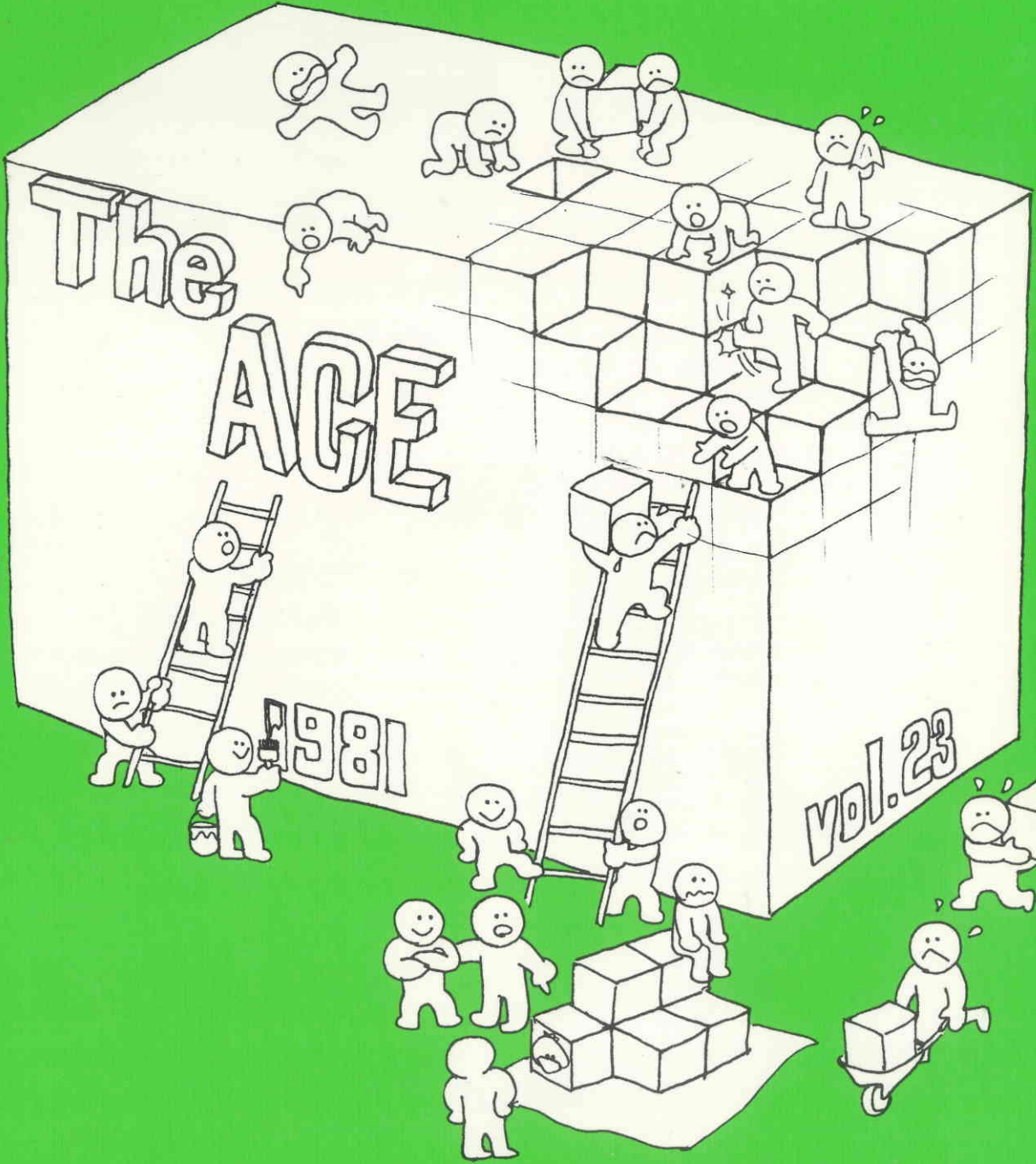


The ACE
1970 vol. 21

The ACE
1980 vol. 22



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THE ACE 1981

**THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY**

Slogan: We Will Win!

**ANNUAL
RECORD
VOL. 23**

PUBLIC RELATIONS SECTION

Preface

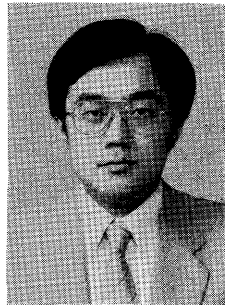
One Step Forward

Student life is only four years, but it cherishes infinite possibility.

79th spring for WESS — The English Speaking Society of Waseda University, more than hundred freshmen bet against WESS their student life. Getting these new commers' power, we all the members take very effort to advance our steps under the slogan "We Will Win!" for this year. And such step, only one step is very small but one step forward that money can't buy. Human community consists of a pile of human life and also human life consists of a pile of these small steps. We are sure to remember our slogan when we pile up some steps in near future, and we are sure to say it with evaluating four years WESS life.

Now, here we present you "The ACE Vol. 23" as outline of WESS activity in 1981. I wish this "The ACE" can be use for guidebook to our successors.

Lastly, on behalf of the editorial staffs, I express my wholehearted thanks to all the members and graduates who cooperated with us in publishing "The ACE Vol. 23"



Akihiro Sanada
Editor-in-chief
(Social Science, Junior)

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Greetings

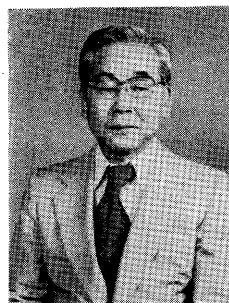
Many a precious hour of healthy youth was spent in the activities of the English Speaking Society. The fond memories of every minute of every hour are laid out in this booklet in order not to make you sentimental but to encourage you and supply you with ever fresh energy so that you may successfully tackle with the challenge of life.

I have been with the E.S.S. for nearly forty years and seen how effectively it could function whenever a member of an ex-member met with challenges. Of all the fruits you could draw from activities of organization, the mastery of English should come first. The society has equipped you with such a powerful weapon to meet the world that the scope of your future activities extends on a global scale.

The society also gave you all the necessary qualities with which you can become a good operator of the weapon. Leadership, initiative, spirit, character, personality, integrity, flexibility, steadiness, intelligence . . . these priceless qualifications are what you won through the experience you had with the society.

Even the best fighter with the best weapon must have support to engage in a successful battle. Many faithful friends are there ready to extend a helping hand in case of difficulties.

Now let us turn the pages of the *ACE* again. You find there all the proofs of your achievement in the past year. You mastered English, acquired qualities and won friendship. With those you can make a confident step forward into the world.



Katsumi Ito
President and Advisor

Greetings

The English Speaking Society of Waseda University has a nearly 80 year's history.

It is a history of man and woman who have struggled to approach a new-type Japanese who acquires global eyes, a logical mind, and a persuasive way of talking as well as a good command of English. It has been really a change from an old-fashioned Japanese to a brand-new one.

We had learned various kinds of Westerners' concepts and ideas, ways of communication, and culture as well as English itself. Now it may be said that the students and the organization have improved and have come nearer to the target or ideal figure, compared with the situation of the time of W.E.S.S.'s establishment.

Turning over the 79th page of our history, however, I'm sorry I feel now that some important things are going to be forgotten and will be lost, while individuality and surroundings are improved. Humanity, solidarity and cooperative minds are some of them. I have known students who were good at criticism and attacking others logically and consistently. I have known students who always asserted themselves and skillfully defended their positions and merits. But I hardly knew students who tried to consider others' situations and tried to devote themselves to others or to the group at the same time they were asserting their own merits.

I suspect there is a tendency for students to avoid tiresome and hard tasks and actions, especially those which seems to have no direct connection with themselves. They, on the other hand, have a liking for going more rational, convenient and meritorious ways. This tendency can be one of "progress" of students, in the sense of the change of Japanese style. But if there occur the destruction of people' relationships and solidarity, I mean important attitudes of helping each other, it can't be progress but a retreat because of the lowering of the precious human spirit.

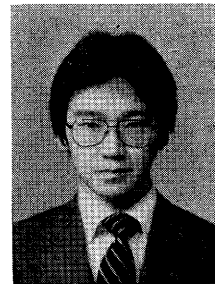
As long as a club or society is composed of human beings, it is quite necessary to cooperate together and to help each other, eternally. Sometimes we have an illusion that we can do anything without other's help, especially in such developed circumstances as we have today. But this is obviously an illusion. In everyday life we hardly notice how much we depend on others.

Now our W.E.S.S. is in the process of developing toward the 21st century. I'm sure the coming decade will be a chaotic age, when traditional concepts and newly adopted ideas will co-exist. It is natural to adopt new, and better ways and to abandon unnecessary things for the sake of prosperity. But don't forget that it is also a fact that W.E.S.S. is always the gathering, not of a concept, but of people who need affection and cooperation.

Now time doesn't allow me to say any more. These are the last words from an old soldier who is leaving. The year 1981, when I fortunately took the chairmanship, was really impressive and unforgettable. It is my sincere hope that W.E.S.S. will continue its pursuit of the ideal person who has both quality and humanity.

Finally, let me give my deepest gratitude to all members and graduates who helped in the progress of our society.

Masaya Tochio
Chairman of W.E.S.S. '81
(Commerce, Junior)



TRACE OF ACTIVITIES

- March
- 28 Extraordinary General Meeting
- 30 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.
 Proposition: Resolved; that Japanese Government should significantly reform its welfare policies for the aged.
 Aff. Miss Isa, Miss Kurihara (lost)
 Neg. Mr. Tomioka, Mr. Watanabe (won)
- April
- 8 T.I.D.L. Home to Home Debating Match vs. Hitotsubashi Univ.
 Aff. Mr. Iwashita, Miss Sugihara (lost)
 eg. Mr. Ishiyama, Mr. Satoh (won)
- 10 T.I.D.L. Home to Home Debating Match vs. Meiji Univ.
 Aff. Mr. Kurosaka, Mr. Matsui (won)
 Neg. Mr. Ishiguro, Mr. Yamada (won)
- 11 Welcome Party 1981
- 13 T.I.D.L. Home to Home Debating Contest vs. Tokyo Women's Christian Univ.
 Aff. Mr. Enjoh, Mr. Yamamichi (lost)
 Neg. Mr. Onose, Mr. Shirafuji (lost)
- 14-20 The 4th Hawaii Expedition
 Topic: Japan & U.S. trade friction
 Mr. Tochio, Mr. Kanadome, Mr. Suzuki, Mr. Kadokura
 Mr. Kaneko, Miss Kato, Mr. Kawada, Miss Yoshie
- 15 Joint Discussion with Kansai Univ.
 Title: How do you size up the military balance
- 18 T.I.D.L. Home to Home Debating Contest vs. Keio Univ.
 Aff. Miss Kondo, Miss Sekiguchi (won)
 Neg. Mr. Kurosawa, Mr. Nagae (won)
- 22 T.I.D.L. Home to Home Debating Contest vs. W.E.S.A.
 Aff. Mr. Fukui, Mr. Koga (won)
 Neg. Mr. Satoh, Mr. Sohma (lost)
- 25 The 11th K.U.E.L. Five-man Team Debating Contest
 Proposition: Resolved; that Japanese Government should significantly alter employment practices for the senior citizens and/or national pensions.
 Mr. Hosoi, Miss Harakawa, Mr. Matsumoto, Mr. Miyazaki
 Miss Yamazoe
- 29 T.I.D.L. Home to Home Debating Contest vs. Sophia Univ.
 Aff. Mr. Nagasato, Miss Nakagomi (lost)
 Neg. Mr. Oshikawa, Mr. Sawa (won)
- May
- 2 Joint Discussion with Kwansei Gakuin Univ.
 Title: Japan's Security for 1980's
- 4 T.I.D.L. Home to Home Debating Contest vs. Kyoritsu Women's Univ.
 Aff. Miss Harada, Mr. Yamaji (lost)
 Neg. Mr. Nagahisa, Miss Nemoto (won)
- 6-8 Oral Recitation Contest (elimination)
- 9 Oral Recitation Contest (final)
 1st Prize: Mr. Arai, Miss Tanaka
 2nd Prize: Mr. Fujiwara, Miss Iwata
 3rd Prize: Mr. Asami, Miss Umei
 H.M. Prize: Yokohama Home Meeting

- 9-10 The 4th Two-man Team Debating Contest sponsored by K.F.C.
 Proposition: Resolved; that Japanese Government should significantly alter employment practices for the senior citizens and/or national pensions.
 Mr. Kikuchi, Mr. Nozaki
- 10 K.U.E.L. Freshmen Discussion
- 11 The 12th Waseda-Keio Oral Recitation Contest
 Society Prize: Waseda Univ.
 1st Prize: Mr. Fujiwara, Miss Tanaka
 3rd Prize: Miss Umei
- 16 General Meeting 1981
- 21-27 Kansai Expedition 1981
 Title: The Arms Race of the Superpowers
 Mr. Tochio, Mr. Matsumoto, Mr. Furuta, Mr. Nakatani,
 Mr. Taniguchi, Mr. Iida, Miss Ioki, Miss Urabe, Mr. Ozeki,
 Mr. Sango, Mr. Sekimoto, Mr. Takebe, Mr. Yamaguchi,
 Mr. Onose, Mr. Kawada, Mr. Kobayashi, Mr. Koga,
 Mr. Sawanobori, Mr. Chiba, Miss Nakato, Mr. Nishigaki,
 Mr. Fukui, Mr. Honda
- 23 Joint Discussion with Doshisha Univ.
- 24 Joint Discussion with Ritsumeikan Univ.
- 25 Joint Discussion with Kansai Univ.
- 26 Joint Discussion with Kwansei Gakuin Univ.
- 31 The 1st All Japan Intercollegiate English Oratorical Contest for the J.U.E.L. Trophy sponsored by the J.U.E.L.
 Mr. Hemmi
- June
- 2-4 The 3rd All Waseda Championship Debating Contest for ITO Trophy
 1st Prize: Mr. Suzuki, Mr. Yamada
 2nd Prize: Miss Harakawa, Mr. Nozaki
- 6 The 19th T.I.D.L. Championship Debating Tournament
 Mr. Suzuki, Mr. Yamada
- 7 The 10th Annual Dean's Cup English Speech Contest sponsored by Tokyo Women's Christian Junior College
 Mr. Magara
- 8-10 Junior Speech Contest (elimination)
- 13 Junior Speech Contest (final)
 1st Prize: Miss Nakaoka
 2nd Prize: Miss Sekiyama
 3rd Prize: Miss Kondoh
 4th Prize: Miss Yoshie
 H.M. Prize: Mejiro Home Meeting
- The 11th Orange Discussion sponsored by Hosei Univ.
- The 15th Annual Intercollegiate English Oratorical Contest for Niishima Trophy sponsored by Doshisha Univ.
 3rd Prize: Mr. Kumagai
- 14 Four University Junior Speech Contest
 Miss Kondoh, Miss Sekiyama, Miss Nakaoka, Miss Yoshie
- The 12th All Tokyo Discussion Meeting sponsored by Toyo Univ.
- 20 The 35th Annual National Intercollegiate English Oratorical Contest for the Mainichi Daily News and NHK Trophies
 Mr. Minami
- The 17th All Kanto Intercollegiate English Oratorical Contest sponsored by Aoyama Gakuin Univ.
 Mr. Kashiwazaki
- The 5th Annual English Oratorical Contest for the President's Cup sponsored by Ibaragi Christian Univ.
 Mr. Osawa

