

VOL. 18

THE
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THE ACE

Contents

THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY

1976
ANNUAL
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VOL. 18

PUBLIC RELATIONS SECTION

Preface	
Greetings	
Memory '76 Photo	1
Traces 1976	7
W.E.S.S. Families	11
Drama	13
Speech	19
Discussion	24
Debate	32
Special Readings	45
Managing Staff	49
Tomonkai's Column	50
Graduates' Column	51

DISPLAY & INTERIOR

 **TANSEISHA**

〒113/4-5-5 YUSHIMA, BUNKYO-KU, TOKYO

CONSULTATION SERVICES
CONSTRUCTION
INTERIOR DECORATION
DISPLAY
SCIENTIFIC PRESERVATION
EDUCATIONAL DESIGN AND PLANNING
PRINTED MEDIA, PHOTOGRAPHY, FILMS

Greetings

What gives a man the courage to get over difficulties and aggressively tackle the problems of future development?

With little natural resources and in such a short period of time, the Japanese have attained a remarkable level of development. From the height of the achieved development, however, this nation may be subject to the destiny of fall and decay, as were the civilizations in the past. Whether you like it or not, you belong to the generation that must meet this challenge.

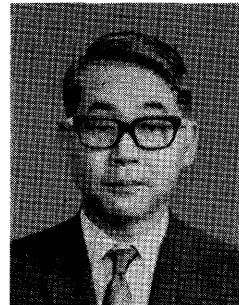
The courage to meet the challenge comes from your pride, which has as been cultivated through the college life at Waseda and especially at the English Speaking Society. Mastery of a language is a precious acquirement, but the pride that has been bred through participation in various activities is even priceless. It was your participation that made activities possible and successful. It was your participation that made cooperation or competition meaningful. It was your participation that made the W.E.S.S. meaningful to all its members. It was also your participation that made the participation of other schools' students meaningful.

You have, thus, learned to contribute to the maintenance, betterment and development of society by your willing participation. Pleasure, happiness and satisfaction, which you have learned to enjoy by contributing to the successful activities, will no doubt give you confidence and courage to take part in the construction of 'Japan to-morrow'.

Here is the Ace, records of your participation, to make sure of your pride and courage.

Katsumi Ito

*Professor, Waseda University
President and Advisor*



Preface

Just reconsider the meaning of "Language" itself!

I think a language is a structured system of arbitrary vocal sound and sequence of sounds which is used, or can be used, in inter-personal communication by an aggregation of human beings, and which rather exhaustively catalogues the things, events, and processes in the human environment.

In this sense, the purpose of learning English is, primarily, to enable us to communicate our thoughts to another.

When we transmit our will, knowledge, and culture the most important thing is to use English precisely without misunderstandings.

Until now, The Japanese people have assimilated foreign cultures eagerly but have done little to make Japanese culture known overseas.

The mission of the members of the English Speaking Society of Waseda University is to destroy this fixed conception. And we are accelerating mutual communication with English speaking people through multiple activities.

The slogan in 1976 was: "Let's create a dynamic world". Under this motto, W.E.S.S. members made much effort in various activities and enjoyed E.S.S. life in Waseda University.

"THE ACE Vol. 18" records the precious memories of W.E.S.S. "families" and the fruit of young energy.

Each activity is like a naughty boy, and "THE ACE" published by The Public Relations Section is just like his parents who help him develop his ability and guide him in the right direction.

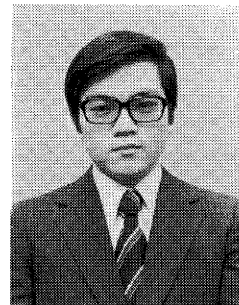
What's more, this magazine presents The text of Jimmy Carter's Inaugural Address as a special reading. I hope from the bottom of my heart that each of you will make the most of your unique talents by reading this noble speech.

Last of all, I would like to express my hearty gratitude to the graduates whose support enabled us to publish this magazine, and to all members who cooperated with me, especially C.A. Holeman, and Miss Ishimine, and Miss Takamura.

March 1, 1977

Toshio Hikita

Editor-in-chief
(Literature, Junior)



Greetings

The latter half of the 20th century is a historical turning-point of us human-beings from the economic and political view point: The end of Pax Americana, the emergence of the Third World as a formidable economic and political force in international politics, trade war among highly advanced countries. All these affairs undoubtedly show us the beginning of a new era of Internationalization. Under such circumstances, the fates of all nations are much more closely connected to each other than in any other period of human history. All nations have come to realize it is urgent that they tackle the global problems to assure their national interests in this interdependent world.

However, individual nation cannot solve the problems in today's world by itself. The solution of all global problems inevitably call for the cooperative activities of all nations, and they must find it essential to freely exchange their views by establishing effective intercultural communication.

Here we understand the "Need" to learn English as a technology to get an international consensus and to realize world-wide cooperation.

Especially it is crucial for the Japanese to change their "Western-Oriented mind" and to open a dialogue with the people in every region and country. As the second ranking economic power in the free world, Japan's contribution to international society is much expected by our friends, and we Japanese must understand that effective contribution will be achieved only by cooperating with our friends. For it, we learners of English in Japan have to get effective ways of English Communication. Such English should no longer be a mere "road way" conversation. It should be a weapon to analyze the problems of the communication gap.

The E.S.S. of Waseda University should be a place suitable for getting and training this "Aggressive English", and through the continuous efforts in the process of its mastery, each member should develop his own personality, deepen his friendship with others, and much better human relations should be acquired.

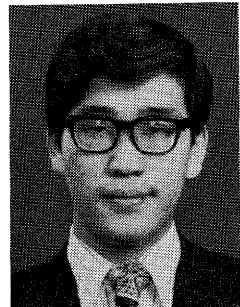
The W.E.S.S. 1976 was a year to meet the challenge of the limitations of E.S.S. I am not sure our trial was a successful one, nevertheless, all members' continuous efforts in W.E.S.S. should be praised and remembered for ever.

Now, at the time of leaving my office as chairman in 1976, I would like to thank all of you for your persistent supports and would like to remain these words,

"Create a dynamic world by your own hands!".

