1980



small scale farm households stick to rice production. From this analysis of the defects, we contend as long as we maintain the present policy, the farming scale cannot be enlarged.

**Major Argument 3) The Affirmative's plan enlarges the individual farming scale.**

The most typical types of farming in Japan is 2 crops per year, because of the four seasons. A rice crop in summer and wheat and barley crop in the cool and dry winter. We call them "2 crops a year."

Now let me show you our plan with 5 planks.

- 1) To enlarge the farming scale to more than 3 hectare for rice and 6 hectare for wheat and barley.
- 2) To legalize small scale farm households leasing their land.
- 3) To make lower the Government purchase and selling price of rice, wheat and barley.
- 4) Ministry of Agriculture administrates enlargement of the farming scale.
- 5) The planks above shall be implemented from the next fiscal year.

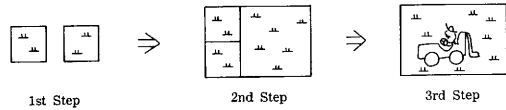
Our plan is carried out following 3 steps. Please look at this chart (Chart 3), indicating the process to enlarge the farming scale for rice. At present the farming scale is about 1 hectare average because small scale farm households stick to rice production, so we enlarge the farming scale with 3 steps.

- 1st step; Farmers whose land is less than 1 hectare, lease their land.
- 2nd step; Farmers whose land is more than 1 hectare rent the land and enlarge the farming scale adding their land to more than 3 hectare.
- 3rd step; Machines are introduced by loan funds from an agricultural cooperative association and farmers engage in cultivation.

The same thing goes for wheat and barley. Through these steps, we can enlarge the farming scale. Actually we see high

[Chart 3]

**3 Steps of Our Plan**



productivity after enlargement of the farming scale. I go to "The White Paper on Agriculture," published by Ministry of Agriculture in 1979, Quote: "In Fukuoka prefecture, an agricultural cooperative association began to undertake wheat production by renting farmland, thereby enlarging the farming scale. With the introduction of machines, productivity of wheat became higher by 130 kilograms per 10 are than that of the average one." Unquote. Therefore our plan invites significant advantages.

**Major Argument 4) Enlargement of the individual farming scale enhances people's interests.**

People's interests in agriculture are categorized following 2 advantages.

Advantage 1) Farmers will get better income.

At present, the average income of the rice producer's is about 4.1 million yen a year. But under the enlargement of the farming scale, farmers will get better income by 600,000 yen per year because farmers can increase productivity and decrease costs at the same time, thereby saving the labor force, seeds and agricultural chemical goods with machines. Thus farmers will get better income by 600,000 yen. Today we see 3 types of the farming scale. Small scale farming is less than 1 hectare. Middle scale is about 2 hectare and large scale is over 3 hectare. Among them, the agricultural income of middle scale farm household is comparatively low. I go to "Food Stuff 1980," written by Hiro-nobu Yamamoto, investigator at Economic Planning Agency in 1980, Quote: "Large scale farm households can make their living by only agricultural income and small scale ones can do it by the regular job

they have. But middle scale ones have to go to cities for temporary work under the bad working conditions to compensate for the insufficient agricultural income." Unquote. Thus by the enlargement of the farming scale, farmers don't have to go to cities for work away from their home. Therefore, the betterment of farmer's income will be that of their lives.

Advantage 2) Consumers will enjoy lower-priced rice and wheat.

By the food control system, the Government purchase rice and wheat and sells it at a lower price than it purchased. Under efficient farming, the Government can reduce the purchase price and selling price within a present budgetary framework because the large scale farm household can provide lower-cost rice and wheat with a better income.

Look at this chart (Chart 4), indicating

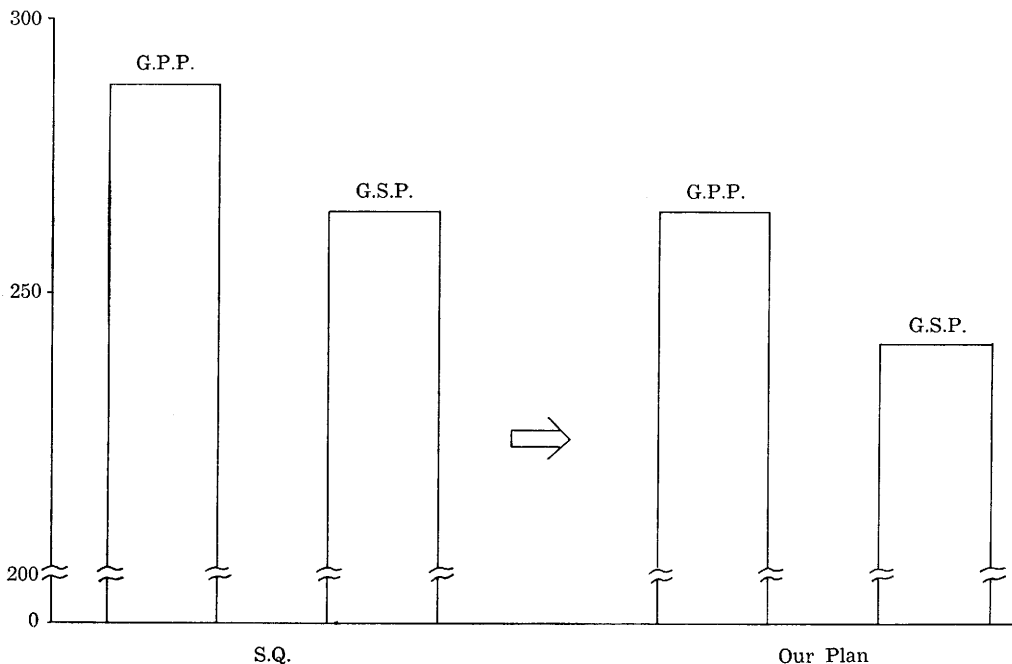
the comparison of the Government purchase and selling price on rice. The left bar indicates the Government purchase price. The left bar indicates the Government selling price. Since large scale farming produces more at less cost, the Government can reduce its selling price, thereby it can provide lower-priced rice to consumers. The same thing goes for wheat and barley. The Government can provide lower-priced rice to consumers by 23,000 yen per ton. Wheat is 14,000 yen per ton. Thus consumers can enjoy lower-priced rice and wheat.

Therefore enlargement of the farming scale enhances people's interests. However, present policy prevents us from enjoying them. That's why we of the Waseda Affirmative strongly contend that the Government of Japan should significantly reform its policy on grain and bean products.