- 20-21 The 7th Hawaii-Waseda-Keio University International Exchange Debate
 Proposition: Resolved; that Japan should assume its military responsibilities for its self-defense
 Mr. Hosoi, Mr. Kimura
- 21 Japan Intercollegiate Discussion Meeting
 The 5th A.P.U. Open English Speech Contest for Aichi Prefecture Governor's Trophy and A.P.U. President's Trophy sponsored by Aichi Prefecture Univ.
 Mr. Magara
- The 11th Mayor of Honolulu All Japan Youth English Oratorical Contest sponsored by ECC Foreign Language Institute
 2nd Prize: Mr. Hemmi
- 22-23 Drama Festival "The Devil's Limelight"
 Grand Prize: Yokohama Home Meeting
- 27-28 The 6th K.U.E.L. All Japan Students Assembly
 Best Discussants Prize: Mr. Kimura, Mr. Matsumoto
- July
 1 The 1st Japan Expedition of Univ. of Hawaii
 Title: Daybreak of the Pacific Ocean
- 26-31 Summer Camp 1981
- Sept.
 16-18 All Waseda Speech Contest (elimination)
 20 All Waseda Speech Contest (final)
 1st Prize: Mr. Hemmi
 2nd Prize: Mr. Fujiwara
 3rd Prize: Mr. Matsui
 4th Prize: Mr. Tochio
- 26 Junior Discussion
 Title: Step to the Desirable Environmental for Human Life
- Oct.
 3 The 15th Waseda-Keio English Oratorical Contest
 3rd Prize: Mr. Hemmi
 5th Prize: Mr. Shiomitsu
 6th Prize: Mr. Fujiwara
- 3-4 The 32nd Intercollegiate English Debating Contest sponsored by I.E.C.
 Proposition: Resolved; that Japan should increase the number of nuclear power plants
 5th Prize: Mr. Hisano, Mr. Miyazaki
- 4 The 32nd North Japan English Oratorical Contest for the President Trophy sponsored by Tohoku Gakuin Univ.
 Mr. Magara
- The 11th English Oratorical Contest for the Oda Trophy sponsored by Joshi-sei Jr. College
 2nd Prize: Mr. Kumagai
- 8 Joint Discussion with Japan Women's Univ.
 Title: Step to the Desirable Environment for Human Life
- 10-11 The 16th Sophia Invitational Debating Tournament
 Proposition: Resolved; that Japan should significantly change its policies on environmental pollution.
 Mr. Kikuchihara, Mr. Kimira
- 17 The 14th English Oratorical Contest for the President Shimada Trophy sponsored by Bunkyo Women's Jr. College
 2nd Prize: Mr. Koike
- 17-18 The 11th Two-man Team Debating Contest sponsored by K.F.C.
 Proposition: Resolved; that Japan should significantly change its policies on environmental pollution.

- 24 3rd Prize: Mr. Kikuchi, Miss Sakai
 The 23rd Inter Home Meeting Debating Contest
 Proposition: Resolved; that the Diet should adopt a program
 to significantly change its policies on water and
 air pollution.
 1st Prize: Shibuya Home Meeting
 The 15th Speech Contest for the President's Cup sponsored by Univ.
 of the Sacred Heart
 1st Prize: Mr. Kumagai
- 25 The 12th Junior Debating Contest
 1st Prize: Johoku Home Meeting
 The 16th Annual All Japan Intercollegiate English Oratorical Contest
 for the Amano Trophy sponsored by Dokkyo Univ.
 Mr. Kashiwazaki
 The 18th Annual English Oratorical Contest for the Niwa Trophy
 sponsored by Tokyo Denki Univ.
 1st Prize: Mr. Osawa
- Nov.
- 1 The 5th Annual All Japan Intercollegiate English Oratorical Contest
 for the Fukuoka Trophy sponsored by Keio Univ.
 2nd Prize: Mr. Hemmi
 The 14th Intercollegiate English Oratorical Contest for the Ohta
 Trophy sponsored by Asia Univ.
 Miss Hosaka
- 3 The 9th Annual Intercollegiate English Oratorical Contest sponsored
 by Seisen Women's College
 1st Prize: Mr. Shiomitsu
 The 5th Soka University Presidential Cup English Speech Contest
 sponsored by Soka Univ.
 1st Prize: Mr. Hemmi
 The 13th Annual All Kanto Intercollegiate English Oratorical Contest
 for the Mizuno Trophy sponsored by Chiba Univ. of Commerce
 6th Prize: Mr. Tanaka
 The 5th Nagoya University of Commerce Open Speech Contest for
 the University President's Cup sponsored by Nagoya Univ. of
 Commerce
 Mr. Honda
- 7 The English Oratorical Contest for the President's Cup sponsored by
 Tokyo Gakugei Univ.
 Miss Tsuru
 The 24th English Oratorical Contest for the Dean Trophy of Science
 and Technology Department sponsored by Ritsumeikan Univ.
 6th Prize: Mr. Fukui
 The 16th Annual English Oratorical Contest for the P.E.S. Cup
 sponsored by Hosei Univ.
 Honorable Mention: Miss Kurihara
- 8 The 7th English Oratorical Contest for the President's Cup sponsored
 by Kanto Gakuin Univ.
 Mr. Minami
 The 16th Kogakuin Intercollegiate English Oratorical Contest for the
 President's Cup sponsored by Kogakuin Univ.
 1st Prize: Mr. Osawa
 The 8th All N.I.T. English Oratorical Contest for N.I.T. President
 Trophy sponsored by Nihon Institute of Technology
 Mr. Kurosaka
 The 27th Annual English Oratorical Contest for the President's Cup
 sponsored by Ibaragi Univ.
 5th Prize: Miss Wada

- The 14th Wayo Women's University Intercollegiate English Oratorical Contest for the President Cup sponsored by Wayo Women's Univ.
4th Prize: Mr. Magara
- The 9th Annual Open Speech Contest sponsored by Konan Univ.
Mr. Yamaji
- 14 The 17th East-West Six University English Oratorical Contest
Mr. Hemmi (2nd Prize), Mr. Matsui, Mr. Fujiwara
- 15 The 9th All Japan Intercollegiate Five-man Team Debating Contest (Kanto Preliminaries)
Proposition: Resolved; that Japan should significantly change its policies on environmental pollution.
Mr. Hosoi, Mr. Ogawa, Mr. Kikuchi, Mr. Kimura,
Mr. Nakatani
- The 16th All Japan Intercollegiate English Oratorical Contest for the Meiji University President Trophy
2nd Prize: Mr. Kumagai
- The 18th English Oratorical Contest for the President's Cup sponsored by Aichi Univ.
1st Prize: Mr. Shiomitsu
- 21 The 5th Annual English Oratorical Contest for the President's Cup sponsored by Sophia Jr. College
1st Prize: Mr. Shiomitsu
- The 32nd Intercollegiate English Oratorical Contest for the Garrott Trophy sponsored by Seinan Univ.
1st Prize: Miss Yoshie
- 22-23 The 45th Four University English Theatrical Contest
"The Devil's Limelight"
- 28 The 1st English Oratorical Contest for the Suekawa Trophy sponsored by Ritsumeikan Univ.
Mr. Kawada
- 22 The 21st Intercollegiate English Speech Contest for the President's Cup sponsored by Tokyo Univ. of Agriculture
1st Prize: Mr. Matsui
- The 5th English Oratorical Contest for the Dean's Trophy sponsored by Science Univ. of Tokyo
4th Prize: Miss Uchiyama
- The 13th All Japan Nanzan Open English Oratorical Contest for the Hirschmeier Trophy sponsored by Nanzan Univ.
Mr. Magara
- The 11th Dean Memorial Trophy English Oratorical Contest sponsored by Nihon Univ. College of Industrial Technology
1st Prize: Mr. Morita
- 29 The 11th K.E.L. Annual Intercollegiate English Oratorical Contest for the Kanagawa Governor's Trophy
1st Prize: Mr. Fujiwara
- The 11th Fukuoka Kyoiku Dai Trophy Speech Contest
2nd Prize: Mr. Onose
- Dec.
5 The 8th All Japan Intercollegiate English Oratorical Contest for the Okuma Trophy sponsored by Waseda Univ.
1st Prize: Mr. Hemmi
- The 18th All Tokyo Intercollegiate English Oratorical Contest sponsored by Seikei Univ.
3rd Prize: Miss Sekiyama
- 13 The 12th Annual English Oratorical Contest for the Obara Trophy sponsored by Tamagawa Univ.
3rd Prize: Mr. Kashiwazaki

The 7th All Japan Yuai English Oratorical Contest for the Hatoyama Trophy

2nd Prize: Mr. Shiomitsu

Closing Party 1981

18
Feb.
8


Farewell Party 1981

Akira Taniguchi

Chief of

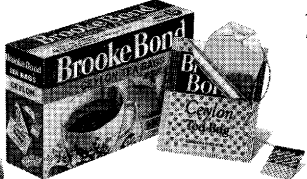
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Secretary General	Shuji Furuta		
Treasurer	Yasufumi Nakatani		
Planning and Manage- ment Agent	Akira Taniguchi		

SECTION

Debate	Soichi Hosoi, Takehiko Ogawa, Takefumi Kikuchi, Toru Kikuchihara, Takashi Kimura, Yumiko Sakai, Toru Nozaki, Tomoko Harakawa, Yoshikatsu Hisano, Yoshikazu Miyazaki, Keiko Yamazoe		
Discussion	Hideo Iida, Mari Ioki, Kazuko Urabe, Toshihisa Ozeki, Masayuki Sango, Hirohisa Sekimoto, Koichi Takebe, Atsuko Hayashi, Yoichi Yamaguchi		
Drama	Akitoshi Oku, Yasushi Kurosawa, Akihiro Sanada, Keiko Shimizu, Harumi Nakamachi, Toru Fujita		
Speech	Yuji Hemmi, Taneo Osawa, Kuniyuki Kashiwazaki, Saisuke Kumagai, Yasuyuki Shiomitsu, Toru Magara, Masato Minami, Maho Mochizuki		
Public Relations	Akihiro Sanada	Recreation	Yasuyuki Shiomitsu, Keiko Shimizu
Study	Kuniyuki Kashiwazaki	Home Meeting	Hirohisa Sekimoto
International	Saisuke Kumagai		

DELEGATES

Tohmonkai	Yoshikazu Miyazaki, Yumiko Sakai	Cultural Federation ..	Yoichi Yamaguchi
Okuma Trophy	Toru Magara	Kanto University	
Four Univ. E.S.S. Association	Yasushi Kurosawa	E.S.S. League	Koichi Takebe
Tokyo Intercollegiate Debate League	Toru Kikuchihara	Japan Intercollegiate Discussion Meeting ..	Masayuki Sango
		East West Big Six Univ.	Taneo Osawa

Shuji Furuta
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(Politics, Junior)



Reports on Activities

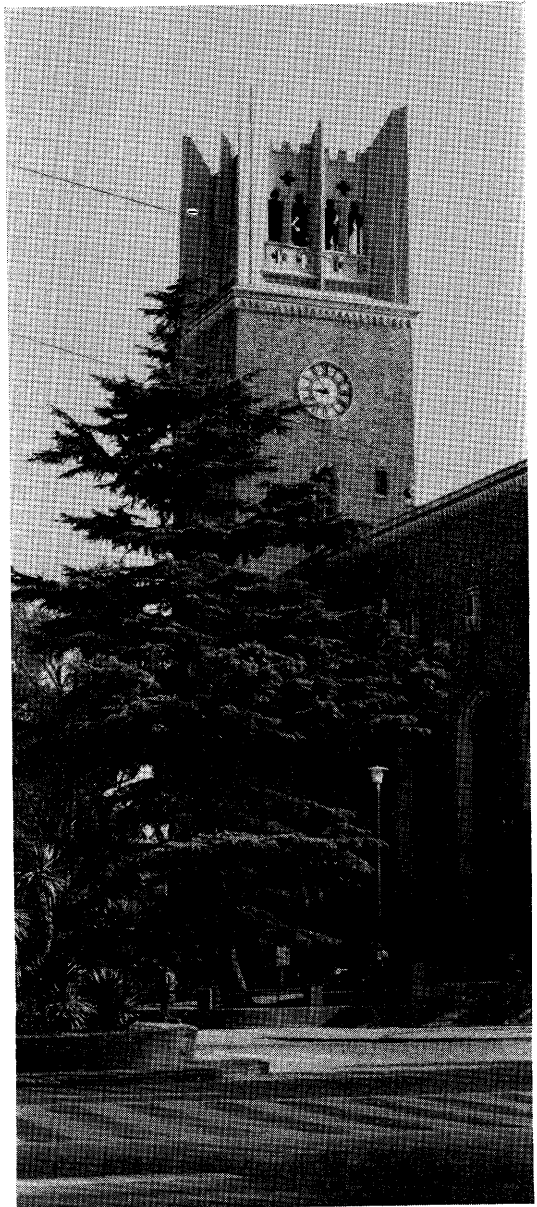
Debate

Discussion

Drama

Speech

Hawaii Expedition



DEBATE

THE ELEVENTH K.U.E.L. FIVE-MAN TEAM DEBATING CONTEST

Resolved; that Japanese Government Should
Significantly Alter Employment Practices for
The Senior Citizens and/or National Pensions

**WESS Team: Soichi Hosoi, Tomoko Harakawa, Yasushi Matsumoto,
Yoshikazu Miyazaki, Keiko Yamazoe**
General Manager: Takashi Kimura

Affirmative Constructive Speech

In this Debate, "Employment Practices" mean the policies that are incapable of extending the retirement age to 65" "National Pensions" are the pensions for the retired and the aged of all the public pensions except the National Pension. And "Senior citizens" are the employees and the retired over 55 years old.