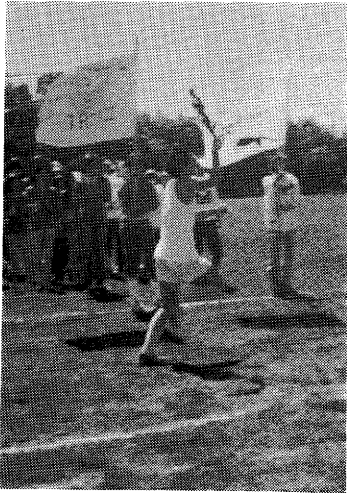
Tetsuo Shimada

*Chairman
(Economics, Junior)*



MEMORY

1976



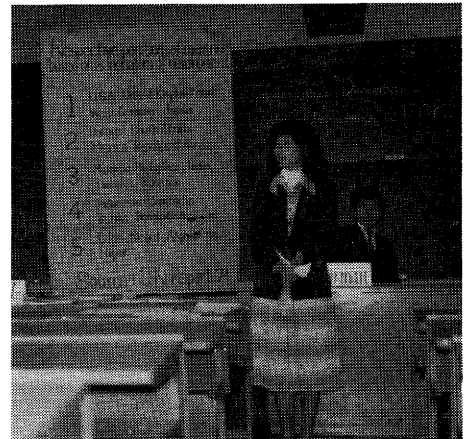
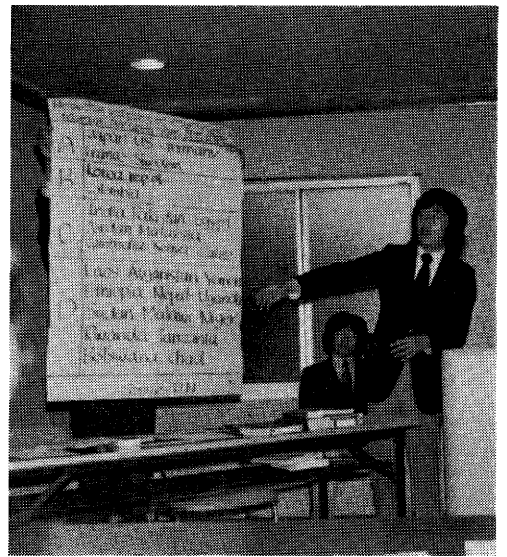
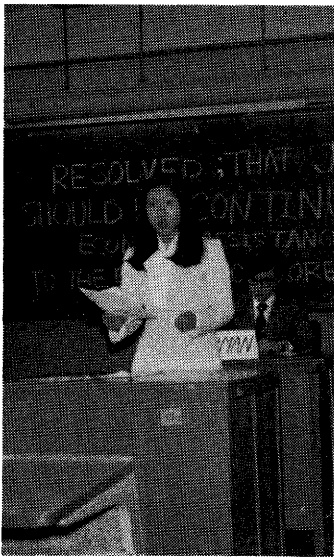
SUMMER CAMP

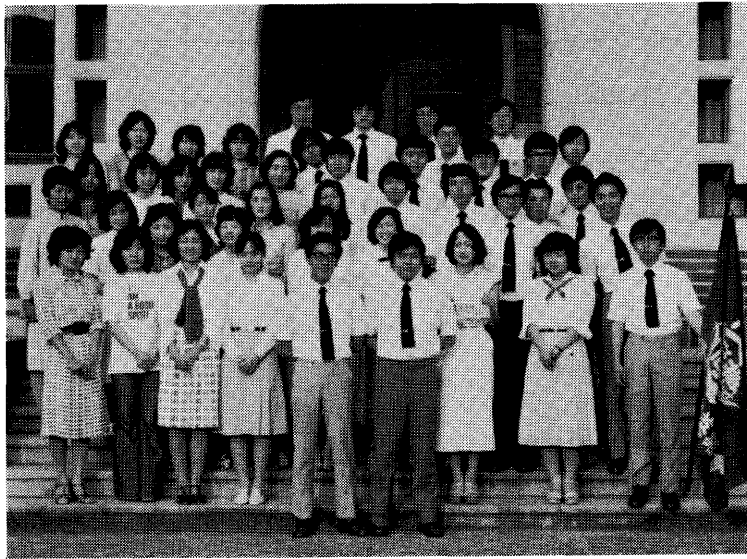
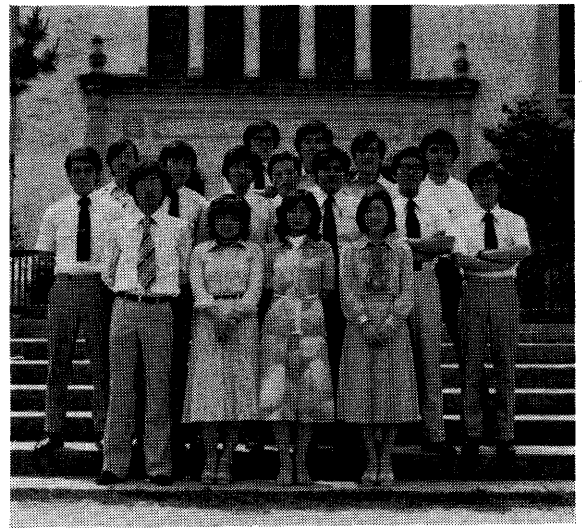
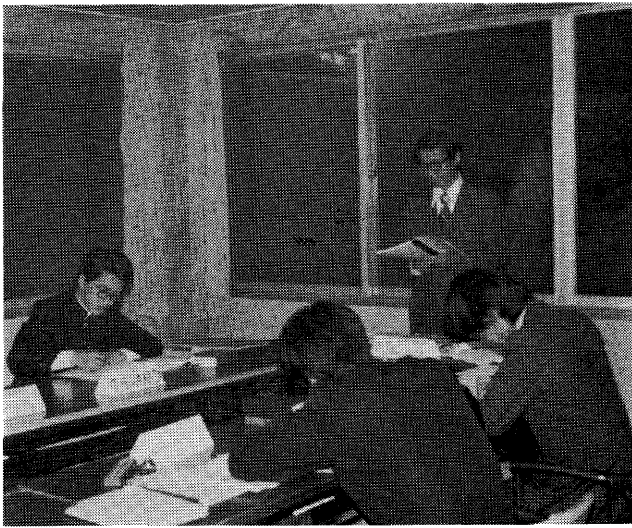


Welcome to the W.E.S.S.!

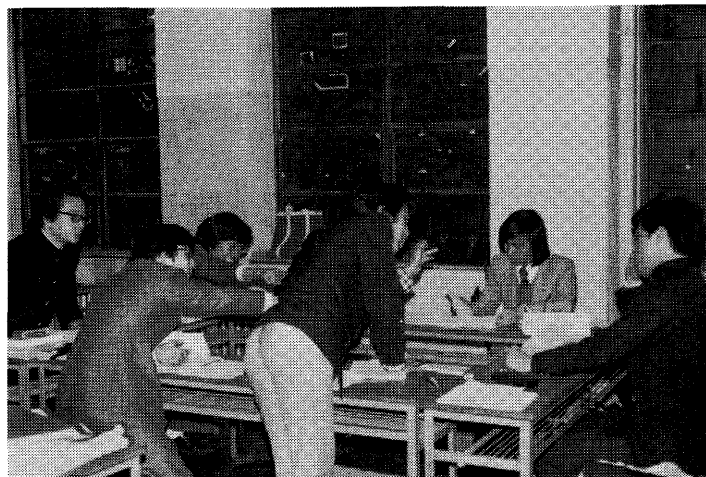


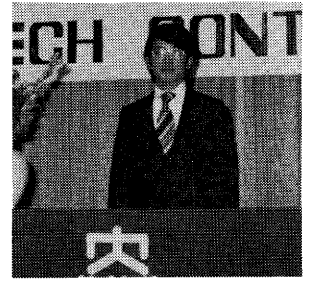
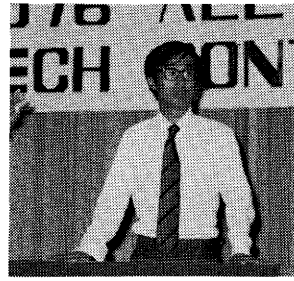
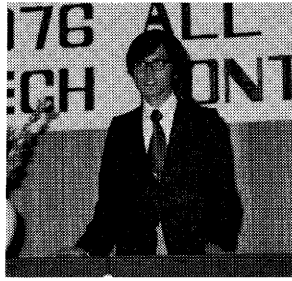
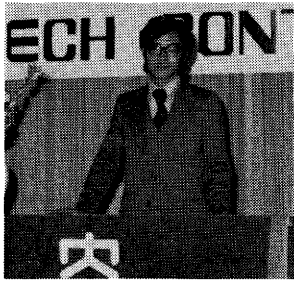
DEBATE