[Chart 4]

Comparison of Government Purchase and Selling Price on Rice per ton

(thousand yen)



Source: Production Costs of Grain and Bean, Statistics and Information Department of Ministry of Agriculture, 1980

## Negative Constructive Speech

In opposing to the affirmative, let me give you our overall comment on the affirmative case. Today, they defined agricultural policy reformation as the enlargement of the individual farming scale. However, we definitely reject their assertion, because, the affirmative's proposal is to reform the land policy, not the policy on grain and bean products. Since the farmland policy reformation is applied to every agricultural product, their proposal will not satisfy the demands of this resolution on the policy on grain and bean products.

Then, let's check today's affirmative's case. In major argument 1) they stated that the enlargement of the individual farming scale improves the farming efficiency. But, we conclude this goal is not so significant to adopt this resolution, because of the following two reasons.

(1) The first reason is that their goal cannot overcome the efficiency of farming in exporting nations. The food supply in Japan is categorized by domestic production and import from oversea nations. Compared with exporting nations on farming efficiency, to see great gap between them, I go to "Japan Agricultural Book", written by Keinosuke Baba, Professor of economics at Hitotsubashi Univ. in 1975, Quote: "Agricultural production in Japan takes a form of small scale farming in comparison with that in exporting nations. Small scale farming adds more cost to the price of products. In fact, productivity of wheat in U.S. is 4 times as high as in Japan." Unquote. As this says, even if individual farming scale is enlarged, as long as productivity can't be higher than that in exporting country, consumers can't buy lower-priced products. Therefore, the enlargement of individual farming scale cannot be so significant issue.

(2) The second reason is that enlargement of the individual farming scale never

necessarily improves the farming efficiency. I turn to "White Paper on Agriculture", published by Ministry of Agriculture, in 1980. Quote: "By the improvement of the soil and technology, productivity becomes high even in small scale farming. Taking the soybean production for example, at Hodaka Town in Nagano prefecture, the production amount per 10 are is 481 kg which is almost twice as much as the average one, though the scale of farmland is only 0.25 hectare." Unquote. Thus, due to the improvement of the soil and technology, the same goal can be achieved. Therefore, we conclude the enlargement of the individual farming scale never necessarily improves the farming efficiency.

Let's move onto Major argument 2). They stated present policy prevents enlargement of the individual farming scale. And they presented us 2 barriers. But, we believe even one of them cannot be a barrier to remove.

(1) Agricultural Land Law.

They said this law acts as a barrier, but, this law was just revised this year, so that this law lose its significance. I go to "Reformation of Farmland Structure", published by the Ministry of Agriculture, in 1980 states as follows, Quote: "As a result of this year's reformation of agricultural land law, the leased farmland are assured to be returned to the land-owner after the settled period passed without giving any money to the tenants." Unquote. Therefore, this law cannot be the barrier which prevents them from implementing their offer.

Besides, if farmers intends to enlarge their farming scale, they can undertake farming from the others. This information comes from "New Agricultural Reader", edited by Yomiuri News Paper in 1979, Quote: "In Fukushima prefecture, a farmer undertakes rice production with his family in 29 hectare with large-sized ma-

chines. In place of land-owner, they cultivate farmland and produce rice, thereby get better income." Unquote. Thus, if the affirmative is so eager to enlarge individual farming scale, farmers can do so even under the present policy.

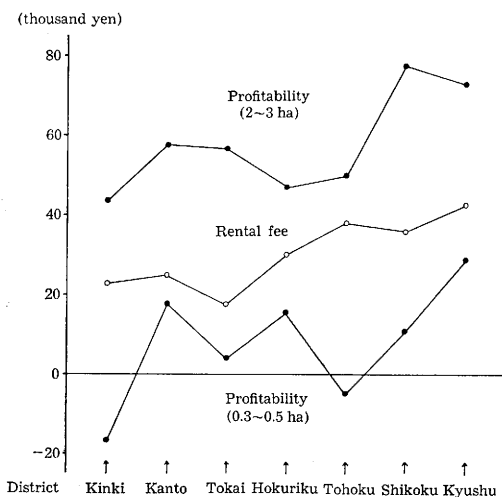
(2) Food Control System.

They make a claim that food control system make small scale farm households stick to rice production, because farmers can earn comparatively higher income from rice production. However this is the misanalysis, because rental fee is higher than income from rice production. Would you look at this chart (Chart), indicating individual farming scale and rental fee in districts. As this shows, for the large scale farm household, it's quite beneficial to rent the farmland, because rental fee is lower than profitability. On one hand, it's also very beneficial for small scale farm household to lease their farmland, because rental fee will give them better income. Therefore, we contend present policy never prevents the enlargement of the individual farming scale.

Then, going on to plan refutations. We have 2 objections.

[Chart]

Comparison of Profitability and Rental Fee



Source: White Paper on Agriculture, 1980

(1) From the practical point of view, it's impossible to enlarge all the individual farming scale due to the scattered farmland in Japan. We can categorize the type of farmland into 4. From "National Land Statistics 1980", published by National Land Agency, Quote: "The forms of farmland in Japan are divided into following 4 types. A) Farmland in mountaneous area, where the land is nallow and scattered. B) Farmland where houses are seen here and there. C) Farmland which is separated from the area where people live. D) Farmland is in the area for housing, and is so scattered." Unquote. Thus, due to the scattered farmland in Japan, it's practically impossible to combine all the farmland in Japan. Therefore, their plan cannot be implemented.

(2) They are going to carry out so-called 2 crops per year. But, if they force all the farmer to do it, their offer will be unable to achieve their advantages, namely better income and lower-priced rice and wheat, because farmers will have to introduce early cropping wheat to avoid the overlaps of the harvesting season of rice and wheat. Quotation from "Wheat in Japan" reported from the Ministry of Agriculture, in 1978 states, Quote: "Early cropping wheat is introduced in Kanto district. But, low temperature in Spring harvesting season seriously affects production amount of early cropping wheat, thereby farmers fall into difficulty in getting stable amount and income." Unquote. Therefore, even if we carry out their plan, 2 advantages will not be achieved as affirmative said before.

What's worse, we have to suffer from disadvantages.

1) The affirmative's plan will infringe the free choice of occupation.

Now, the farmers, whether their scale of farming is large or not, are engaged to farming in order to make their living. the affirmative, however, is going to force small scale farm household lease their farmland which is the indispensable production element. Under this circumstance,

no matter how eager small scale households cultivate their farmland, they can't, only because their farmland scale is small. Thus, their plan will infringe the free choice of occupation.