Welfare policies are provided to any kind of physically and economically handicapped persons. In this sense, the Japanese Government arranges various kinds of welfare policies for the aged, centered on the provision of the pension systems. However, the extension of life span and the coming of the aging society necessitate change of the present policies into more proper and more effective ones. So we insist that the Japanese Government should significantly alter Employment Practices for the senior citizens and National Pensions.

MAJOR CONTENTION

The present employment practices and pension systems allow a huge amount of wasted cost for pensions.

Point 1) The mission of pensions should be to provide enough benefits for those who cannot work.

The mission of public pensions is to assist by money for those who cannot work any more due to old age by collecting money from working persons. From Welfare Pension Insurance Law, compiled by the Ministry of Health and Welfare in 1959, Quote: "The function of welfare pensions is to assure the stable lives of those who have lost the ability to work almost eternally by getting old or by some kind of accident." Unquote.

In this way, since the original mission of pensions is to support such persons who cannot work, conversely speaking, those who can work could not get pensions.

From this viewpoint, the period when the people can work is quite significant. On this point, "Revolution of Job Retirement System", Mihoko Matsuyama, an investigator of economy at Machinery Promotion Association, 1979, Quote: "The ability to work does not decline until pretty old age. It continues from 60 years old to 65 years old. Because even if physical ability declines to some extent, judgement ability which has grown due to experience makes up for the gap." Unquote.

Therefore, the people under 65 years old should not get pensions, but should support the recipients because they can work. However, surprisingly, at present, many people get pensions before they are 65 years old. As a result, pensions are provided to 600 thousand persons who can work, in the case of the Welfare Pension, a pension for private officers. We call them unnecessary recipients. And totally, we must pay them 980 billion yen per year, which can be said wasted cost of pensions. Then what are the causes which bring about such wasted cost. Here comes Point 2.

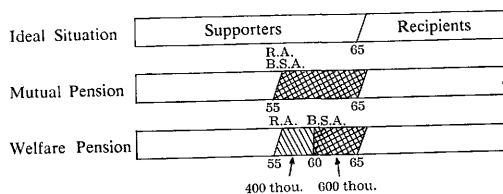
Point 2) The present employment practices and pension systems are inherently incapable of eliminating the wasted cost for pensions.

We find two defects in the present policies.

Defect A) Early Retirement Age

According to the Ministry of Labor, 95% of companies have a retirement age of before 65 years old, and about 80% of them have no intention to prolong it, lest they should lose their profits. They will continue their attitude because the Government policy has no binding power to extend the retirement age. Quotation from "Investigation on the Labor Force 1980" compiled by the Ministry of Labor, Quote: "The present laws for the employment practices for the senior citizens have no punishment for violators of the law, they only provide subsidies and so on. Therefore the present laws can never have

[Chart 1]
Defects of Present Retirement Age and Benefit Starting Age



a binding power against the compulsory retirement system". Unquote.

Therefore the present employment practices are inherently incapable of extending retirement age till 65 years old.

Defect B) Early Benefit Starting Age

The Ministry of Health and Welfare decides the benefit starting age at 60 years old for the Welfare pension, and 55 years old for the Mutual pension, a pensions for public officers.

These 2 defects produce a lot of wasted money. To prove this, would you pay your attention to this chart (Chart 1), indicating "The defects of the present retirement age and benefit starting age". As we explained before, people can work until 65 years old, and after that they should receive pensions. But under the status quo because of the 2 defects, we see 2 unreasonable phenomena.

1. Those who can work are not contributing to pensions.

After compulsory retirement, people have no obligation to pay premiums. This amounts to about 400 thousand people between 55 years old to 60 years old. They are not paying premiums although they are able to work.

2. Those who can work are getting benefits.

At present, 600 thousand people from 60 to 65 are getting benefits, although they can work. As we said before, this means we are now spending 980 billion yen to support those who can support their lives by themselves. How wasteful it is! From this analysis of the present policies, we

contend that the present employment practices and pension systems are inherently incapable of eliminating the wasted cost for pension.

Point 3) The coming aging society is seriously enlarging the wasted cost for pensions.

Since the Government allows the two defects of the present policies to exist, the wasted cost will be enlarged in the future. Please take a look at this chart (Chart 2), indicating "The transition of the wasted cost of national pensions" Now we are coming into the aging society in which the ratio of the senior citizens relatively increases. This means the number of people from 60 to 65 will also increase year after year. Consequently the amount of wasted cost for pension will increase, and it will accumulate to 94.7 trillion yen in 2030, according to the report of the Ministry of Finance. This is equivalent to twice as much as the national budget this year.

Can we allow such a huge amount of wasted cost for pensions? Never! Ladies and gentlemen, please imagine how beneficial for us, if the 94.7 trillion yen is used for some effective policies of the government, which enhance the lives of the senior citizens. Actually, some necessary welfare

policies for the senior citizens, such as free medical treatment system and arrangement of facilities for the bed-ridden elderly are insufficient because of the lack of money. If we can eliminate the wasted money, we can successfully complete such beneficial policies. However, as long as we maintain the present policies, it is never going to be eliminated but rather will continue to increase under the aging society.

So it is necessary to eliminate such wasted cost. Here comes our plan.

Plank 1) The Diet shall legislate that the companies prolong the retirement age to 65 from 1982.

Plank 2) The Diet shall revise all the Pension Insurance Laws so that the benefit starting age should be extended to 65 from 1987.

Plank 3) The Labor Standard Office shall check the violations by companies.

Plank 4) The Government shall impose a tax on the companies in case of violations.

Plank 5) The Government shall shift wasted money for pension to expenditure for social welfare policies for the senior citizens.

Plank 6) The Ministry of Labor and the Ministry of Health and Welfare shall take responsibility to administer it.

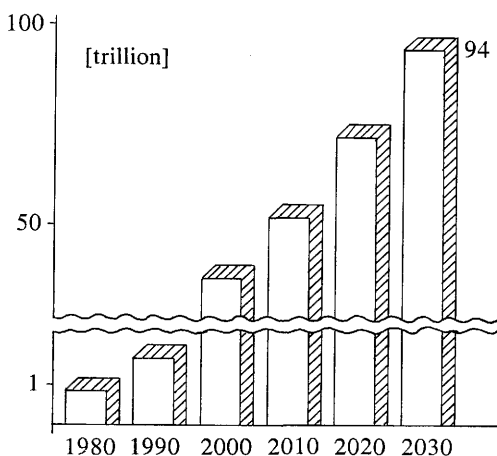
By plank 1, we can increase the number of premium payers, and all the people who can work will contribute to pay premiums for pensions by working. Second, by plank 2, we can eliminate the unnecessary recipients. As a result, the costs wasted on them will be zero.

And thanks to our plank proposal, we can enjoy significant advantage. We can effectively utilize wasted money for pension to enhance welfare policy for the senior citizens.

Therefore, the plan is the best way with the great benefits. This is why we ask you to adopt today's resolution, resolved that: the Japanese Government should significantly alter employment practices for the senior citizens and national pension.

[Chart 2]

Transition of the Wasted Cost of National Pension



Negative Constructive Speech

In opposing to the affirmative, let us first of all give negative overview comments on the entire affirmative case. Today, they argued that we should force all the private companies to extend their retirement age. However we definitely reject this proposal, because present employment practices enable companies to decide the best retirement age in accordance with their business conditions and assure the stable lives of workers. I go to "The Wage System in Senior Citizens' Society", compiled by Social Economic National Congress in 1981, Quote: "In Japan, private companies can freely decide their own retirement age and due to this system, they can attain the best management condition, because this system enables companies to control their personnel cost, labor efficiency and so forth. Thus this assures the sound management of companies and consequently contributes to the stable lives and employment of workers." Unquote. Therefore the present policy is the best one for the welfare of workers.

Based on this recognition, let me move onto specific refutations. In Major Contention, p. 1, affirmative argued that the benefits of pensions should not be given to those who can work. But this mission has been already fulfilled by the present pension system. "Japanese Pension System," compiled by Ministry of Welfare in 1980, Quote: "Even after the benefit starting age of 60, recipients of Welfare Pension cannot receive benefits until they retire from their jobs or their wages go down to the extent that they cannot make a living without pension benefits." Unquote. Therefore the present pension system gives benefits only to those who really lose their ability to work and what they call wasted cost of pensions is never wasted, but effectively utilized to enhance the lives of retired people.

Next, in p. 2, they stated that present

policies prevent us from eliminating wasted cost and presented two defects. However it is never correct.

(1) Early Retirement Age

On this point, they said that present policy cannot extend the retirement age. But we have 2 objections.

1) The retirement age is being prolonged by Governmental promotion.

As affirmative by themselves admitted in constructive speech, at present, Government is encouraging companies to extend the retirement age by giving subsidies. As a result, companies which have the capability are extending the retirement age. "Investigation on Employment Conditions", compiled by Ministry of Labor in 1980, Quote: "The ratio of companies which extend the retirement age over 60 years old will surely increase from 39.7% to 47.5% in a couple of years." Unquote. Therefore, the status quo has no barrier preventing companies from extending the retirement age.

2) Companies continuously employ workers even after their retirement age.

Even if companies decide the retirement age, it does not necessarily mean that all of the employees are fired at that age. I turn to "The Retirement of Japanese Workers", compiled by Ministry of Labor in 1980, Quote: "Among those who reach their retirement age, 60% is continuously employed by the same companies and 91% can find new jobs without much difficulty." Unquote. Therefore, even if companies do not extend the retirement age, workers are assured of their job opportunity.

(2) Early Benefit Starting Age

Affirmative stated that all the workers after the age of 55 or 60 can receive benefits. But we definitely reject this analysis, because, as we have proved, they cannot receive benefits if they are still able to work.

For these reasons, the two phenomena

affirmative presented never actually exist and the two defects cannot be the real barriers to eliminate wasted cost.

Going to p. 3, they stated that wasted cost is being enlarged. But we have 2 reasons to deny this analysis.

- 1) As we have proved, this cost is never wasted but effectively utilized.
- 2) Affirmative did not prove how significant this cost is and what is the actual benefit of saving this amount of money. They should prove these points, otherwise the waste of money by itself cannot be the significant reason to call for the adoption of the resolution.

Then, let us go down to plan refutations. The affirmative plan will force all the private companies to extend the retirement age. But companies which do not have the capability will never extend the retirement age. We have 2 reasons.

- 1) Companies do not necessarily have suitable jobs for senior workers.

"Japan Labor Association", Ken-ichi Kobayashi, a professor at Hosei University, 1980, Quote: "Glass producing companies do not employ elderly workers because their employees are required to have the physical strength to work under the condition of high temperature and their labor conditions are not suitable for elderly workers." Unquote. Therefore, due to the specific labor condition, it is physically impossible for these companies to employ elderly workers.

- 2) Companies cannot necessarily endure the drastic increase in personnel cost.

As we have proved, some companies are extending the retirement age. But the others cannot because the extension of the retirement age increases their personnel cost and aggravates their business conditions. Takao Oikawa, a chief of Employment Promotion Committee, stated in the book entitled "Elder" in 1980, Quote: "Chemical, pulp, mining and textile industries cannot prolong the retirement age. Even at present they make personnel cuts

to get reduced cost and they have no capacity to increase the number of workers by employing senior workers." Unquote. Therefore these companies will never follow the affirmative plan by any means. Thus even if affirmative tries to enforce their plan without any consideration of each company's characteristics, it will be in vain.

What is more important is that if we adopt affirmative plan, we have to suffer from the following disadvantages.

- 1) The affirmative's plan will force companies to (a) endure aggravated labor conditions for the workers or (b) go bankrupt.

As we have proved, if all the companies follow their plan, they will suffer from a drastic increase in personnel cost. Then some of them will surely try to make up for it by reducing the wage or the number of younger workers, otherwise they will go bankrupt. First, let substantiate point(a) by giving you an example. "The Senior Citizens' Society", written by Hirohide Tanaka, a chief of Secretariate Section in Ministry of Labor in 1977, Quote: "Chubu Electric Power Company extended its retirement age from 57 to 60 years old. But it could not help reducing the wage of all the workers by 60%, because it had to cope with the increase on personnel cost." Unquote. Next, to prove point(b), I turn to "The Job Retirement System", written by Nariaki Terusawa, a professor of economics at the University of Tokyo in 1980, Quote: "It is estimated that at least one thousand small and medium businesses will go bankrupt if they extend the retirement age. As a result, at least 200 thousand workers will lose their jobs." Unquote. Therefore in either case, the affirmative plan will aggravate the stable lives of Japanese workers by inviting massive unemployment or serious wage reduction.

- 2) The affirmative's plan will sacrifice the lives of senior citizens.