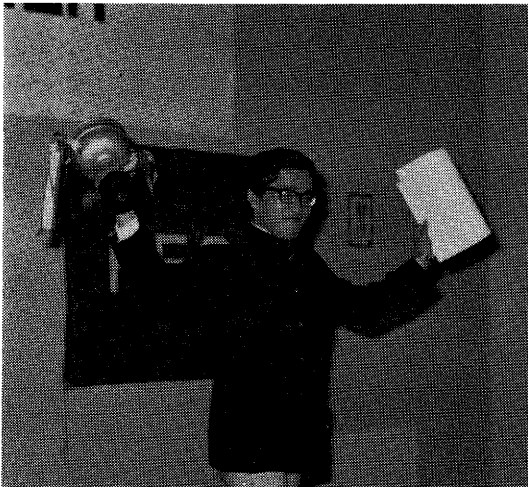


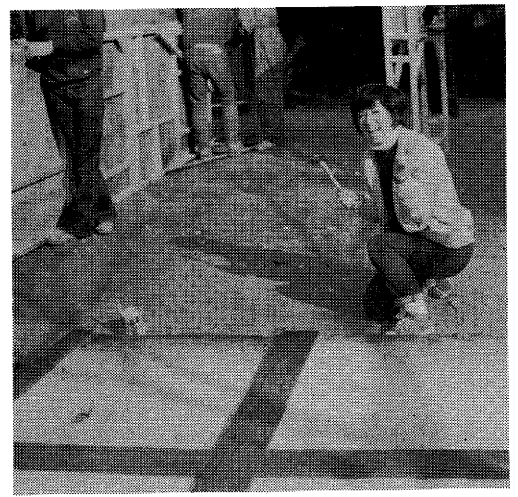
DISCUSSION



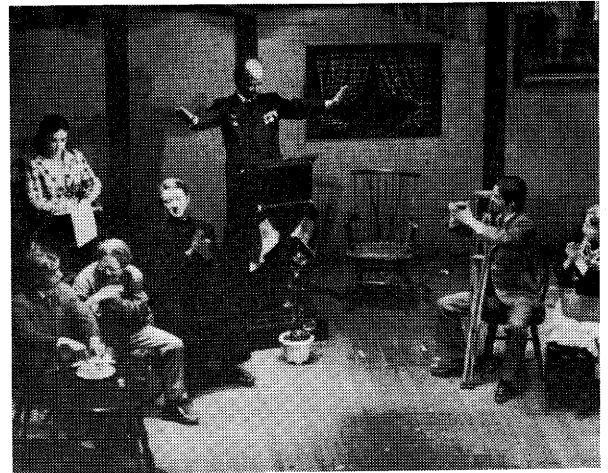


SPEECH





DRAMA



TRACES 1976

- Mar. 28 T.I.D.L. Home to Home Debating Match vs. Tokyo Metropolitan Univ.
 Proposition: Resolved; that Japan should Discontinue Economic Assistance to the Republic of Korea.
 Aff. Miss Kenmochi and Miss Morino (won)
 Neg. Mr. Kawasumi and Mr. Kondo (lost)
- 29 Extraordinary General Meeting
- Apr. 4 T.I.D.L. Home to Home Debating Match vs. Shibaura Institute of Technology
 Aff. Miss Hirabayashi and Miss Yoshida (won)
 Neg. Mr. Hirota and Mr. Kanai (won)
- 10 T.I.D.L. Home to Home Debating Match vs. Sophia Univ.
 Aff. Mr. Nishio and Mr. Tsunoda (won)
 Neg. Mr. Kamiyama and Mr. Matsubara (lost)
- 16 T.I.D.L. Home to Home Debating Match vs. W.E.S.A.
 Aff. Miss Abe and Miss Fukuda (won)
 Neg. Mr. Nakazato and Miss Kinoshita (won)
- 17 Welcome Party
- 20 Joint Discussion with Kansai Univ.
 Title: Japan's Diplomacy toward Two Communist Superpowers
- 24 T.I.D.L. Home to Home Debating Match vs. Keio Univ.
 Aff. Mr. Fuse and Mr. Itaya (won)
 Neg. Mr. Kitada and Mr. Kashiwazawa (won)
- 26 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.
 Aff. Mr. Ohtsuka and Mr. Fujii (won)
 Neg. Mr. Komatsu and Mr. Rikimaru (lost)
- 29 T.I.D.L. Lecture and Model Debate
 Mr. Kitada and Mr. Shimizu
- 30 Joint Discussion with Kwansei Gakuin Univ.
 Title: Japanese Economy in Trouble
- May 2-3 The 6th K.U.E.L. Five-Man Team Debating Contest
 Proposition: Resolved; that Japan should Discontinue Economic Assistance to the Republic of Korea.
 Mr. Satomi, Mr. Arai, Mr. Maeda, Mr. Miyake, Miss Yamada
 1st Prize: W.E.S.S.
- 9 T.I.D.L. Home to Home Debating Match vs. Tokyo Women's Christian Univ.
 Aff. Mr. Tanaka and Miss Suzuki (lost)
 Neg. Mr. Kanome and Mr. Takeshita (won)
- 10-12 Oral Interpretation Contest (elimination)
- 15 Oral Interpretation Contest (final)
 1st Prize: Mr. Nakamura
 2nd Prize: Mr. Kamachi
 3rd Prize: Mr. Hashimoto
- 16 K.U.E.L. Freshman Discussion
- 19 General Meeting

- 22 The 7th Waseda-Keio Oral Interpretation Contest
Society Prize: Keio Univ.
1st Prize: Mr. Komiya
Open Discussion sponsored by Hosei Univ.
- 23 T.I.D.L. Home to Home Debating Match vs. Atomi Gakuen
Women's Univ.
Aff. Mr. Nakata and Mr. Saitoh (won)
Neg. Mr. Morimura and Mr. Suzuki (lost)
- 27-June 4 Kansai Expedition
Mr. Yamamoto, Mr. Shimada, Mr. Yokoyama,
Mr. Hiramatsu, Mr. Arai, Mr. Shimojima, Mr. Satomura,
Mr. Mesuda, Mr. Handa, Mr. Suzuki, Mr. Okabe,
Mr. Ohtaka, Mr. Ohmachi, Mr. Tadokoro, Mr. Ohtsuka,
Mr. Nishio, Mr. Fujii, Mr. Nakazato, Mr. Kondo,
Mr. Kamiyama, Mr. Itoh
Miss Matsumoto, Miss Asako, Miss Takahashi,
Miss Yamamoto, Miss Morino
Title: Japanese Diplomacy in the Tripolar Structure
Toward the Stable Supply of Energy in Japan
- 29 Joint Discussion with Ritsumeikan Univ.
- 30 Joint Discussion with Konan Univ. and Kobe Univ.
- 31 Joint Discussion with Kobe College
- June 1 Joint Discussion with Kansai Univ.
- 3 Joint Discussion with Kwansei Gakuin Univ.
- 7-9 All Waseda Championship Debating Contest
1st Prize: Mr. Miyamoto and Mr. Torimiya
- 12-13 The 14th T.I.D.L. Championship Debate Tournament
Mr. Miyamoto and Mr. Torimiya
2nd Prize: W.E.S.S.
- 14-16 Junior Speech Contest (elimination)
- 19 Junior Speech Contest (final)
1st Prize: Mr. Koishikawa
2nd Prize: Mr. Suzuki
3rd Prize: Miss Kinoshita
The 12th All Kanto Intercollegiate English Oratorical Contest
sponsored by Aoyama Gakuin Univ.
1st Prize: Miss Ishimine
- 20 Four University Junior Speech Contest
Open Discussion sponsored by Toyo Univ.
- 22-23 The 2nd Hawaii, Waseda and Keio University International
Exchange Debate
Mr. Satomi and Mr. Ohtsuka (Aff. won, Neg. lost)
- 24 The 5th Drama Festival
"The Arrival"
- 26-27 Japan Intercollegiate Discussion Meeting
- July 3 The 30th Annual National Intercollegiate English Oratorical Con-
test sponsored by Mainichi Daily News
Honorable Mention: Mr. Uematsu
- 22-27 Summer Camp '76 at Lake Nojiri
- Sep. 28-29 All Waseda Speech Contest (elimination)
- Oct. 2 All Waseda Speech Contest (final)
1st Prize: Mr. Arai
2nd Prize: Mr. Maruyama
3rd Prize: Miss Ishimine