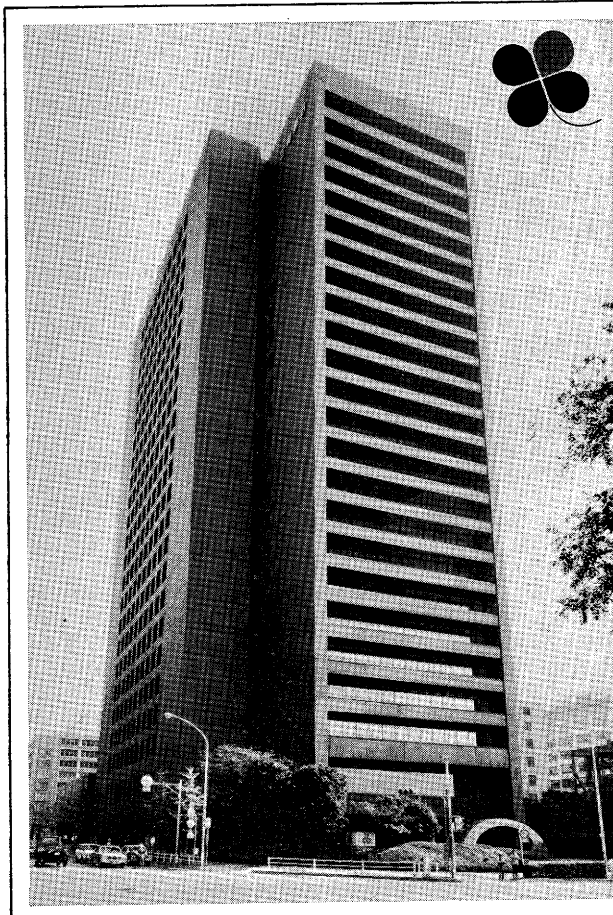
2) The affirmative's plan will invite trade friction.

Since the import from overseas nation has superior efficiency of farming, we import massive overseas agro-products. This, at the same time, is the great benefit for exporting countries. However, the affirmative's advantages are on the premise that they supply domestic agro-products to all people. Consequently, overseas nation's goods will be excluded in Japanese Market. Exporting countries never allow such selfish action and naturally take counter-measure to protect their interest.

"Asahi Evening News issued on April 21st on 1978 states, Quote: "At present, the U.S. is demanding Japan to open her agricultural market. If Japan fails to meet this demand, it will stimulate the Congressman who represent the interest of farmers and let them demand the Congress to control Japanese exports such as cars as retaliatory measure." Unquote.

Thus, exporting countries never allow the action which sacrifices their own interest and take any kinds of counter-measure to protect their own interest. Therefore, the affirmative's plan which invites trade friction will give serious damage to Japan.

For all these reasons, we of the Waseda negative are firmly convinced that the Government of Japan should never reform its policy on grain and bean products.



## サンワは伝統の中に 若さが息づいている銀行です。

私たちの目ざすものは、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が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。

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みなさまのお役に立つ

# 三和銀行

# —LECTURE—

## Debate for Human Life

**Junichi Suzuki**

*Chief of Debate Section  
(Economics, Junior)*

Debate is the decision-making process which takes the form of a contest between the affirmative and the negative teams under a given proposition. The proposition is always important from economic, political and social points of view. Through learning debate, we come to analyze both merits and defects of the social systems, thereby cultivating critical and kind-hearted minds.

Although debate is often considered too difficult to master, I believe anyone can be a good debater if he honestly studies debate with much energy. In this manuscript, I chose analysis of the proposition for the improvement of comprehension of debate.

### ANALYSIS OF THE PROPOSITION

When a proposition is announced, what should debaters do? My emphasis is put on the following three methods.

#### I) Definition of key terms

Proposition are intended to clearly state the basis for social problems. However, occasionally, in a debate both the affirmative and the negative define the terms differently, because the terms do have multiplicity of meaning. Thus, in the process of acquiring knowledge, careful analysis must be exercised to arrive at mutually agreeable and fitting definitions to eliminate unnecessary clash over times. In defining terms, the most frequently employed way is to use a dictionary, an en-

cyclopedia, or a recognized scholarly book on the subject.

#### II) Philosophy and Goals

After debaters define key terms of the proposition, what they should do, at first, is to list their impression of the process which is called, "inspiration game." The reason debaters should list their impressions is, when their analysis is so specific that they stick to quite minor points, they can return to their general point of view, as they had at first, which is acceptable and understandable to everyone.

The next step debaters should take is to find out the debaters' own philosophy is the basic concept or theoretical idea for adopting (or rejecting) a given proposition, based on the historical background information which gives debaters a chance of grasping what the resolution intends to achieve. Therefore, philosophy suggests to consider what kind of policy or system enhances the interests of society and the people in society. Taking last year's proposition, "Resolved; that the Government of Japan should significantly reform its policy on grain and bean products." for example, an affirmative analysis was exercised by describing the process of agriculture, that is, "Agriculture means that farmers cultivate farming, plant seeds and harvest products, and consumers buy them." Through their analysis, since they noticed that the way to utilized farmland grasps the key to improving agriculture, they es-



established a philosophy: "Agricultural policy should be provided to utilize any potential resource, thereby contributing to the interests of both farmers and consumers."

The third step is to set the goal. A goal in debate is the clear-cut ideal state the affirmative desires to achieve, based on their philosophy. The affirmative must prove that the goal is quite significant and desirable to achieve.

### III) Organization

Even if debaters successfully arrive at a justifiable philosophy and goal, their devotion would be in vain if their case is not well-organized. My recommendation is that debaters must check the following four issues in order to be successful.

#### A) Propositionality

Propositionality requires the affirmative to debate subject matter which meets the demands of the proposition. Again, let's recall the proposition I referred to before. In this case, every affirmative must argue the reformation of agricultural policy, directly affecting the process from production to consumption of grain and bean products. If the affirmative argues welfare policy for farmers, the argument would not be justifiable. Then, the affirmative loses propositionality.

#### B) Significance

Once debaters recognize that their proposal meets propositionality, the next issue they must prove is significance. The affirmative must prove their proposal is quite important to average citizens in both a quantitative and a qualitative sense. Under the resolution I mentioned above, the significance issue was that the enlargement of individual farming scale improves farming efficiency. Because the scarce resource 'farmland' is essential to agriculture and because efficient use of farmland increases the amount of product with less cost, this argument would be quite acceptable in both qualitative and quantitative aspects.