As we have proved, 600 thousand people from 60 to 65 are getting benefits of pen-

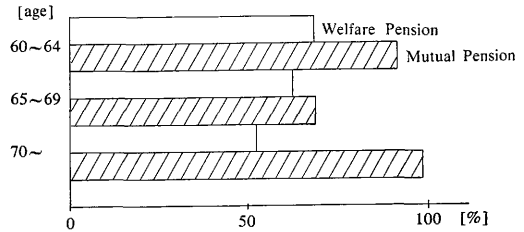
sions because they lose ability to work, and these benefits actually greatly contribute to their lives. To visualize this, would you pay attention to this chart, indicating the amount of pension benefits as a percent of the cost of living. As this shows, taking receiptents of Mutual Pension between 60 and 64 years old for example, benefits occupy about 90% of all the cost of living. But in their plan, since benefit starting age will be 65, they will lose this most important revenue source.

For all these observations, we the Waseda Negative are firmly convinced that the Japanese Government should never

alter employment practices for the senior citizens and national pensions.

[Chart]

Amount of Pension Benefits as a Percent of the Cost of Living



—LECTURE—

Organization for Successful Debate

Soichi Hosoi

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Debate is a kind of oral communication in the form of a contest between two opposing teams; Affirmative and Negative. They defend and attack a given proposition which is always an important economic, social or political issue of a society. Through learning debate, we can acquire the ability to logically analyze social systems and problems, an ability which is indispensable to us as members of a democratic society. In this paper, I would like to explain how to present arguments in an organized manner for the improvement of debate skill.

ORGANIZATION

It is regretful to see that many beginner debaters often ignore the consideration of organization although it is the key of debate. Notice that no matter how excellent

arguments and evidence you may have, the case and the debate will be ineffective unless the debater can integrate that information into a unified whole and present it in such a manner that audiences and judges are really persuaded. In such a case, you should carefully examine how to extend your case in accordance with stock issues throughout given speeches and decide on which speech and on what points of the speech you present specific arguments. At this time I would like to give you the typical ways of organization of speeches in two man and five man style debate.

(A) 2 Man Style

[Affirmative]

(1) Constructive Speeches

The first affirmative constructive speaker should state his philosophy in relation to the proposition and outline an entire af-

firmative case. His aim is absolute clarity. More concretely he should clearly present an outline of their arguments on the affirmative case side and introduce their plank proposals.

Primarily the second affirmative speaker has to extend the arguments on significance and inherency outlined by the first speaker to the extent that he can completely diminish the effect of negative refutations by the first speaker. Next, he should completely prove how their plan will function to solve the problems or meet the goal.

(2) Rebuttal Speeches

The first rebuttal is the key for the affirmative to win the game. Because the speaker always has the heavy burden of rebutting all the refutations presented in the two previous speeches; both negative second constructive and negative first rebuttal. Therefore he should carefully examine what kind of refutations are possible before the game and quickly respond to the ones actually presented in the debate by taking notice of the following points. First, re-organization of negative refutations; if the negative side presented several arguments which can be focused on one idea, he can respond to them as one refutation. Second, utilize the cross examination after the second negative speech to diminish the effect of negative refutations. Third, put priority on each issue as follows: rebut refutations on plan solvency, respond to fatal issues on significance and inherency, rebut and point out the weakness of disadvantages.

The second rebuttal speaker should not present relatively strong arguments, because if so, negative has no chance to refute them and such an attitude is usually regarded as unfair. Thus his primary role is to persuade the superiority of their case to the status quo by following up the entire case.

[Negative]

Negative has different types of strategy depending on the affirmative case. If affirmative presents a very effective case, they

should present effective attacks from the constructive speech, too. And if they suppose that affirmative is rather weak, it is more effective for them to outline their case in the constructive and extend it in the rebuttal.

(1) Constructive Speeches

The first constructive speaker should first establish a negative philosophy against the affirmative case and second prove refutations on significance and inherency. The extent to which this is done depends on the affirmative.

The second speaker should put his priority on refutations on plan side. Thus he should utilize the most effective evidence and charts on plan refutations including disadvantages. And if he still has time left, he may argue his case side.

(2) Rebuttal Speeches

As I said before, the first rebuttal speaker of the affirmative has a pretty heavy burden. Therefore the first negative rebuttal speaker should try to give him the heaviest possible burden to rebut. For this purpose, he should carefully decide with what point he will deal. If he still has room to strengthen plan refutations, he should accomplish this. If not, he may extend their refutations on case side.

The second rebuttal speaker should not give relatively strong arguments, in the same way as the affirmative. Thus he should primarily point out the issues on which the affirmative case lacks proof or failed to respond to the negative. Next, he should deal with controversial issues in the debate.

(B) 5 Man Style

(1) Constructive Speeches

The primary role of the constructive speech is to make the audience and judges understand its entire contention. Thus the speaker should regard the speech as the table of contents. Therefore he does not have to extend his arguments to the limit. But he had better document evidence and charts which are sufficient to persuade the audience of the idea in each stock issue.

(2) Rebuttal Speeches

In case of five man debate, a series of rebuttal speeches plays the most significant role and whether you win the ballot or not always depends on how the rebuttal is used. On this point, the speakers should notice following three points.

- 1) Since the constructive speech is just a table of contents, they should re-explain the entire contention here so that the audience can get all the arguments just by listening to the rebuttal.
- 2) They must not change the order of arguments from the constructive to the rebuttal. For instance, if they present two major arguments which have two sub-points each in the constructive speech, they had better keep this order throughout rebuttal speeches.
- 3) They should extend their arguments to the limit. For this purpose they


should document evidence or charts which support the arguments on each stock issue most effectively with reasoning and facts.

There is one word of caution. The foregoing is vital when you consider how to organize your speeches. However these are just typical ways of organization and needless to say, you should modify them in accordance with specific propositions and affirmative cases.

One more important thing is practice. No matter how many books on debate you may read, it does never make you a good debater unless you go through actual debating games. Through practice, you should find your own theoretical basis. Never miss any chance!

Lastly I would like to express my hearty thanks to all the members of the W.E.S.S. for advice and cooperation.

複合システム産業フジタは専門知識・技術で
豊かな社会づくりに活躍しています



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しっかりと根を張った巨木の風格。
大自然の恵みのもと、
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。

DISCUSSION

True Discussion

Hideo Iida

*Chief of Discussion Section
(Mathematics, Junior)*

There is much confusion in the names given to different kinds of activities called "discussion". And we actually have been discussing various kinds of things in different ways. But we sometimes have problems in proceeding with it effectively.

So now I present here the general way to proceed with discussion more effectively.

I. PREPARING FOR DISCUSSION

(1) Analysis

The first step in preparing for participation in discussion is to analyze the problem. Analysis is a "taking apart," a separation of the whole into its constituent parts in order to see interrelationships. To examine a watch, a jeweler does not sit and stare at the whole timepiece from the problem by removing the case and disassembling the working parts. Only when we have broken the problem down and examined each of the components can we begin to understand the difficulties involved.

The success of analysis will depend on asking the right questions:

1. Why is this problem important now?
2. What is the nature of the problem?
3. Who is involved in the problem?
4. How can the problem be defined?
5. What is the historical background of the problem?
6. What caused the problem?
7. Is there strong disagreement as to how the problem should be solved?

Analysis will not end, of course, with this preliminary questioning and searching. Throughout discussion you will need to reanalyze in light of new material.

(2) Research

After you have asked such questions as these about the problem, you will be anxious to find more complete answers than you have. The next stage in preparation is to do research. The discussor must be just as adequately informed as the debater. Discussion is not a pooling of ignorance, where participants gather casually and idly exchange opinions and notions. The individual members of a group must have facts if the sharing process is to be profitable.

Collect information from every source available to you. Keep an ever-expanding bibliography of materials. Make careful notes of everything you hear, observe, and read on the problem. Exchange ideas with friends. Only a well-informed participant makes a worth-while contribution to any discussion.

(3) Synthesis

After analyzing the problem and finding answers to the questions you have asked, you are ready to synthesize your understanding. Synthesis is the opposite of analysis. It is putting together again into an ordered whole your concept of the problem.

Perhaps the clearest form on which to record your synthesis is to write a com-

plete-sentence outline containing the same divisions as the analysis, and reporting your answers to the questions. For example, one unit of the outline would begin: "This problem is important now because...", this statement would be followed by subordinate presentation of the recent events which have made the problem a vital one.

This outline, prepared by the individual participant, serves much the same function for the discussor that a brief serves for the debater. It contains all the information and evidence the participant has collected on the subject. He has it before him during the discussion and refers to it for facts. Of course, the discussor may also have evidence recorded on note cards of a convenient size and these, too, are before him while he participates.

The outline should have numerical headings to identify each statement. Sources of information should be indicated on the left-hand margin, in footnote form at the bottom of each page, or between the lines of the outline itself.

(4) The Group Outline

A problem-solving group will make better progress if it follows a systematic pattern, or group outline, which suggests the kinds of questions to be asked. The outline will usually be prepared in advance of the discussion. The leader, if one has been named, ordinarily has a hand in the preparation of the outline although other participants may help. Certainly every member must understand the pattern to be followed and should be capable of drawing up one.

The group outline serves as a guide which the leader may follow to keep the discussion "on the track." It should not serve as a strait jacket to be followed item by item without deviation. The group should be allowed to exchange ideas spontaneously and new ideas, which were not anticipated in the outline, should be forthcoming. At the same time, the group should follow in a general way the overall pattern it sets out to pursue. It be-

comes the leader's responsibility to allow fruitful deviations while directing the group in the right general direction.

(5) Physical Arrangement for Discussion

Whenever members of a discussion group can control the environment in which they assemble, they should give some thought to physical arrangements.

1) Participants should be seated so that every person can face everyone else, if possible. If members can set around a single table, or if chairs can be placed in a circle or semicircle, each participant will feel that he is a part of the group.

2) Participation will be easier in most situations if the members can be seated at a table. Well-informed contributors will have notes, outlines, and reference books, and these materials are easier to manage at a table. The leader and some of the participants may want to take notes while the discussion is in progress.

3) Participants should be comfortable but not too comfortable.

4) An atmosphere of industrious informality should be encouraged. The impression to be established is that the group has met to accomplish something. At the same time, members should foster a cordial informality. The leader or some other person should arrive in the room early and greet each member. Each person can then be introduced to the others. If the members are not well acquainted, they may want to print name plates and put them in front of each individual so that everyone's name becomes familiar. Informality can be promoted by calling one another by first names.

II. PARTICIPATING IN DISCUSSION

Since discussion is the cooperative effort of a group to reach a solution acceptable to all, each participant must understand the nature of his role. Discussion is characterized by reflective thinking, careful inquiry, and patient consideration of the views of the others.

The participant must first of all be well

informed and well prepared for his task. He must also (1) have discussion attitude; (2) exercise care in the use of language; (3) appreciate the problems of interpersonal relations; (4) develop the desirable qualities of the superior group member; and (5) avoid the undesirable traits which disrupt discussion.

(1) Discussion Attitude

An absolute essential of participation is "discussion attitude." The discussor must strive to be objective, rational, impartial, and open-minded. He is searching for an answer to the question; he is not engaging in argument. He must consider the common good. He must be willing to listen carefully to others, and to modify his own ideas in the light of new evidence presented by members of the group.

The discussor should analyze his own prejudices. What factors cause him to become emotional about some suggested possibilities for action? He must try to consider the problem apart from his own emotions and feelings.

Some idea of the desired attitude can be gained from studying the "scientific attitude." The research engineer may be asked by his company to discover what weight and quality of motor oil is best and most economical for operating certain machinery. He collects a sample of every oil available, puts each one through identical tests for durability, efficiency, and economy, and decides which is best and least expensive on the basis of the measurements obtained. He doesn't favor one over another; he is impartial. If you can imagine a researcher who owned stock in the oil company which sells test oil No. 6 and who would report that oil No. 6 was best even though the tests did not demonstrate its superiority, then you are picturing a scientist without "scientific attitude." He has lost his objectivity.

The discussor must strive to examine a policy rationally, seeing its strengths and weaknesses apart from his personal preferences, political affiliations, or socio-

economic background. A solution must rest on its merits, not on the emotional acceptability of those persons or forces supporting it.

[Obstacles to objectivity]

It is not always easy to be objective, rational, and open-minded. We are not always aware of our prejudices and our emotional blocks to straight thinking. Perhaps it will be helpful to suggest in a general way some of the obstacles to objectivity.

1) Objectivity seems to vary inversely with our personal involvement in the question for discussion. The closer the problem is to our lives, interests, and needs, the more difficult it is for us to be objective. The participant must watch himself more closely, then, when discussing such problems.

2) Objectivity seems to vary according to our past experiences and attitudes. Some people have learned to examine problems more rationally than others. Although it is foolish to try to fit people into neat pigeonholes, there seems to be "doubters," and "dogmatists," and people who say: "You'll have to show me." The discussor must analyze his own background carefully to see if he is harboring attitudes which are not conducive to calm investigation.

3) Our prior associations with other members of the group seem to influence our objectivity. Apparently we can be more objective in working with some people than with others. We must be aware of any personal reactions to others which influence our rationality.

(2) Care in the Use of Language

Fruitful discussion requires careful use of language. The consequence of the misuse of the language may be misunderstanding, endless wrangling, and emotional reaction which heightens disagreement.

To say exactly what you mean in words is difficult. The complex social, economic, and political problems of deliberation intensify the difficulty. The engineer some-

times be precise: "Lubricating oil No. 9 lubricated motor X for 285 hours and 13 minutes." The deliberator, on the other hand, cannot say: "The institution of a federal union of Atlantic Pact nation will cause an 18% improvement in East-West relation." Nevertheless, He must try to express exact meanings. Here are some suggestions.

1) Use language which is as precise and accurate as possible.

a. Avoid ambiguity. Be especially carefully with words such as "socialism", "Americanism," and other words where the object to which the word refers is vague. Be careful also with words which have more than one meaning: "Democrat-democrat," etc.

b. Avoid all-inclusive language. Be careful with sweeping generalization: "All businessmen are crooks"; "everyone likes (hates) America"; "students are lazy."

c. Define clearly, carefully, fully, and often. Regard a definition as a process rather than a finished product. For example, when you use the word "democracy," stop and add: "I'm referring to democracy as the form of government practiced in the United States at this moment." (Russians say their system is a "people's democracy," too.) Then you might define it by describing in detail how our government works today (voting rights, trial by jury, protection from search and seizure, etc.). At the abstract wordlevel, both America and Russia say they have democracies. When you start itemizing details, you can quickly distinguish one from the other.