- 4 Japan-U.S. Exchange Goodwill Debate
Mr. Kitada and Mr. Shimizu (Aff. won, Neg. lost)
- 10 All Kanto Open Discussion sponsored by Takasaki City Univ. of Economics
- 11 The 11th Japan Intercollegiate English Oratorical Contest for the Amano Trophy sponsored by Dokkyo Univ.
Mr. Uematsu
- 16 The 18th Inter-Home Meeting Debate Contest
Proposition: Resolved; that the Ministry of Education's Text-book Authorization System should be Abolished.
1st Prize: Shinjuku Home Meeting
- 17 The 7th Junior Debate Contest
1st Prize: Koenji Home Meeting
The 11th Sophia University Invitational Debating Tournament (elimination)
Proposition: Resolved; that Japan should Extend Diplomatic Recognition to North Korea.
Mr. Kitada and Mr. Shimizu
- 23 The 15th Waseda-Keio English Oratorical Contest
Society Prize: Waseda University
1st Prize: Miss Ishimine
5th Prize: Mr. Uematsu
The 10th English Oratorical Contest for President's Cup sponsored by Sacred Heart Women's Univ.
3rd Prize: Mr. Kameoka
- 24 The 11th Sophia University Invitational Debating Tournament (final)
1st Prize: W.E.S.S.
The 27th North Japan English Oratorical Contest sponsored by Tohoku Gakuin Univ.
Mr. Itaya
- 26 Japan-U.S. Exchange Goodwill Debate
Aff. Mr. Hikita, Miss Hamamoto and Mr. Ohtsuka (lost)
Neg. Mr. Satomi, Mr. Shimojima and Mr. Yamada (won)
- 29 Junior Discussion
Title: Educational Administration
- 30-31 Japan Intercollegiate Discussion Meeting
- Nov. 6 Joint Discussion with Japan Women's Univ.
The 27th English Oratorical Contest for the Gallor Trophy sponsored by Seinan Gakuin Univ.
Mr. Maruyama
- 7 The 26th English Oratorical Contest for the Takasaki Mayor's Trophy sponsored by Takasaki City Univ. of Economics
2nd Prize: Mr. Mesuda
- 13 The 10th President's Cup English Speech Contest sponsored by Tokyo Women's Christian Univ.
1st Prize: Mr. Arai
- 13-14 The 3rd All Japan Student Conference
- 14 The 13th English Oratorical Contest for President's Cup sponsored by Aichi Univ.
Mr. Tsuchida
The 8th English Oratorical Contest for President's Cup sponsored by Tokyo Univ. of Agriculture and Technology
Miss Ishikawa
- 20 The 12th East-West Six University English Oratorical Contest
Mr. Arai, Mr. Tsuchida and Mr. Maruyama

- 20-21 The 4th All Japan Intercollegiate Five-Man Team Debating Contest (Kanto elimination)
 Proposition: Resolved; that the Ministry of Education's Text-book Authorization System should be Abolished.
 Mr. Satomi, Mr. Hikita, Mr. Ohtsuka, Mr. Shimojima and Mr. Yamada
- 21 The English Oratorical Contest for President's Cup sponsored by Tokyo Gakugei Univ.
 1st Prize: Mr. Uematsu
- 21-23 The 40th Four University English Theatrical Contest "The Arrival"
- 23 The 13th English Oratorical Contest for the Niwa Trophy sponsored by Tokyo Electrical Engineering College
 1st Prize: Miss Suzuki
 The 11th Annual Intercollegiate English Oratorical Contest for the Kaneko, Kase Trophy and Willamette Univ. Trophy, sponsored by International College of Commerce
 4th Prize: Mr. Itani
- 27 The 13th All Tokyo Intercollegiate English Oratorical Contest sponsored by Seikei Univ.
 2nd Prize: Miss Ishimine
- 28 The 10th All Chiba English Oratorical Contest sponsored by Chiba Union of E.S.S.
 Mr. Satomura
 The 4th All Japan Intercollegiate Five-Man Team Debating Contest (East Japan elimination)
 1st Prize: W.E.S.S.
- Dec. 4-5 The 4th All Japan Intercollegiate Five-Man Team Debating Contest (final)
 1st Prize: W.E.S.S.
- 5 All Japan Open Discussion Meeting sponsored by Meiji Gakuin Univ. E.S.S.
- 11 The 3rd All Japan Intercollegiate English Oratorical Contest for the Okuma Trophy sponsored by Waseda Univ. E.S.S.
 Mr. Uematsu
- 12 All Japan Yuai English Oratorical Contest for the Hatoyama Trophy
 1st Prize: Miss Ishimine
- 13 All Waseda Discussion
- 19 Closing Party 1976
- 21 All Keio Open Discussion
- 23 All Japan Student Speech Contest for the H.I.H. Princess Takamatsunomiya Trophy
 2nd Prize: Mr. Fujiba
- 1977
 Feb. 10 Farewell Party '76

Masayuki Shimojima

*Chief of
 Planning and Management Agency
 (Economics, Junior)*

Hand in Hand

WESS FAMILIES



'Love, Peace & Togetherness'

AKIHABARA

'Perfection'

JOHOKU



'Glorious'

KOENJI





'Academic'

MEJIRO

'Happy'

SHIBUYA



'Massive'

SHINJUKU

'Sophisticated'

YOKOHAMA



DRAMA



Waseda University English Speaking Society

THE ARRIVAL

Written by OSKAR ZEMME

◇ STAFF ◇

ProducerTetsuo Shimada(3)
Stage Manager ...Kohji Shimizu(3)
Asst. Stage
 ManagerMasahiko Ikeda(2)
DirectorHiroshi Nishinakama(3)
SettingOsamu Satomura(3)
PropertiesMasato Yamamoto(3)
Lighting Effect ...Masao Hiramatsu(3)
Sound EffectTsuyoshi Suzuki(3)
CostumeYoshiko Ishimine(3)
Make-UpKikuko Yamada(3)
PromptorToshiaki Hashimoto(2)

◇ CAST ◇

The StrangerSeicho Kameoka(2)
BoltresHiroshi Kusaba(1)
GretchenMayumi Kohsaka(2)
The Man with
 the Crutches ...Takahisa Tanemura(2)
The Old ManKen-ichi Kawamoto(2)
The Girl Reporter...Reiko Kohda(1)
SchrottMasami Katoh(1)
The MayorToshio Matsuoka(1)
The PastorAkira Tsukada(1)



STORY

The scene is a railway station restaurant of a small city in the South Germany.

Samuel Rosenblatt (Sammy) is a millionaire and comes back to this city after thirty years.

Though the Townspeople drove Sammy out thirty years ago, they try to welcome him with a gay celebration basically because they want his money.

Sammy observes the Townspeople by pretending to be a Stranger and later reproaches them with their behavior thirty years ago. Sammy forgives them because they seem to really regret the past. But, knowing he lost his money, they leave him alone again.

The waiter, Boltres, sincerely offers Sammy a room in his home, but Sammy says that he is still rich. He has been testing the Townspeople in order to find out whether they are repentant enough to his heirs, and only Boltres has passed the test. Boltres refuses Sammy's offer of money and says that the Townspeople have suffered much in order to built up the city after World War II. Sammy realizes he is now considered a stranger by the Townspeople and goes out with final words, "Your worries and my worries, they don't understand each other."