#### C) Inherency

Inherency means that there is something that acts as a barrier to prevent debaters

from achieving a significant goal or eliminating harms in the present system. And, the barrier is inherent in the present system and cannot be eliminated by any means except by the affirmative's.

Inherency presents two types of barriers—structural and attitudinal. Structural barriers are usually laws, because, commonly, laws are the structure of a society. Good examples are the Food Control System and the Agricultural land law which prevent and act as barriers to the enlargement of individual farming scale. In some cases, the affirmative argues that the present system lacks laws to force a change, and that a change can be guaranteed only by their plan.

The other type of inherency is an attitudinal one. This barrier stems from an attitude; for example, a belief or prejudice which would prevent the implementation of a solution.

In order to find out inherency, debaters should analyze, first, the causes of the problems. If debaters come to know past efforts to solve the problem, then, they should uncover why those efforts did not succeed.

#### D) Solvency

Debaters must, first, persuade the audience that it's reasonable to assume that the plan implied by the resolution could be implemented. The following points should be presented to prove "practicality". 1) how to finance their plan. 2) how to legislate the needed action. 3) who administers the suggested action. 4) how long it would take to phase in their plan. Besides, the affirmative should present the ways to enforce their plan and these ways must be effective to function as "workability." And lastly, the proposed plan should be very understandable to everyone, if the affirmative successfully shows a significant change to the present system after the adoption of the resolution.

So far, I've argued how to analyze an announced proposition. But, I didn't intend to tell you just the methods of how

to win games, because the purpose of debate is, in a real sense, to consider what we can do for the people around us in our society as well as in the world.

Today, although we see so many problems which must be solved, even in our everyday life, some people are apt to neglect them as long as their own interests are guaranteed. I believe we should never turn our eyes away from those who need help.

Human being should be responsible for

solving those problems because it's human beings who caused those problems. Therefore, to determine the best policies, human being need debate and we should debate more as long as we do love families, friends and others in the world. If you love people around you, why don't you study debate?

Lastly, I would like to express my hearty thanks to Mr. C.A. Holeman for his nice advices.



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# DISCUSSION

## Bridge Over Troubled Minds

**Shinji Shibata**

*Chief of Discussion Section  
(Politics, Junior)*

Two heads are better than one and three are better than two. When we need to decide what to do, want some information, or are just eager to know other's ideas, we put our heads together and exchange our views. This is discussion. Through formal and informal communication with others, we can obtain more information, appreciate other's different opinions and arrive at a desirable course of action in co-operation with the members of our group.

Then, what is an "exchange of views"? This idea is pretty difficult to define, but it comes down to this: "We listen, we understand and we respond." It seems to me discussion, no matter what the style, consists of these three actions by the par-

ticipants. It goes without saying that effective communication—in other words, attentive hearing, precise comprehension and effective ways of speaking—are needed in an exchange of views.

The order of a discussion is a means of doing this. To catch someone's remarks we "confirm", to grasp other's point of view we "question" and "suggest" what points to develop. To express our views, we must present new information by what we call "point opinion" and/or make "objections".

I'd like then to demonstrate how this should be done. This year, I'd like to concentrate on ways of speaking,—that is, how to speak proper English and how to speak it effectively.

\* \* \* \* \*

Chairman: Ladies and Gentlemen, now let's talk about the state of today's food supply in the world. First, we need to clarify what sort of food supply can be considered ideal; next we should turn our eyes to the actual state of today's food supply to better understand its shortcomings. And lastly we need to determine what action should be taken, who, then, will first give his opinion?

Mr. A: I will.

Chairman: All right, please go ahead.

Mr. A: (First Opinion) Thank you Mr. Chairman, ladies and gentlemen. As you

### (DISCUSSING POINTS)

This discussion table deals with Analysis of the Status Quo (A.S.Q.). This Agendum can be divided into the following items.

\* Ideal Figure: The desirable state of the main topic. Every part of discussion aims at achieving this. This means the final goal of the table and serves as the ultimate criterion to judge whether an action is desirable or not.

know, we have three meals a day to fill our stomachs. So we are apt to forget how precious food is. But sudden shortfalls in food supply in 1973 caused by unfavorable weather reminded me of the vital necessity of food and the importance of finding ways of assuring people, not only the Japanese, of an adequate food supply.

My opinion consists of ideal figure of food supply for us, problem, harm and causes of the problem. First of all, I think an adequate food supply can be defined simply as "sufficient food" to sustain daily life. Then, what obstacles do we find at present? Today I want to mention the balance between the total supply and world demand. Today, fortunately, these two are well balanced. But, I predict that in the near future, it will be broken by a rapid upsurge in demand and that these will therefore be a serious shortage of food on a world-wide scale. In short, the problem here is the gap between world-wide demand and supply in the future. Under this situation, serious harms will arise. Prices will skyrocket until they are too expensive for most people. We won't be able to get enough food for our needs. Therefore it is urgent for us to solve the gap.

To eliminate this problem, I want to stress the need to limit today's expanding population. Once again, the cause is an expanding population. So, in conclusion, we must learn more about how to control population growth. Thank you.

Chairman: Anything to confirm? Nothing? Then, let's examine his opinion. To begin with, let's discuss his ideal food supply.

Mr. B: (Question) I'd like to ask him to explain concretely what he means by "sufficient food".

Mr. A: (Answer) I mean a food supply that keeps us in good health.

Mr. B: (Successive Question) Then, what kind of food supply will that be? Would

- \* Problem: The main issue opinion needs to emphasize and eliminate. This serves as the core of the opinion on A.S.Q. and, in many cases, an historical analysis.
- \* Harm: The actual damage most people agree is bad. This visualizes how the problem is harmful and requires solution.
- \* Causes: What the opinion maker wants to focus on as a means of eliminating the problem.
- \* (New) Philosophy: The new direction agreed to by the participants after observing the status quo. In short, conclusion of A.S.Q. Plan gives shape to this.

#### (ORGANIZING OPINION)

Most of the discussion substantially begins with the first opinion. Since this includes all the points of discussion, you should especially be careful with the organization.

a) When you write down your opinion, please take these points into account:

- \* Establish a concrete definition of key words.
- \* Make your data support the points precisely.
- \* Clarify their relationship with other points.
- \* Keep your conclusion of the agendum in mind and select the points you want to emphasize.

b) When it comes to delivering the opinion, please note the following:

- \* Speak clearly, slowly and loudly enough to be heard.
- \* Repeat the key words.
- \* Number the points likely to confuse the participants.