2) Be aware of the difference between denotation and connotation.

Denotation is the literal meaning of a word, while connotation is the associative images the word creates in the minds of listeners. These associations depend on the background and experiences of the recipient. In a discussion on abolishing fraternities, one participant mentioned "regulated study hours." To a fraternity man in the group, this term suggested quiet

study environment, an opportunity for making better grades, and other desirable associations; to a nonfraternity member in the group, the words meant regimentation, force, and unpleasant restrictions. Until they stopped to define carefully what "regulated study hours" implied, they were actually taking about two different things.

3) Use concrete expressions, illustrations, specific facts, and examples whatever this is possible, rather than abstractions. In discussing free trade, for example, talk about "\$115,000,000 worth of electrical machinery and trucks, and 3,400 tons of steel," rather than "lots of goods and all kinds of equipment." Instead of reporting vaguely that a Senator is a "liberal", name some of the bills he has supported.

3. Interpersonal Relations

Members of discussion groups must be aware of the various ways in which other participants may be reacting to them as individuals. If you expect others to cooperate with you in working toward a desirable outcome, you must exhibit behavior which does not cause resentment.

Group cooperation is hindered if unfavorable emotional reaction toward one or two individuals is experienced. Even if participants respect a member for his knowledge and abilities, they may not like his behavior. Let's illustrate what can happen. The writer observed a discussion group where one individual, call him X, was violating these suggestions. When the leader asked a question, X was the first to answer, every time. Suppose member Y commented next. If Y disagreed with X, Mr. X would offer a refutation, If Y agreed with X, Mr. X would quickly add further elaboration. So it went: chairman to X; X to Y; Y to X; chairman to X; X to Z; Z to X. Reactions of the other participants could be surmised from the glances directed at X. The chairman, particularly, began to look at him with annoyance.

Another clue to the malfunctioning of the group was the extreme care everyone was exercising to be tactful toward every-

one except X. Mr. X was also physically uncooperative. He had not pulled his chair up to the table, as had the others. Rather he sat sideways, and somewhat withdrawn, as if an "expert" only partially a member of the group. When not speaking, X looked down at his hands, was inattentive, and seemed bored.

In the middle of one of X's many pronouncements, a new member walked into the room. Suddenly X stopped and said: "I know this isn't my job here, but I would like to interrupt the discussion to ask this new person who he is." (The inflection given the word "he" seemed to ask: What business do you have walking in the middle of my speech?) The chairman, struggling to retain her selfcontrol, nodded weakly, and said: "Oh, yes, I was about to ask him." She couldn't have done it sooner without interrupting X!

This case of Mr. X is obviously an extreme example but it suggests the kinds of difficulties the wise participant will try to avoid.

(4) Other Desirable Qualities

There are other qualities which are important to the superior participant.

1) Ability to speak. You will make an outstanding contribution to the group only if you have the ability to express your ideas clearly. You should speak to be heard and understood. You should talk as you do in conversation, but this does not mean that you should not speak well and correctly. Show physical alertness. You must work at discussion; you cannot think while you are too relaxed and comfortable.

2) Ability to listen. Listen carefully to what others are contributing. Otherwise, you will not be able to help push the discussion forward by building on what has been said.

3) Enthusiasm. Show that you want to consider the problem. Discussion should be a lively interchange of stimulating ideas. If you seem uninterested, you will give the impression that you are agreeing

just to follow the line of least resistance. You will not seem eager to work out with others a satisfactory plan of action on a vital problem.

4) Tact. When you want to disagree, do so; but do it politely without injuring feelings. You can discuss ideas without condemning the persons holding those ideas. Say: "I see what you are getting at; here's the thing I thought of in that connection." Don't say: "You must be mistaken there; let me show you. . . ." Be courteous. Don't speak when someone else is speaking. Be as considerate of others in the group as you would be of guests in your living room.

(5) Undesirable Qualities

Below are some attributes you will be wise to avoid in discussion.

1) Don't be dogmatic. Don't be certain that you are right and refuse to budge, as a habitual pattern of response.

2) Don't be an advocate. You have a right to your convictions. You should listen to your ideas. But don't keep coming back to a pet panacea.

3) Don't monopolize the conversation. The person who talks too much will encounter resentment. Do your share of contributing but don't talk too often or too long.

4) Don't be glum and mum. Avoid if you can being noticeably silent, moody, or irritable. You will not only fail to make your fair contribution; you will also dampen the spirits of the whole group and endanger its efforts.

5) Don't be a mere disagreeer. Avoid saying "I disagree" without having reasons and countersuggestions.

6) Don't hurry the solution. Don't be so anxious to get the problem settled that you will agree to anything just to end the discussion.

7) Don't be a mere phrasemaker. The phrasemaker usually has no real information to contribute, but tries to get by with such comments as: "I agree"; "I think so too"; and "In my opinion we should do

that.”

III. LEADING DISCUSSION

We can't, of course, expect the leader to be a superbeing. We can only suggest the qualities we want while recognizing that most of us cannot measure up in every respect. Actually a person who has most of these attributes will probably be a successful leader. Through practice, moreover, he can develop his abilities and increase his effectiveness.

1) Intelligence. The best leader in a group is not necessarily the member with the highest I.Q. Nevertheless, he must be able to think, to reason, and to see relationships. Furthermore, he must be able to think quickly—it is essential that he be one jump ahead of the group in seeing where the discussion is headed and where it should go next.

2) Knowledge. The leader should have two kinds of knowledge. He must know thoroughly the subject matter the group is discussing. The ideal leader will also have a deep understanding, both historical and current, of social, economic, and political problems. He must also understand discussion method and the deliberative process.

3) Social sensitivity. If others are to

follow him, the leader must understand people, and be sensitive to their reactions. He will recognize the hostile, shy, conceited, overbearing, or reticent participant and will know what to do to increase the effectiveness of that member of the group. He should be amiable and tactful. The member should like him.

4) Impartiality. Not only should the good leader on problem-solving deliberation be fair and impartial, he should also zealously maintain the discussion attitude. He must allot time for talking fairly. He must not favor one point of view or particular contributors. He should, if necessary, encourage the group to pursue the “truth” openmindedly. An enthusiastic leader with the right attitude can challenge members to make the discussion an exciting quest for understanding.

5) Speech skills. Ability to speak effectively, to express ideas clearly and fluently, is obviously vital to the good leader.

6) Other desirable qualities. We could ask much more of the discussion leader. He should have self-control. He needs persistence and firmness. He can profit from a sense of humor by which he puts people at ease and reduces tension in emotional crises.

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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DRAMA



Waseda University English Speaking Society

THE DEVIL'S LIMELIGHT

Written by ELLA ADKINS

◇ STAFF ◇

Producer Masaya Tochio (3)
Stage Manager ... Akitoshi Oku (3)
Assistant Satoshi Nakayama (2)
Director Toru Nozaki (3)
Assistant Shunroh Hori (2)
 Kumiko Takagi (2)
Setting Shuji Furuta (3)
Properties Akira Taniguchi (3)
Lighting Akihiro Sanada (3)
Sound Effects ... Tohru Fujita (3)
Costume Keiko Shimizu (3)
Make-up Harumi Nakamachi (3)

◇ CAST ◇

Mrs. Marfield..... Keiko Harada (1)
Arthur..... Masaki Nakajima (1)
Stephen Tasuku Sugau (2)
Jennifer Shiori Uchino (2)
Linda Kaoru Iwata (1)
Miss Pike Kanako Kobayashi (1)
Bob Wallace Jun Asami (1)
Bill Holland Mitsuyoshi Satoh (2)

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

President Yasushi Kurosawa (3)
 Takeo Harada (2)
 Takashi Kobayashi (2)

S T O R Y

Action takes its place at the Marfields in Barnet, England. There lives a lodger, Miss PIKE who is now living as if she were one of the family.

One morning in autumn, there was the article of the death of Lord Dolchester on the newspaper. BOB, a newspaper reporter knows that he was once a friend of Miss PIKE and tries to get her confession. Miss PIKE nervously refuses it.

In the meantime, STEPHEN, a son of the Marfields is cheated and faces financial crisis. His brother ARTHUR gave him his

money which he has saved for his laboratory. Miss PIKE knows this and decides to confess her painful past to get money for ARTHUR's lab.

Reading her confession, BILL, her long-forgotten husband suddenly came to kill her knowing that Miss PIKE deceived him and parted him from her sister BARBARA who was really to marry him over 40 years ago. But the truth is that she is not Miss PIKE but BARBARA. She pretended to be Miss PIKE to help ARTHUR. Finally the loved ones meet again.

Get in to Mood

—How to realize your purpose through Drama—

Toru Nozaki

Director

(Law, Junior)

“The Devil’s Limelight”, with which I could have a precious time in 1981 as a director, is a kind of melodrama written by Ella Adkins in 1965. I do believe that we, Waseda Drama Production did whatever we could to let you know what drama is, and could realize it to some extent. As for Drama Festival, however, I still feel sorry that we couldn’t provide sufficient opportunity in spite of our new “Peace Corp” system. Generally speaking, it’s very hard to study drama in such a short period. So this time, let me present you how to realize your purpose through drama to help you know what drama is. I hope you can find something out of this reading.

1. The Purpose to Study Drama

Even if you have enough English ability to graduate high school, I’m afraid that you cannot speak English as foreigners do, mainly because of following two reasons;

- 1) You hesitate to speak emotionally.
- 2) You regard English as a foreign language.

Especially, the second one is the serious problem. Needless to say, in Japanese, we can express any kind of feeling. But in English, all we can do is, for example, just to shout or so even if we want to express our anger. Since English is not our mother tongue, we don’t know a figure of speech or how to express such a figure. In English, we cannot feel as we do in Japanese. As long as we regard English as a mere translation from Japanese, we cannot feel a figure in our mind. Here comes drama. To perform a play, actors or actresses have to get into characters.

They should justify every speech and action on stage, thereby getting closer to foreigners mentally. Thus by trying to become foreigners, they try to make English be their mother tongue so that they can feel a figure of speech.

In this sense, drama is effective to catch a figure of English. (Look at the illustration below)

YOU→FOREIGNER; ENGLISH

2. How to Realize the Purpose through Drama Activity

Here, I’ll explain how to realize the purpose by following the process of drama activity by picking up examples from “The Devil’s Limelight”.

A) Reading the Script

When you receive the script, read it through, and try to catch what the author wants to appeal through that play. Every drama has its own theme or philosophy like “Kindness of people” in “the Devil’s Limelight”. After you catch it, try to find what kind of role each character plays to appeal that theme to the audience. Then you may concentrate on the character that you perform. Find what kind of person he is from the script. For example, “Arthur is a *very reliable* person in his 30s”. And one more thing you should catch at this period is the Spine of the character. The spine is a final goal of the character in the play or in his life, which is usually described in the script. For example, the Spine of Miss Pike is described in speech 453: “You’ve all been so kind, and this has been my home. Somehow *I always*

thought I should end my days here." Read the script over till you find the Spine of the character.

B) Creative Period

Knowing the Spine, there still remains many things about the character left unknown. He (or She) is also a human being, he has his own life, and he has his own personality. You should know all of them. And as for those points which were not described in the script, you should create based on the Spine of the character such as follows;

- * How old is he (she)?
- * How has he led his life so far?
- * What is he doing while he is in the off stage?

Be sure to leave nothing unknown or doubtful, and let the character be alive.

C) Development

Now you may go back to the script and analyze it in detail. Initially, find the rough transition of the feelings of the character throughout the play. At what part does he get most excited? At what part does he feel sad? etc. Then you should justify each entrance of the character on the stage. Because so long as he appears on the stage—it may be a living room or a class-room or so—he must have some kind of motivation such as to drink a cup of tea or to study. Following questions should be answered: For what purpose does he enter? How is he feeling when he enters?

What's more, you should consider what makes him speak or what makes him move, as there cannot be any meaningless word or action in our daily life, there must be something in his speech and action. Thus you should justify every speech and action.

Example) The first entrance of Arthur indicates;

- * He has been working before he comes.
- * He comes here to tell that he has found a place for his laboratory.
- * He is now very glad.

After finishing them, I believe you know the character like you know you. Then, try to recognize him subjectively. They are your own matters. And now get into the character.

D) Technical Period

If you don't know how, you cannot express your feelings although you can get into the character. So finally, study how to express your feelings.

- * how to act

Foreigners usually speak with remarkable gestures using especially their hands. Watch T.V. programs and motion pictures, and observe how they act when they feel glad, sad, relieved, etc.

- * how to speak

First, try to find a key word of every speech. Key word is what the character wants to emphasize in a speech.

Example) In speech 122, Miss Pike wants to say that she cannot help the reporter. And she wants to say that the reporter has a mistaken idea:

She is Clair.

Then she will speak like this;

... so I can't help you.

Then listen to the model tape recorded by a foreigner. And besides imitating it, try to know why he speaks like that and categorize the variations of expression.

At this period, I especially recommend not to hesitate. You don't have to be afraid of making mistakes.

When you are through, all you have to do is to stand on the stage, and attract the audience. I'm pretty sure that you will love drama when you hear a big applause after the curtain.

It is my great pleasure to have been able to participate in Drama Production 1981 as a director. Now it's time to leave and I set my hope to our successors. Lastly, I'd like to express my hearty thanks to Prof. Itoh, graduates, and all the members of WESS that supported us despite their business.

Pleasure of Drama

Akitoshi Oku
Stage Manager
(Economics, Junior)

2:50 p.m., Monday, 23, November. Waseda Drama Production '81 had just dropped its curtain. Now I recall many times—that we walked around campus to look for a workshop to make a setting and props, but, the rain delayed our working plan. I was afraid that we would not be able to perform our play in the final stage because only about 80 members had gathered on the day of stage-rehearsal 4 or 5 days before the 23rd through our production needed about 180 members. We overcome many difficulties in the process and at last we managed to have the final performance. As a stage manager of Waseda Drama Production, I was thinking how could all members understand the pleasure of drama and enjoy it. Just as one thought, could we achieve this goal? The answer is "No." I think a few members did it. I want to state the pleasure of drama, I think, from my three years experiences.