Boltres wasn't able to convince Sammy to stay, but finds hope in the youth of the Girl Reporter.

Hiroshi Nishinakama

Director

(Economics, Junior)

"Lack of mutual understanding" This is the theme of "The Arrival". In this drama human nature, as it is, is expressed from a realistic point of view.

In 1930's when Fascism was popular, the hero, Sammy suddenly suffered persecution because he was Jewish and ran away to Canada. Thirty years later he has become rich and comes back looking for a restful place as a man. On the other hand, Townspeople need him as a richman. At last lack of mutual understanding separates Sammy and the citizens in spite of Boltres's persuasion. But Boltres finds the existence of the young generation which knows neither war nor prejudice. Boltres finds hope in 'possibility' of young generation.

The emphasis of my direction was put on the expression of difficulties of mutual understanding and the suggestion of hope to be found in the young generation.

Finally, I would like to express my heartfelt gratitude to Professor Itoh, Mrs. Helen Mohri, and seniors for their kind help and to all the staff and cast for assisting me to present such a wonderful stage.

What will be the Drama's Future in WESS?

Kohji Shimizu

Stage Manager

(Law, Junior)

1. The indestructible nature of theatre

What do we go to the theatre for? We go, first of all, to forget ourselves, to forget our individual existence, and to

forget our daily life. We go also to witness the concerns of others. We have our little individual concerns and we want to see others have much greater ones. We

go to dream; We go looking for the sublime, i.e. for a purified life and, through the flight of fancy, we want to reach the plane that one always expects from life, that plane where justice is dispensed. We want to witness a readjustment of the balance of life.

We have something to complain of our daily life. It is one way to solve it that we go to the theatre. There, we are able to forget our life and find a new way of life. So, the theatre is indestructible, for ever, as long as we are not able to satisfy our daily life. This indestructible nature is true of all sorts of theatre without reference to English and Japanese theatre.

2. The role of Drama Section

Drama is W.E.S.S. itself. Drama has the longest history in the activities of W.E.S.S. The purpose of our society is to master English and achieve cooperation among members. So is the purpose of Drama. Primary purpose is English as the instrument of communication, secondary purpose is cooperation.

We are able to learn living English through Drama activities. However, W.E.S.S. has one problem, i.e. the gap between the cast and the staff. The cast receives training in English every day, but the staff has little chance to use English in making Drama. The role of the cast is to appeal to the audience through conversation, actions and reactions. The role of staff is to appeal through the scene on the stage. Of course, what we appeal to the audience is the theme, the story of the script and what we try to express and create through the script. If the staff doesn't understand the contents of the script, he will not be able to accomplish his purpose in setting, property making, sound effect making, lightning, costume making and making up. When we start to produce a drama, we begin with selection of a good script and then, we discuss what the author wants to say, when and where this story took place, and what we

try to express and create. Drama cannot be produced by one person, but even if we had one hundred staff, if they lack in unity, W.E.S.S. can produce no fruit. So, the staff must and can learn English in making the stage, and this produces cooperation and unity in our society.

This year's drama section consists of only two members, I and my righthand Hiroshi Nishinakama. We worked in order to deepen and expand the basic understanding of drama. Drama section has two roles, i.e. the internal role and external role.

In 1976 drama activities, we decided our goal was the successful performance of the Four University Theatrical Contest. As for English, we got an English adviser, Mrs. Helen Mohri, and we had her make a hearing tape of the script "The Arrival", and we offered this tape to all the staff members before drama activities started. Furthermore, we had her modify English so that it would sound more modern. The staff should not wait until they are given everything. They should look for themselves. The significance of drama is closely related with the internal role of the drama section. The internal role as to English is to provide an impetus to English to the members of our society.

They have also to understand that W.E.S.S. is not an English school, because our society is managed independently by students. And they have to understand the drama activity gives them the essence of English that speech, discussion, and debate don't have or it gives all the advantages of these three activities.

As for cooperation, we held six Drama General Meetings in all, and four Drama Days, and these deepened understanding of the contents of the script and brought about closer relationship among the members of the Drama Conference, the cast and staff. Drama Conference listened to the staff's positive opinions and ideas and we did our best in order to solve the complaints that the staff had. The success of Four University English Theatrical Contest

means, the success of the process of production and not the results of its contest. It doesn't matter whether or not we get the prize. We should produce the cooperation and unity of our society through the process of producing a drama. A drama is a total activity of W.E.S.S. We wanted each of the staff to get the feeling that "The Arrival" was produced by his hand. "A defeated general should not talk of battles". But I deny it. I dare say this year's drama section successfully performed the internal role.

Next, I would like to mention as to the external role. A theatrical representation is a meeting of two human groups. First, the audience, second, the players. Many people came also to see our drama at Hitotsubashi Auditorium this year. They, who make up the audience, came to dream. We have to give them the dream. We have to give them delight. This is the external role of the drama section. Even if we succeeded in the process of producing a drama, if the audience are not able to understand the cast's action, reaction, English, or the scene on the stage, or the stream of the performance, we will get nothing. We are groups of amateurs. In order to produce a good drama, we need an expert. This year's adviser gave us many advices as to setting designs, costume, make-up, English and directions. Upon reflection of this year's drama, we adhered to our original purpose, and we must admit there was a gap between the adviser and us, and that our insistence contradicted with the direction which the adviser gave us. The judges of F.U.E.T. said that Waseda's English was best, the stage effect was excellent, but he over-acting was conspicuous and was melodramatic. After all, we were not able to catch correctly the intonation of the stream of "The Arrival", that is, we were not able to take advantage of the adviser sufficiently. It is too much to say that we were not able to give the audience delight.

These internal and external role of the

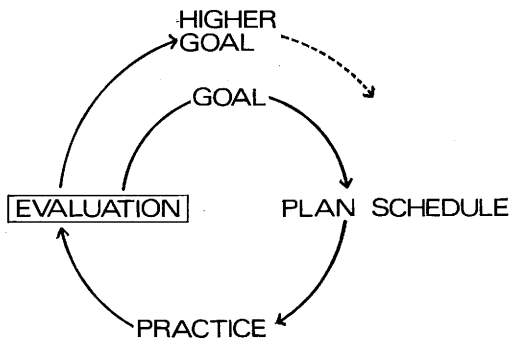
drama section is equally important. The success of drama will be accomplished by the satisfaction of two human groups who are the members of the drama makers and the audience, i.e.

3. Drama-Making Model

Drama has the longest history in W.E.S.S. activities. Every year many drama makers do their best to stage only one performance a year. So did I. Though drama activities started about 75 years ago, the importance of drama has not been changed, but the goal of its production, and the way of production would not be the same. The goal shows the characteristics of its production. To decide the goal decides the basis of its drama activities. And its production is able to decide its plan and schedule of its drama activities. There is no activity without its plan and schedule. There is no plan and schedule without its goal. By what is the goal brought about? It is the evaluation of last year's activities. I would like to show a drama-making model. This model seems to be true of all activities without reference to the sort, the scale and the system.

The new drama-making should start from the evaluation of the last drama activities. This has to be done before looking for the script, because the script also is decided according to its goal. They have to evaluate the significance, the role, the goal, the plan and schedule, the production method and so on. And they have to know good points and bad points of the last drama activities. After this, they are able to see what they want to get in the drama. And they have to make their plan and schedule which will make its good points grow and its bad points improved according to their goal. If their evaluation is poor, we will not be able to find out any characteristics and they will also are not be able to produce any fruits from drama. By expanding this cycle the Waseda's Drama will grow. The drama makers must desire ever higher goal every year.