To do this job, a flow chart can be helpful to you.

#### (TO QUESTION EFFECTIVELY)

Please remember these:

- \* Clarify the points you want to ask.
- \* Don't forget the point you want to focus on after a series of questions.
- \* Prepare the important points that should be examined deeply and don't miss them.
- \* Confine yourself to questioning, don't give your comments.

you please clarify?

Mr. A : (Answer) Well . . . , let me see . . . , enough food to ensure physical strength, a strong body, . . . . .

Mr. B : (Point Opinion) I'd like to explain what kind of food supply keeps us in good health. First, an adequate food supply means adequate nourishment and this can be broken down into calories and nutrients such as protein, vitamins, oil, fats, and so forth. Enough food means these requirements will be met. Standards are set by many health organizations. They are 38 grams of protein, 56 grams of oil & fats per person per day and so on.

Miss C : (Question to the point opinion) I'd like to ask Mr. B what nutrients we should pay attention to in thinking about an adequate food supply.

Mr. B : (Answer) I think we should pay equal attention to all the nutrients.

Miss C : (Point opinion) I agree with him that we must think about all, but I want us to give priority to calories, because this factor is vitally needed for our lives. This is the basis, in other words, of our energy supply which makes our body function. We can manage to live with poor nutrition, but not with too few calories. I think we should get 2200 cal. at least per one person a day.

Mr. D : (Question to point opinion) I want to ask Miss C to explain why she thinks 2200 cal. per person per day is sufficient.

Miss C : (Answer) Well, if we fail to get this amount of calories, we will suffer from malnutrition, fall ill and finally starve to death. . . . .

Mr. E : (Suggestion) Excuse me Miss C, for my interruption, but we seem to be touching on harm, and I think this point will soon be clarified if we examine this harm further. So, Mr. Chairman, I suggest you to deal with this afterwards and discuss the actual problem now.

Chairman : O.K. I'll accept your suggestion. Now, let us settle this point by

(TO MAKE A POINT OPINION OR OBJECTION)

Take care of the following:

- \* You should give your conclusion first, especially in case of objection.
- \* Before explaining your proof, you'd better explain how the opinion maker's logic is insufficient and thus needs a different analysis.
- \* Clarify and distinguish the conclusion, data and warrant. And appeal the uniqueness from that of the opinion maker.
- \* Remember the point from the beginning to the end of your speech.

\* "Per" has a meaning of "one" or "a" in itself. So this phrase should simply be "per person per day".

\* When you can't help interrupting other's speech, be polite enough to apologize to the speaker for it.

\* "Suggest" should be used in a round-about way as "I suggest that you (should) deal with. . . ."

paying first attention to the calorie supply of 2200 cal. per person per day and next think about the balance of nutrients.

Mr. E: (Another Question) Mr. A, would you explain your problem further, that is, please tell me more about the gap between world-wide demand and supply.

Mr. A: (Answer) My point of view comes from the Malthusian Theory. This theory says that an increase in food production does not keep pace with population growth, and owing to this, food production will run short.

Mr. E: (Successive Question) I can't understand your explanation. Please explain the theory further.

Mr. A: (Answer) This theory analyzes the speed of population growth and food production. The world population multiplies twice with every generation by geometrical progression, while the annual increase of production remains the same every year and doesn't multiply. In other words, if there are 1 thousand people and 1 thousand tons of grain with an annual increase of 10 tons and these are well balanced, after 30 year, the population will double to 2 thousand but the food production will remain at only 1300. That's when the gap between supply and demand will be occurred. I think the present balance between supply and demand will surely be broken in near future as this theory demonstrates.

Mr. E: (Objection) Mr. A answered to my question well, but I'm opposed to Mr. A's assertion that there will be a gap between population growth and food production. First of all, I think Mr. A's opinion is too theoretical and hard to believe. Besides, lots of people die and populations don't double every thirty years. And, as you know, agricultural technology has made remarkable progress, promising to alleviate the increase in population. According to statistics from the Food And Agriculture Organization, the yield per 1 ha. increased by 2.6% but the population increased by

\* When making a suggestion, you'd better make clear what you want to suggest to the chairman.

\* "Owing to" implies "thanks to" and is not a usual expression. "Because of this" or "as a result" should take its place.

\* "Can't understand" implies "I'm much confused" or "I'm such a fool as not to understand." "I don't understand" sounds natural.

#### (TO ANSWER EFFECTIVELY)

Please don't forget the following.

\* Give your conclusion first.

\* Don't respond to your opponent's question more nor less than what has been asked.

\* "Occur" is an intransitive verb. You should say "will occur" instead.

\* "In the near future" is more acceptable idiomatically.

\* "Answer" in this meaning is used as a transitive verb. "Answer my question" is proper.

2.2% every year from 1965 to 1975. In this way, improvements in productivity got ahead of increases in population. So I conclude that agricultural technology eliminate the gap between supply and demand.

Mr. A: (Counter Objection) Well, I don't think Mr. E's view is correct, because even if what he claims is true about agricultural technology, there is no hope to increase the acreage of arable area. I think that we no longer have much space to cultivate; we are even converting cultivated fields to other land uses such as housing, buildings, and so on. Food production then is sure to stagnate in the future.

Mr. E: (Re-counter objection) I think Mr. A has too pessimistic a view. Let me present one fact about newly cultivable area. Experts vary widely in their estimates, but by using modern technology and equipments a further 20% of the globe's surface is cultivable. There is still room left for us to enlarge present fields. It is now clear that thanks to improvements in productivity and increased acreage, we don't need to worry about the gap between an increase in population and that of food production, or about a shortage of food in the world.

Chairman: So far we have examined the probability of a world-wide food shortage following an exchange of opinions between Mr. A and Mr. E. I think the opinion of Mr. E is more reasonable and more perfect. First of all, the opinion by Mr. A based on the Malthusian Theory is lacking in substantial proof, both theoretically and actually. Mr. A should have given us evidence to ensure his theory. On the other hand, Mr. E has actually given us three informations: population growth, improvements in productivity and increased arable area. I think these are enough to lead to his conclusion and Mr. A could not attack these proofs. So I think we can believe Mr. E's opinion rather than Mr. A's to

\* "In this way" is no longer a usual expression. You'd better say "This tells us..." for example.