1. Dramatic desire

Everyone has dramatic desire. When we communicate our thought to others, we need to have many means. In order to communicate exactly we try to let others know our emotions, changing volume, tone of voice and making a gesture. This is daily conversation and after all we always converse still accompanied with a kind of performance. And what's more, we have a desire to perform a play except such a practical use.

But, generally speaking, Japanese people are shy and too negative to take dramatic action and so we go to a theater at most.

I hope we'll remove such a negative at-

mosphere and perform a play smoothly.

2. We change ourselves

We have been changing ourselves gradually as we have rehearsal many times. We can notice it and so we can enjoy.

Then, how do we change ourselves

At first, the way to observe and think becomes deepened. This is quite natural because we understand the meaning of speech exactly and we must practice in rehearsal, thinking of the writer's intention. In order to script, we must seek for truth deeply together with all members, reading speeches and stage directions. This is the style of a group-consideration and so we can find the important meaning in the words or a thing which we don't always pay attention to. Therefore we come to observe various things around us in detail and keenly think of things deeply.

Secondly, we come to think objectively. We usually know other's defect and don't know what we are. But this is not allowed in drama. So inevitably we need to try to see ourselves objectively. We can improve ourselves if we'll be able to see ourselves objectively and coolly reflect upon ourselves. There is no place other than drama for us to gain a training to see objectively. Therefore, we come to be eager to create. Originally drama is creative activity. It's not interesting to imitate another. So, we have a strong desire to devise things nobody can notice.

Therefore there is no pleasure unless we devise and create things and to master creativeness is wonderful self-revolution. We cannot do by oneself such a practice that we can improve ourselves. Drama

activity is one we cooperate altogether. Drama is not made by oneself and so teamwork is very important. Whether drama will be a success or not depends on teamwork.

Therefore we naturally become devoted to our members. That is one of important thing in drama. It is very pleasant for us to talk with our members and we are so happy to increase our good friendship.

Until now, I mentioned that we change ourselves, but I think there are other points that we change ourselves. Anyway it is very pleasant for us to develop more and more, and be cultivated. This is the first pleasure of drama.

3. Pleasure to appeal to audience

Each situations we are plaud in have joy, sadness, anger and complaint, which are always coped with only by the people in each of situations. Everyone wants to talk with and appeal to others. Drama is most the efficient method to appeal. It's very interesting if audience sympathize with our actions and cry and laugh and understand our situations.

Audience are spectator, so their position is not related with actor's situation on the stage. But they are charmed by our play and sympathize with our thought. This is very interesting for us.

4. Process to performance

Reading—Standing—Stage-Rehearsal—Performance.

When I write down the process, it seems to be each to do. But its so difficult. We make many efforts and various devices and manage to put on a performance at last.

To perform a play, we must cooperate and work out a plan as much as we can and complete a stage even though difficulty there is. And the pleasure of waiting for the curtain rising, people who didn't experience performing a play surely don't know. It's a very good feeling for us to have a sense of tension between the curtain rise and the curtain fall, we have been making great effort for several months for it. Thus the curtain falls and all members are seized with a sense of emptiness.

It is a most wonderful memory for us to complete a job together.

This is my statement about the pleasure of drama. In our society, Drama Festival, Four-Univ. English Theatrical Contest are the only opportunities to experience drama. So it's very difficult to understand pleasure in such a situation. But I sincerely hope all members will take a pleasure and come to like drama in the next new Waseda Drama Production.

Finally I'd like to express my hearty thanks to Prof. Itoh, graduates and all the members of Waseda Drama Production '81.



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For Your Judgement

Yuji Hemmi
(Politics, Junior)



About ten weeks ago, I happened to hear an announcer deliver her message in government-sponsored TV propaganda. She said, "The four northern islands just off the Nemuro peninsula of Hokkaido are integral parts of Japan, now virtually occupied by the Soviet Union. Let's take action to realize an early return of them." At that moment, I felt, "Huh, that's right. The Soviet Government is unfair!"

Then I realized that in our everyday lives we are exposed to an enormous amount of news, which may affect our judgment. Princess of Whales is expecting, not only recovery of British economy, but a baby; U.S. submarine George Washington sank the Japanese freighter Nisshomaru, not because the latter carried the Union Jack, but by "accident" and on and on it goes.

However, in this inundation of news, shouldn't we pause to give more thought to whether the news the mass media provides is 100 percent true. It is possible, if not probable, that the news is not always reliable. Last May, former U.S. ambassador to Japan Edwin Reischauer revealed that nuclear weapons had been periodically brought into Japanese ports. This created quite a sensation, because our government had never acknowledged that fact and maintained it wasn't true. This is a good example that news we get does not always prove correct, regardless of who is at fault.

Here let me remind you of the four islands issue. Just because the government is openly claiming the right to them, should we logically say, "Give us those islands back"? Now I believe the answer must be unqualified "NO", since I have realized that the issue has become overly sentimental to provide a rational answer. I'm not saying those islands are not ours; I'm not a secret agent of the KGB. I'm just saying we ought not to engage in any form of self-fulfilling prophecy controlled by the mass media.

Otherwise the actions based on incorrect news doubtless result in hazards, because incorrect news leads to a mistaken perspective of reality. In the Great Earthquake of 1923, a ridiculous rumor was spread that Korean people then living in the Kanto area would create a great disturbance. As a result, some Japanese were so frightened that they went so far as to kill them. The total death count was believed to be more than four thousand. Later it was confirmed that the source of this rumor was the now defunct Interior Ministry, which had encouraged the inhumane act in order to give anxious Japanese an outlet for their emotion. People tend to be effortlessly manipulated when their emotions are unstable.

Why is the news not always correct? Except for errors, it can happen, as I mentioned, because people behind the scenes

may control it, giving top priority to their interests. Management of news can sometimes be blamed on the government and mass media, such as TV stations, newspaper companies and the like, because those agencies may not want the general public to know what is against their interests. Among newspaper companies, the Mainichi is favorable to Coka-Gakkai, the largest religious organization in Japan, because they have a scratch-each-one's-back relationship. The Asahi gives great space to All Japan Highschool Baseball Tournament, because it sponsors it. The Yomiuri never gives a bad name to the Yomiuri Giants. I was afraid to say this, because this contest is supported by the Asahi. But even newspaper companies have their special interests and cannot always be free from their interests in choosing what to report and how to report it.

Yet still more frightening is what I call "unconscious selection of news." Let me tell you my own experience about this. While working part time for a TV news organization, I saw a thought-provoking scene one night. Two producers were shortening a 60-minute video-cassette tape. I asked one of them, "How long do you have to make it?" He replied, "Well,

about 30 SECONDS." Thirty seconds? Unbelievable! They were trying to extract one half per cent of a 60-minute program; their viewers would then be watching the one half percent singled out by only two men. Chances are that they unconsciously revealed their own personal preference in cutting that tape. Some of you might say, "We can't do anything about it." But knowledge should be more than equivalent to power, given that the news could prove to be false.

I would like to persuade you today, of the importance of judging news in our society, where that news which is presented does not always bear proper judgment. When it comes to seemingly unreliable news, we should first collect as many and as varied sources of material available, second compare them with reason, and finally deduce what is true and what is not. To gather the correct information for proper judgment is one of the most crucial needs in this era of uncertainty. Let us never relinquish the pursuit of truth, for the future course of our country is now subject to continued discussion, where truth—not power alone—should always rule.

Rights and Duties

Yasuyuki Shiomitsu
(Commerce, Junior)



In Japanese society, our life ends before the age of thirty because of our children. Have you ever heard a mother complaining to a father, "We have had no chance to make a trip since our honeymoon.?" But my father would always reply to her,

"If we have such leisure time and money, we had better spend it for the children". I have never thought how they devote themselves to us.

However, as you know, most parents tend to think that supporting the children

should precede all other things. Let me tell you about one questionnaire that shows the items of household expenses. This questionnaire was given by a leading Japanese newspaper to more than ten thousand married couples chosen at random. They are still in their forties and have two children. According to this survey, the family's average total income is about four hundred thousand yen per month. 50% is spent on the cost of living. 43% for bringing up the children. Only 7% is the pocket money for the father. Of course, the mother has no money to use freely. This means that, while we are traveling, going to the movies, or dancing in discotheques, our fathers live on one thousand yen a day. Only on one thousand yen! Can you live on one thousand yen a day? I can not. Yet some parents might say, "It is our duties, so don't worry. We can manage". However they actually cut down the living expenses to support us.

According to another questionnaire given to more than ten thousand working men, 78% of them have considered changing their jobs. Only 0.2% of them have actually done it. All the people who could not switch jobs were not satisfied with their present employment. This shows that many men have dreamt of changing their jobs but that they could not. I think that the reason is because they are always thinking about who will support their children, if they should fail to find a different job. So they are unwilling to take a risk and they have to give up their dream. How much they sacrifice their own lives!

My father lives separately from my mother because of this children-come-first idea. When he has been transferred to another branch in Osaka, my mother said to him, "I will not follow you, because it is not good for children to change to another school. The ranking is different from school to school. So I will stay here with the children for their benefit". Although he did not need the consent of his wife, he discussed this matter with her.

They agreed that it was best that my mother remain in Tokyo and that he accept the job in Osaka. I think that they are good parents for me and my younger brother, because they are always attentive to us even at their own sacrifice. But I do not understand why they must live separately.

Do you know how many people are like my father, living apart from their family? Surprisingly enough, there are over one million people. The average period of this separation is about five years. Can you believe this? I think that it is nothing but the destruction of married life. Why must people live separately? Other couples' answers are the same as my parents. Living separately is for the children's education.

Even if they are unhappy with their present jobs, have no leisure time and money by themselves, and must live separately from their spouse, they believe that supporting the children should precede all other concerns. Why do they sacrifice all this for the sake of their children? Why should our lives be short-lived instead of enjoying life to a ripe old age? It is because they forget one important thing about their married lives; parents are husband and wife first and father and mother second.

Last July, I happened to talk about married life with an American married couple. They said they often go to parties and take trips together. They have never thought of living separately because of the children. This couple thought of themselves to be husband and wife apart from supporting the children and to have their own rights to enjoy their lives. Don't you think that this is what married life should be? I am not denying the very important duties of parents to support the children. But Japanese parents abdicate their own rights for the sake of their duties. Whom did they marry? They married not their children but their spouse. They have no reason they must devote their lives only to their

children. If they love and trust each other, they should live together and enjoy their lives before thinking about the children.

This year, the Ministry of Welfare reports that the ripe age for marriage for women is 22 and for men is 25. By 30 years old, 97% of men and women will marry and they will have a baby within two years. This means that the marriage and married life are going to be an imminent for all of us. So now is the time to

reconfirm that parents are husband and wife first and father and mother second. For your future wonderful married life, why not ask your parents or other married couples about their married lives. Judging from them, please consider the parents' duties of supporting the children and your rights to enjoy your life!

If we recognize our rights, married life is not necessarily the end of our personal life.

Napoleonic Conquest

Kazuyuki Onose

(Economics, Sophomore)

Commented by

Yuji Hemmi



"You can conquer who conquer yourself."¹⁾ These are the words by the hero, Napoleon. Napoleon is famous as a genius in strategy and politics. At the same time, it is believed that he grasped all his ability and power correctly, thus he was always confident of doing something. In other words, he conquered himself and Europe, and became the emperor of France.

I am here today to talk about self-conquest and self-confidence instead of the hero, Napoleon.

My friends,²⁾ can you say that you are always confident?³⁾ This spring, my father said to me, "Hey kaz! Are you confident enough to speak English fluently with foreigners since you are a member of ESS?" I replied, "Very far from it, I always wish I could speak English well." Father said disappointedly, "I wonder what you are doing in the club activities. I thought that I would ask you to work as an interpreter in a party tomorrow." After this conversation, my father did not trust me any more

1) It is not recommendable to begin the introduction with a quotation, because it often puzzles the audience. To play it safe, give some explanation of the quotation first, then put the quotation in.

2) Avoid this kind of cliché. When you have time to repeat "My friends", give more thoughts to what you really want to say. Besides, nobody is your "enemy" in a speech contest.

3) State your point at the beginning of the paragraph. Here the point of this paragraph is the last sentence, marked by 3'. It would always be better to make your point clear first, then try to illustrate it with an example in a paragraph.

about my English ability. I lost my precious chance to try and brush it up, and ESS was not trusted as a club brings up internationally-minded persons. Of course I was reasonably confident to do the job, but my trivial modesty deprived me of such a precious chance.³⁾

People often lose some chances due to their modesty, furthermore excessive modesty will sometimes make impossible things that are possible for them to do now, because people tend to think them impossible. Don't you think it is silly?

In Chinese characters, we write the word "confidence" as "believing-oneself", and also every English dictionary defines it as belief in oneself and one's power. English and Japanese have the same original meaning of the word "confidence".

Then what should we do to have self-confidence and get rid of too much modesty?⁴⁾ It is often said⁵⁾ that confident people are very capable persons, at least they are superior to ordinary people in some way. True, the best way to develop self-confidence⁶⁾ is to be superior to others, but to be so, a great deal of efforts are needed. In other words, if all the people could do it, they should already have done so.

A few months ago, I found an interesting story about Kenichi Takemura, one of the most popular critics in Japan. When he was a correspondent of Mainichi newspaper, he was asked by his chief, "Can you translate this Spanish newspaper into Japanese?" At that time, he could only read French, but he answered, "Sure, I can, but I have another business now, so I will do it at home." At his home, he somehow translated it by using a dictionary. His chief admired and appreciated his ability, and he came to have self-confidence thanks to this. We can see that Mr. Takemura was not modest but aggressive and drove himself into a situation where he must make efforts. That gave him self-confidence.⁷⁾

- 4) It is too early to discuss solution to the problem here. Why we cannot have self-confidence and what is wrong with it should be discussed much more distinctively and respectively. Don't use two-thirds of a speech to explain the solution like this. It should be ten to fifteen percent in length.
- 5) Avoid saying "it is said...". To make clear who is responsible for the statement, use "Mr. A insists...", "Mrs. B claims..." or "it is generally believed...".
- 6) "True,..." and "to develop self-confidence" are very good expressions.
- 7) Comment 3 is true here too. This part should come first in this paragraph, then be followed by the example.