DRAMA-MAKING MODEL



4. What will be drama's future in W.E.S.S.?

Drama is the only total activity in our society. Only drama is able to give all the advantages of our society to all members, that is, the essence of English and the essence of the club life. However, recently the drama activity has fallen into a dilemma. Although over one hundred members of the staff spent much more money to produce one drama every year, we don't always get the prize at the F.U.E.T. Drama is a creative activity and in the F.U.E.T. each drama's type is different, and a prize should not be given by judgement of only one performance. However, if there is no prize in the contest, Waseda's drama will soon decline, because whether or not we are able to get the prize will influence us in the next activity.

Then, in order to get the prize every time, what should we do? What will be the drama's future in our society? I would like to point out one problem. The recent tendency of young generation is to compromise peacefully. Drama is an activity which we can experience only in our student life. If you are proud of Waseda's drama, you have to pursue the best. Compromise never produce cooperation, but I am not saying that you should stick to your original idea. If your idea differs from others, never avoid the conflict. By discussing and debating your ideas, you

will be able to get an unified idea to which you all consent. Compromise only produces the repentance. Like the stream of performance, the process of drama-making also have to be DRAMATIC.

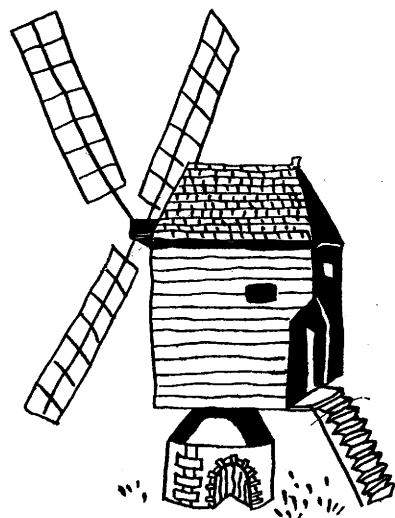
One of the different point between the past drama and today's drama is that the period allowed for production has become shorter. We were forced to produce the drama in a limited time, but I consider there are much room to be improved; for example, the way of giving directions to the cast, the way to conduct the Drama Conference, the term and the way to produce setting, the schedule of the Dress Rehearsal, and so on.

If we were able to establish fixed rules for these, we would not have such a hard time as today's drama making, but as long as you appreciate the importance, the significance, the interest of the drama, Waseda's drama will surely continue to grow. Drama is W.E.S.S. itself.

5. To members

I will be very happy if you will participate in the next drama activity, and I expect the stratum of drama will deepen and expand more and more.

Finally, I would like to express my heartfelt thanks to Prof. Itoh, graduates and all the members of the W.E.S.S.



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SPEECH

A Bat

Yasuo Uematsu

(Politics, Junior)

There is an old proverb: "Life is heavier than the earth." I know it is true. But, just stop and think how much heavier life is than the earth. This I would like to discuss with you this afternoon.

Here is a story of a bat which I think teaches us a good lesson:

In the woods, a war broke out between the birds and the other creatures. In that war, there was one creature that was supporting both sides. It was the bats. Sometimes, the bats stood by birds when birds seemed to win, sometimes, they supported the other creatures when the situation reversed. And thus, the bats could minimize their own damage while the war was continuing. However, when the war ended, the bats were not welcomed by either side. That's why the bats today look like birds as well as like mammals, but are disliked by both as heralds of the Devil.

This short story tells us one thing. To live should mean to walk a path of our own on our own feet. To walk a path decided by others usually ends in disappointment.

The bats acted according to the immediate conditions, not according to their own philosophy. As a result, they were discriminated against and they still have to

stay in dark, damp caves and hide themselves from the outer world in the daytime. I pity the bats. We shouldn't behave only at the direction of others, but act with confidence in ourselves.

And yet, when we stand at the crossroads of life and have to decide which path to follow, we are, against our better judgment, apt to be slaves of the situation confronting us. We tend to behave as others do, or say.

A couple of years ago a friend of mine was going steady with a girl. One time, I teasingly said to him, "I don't think she is the right girl for you, she might cause you trouble." Then, to my surprise, he left her right away. He stopped seeing her because I suggested it to him. He did, as I said. But he still doesn't know if he did the right thing or not.

To make friends with others, especially, to love somebody is a personal matter. We know that we love a member of the opposite sex not for others' sakes, but for our own. But, my friend chose to select his girl friends according to my taste. Well, I see some of you sneer at this. However ladies and gentlemen, we can find his kind of attitude in many other places in our society.

Every spring in the university, many students ask their seniors, "Which professors' classes can I get high marks in?" and some of them go so far as to say, "I never care for the subject at all. All I want is high marks," without considering what they should do, or want to do in the university.

When a T.V. program set in some particular place gets a high reputation, the place becomes a new holidaying spot. People rush to the spot and tell us, "Come here, see this place, otherwise, you can't be really up-to-date." Not because they really want to go there.

When bribery involving public and company officials is disclosed, many people blame the government, just because the opposition parties say, "The government is responsible. They ate black peanuts!" Many people repeat this without thinking for themselves who the real criminal are.

Looking at all these facts, we see there are a lot of bats in our society.

I don't try to say, "Never watch nor listen to other people," We should notice, however, that we can't live our own lives just by following the ideas and opinions of others around us.

Even if my friend could succeed in get-

ting a girl friend, she would seem more like my girl than his girl, I would say.

Even if we can get high marks in classes that don't interest us, that will be worthless because we don't have been able to study constructively, which is why we should be at university.

Even if we can go to a place famous because of a T.V. program. We will end up tired and unhappy. Isn't it ridiculous to travel around only to get tired?

If we criticize the government only because of what others say, it won't be constructive criticism, because it will be made without any real knowledge of our own. It won't be criticism from the bottom of our hearts.

Ladies and gentlemen, in our lives, a good many things happen; LOVE, STUDY, TRAVEL, and SOCIAL PARTICIPATION. In all these matters, if we act only according to the direction of others, without self-confidence, we will have to walk a path chosen by others. And if we continue on this pale path, we will fail to live our own lives.

"Life is heavier than the earth," so says the proverb. Every individual life, therefore, must be lived by every individual, by himself, or by herself.



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Escaping From Boxes

Yoshiko Ishimine

(Literature, Junior)

The famous scientist Dr. Fredric Flic held an experiment. He put two fleas into two different boxes. Box A was half the size of box B. The two fleas were jumping every day. After several weeks, Dr. Flic took the fleas out of their boxes. What do you think happened? The flea in the small box jumped 20 centimeters high. On the other hand the flea in the large box jumped 40 centimeters high. These heights were exactly the heights of the boxes. Think of yourself as a flea for a moment. What size of box are you living in?

Maybe you don't believe that I was once shy and timid. But in fact I used to get nervous and sometimes cried from shyness. I didn't like to put myself forward in any way. But when I joined the English Speaking Society, I was interested to find it had a drama section. To try or not to try. That was the question. At last I decided to audition for a part in a play. I was lucky enough to be chosen. I've changed since then. Though my knees are knocking a little now, I feel confident in speaking to you from this stage. If I had not broken out of the box I had made for myself, I wouldn't have had the privilege of facing such honorable and sometimes frightening judge. I still live in many boxes but I have escaped from one.

Now, aren't we all making small boxes for ourselves all the time? According to statistics in the newspaper, 85% of our people think that today's "entrance examination hell" harms the real purposes of education. But in fact 67% of the people who dislike the present system are prepared to accept it. They let their children

study hard so that they can pass the entrance examination to superior schools. Why is this? Because people feel defeated by the problem of education saying it is too big a problem for them to solve. But how many people have really tried to change the system?