(TO AVOID GETTING CONFUSED IN THE EXCHANGE OF OBJECTIONS)

- \* Keep the crucial point in mind.
- \* Grasp clearly the claims and refutations.
- \* Notice what information has been presented and connect it to each conclusion.
- \* Don't hesitate to ask the chairman about the stream of the table.

\* "Equipment" is an uncountable noun. You should say "much equipment" or "many pieces of equipment."

\* Perfect has the grammatical meaning of a superlative in itself and can't be compared with others like "best". So we should not use "more" as we don't say "more best".

\* "Information" is an uncountable noun. You should say "pieces of information."



discuss about and we can safely conclude there won't be an imbalance between total demand and supply of food in the world.

(Discussion Goes On)

This script was performed in a Model Discussion for Jr. Discussion. I'd like to express special thanks to the members of Discussion Section for putting this all together.

\* "Discuss" is a transitive verb. You should say simply "discuss something."



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# *The Third Hawaii Expedition*

## Japan-U.S. Conference on Oil Import

### Representatives:

Hiroshi Mazawa, Takashi Unnai, Izumi Kondo,  
Masaya Tochio, Shuji Furuta, Soichi Hosoi, Toru Nozaki

Our great predecessors turned over a new leaf in the WESS history, that is, Hawaii expedition started in 1978. We are sure we could add new history in the third trial. It is important and essential for young students to talk with foreign people who come from different culture, and who have different way of thinking. This is brief impression on the activity through our experiences.

I often come across the articles in recent years that we must internationalize our country, and we should take a great role in the international society. Yes, we know its significance in theory, but we don't know how. The Hawaii Expedition gave us new views and stimulations from this aspect, and I think it contributes us to have wide views on foreign affairs. This is nothing but the main purpose of the Hawaii expedition.

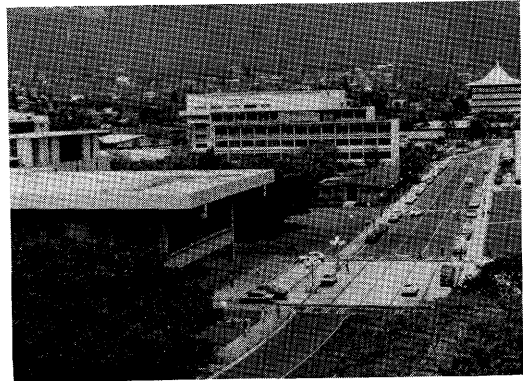
Secondly we could learn "English" in its actual use in the daily conversation. As long as we are in the English Speaking Society, we must speak in correct English. At least we should try to do so. Our stay in the U.S., however it was too short, told us its importance.

— TRACE —

Here let us trace the third expedition to tell you how it gave us such stimulations.

April 15th—

Leave Japan by Pan American Airlines, arriving at East-West Center in the University of Hawaii.



April 16th—

Attend assistant professor Nishiyama's class. Exchange our views from the domestic problems in the U.S., such as the introduction of the draft system, to Japan and the U.S. relation. Attend Japanese language class in Department of Languages. Tell them about Japanese culture, for example, arranged marriage or life time employment of Japanese enterprises.

April 17th to 18th—

Hold discussion with the students, who major in speech communications. Title; Oil...the cross road of world powers

Agenda I. Why did oil become valuable natural resource? (Historical trace analyzing the action of "Seven Sisters" and the reaction from oil producing countries)

Agenda II. What is the obstacle for oil supply? (Present situations in the oil exporting countries analyzing

the threat from the Soviet Union)  
Agenda III. For our future generation  
(Comprehensive plan to solve un-  
stable oil import for us)

April 17th—

Lunch on meeting with Japanese Cul-  
ture Club.

April 20th—

Leave Honolulu for Japan.



It was really interesting to discuss oil issues and deepen our analysis from both sides. The student of U.H. had been interested in its title. Because the U.S. had faced the Iranian hostage problem. They seemed to want to know Japanese action.

The main arguing issues were concentrated on the following points, (1) the influence of Soviet's threat and her intention (2) reaction from western block to assure the oil supply. We got agreement



on the point that western block has to strengthen economic aids to oil producing countries in order to stabilize their domestic circumstances.

— FOR FURTHER DEVELOPMENT —

This activity resulted in the success, however, it involves some problems. Of course, holding discussion is one of the most important part of our expedition, but we had a hard time when we continued discussion, because the way and the style of their discussion are far different from ours. We must establish common regulations to have more effective meeting.

Next barrier is rather concerned with human relations. We got hearty welcome from the U.H., and had a good time in Hawaii. But if we seek for further development, we need to get in contact with more people. Attending Japanese language class was a step toward the future, I think.

In the last part of my report I express our gratitude for every one who helped us, especially Mr. Soga, General Manager of Hawaii Expedition, assistant professor Nishiyama, Dr. Klopff, Dr. Shibano, and all the members of Japanese Culture Club. We are looking forward to the bright future of the following expedition.

"It's the dream afraid of waking, that never takes the chance."



# Managing Staff in 1980

## EXECUTIVE COMMITTEE MEMBERS

President .....	Prof. Katsumi Ito	Assistant S.G. ....	Hatsuko Nakaoka
Chairman .....	Hiroshi Mazawa	Assistant Tre. ....	Ruri Shimonaka
Vice Chairman .....	Ryuji Tsutsui	Assistant P.M.A. ....	Hideko Nishimasa
Secretary General ....	Mikio Tokura		
Treasurer .....	Tetsuya Kanadome		
Planning and Manage- ment Agent .....	Kohei Yamada		

## SECTION

Debate .....	Junichi Suzuki, Tsuyoshi Kajiyama, Sadayoshi Kato, Yoshinori Kanakubo, Kyoichi Sawada, Makio Shimatani, Ikuko Tamura, Makoto Nakagawa, Masao Nakazawa, Katsuyasu Niibori, Chiyoko Hiraiwa, Masatoshi Matsushita, Eiichi Morita, Hiroyuki Wakabayashi		
Discussion .....	Shinji Shibata, Hiroshi Adachi, Toshikazu Okuya, Ichiro Onuma, Yoshio Sasahira, Atsushi Sugiura, Takuro Hagiwara, Eiri Bessho, Yasuhiro Yamada		
Drama .....	Kazuhiko Komada, Sae Okazaki, Makoto Kido, Taro Shimada, Ruri Shimonaka, Yoshio Nodera, Hideko Nishimasa		
Speech .....	Makoto Nishikawa, Masahiko Imamura, Tatsuhiro Shindo, Hatsuko Nakaoka, Takashi Nakamoto, Tatsuhisa Nishijima, Nobutada Morisaki		
Public Relations .....	Kyoichi Sawada, Toshikazu Okuya, Eiichi Morita		
Study .....	Takuro Hagiwara	Recreation .....	Atsushi Sugiura
International .....	Takashi Nakamoto	Home Meeting .....	Katsuyasu Niibori