After reading this story, I always promise people to do what I intend to do. Now I believe that the best way to make efforts is this driving ourselves into a situation where we must honor our promises, and these efforts would bring about self-confidence to us. So I suggest that we should promise⁸⁾ in public to do something we could possibly do. By so doing, people will observe and watch us; then we will not be allowed to give up half way, since it betrays others' expectations and hurts our trust. But when we carry out what we preach, we will not only be admired by people but also be able to have self-confidence.

Here one thing we must be careful about is over-confidence. Once one has over-confidence, and promises what is far beyond his ability, he cannot help breaking the promise, and he will lose confidence completely.⁹⁾ In the case of Mr. Takemura. French is similar to Spanish, so it may be easy to master Spanish for people who can read French. In this sense, he was not over-confident.

In order to avoid over-confidence, we must grasp our ability and power correctly, and know the upper limit of them which can only be reached by our best efforts.

Remember the words, "You can conquer yourself." Napoleon knew himself correctly and perfectly, hence his confidence became perfect.

My friends, you have missed many chances to develop self-confidence because of your modesty. Don't you think it's foolish to give up things before you once try them? Have the courage to try, and in doing so, why don't you give your word to your friends that you will never give up? This is the first step to become confident, and these repetitive steps could lead you to be heroes and heroines. Someday you can be a Napoleon, and say to others, "You can conquer who conquer yourself."¹⁰⁾

8) Remember that the verb "to suggest" should be used in this way. Never write "to suggest somebody to do something".

9) This entire paragraph seems a little out of place. The writer should give a better explanation as to where a line between "over-confidence" and "self-confidence" is drawn. The point of this paragraph may be incompatible with the rest of this speech.

10) Concluding a speech with its title is one of the best ways to be impressive.

—LECTURE—

“PEP” for Your Speech Making

P for Persuasion
E for Enthusiasm
P for Personality

Put them together, then you'll get the acronym PEP, which is the knack of speech making.

Yuji Hemmi

*Chief of Speech Section
(Politics, Junior)*

1. Persuasion

First and foremost, you must have something you really want to talk about, or you are truly interested in. Speech contests are neither recitation contests nor pronunciation contests. You have to get your message across to the audience in any speech contests. That is persuasion, and you definitely need to know what you are talking about, believe in every single point you make. Otherwise you can never persuade the audience because if you don't believe in what you are saying, how can you get someone else to do so?

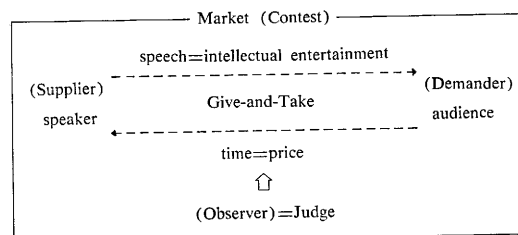
Therefore try to find a topic that you think is interesting and worth working on for a given period of time. Remember that you must inspire the audience, get them to act on your speech. If you can enjoy making your own speech, it will succeed. If you cannot, it will not.

2. Enthusiasm

With an interesting topic, your delivery will undoubtedly be very enthusiastic. Yet sheer enthusiasm never means a good speech. A good speech is a reasonably controlled “talk”. This is where you need all those skills for delivering a speech. Remember that all your efforts for good delivery would be ashes in your mouth if you don't have faith in your own speech.

Much has been said to date by so many notable speakers about the techniques for nice delivery, such as voice projection, eye

contact, gesture and so on. I want you to keep in mind, however, that those skills are to control the natural outflowing of emotions of an inspiring speaker, and they are never to help a soulless, unmotivated and dull speaker get an instant, easy inspiration.



3. Personality

Once on the podium, you must be ready to sell your intellectual entertainment (speech) to the audience for the price they pay (time). The audience obviously doesn't want to listen to any stereotyped opinions. They want something that pays. They want to listen to your original ideas. That is why your speech must be personal, and should contain your own personal experience as much as it can. In short, you must project your personality in your speech to be unique. You must be the only one that can give your speech. There must not be anyone else.

If you keep these three essential points, PEP, in mind, all the other skills will follow. Good luck!

The Fourth Hawaii Expedition

Japan-U.S. Conference on Trade Friction

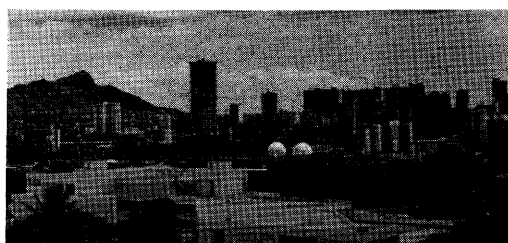
Representatives:

Masaya Tochio, Tetsuya Kanadome, Junichi Suzuki, Akihiro Kadokura,
Katsuyuki Kaneko, Makoto Kawada, Noriko Yoshie, Sumiko Kato

General Manager: Kohei Yamada

A peaceful international community of nations is everyone's ideal. By the marvelous progress of science and technology, this century has made the world a community of nations. But, sorry to say, it cannot be called a peaceful one yet. Frictions and collisions never disappear from the world of political and economical interest. To achieve the ideal is really a hard job. However, for the further development of Japan and the world, we, aspiring young students, have to make efforts to do by promoting mutual understanding, exchanging opinions, and discussing to solve any problems in our own places in future. It is expected, it is responsible, and it is the reason why our E.S.S. provides you various activities to be, what we call, International-minded Persons.

So the Hawaii Expedition is quite a good activity because it gives us a chance to experience the life in a foreign country and to exchange views on various matters from the current problems to everyday topics. I wished I could stay longer and with more members. This occupied my mind at the end of our expedition.



Now let me report what we did in the 4th Hawaii Expedition briefly.

April 14th—

Left Narita Airport and arrived at Hale Kuahine (a dormitory we stayed) in the U.H. campus. It was so fine with full of greens and sunshine. Students walked on the campus with T-shirt and short pants. Soon we follow them.

April 15th—

Attended two Japanese language classes and talked with the students on many things such as the campus life, Japanese culture, social affairs, and so on in both languages. There we spoke fluently as native speakers. Then held discussion meetings in two classes of Prof. Nishiyama.

April 16th—

Attended Dr. Klopff's class to hold a discussion meeting.

April 17th—

Students of the Japanese Culture Club took us around the island. We enjoyed sightseeing, swimming at Beach Park, shopping at Ala Moana, and dancing at a disco.

April 18th—

Visited Mrs. Burns' home (a debate
couch of the U.H.) on Easter eve.

April 19th—

Left Honolulu with beautiful leis
around our necks.



Discussion in informal style with foreign
students was the first experience for us and
we had some difficulty to proceed. We
again recognized the necessity of sufficient
preparation and practice enough to lead
the table. It was a good lesson for the
next time.



This year we chose the most controver-
sial issue "Trade Friction on Automobile"
as a topic. The crucial points in the dis-
cussion were 1) what the situation of the
decline of the U.S. auto industry and un-
employment, 2) why it was brought about,
and 3) how to improve the situation.
Through the discussion they totally agreed
to our analysis that the pricehike of gas-
soline made consumers prefer to buy eco-
nomy Japanese cars and Japan was not
originally responsible. However, for the
sake of mutual interest, Japan should give
the U.S. auto industry some time to
recover enough to compete with Japanese
industry.

Besides, throughout our stay, we got and
lost confidence in our speaking ability.
Devoted to the life in English, we could
somehow make us understood but really
"somehow". It much stimulated us.

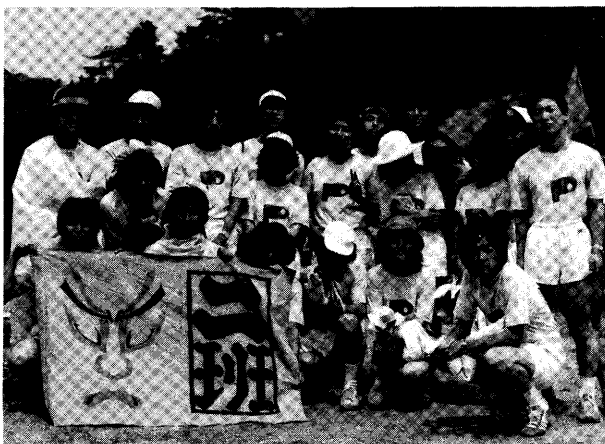
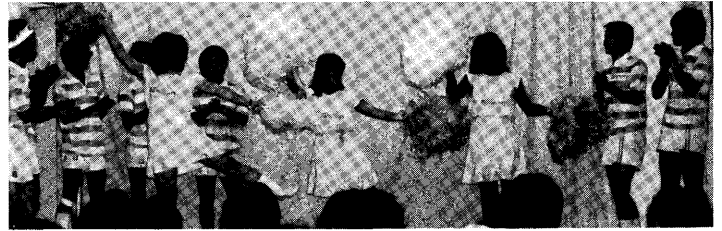
But as a whole we had wonderful days
and on behalf of 8 representatives I would
like to express our hearty thanks to Dr.
Klopf, Prof. Nishiyama, Prof. Shibano,
their students, and the members of Japa-
nese Culture Club for your cooperation
and hospitality, and to Mr. Mazawa, other
members and graduates for your kind as-
sistance and cooperation.

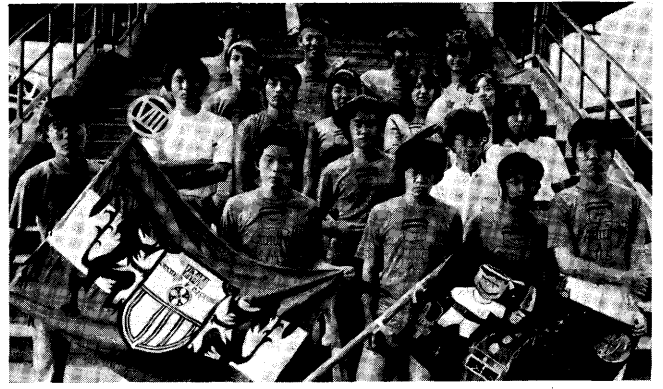
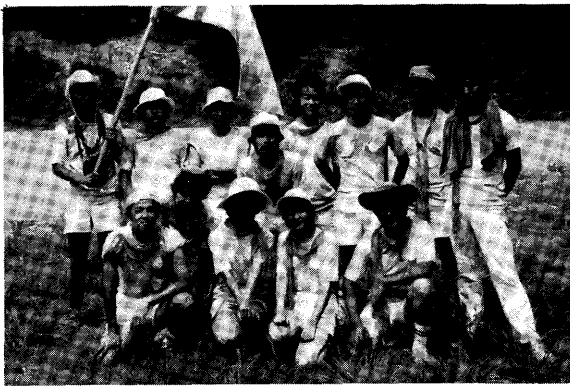
Lastly to the successors, I ask you to
re-examine the Hawaii Expedition overall
to make it more effective and significant
activity. I'm looking forward to your
great success.





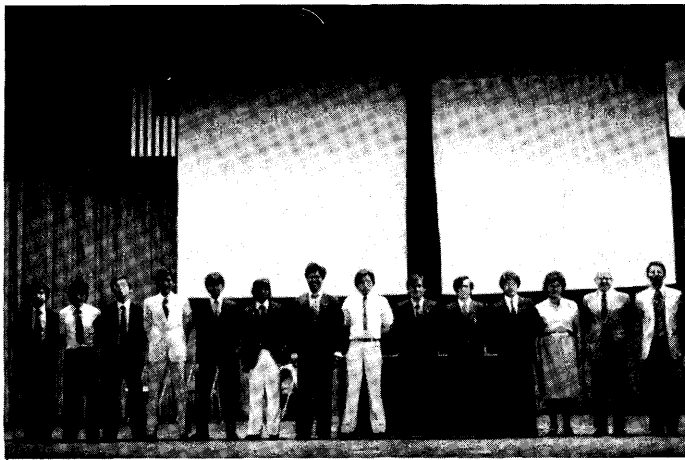
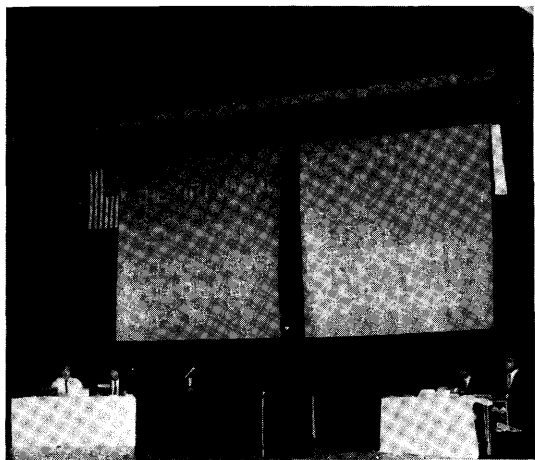
SUMMER