Last year a newspaper article mentioned that a senior high school teacher had written to the President of Tokyo University and asked him not to announce the names of successful entrant' high schools because from that announcement people rank high schools in a way which makes the present situation even worse. To my surprise, the President of Tokyo University accepted the teacher's proposal. And a short time later, the idea was also accepted by the Conference of University Presidents.

Unresolved problems surround us. Environment problems, pollution problems, housing problems and so on. But are they really too much for us to solve? Who said so? Who put us in these boxes of defeat? Ourselves. Tokyo University took a step forward because of one teacher's courageous action. He proved that even great social problem can be improved by individual action. He showed that it is possible to jump higher than the boxes we've made for ourselves.

Most of us here want to improve ourselves. But if this need is blocked, we get what is called in psychology, social frustration. Frustration can lead to increased effort, to anger or aggressive impulses and may help a person to discover new solutions to his problems. Frustration has good aspects because it can bring positive

action. But when we look at our passive attitude toward social problems, our frustration doesn't seem to be creative. What's the matter with us? The reason is we are making small boxes for ourselves labelled "resignation."

If I were Dr. Flic, I would have experimented with one more flea—a flea without a box. It would be interesting to know what the possibilities are for an unchanged flea. This is not to say that "There is

nothing impossible." as Napoleon said. But we should not give in before we've tried. My standing before you now, the teacher's approach to the university President were only made possible by breaking out of boxes which were really illusions.

Ladies and gentlemen, the first thing that we have to do is to break out of ourself-made boxes and jump as high as we can. We must stop being box-makers. We must all become box-breakers.

Why Don't You Do It More Often?

Makoto Arai

(Literature, Junior)

Last spring I made a speech about the lack of welfare work in Japan. I criticized our tendency to ignore what we can do ourselves and only resort to blaming the Government's policy. And I suggested making donations is one way we can do something ourselves.

But recently when I chanced to over hear a conversation, I realized my suggestion of making donation is inadequate or even improper for the promotion of welfare work.

Not long ago while I was on a train, parents with two children got on. And the children began to rush for the silver seats. Then their father said, "Stop. Let's take seats over there, because we won't have to give up those seats if old people get on the train."

I was astonished. He believes and teaches his children that we don't have to give up any seats to old people except silver seats. But I felt a worse shock when I realized that unconsciously I'd come to

have a similar idea myself.

This incident made me reconsider our welfare problem.

In these days we've seen the promotion of welfare facilities in the society around us. Let me take three examples.

First, on old people's day three years ago, the silver-seat system was set up. And since then silver seats have spread considerably on commuters' train.

Second, at some pedestrians' crossings, while the signal light is green for pedestrians, music plays. So blind people can use the pedestrians' crossings thanks to this music.

Finally, at Kinshicho a pedestrian bridge with escalators has been built for the old and handicapped to cross the road by themselves.

These examples show the remarkable improvement of welfare facilities.

But, ladies and gentlemen.

Are all these improvements a totally

desireble tendency?

After hearing the father's words in the train, I cannot help feeling some doubt this question.

We should not forget that the cause of this tendency to improvement in welfare facilities is our own lack of kindness. We hardly ever offer our seats in a train, nor give a helping hand to old and handicapped people.

And this tendency has been aggravated by the improvement in welfare facilities.

As is apparent from the father's words in the train, we tend to regard welfare facilities as an excuse for not offering our own help to the old and handicapped.

We can find examples of this tendency in our daily life.

When the national holiday for the old draws near, newspapers and T.V. become very busy in reporting news about old people. And when the red feather campaign begins, most of us are willing to contribute.

I don't mean to say these actions are not good.

But we only seem concerned about the aged when reading articles in papers and watching T.V. programs and we feel self-satisfaction in putting red feathers on our chests. Consequently, we regard these actions as a good excuse for not taking any more action at other times of the year.

Next I would like to point out another defect in our promotion of welfare facilities.

Last month at a pedestrians' crossing, I saw one blind woman who was going to cross the road, and I intended to help her.

Then the signal light turned green and music began to play. When the music reached my ears, I hesitated to give her a helping hand. I was somehow discouraged and I felt I couldn't help her.

I suppose some of you have had a similar experience.

Are too many welfare facilities discouraging us from using our own individual human kindness?

Ladies and gentlemen, let us reflect on the fact that too many welfare facilities, old people's days and red feather campaigns have become a good excuse for not taking any other action or even discouraging us from putting our kindness into practice.

Then how should we promote welfare?

My 82-year-old grandfather who is blind gave me the answer. He said, "We old people are very glad to see the promotion of welfare facilities in the society around us. But at the same time we are very sorry that in proportion to this improvement, people have become less helpful as individual. The moment I feel real happiness is when I feel people's kindness, the warmth of people's hands and hearts."

Ladies and gentlemen, it is not welfare facilities alone that old people badly need, but our individual kindness, our hands, words and eyes.

Now, let's stop just depending on welfare facilities alone and put our kindness into practice.

To lend a helping hand is easy. I sometimes wonder why I don't do it more often. Why don't you do it more often?



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DISCUSSION

TO THE DISCUSSANTS

Masato Yamamoto

(Politics, Junior)

In this complicated democratic society, discussion, whatever its style has a great significance and importance which are very concerned to the decision and policy making process. In the congress, for example, in order to pass one bill, discussion are required. On the other hand we are always gathering and talking about some problem, such as our club life. Through such discussions, we can get some information, think of others, and get proper direction for betterment, which might be the original characteristics of discussion. Those who intend to be internationally minded persons may be demanded to know the technique of such tools in the world which I intend to prescribe on this occasion.

Definition of Discussion

We define it simply and prescriptively as the purposeful, systematic, oral exchange of ideas, facts, and opinions by a group of persons. Discussion demands the following three elements.

1. Discussion is purposeful.

If the purpose of a discussion is not clear, there is no signigcance in having the discussion. Because discussion, by nature, is performed in some kind of decision making in this democratic society. So the goals of discussion are decided upon at the outset, are clearly defined and under-

stood by the group, and are kept constantly in mind during the discussion.

2. Discussion follows a systematic, logical plan.

Effective discussion results from availability of accurate evidence, freedom from bias, cultivation of suspended judgement, careful testing of fact and opinion, avoidance of suspicious reasoning, and systematic development of the topic that is being considered.

3. Discussion is an oral process.

As far as discussion is one kind of oral communication, the element of speech is required in order to make others understand what we want to say.

Effective Participation in Discussion

In order to make your participation effective, some basic knowledge of discussion itself is necessary. As far as you cannot grasp the stream and contents of a given topic and agenda, your participation will be worthless. Even if you can grasp its stream, unless you can get the skill of how to appeal your thinking, your participation will also be meaningless. In this sense, you should keep in mind the following points.

I. DISCUSSION-MAKING PROCESS

Basic knowledge of this process helps you grasp the stream of a given subject.

Discussion is made by the following process.

A) Selecting the subject.

The subject ought to be worth while to the discussants who will expend much time and effort in investigation and preparation.

B) Setting the final goal and problem which should be solved.

The final goal ought to be examined with its justifiability, in other words, the final goal should be justified by all the discussants.

Example) Japanese prosperity, peace and security in Japan.

Two types of problem

i) Present problem which should be urgently solved.

Example) temporary recession

ii) Fundamental problem which roots to some kind of structure.

Example) structural recession

Cause-effect relationship of the problem ought to be clear and visible (examined by availability of evidence).

Example)	Too much consumption of raw-materials
Aggregate demand Restraint policy	↓
↓	↓
temporary recession	structural recession

C) Setting the problem area.

The problem area ought to be examined by the points accruing from the present problem.

Point ought to be examined by the final goal.

Eliminating some minor points in the discussion.

D) Classifying the points concerned.

region	Example)	Japan, Asia,
age	Example)	High economic growth age
field	Example)	economy, international relations,

E) Will it fit the time available?