## DELEGATES

Tohmonkai .....	Makoto Kido	Tokyo Intercollegiate	
Okuma Trophy .....	Tatsuhiro Shindo	Debate League .....	Yoshinori Kanakubo
Cultural Federation ...	Hiroyuki Wakabayashi	Kanto University	
Four Univ. E.S.S.		E.S.S. League .....	Toshikazu Okuya
Association .....	Masao Nakazawa	Japan Intercollegiate	
		Discussion Meeting ..	Yoshio Sasahira

**Mikio Tokura**  
*Secretary General*  
*(Commerce, Junior)*



# Report from the Treasurer

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**(Revenue)**

Entrance Fee and Membership Fee of Newcomers	¥733,500
Membership Fee of the Present Members	564,000
Financial Help from the Cultural Federation	120,000
Financial Help from Graduates	615,000
Financial Help from Sponsors	113,000
Sales of Member List	36,600
Sales of Badge	8,100
Sales of The ACE	188,300
Sales of Drama Script and Ticket	209,800
Misseraneous Revenue	180,690
The Balance Brought Forward from the Last Account	20,000
Grand Total	¥2,788,990

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**(Expenditure)**

Secretary General	¥424,480
Debate Section	253,210
Discussion Section	148,520
Drama Section	688,850
Speech Section	214,550
Public Relations Sectino and Tohmonkai	328,000
Study Section	8,330
International Section (Hawaii Debate)	286,850
Four Universities Association	224,000
K.U.E.L.	31,000
T.I.D.L.	23,000
J.I.D.M.	22,000
All Japan Speech (The Ohkuma Trophy)	115,200
Carrying Forward	20,000
Grand Total	¥2,788,990

**Tetsuya Kanadome**  
*(Economics, Junior)*  
Treasurer

## 昭和54年度 稲門英語会会計報告

(自昭和54年4月1日 至昭和55年3月31日)

収 入 の 部		支 出 の 部	
前期繰越金	¥ 533,867	E.S.S. ACE発行補助金	¥ 50,000
現 金           1,284		E.S.S.ハワイ大デイベート補助金	100,000
郵便預金       412,128		(S.53年度立替分)	
振替預金       20,455		総会補助金	43,010
E.S.S.へ立替金 100,000		幹事会補助金	23,760
会費収入	20,000	往復葉書代@40×800枚	32,000
		同上印刷代	13,500
		コピー代	780
		振替手数料	250
		支 出 会 計	263,300
		次期繰越金	290,567
		現 金           ▲11,766	
		郵便預金       262,128	
		振替預金       40,205	
合 計	¥ 553,867	合 計	¥ 553,867

上記の通りご報告申し上げます。

尚、55年56年度年会費の徴収案内を3月頃発送予定しておりますので、その節はよろしくお願ひ申し上げます。

会計係 大 野 功 (S34卒)

# 今も達者会



昭和54年度卒業生同窓会

会長 戸町 和 照

関東地区  
世話人 玉野 浩  
〒-277 千葉県柏市旭町3-1-9  
☎0471-67-9261

関西地区  
世話人 鈴木 剛  
〒-560 大阪府豊中市宝山町21-14  
三和銀行岡町寮  
☎06-841-3614

それぞれの夢求めて  
それぞれの翼広げて  
大空に飛び去った仲間たち  
4年間だけ一緒に歩いた  
あの顔、この顔なつかしい  
忘れたことといわぬほど  
口に出して言いたいことがある  
“みんな今も達者かい?!” 99

## 昭和五十五年 卒業生の欄

安藤芳浩	商	Sp.	カシオ計算機	曾我正博	一文(英文)	幹事長	ソニー
石山修	政経(経)	Dis., 文連	東京芝浦電機	高木敦司	教育(社会)	Dra.	小松インター ナショナル
雲内崇	法	会計	トヨタ自販	高柳裕	商	Sp., 四大	明治屋
大塚博康	一文(社会)	企画管理	日産自動車	中村俊二	政経(経)	Deb.	
岡島由紀子	社会学	Dis.	東京音楽大学	沼沢真司	教育(英文)	Dra.	
小倉昭一	教育(英文)	Dra.		野口元久	政経(経)	副幹事長	トヨタ自販
小野寺泰也	一文(社会)	Deb.	本田技研工業	野辺地洋子	教育(教育)	Sp.	
笠松光一	社会学	Sp.	住友重機械工業	橋本剛	教育(社会)	Dis., 稲門会	東京貿易
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鴨田成司	商	Sp., 大隈杯	三菱銀行	船水優	商	Dra.	協和銀行
官野耕一	法	Deb.		丸山雅久	政経(経)	Dis., H.M.C.	小松製作所
小西良和	法	Dis.	千代田化工建設	三木博雄	法	Dis., K.U.E.L.	
小林太嘉志	商	総務	松下電器産業	村田明	商	Dis., J.I.D.M.	安田信託銀行
駒形昌彦	教育(社会)	Deb., P.R.	日立製作所	森本美子	教育(教育)	Dra., 総務 アシスタント	住友海上火災
近藤泉	政経(政)	Deb., T.I.D.L.		安田由美子	一文(英文)	Dra.	教員
坂元隆	政経(政)	Sp.		山田恵美	一文(英文)	Sp., 会計 アシスタント	教員
篠宏明	教育(教育)	Deb.		山波正人	政経(経)	Dis.	トヨタ自販
渋谷俊彦	政経(経)	Sp., Inter	三井不動産	山本昌	政経(政)	Deb.	
瀬尾裕子	政経(政)	Sp.		米田力	教育(社会)	Dis., Recreation.	日産自動車
瀬島仁志	政経(経)	Deb.	富士銀行	渡辺信治	教育(英文)	Sp.	教員

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豊かな社会づくりに活躍しています

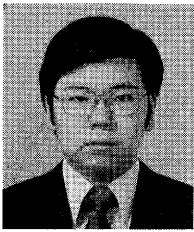


未来をひらく  
**フジタ工業**

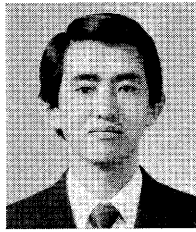
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支店/東京・横浜・名古屋・大阪・広島・福岡・札幌・仙台・リノ・カラカス・サンパウロ・ロンドン・アムステルダム・パリ