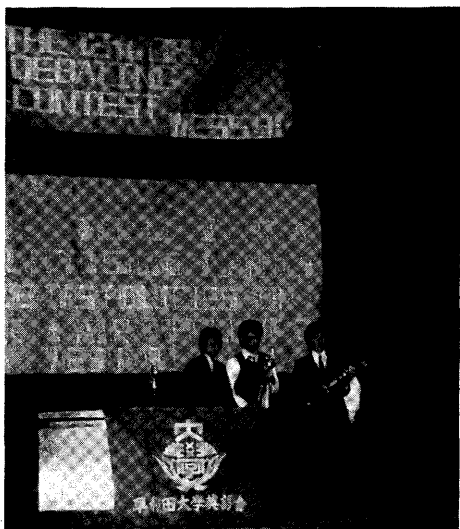
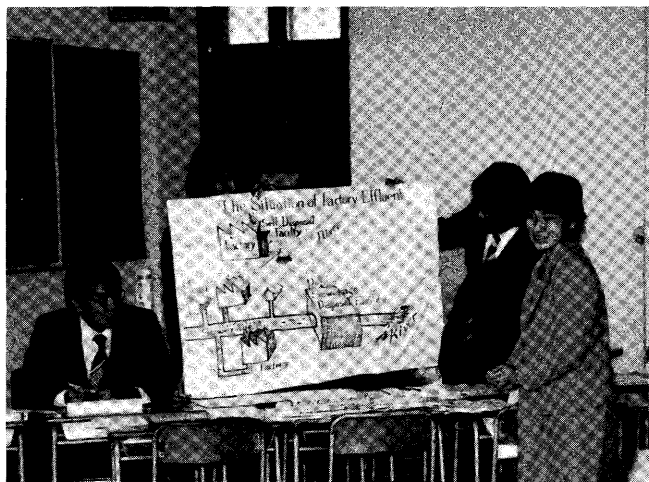
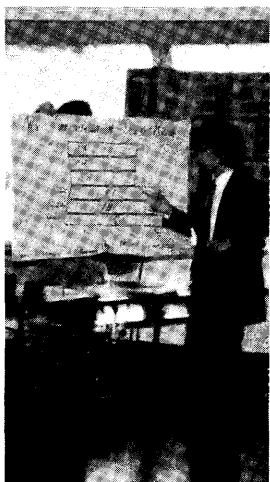


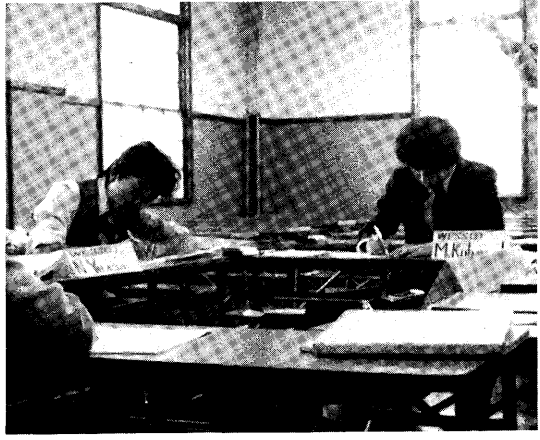
CAMP



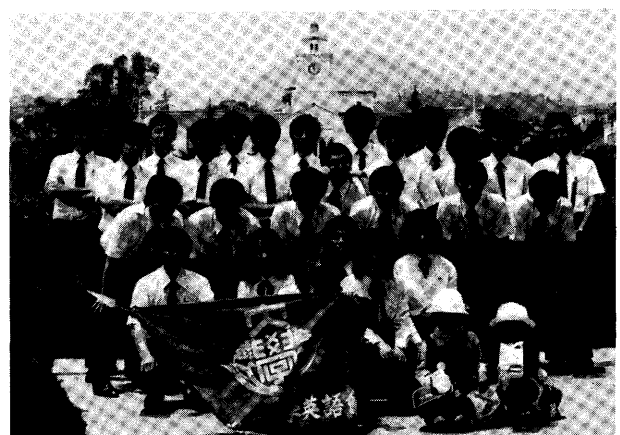
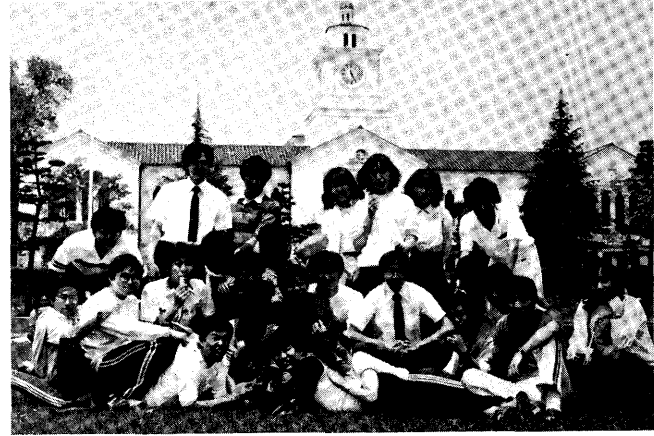


DEBATE



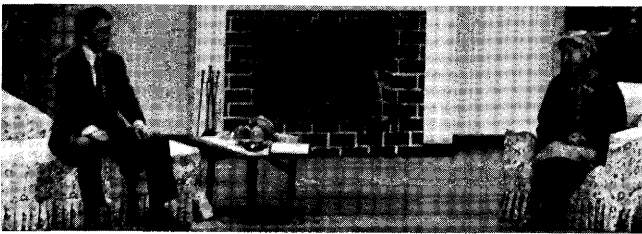


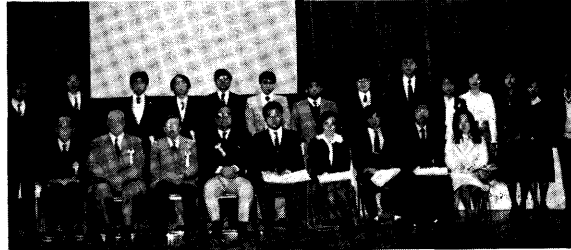
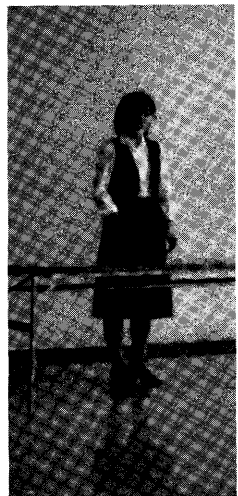
DISCUSSION



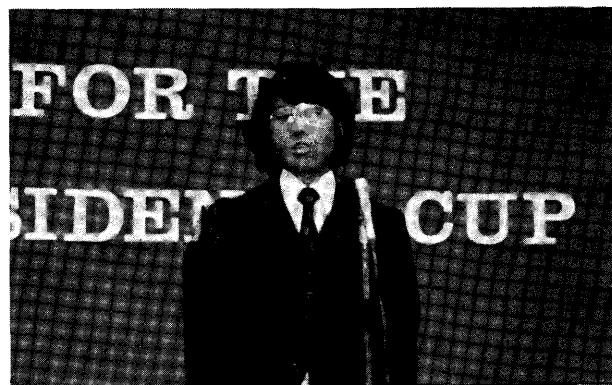


DRAMA





SPEECH





AKIHABARA



JOHOKU

WESS FAMIRIES

THE SEVEN STARS!



KOENJI



MEJIRO



SHIBUYA



SHINJUKU

YOKOHAMA



Report from Treasurer in 1981

The Balance Sheet, 1981

REVENUE		
Entrance Fee & Membership Fee of New Comers	¥960,000	¥930,000
Membership Fee of the Present Members	630,000	595,000
Financial Help from Graduates	400,000	469,000
Financial Help from Culture Federation	120,000	120,000
Financial Help from Sponsors	100,000	134,000
Sales of Member List	30,000	166,400
Sales of Badges	22,000	56,000
Sales of the ACE	140,000	192,000
Sales of Script, Ticket, & Uniform of Drama	250,000	283,300
Misseraneous Revenue		186,900
The Balance brought forward from the Last Account	20,000	20,000
Grand Total	¥2,672,000	¥3,152,600
EXPENDITURE		
Secretary General	¥400,000	¥453,855
Debate Section	250,000	276,000
Discussion Section	150,000	151,000
Drama Section	550,000	730,000
Speech Section	200,000	236,000
Public Relation Section & Tohmonkai	350,000	430,500
Study Section	20,000	22,000
International Section	200,000	302,745
Four Univ. Association	234,000	230,000
K.U.E.L.	31,500	31,500
J.I.D.M.	25,000	25,000
Speech Contest for Ohkuma Trophy	140,000	120,000
The East - West Big 6 Univ. Speech Contest	70,000	100,500
Carrying Forward	28,000	20,000
Grand Total	¥2,672,000	¥3,152,600

Yasufumi Nakatani
Treasurer '81
(Politics, Junior)

昭和55年度 稲門英語会会計報告

(自昭和55年4月1日～至昭和56年3月31日)

収入の部		支出の部	
前期繰越金	¥ 290,567	E.S.S., ACE発行補助金	¥ 50,000
幹事会		幹事会補助金	8,360
55/56年度会費	82,000	葉書代 20 × 600	12,000
現金 2,000 × 40		切手代 50 × 800	40,000
振替 2,000 × 1		その他	14,345
		支出計	124,705
雑収 (総会宴会費余乗)	24,595	次期繰越金	296,421
預金利息	23,964	現金 27,543	
		預金 2,226,723	
		振替 42,155	
合計	¥ 421,126	合計	¥ 421,126

※上記の通り御報告申し上げます。

昭和56年6月22日

会計 大野 功 (S34卒)

稲門英語会名簿発行の件

56年6月に伊東先生、諸先輩並びに学生諸君のご協力により、新しい名簿を発行致しましたのでお申込をお待ちしております。

会員価格 1冊 4,000円

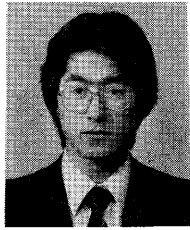
お申し込は、E.S.S., 稲門幹事又は、

稲門英語会会計幹事 大野 (Tel. (会社)294-1311)迄

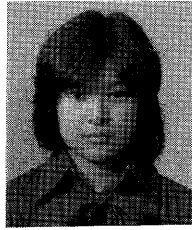
昭和五十六年度卒業生の欄



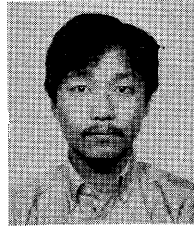
足立洋志



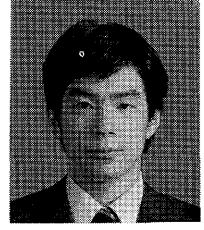
今村雅彦



岡崎抄江



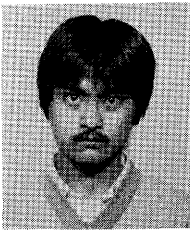
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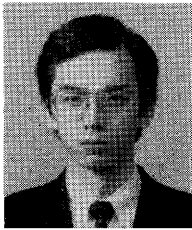
小沼一郎



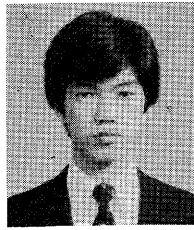
梶山毅



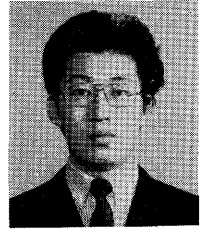
加藤定好



京哲也



金久保芳則



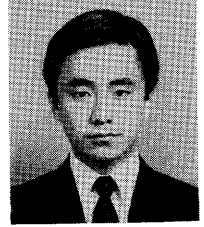
木戸誠



駒田一彦



笹平良雄



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沢田京一

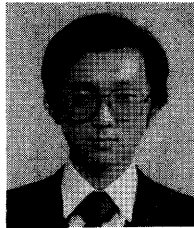
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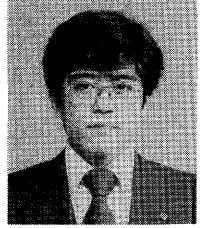
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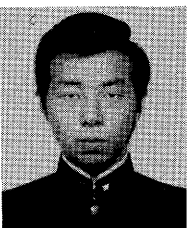


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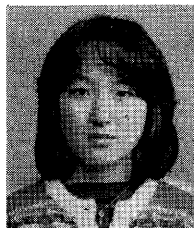
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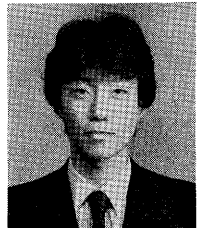
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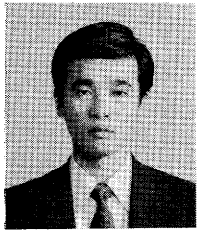


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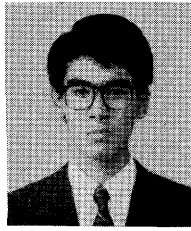


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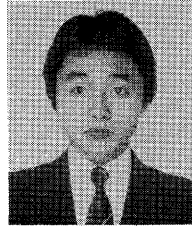


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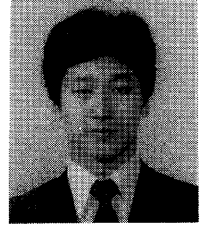


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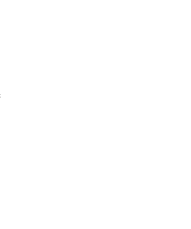
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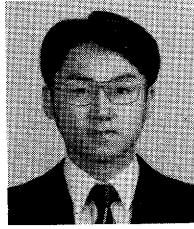
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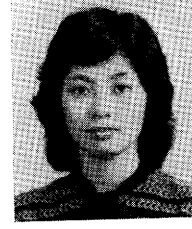
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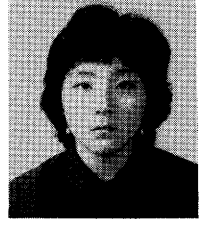
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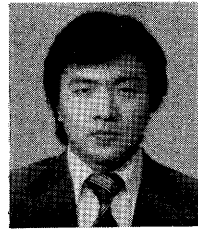
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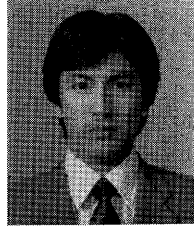
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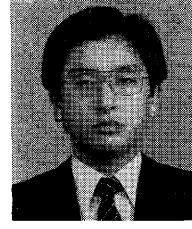
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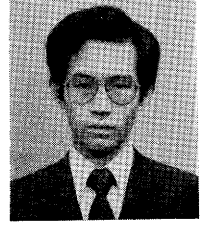
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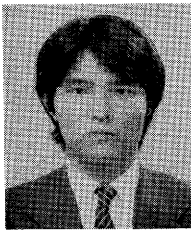
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森 田 英 一



山 田 耕 平



山 田 保 裕

若 林 裕 之

以上 昭和五十六年度卒業生の
今後の御活躍をお祈りいたします。

THE ACE VOL. 23

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絆会

きずな

かい



黙っていても 心の通じる
いいも悪いも両手に持つ
天中殺ものりこえる
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会長 曾我正博

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