昭和五十五年 卒業生



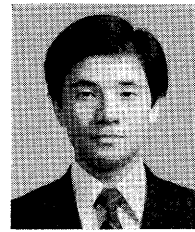
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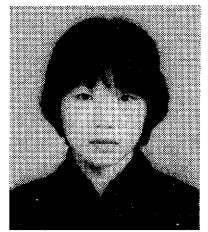
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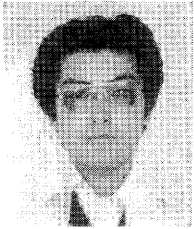
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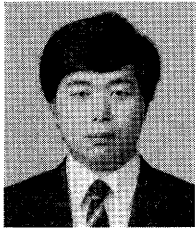
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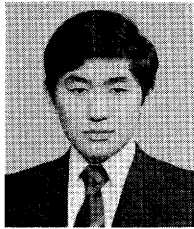
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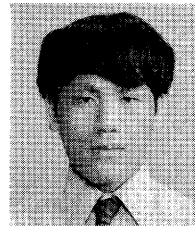
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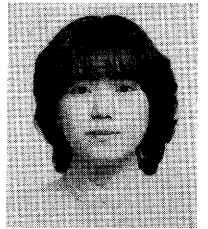
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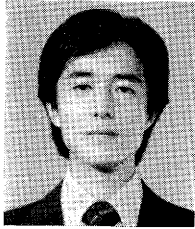
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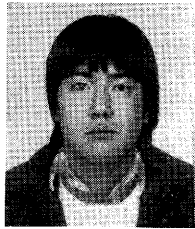
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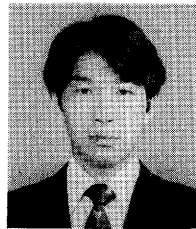
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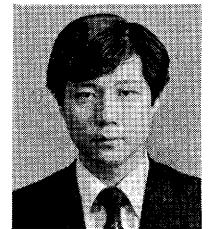
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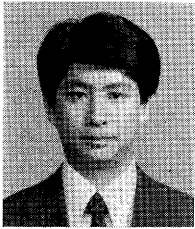
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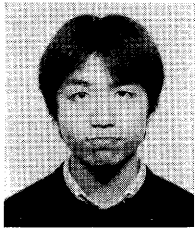
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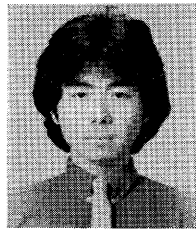
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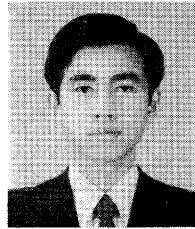
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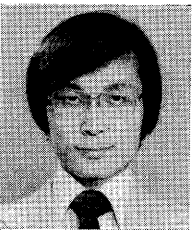
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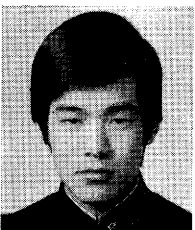
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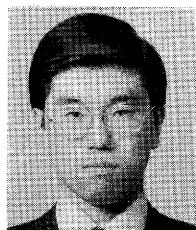
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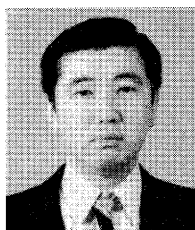
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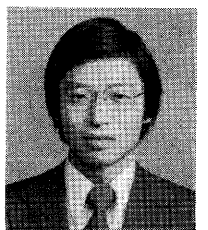
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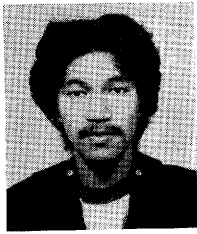
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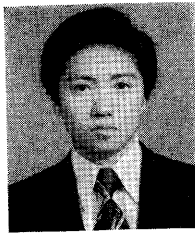
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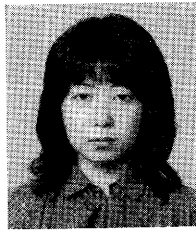
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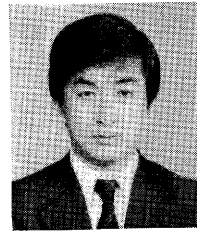
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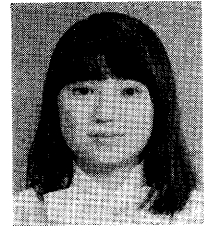
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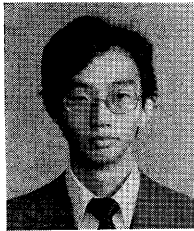
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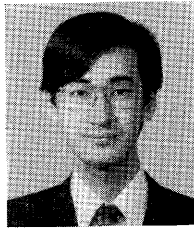
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林 今 日 子



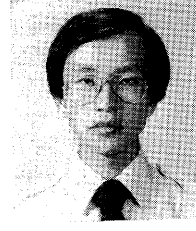
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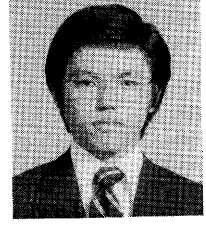
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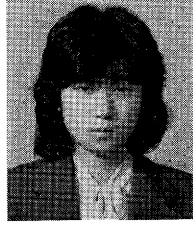
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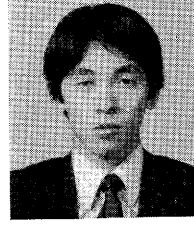
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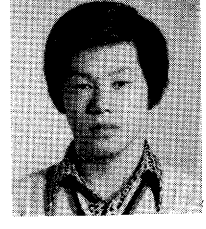
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山 田 恵 美



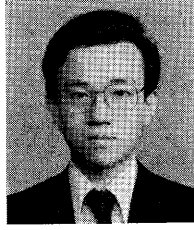
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山 本 昌



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以上 昭和五十五年卒業生の今後の御活躍をお祈りいたします。



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ブラジルでも活躍  
しています。

*Mansão dos Nobres,*  
サンパウロ  
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昭和51年4月完成 ▶



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版)、投書 ●3、4面 外電 ●5、6面 経  
済 ●7面 株式市況 ●8面 ラジオ・テレビ番組  
●9面 各種Feature記事 ●10面 スポーツ ●11面 案  
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