Unless the subject you select will be able to be enough examined within the given time, discussion itself will lose its significance.

Time limitations force to the contents of subjects to be modified to one that can be developed in the available time.

Example) World Economy

↓
International key currency

F) Reseaching the information sources.

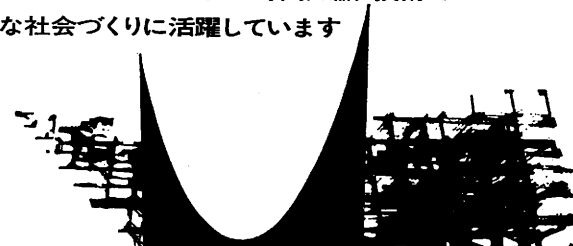
You should have resources at hand such as books, magazines, and informed people who can provide data on the subject. If such materials are not available, it would be better to change the subject, because the discussion will not be successful nor satisfactory without any resources.

After such considerations, the points concerned are arranged into an agenda. Before you study a given subject, you should distinguish what kind of points are important for a given discussion, which will make your participation effective.

II. OPINION

1. Introduction
2. Summary of opinion
3. Contents, main arguments
4. Evaluation

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1. Introduction

Case A) About the significance of a given discussion

Example) 'Toward the stable supply of energy'

The prosperity and security of the whole Free World depend on sufficient availability of energy on satisfactory economic terms. During the next ten to twenty years, oil will provide the mainstay of the world's energy supplies. In practical terms, because of the size of known reserves and the lead time for finding and developing new oil and other energy resources, the world's growing needs will be supplied predominantly by huge increases of oil imports from the Middle East, mainly the Persian Gulf area.

Case B) About the general concept in some field concerned

Example) 'Japanese diplomacy in a tri-polar structure'

Any two states in conflict with each other invariably find themselves peculiarly dependent on each other, even though their interests are at odds. This comes about because the government of neither states can get every thing it wants without some co-operation on the part of the other.

Case C) Definition of the most fundamental key word in a given discussion

Example) 'Japanese diplomacy'

According to the encyclopedia 'Britanica' diplomacy means the manner in which international relations are conducted the method by which these relations are adjusted and managed, or the means of obtaining the maximum national advantages without the use of violence and, perhaps one might add, with a minimum of friction and resentment.

These examples above are very popular in discussion tables.

2. Summary of opinion

It is better for you to pick up the points you are going to express in your opinion, because it makes it easy for other discussants to understand your opinion.

3. Contents

In order to express effectively and to persuade others what you want to say,

we should learn the constructive speech in debate, that is, the combination of 'claim' 'data,' and 'warrent,' is required.

Example) 'Japan's economy'

Claim: Japan could keep strong international competitiveness despite the rapid increase of wages.

Warrent: The increase of productivity can economize the cost of products. Wages is one of the costs. But the increase of productivity can cover the increase of cost, such as wages.

Data: Increase rate
of productivity 340%
of wages 240%
from 1955 to 1970

4. Evaluation

Estimation means your philosophy or thought of some problem you mentioned in your opinion. You should clarify the process how you come to have such an estimation. In this sense, Estimation is also required for the technique of Debate. Estimation is one kind of 'Claim.'

Example)

Claim: High Economic Growth is good for our daily life.

Warrent: Engel's coefficient rating and spreading rate of T.V. sets are standard of living.

Data: Engel's coefficient rating
1955 42.5%
1969 34.5%
Spreading rate of T.V. sets
1960 5.2%
1970 96.7%

Opinion is the tool by which you can express and persuade your ideas and thoughts. Therefore, you are required to have logical persuasion in debate, and emotional one in speech.

In order to make your opinion logical, a flow chart is the best.

Example) 'Toward the stable supply of energy'

Agendum I: How do you analyze an Atlantic-Japanese energy policy?

item A) How do you analyze the power structure concerned with petroleum during 1950's?

Judging standard of power structure

down stream—refinery, transportation, and marketing
 up stream—exploitation and production

These two are essential for the stable supply of oil for advanced countries, including Japan.

1) Downstream

Majors have been dominating it.
 Fact: Share of Majors in downstream

2) Upstream

Establishment of OPEC in 1960
 Background

* strategy of majors = price down
 * Economic gap between the North and the South was aggravated by exploitation of the North.

comparison of growth rate of per capita G.N.P.

Need to industrialize their country

Oil producing countries had a great need to protect their oil revenue because their finances depended on it.

Depending rate on oil revenue

Cooperation was necessary.

Fact: only one country could not protest the strategy of majors. Iran, 1951

Establishment of OPEC

Merit of flow chart is that you can take easily and effectively point opinions and objections, because in flow chart points concerned are well arranged.

III. OBJECTION

Objection is one kind of opinion.

Case A) Objection to the Claim.

Method A; Objection by attacking Warrent.

This type of objection is to point out the fault on reasoning. Therefore, you should prove that Data cannot be connected with Claim and after that express that that Data can lead to another Claim.

Example)

Claim: The activities of Majors are bad.

↑

Warrent: Majors put top priority on the interests of home countries.

↑

Data: expected cut rate of supply of oil for Japan in 1974
 10%
 given cut rate by Majors in 1974
 20-50%

OBJECTION

Majors are multinational co-operation. So it is natural for Majors to distribute oil equally to their customers.

Claim: We cannot say that the activities of Majors are bad.

Method B; Objection by attacking Data.

This objection requires you much more informations and knowledges on facts concerned, which can provide that the Data expressed by opinion-maker is wrong.

Example)

North-south problem is now improved.

↑

Warrent: North-south problem comes from the economic gap between developed countries and less developed countries. G.N.P. is the important standard to judge economic scale of one country.

Data: Growth rate of G.N.P. during 1960's
 developed countries 5.0%
 less developed countries 5.7%

OBJECTION

Data: Growth rate of per capita G.N.P. during 1960's
 Developed countries 3.9%
 L.D.C. 3.2%

Warrent: The real meaning of the North-South problem is the economic gap between people in developed countries and people in L.D.C.'s.

Claim: North-South problem is now accelerated

Case B) Objection by Warrent and Data

You can admit the Claim mentioned by an opinion maker, but you can not accept his reasoning why he can say so. In such

a case, you have an objection to his reasoning.

Example)

Claim: Japan could maintain strong international competitiveness.

↑
Warrent: The cheaper the labour forces are, the stronger the international competitiveness is, because wages are one of the costs which are closely concerned in international competitiveness.

↑
Data: Wage of labour forces in 1965
Japan 1
U.S.A. 2.5
England 2.0
W. Germany 1.8

↓
Data: rate of wage hike during 1960's
Japan 150%
U.S.A. 70%
England 80%
W. Germany 120%

↓
Warrent: wage hike is shifted to cost of products.

↓
Claim: Japan could not maintain her strong international competitiveness.

In this way, we cannot explain the maintenance of Japanese strong international competitiveness by picking up her cheap labour forces. So, there is another cause in keeping her strong international competitiveness. (read the basic knowledge on Economic Growth)

In this way, Objection like cases A and B makes your stance and philosophy clear to some extent. But there is another type of objection which is not concerned with your stance.

Case C) Objection by pointing out the contradiction in one opinion.

IV. QUESTIONS


Questions are an important tool in taking leadership in discussions. By attacking doubtful points, you can get a chance to express your own thoughts on a point opinion or objection. But, notice that strict question like leading questions may be impolite in a discussion where we are going to cooperate with each other in order to seek the best solution. So, you should distinguish your opinion from that of other's through questions and grasp both the different and the same points. After that, it might be easy for you to make a point opinion or objection. A good question is a question which follows your own opinion. In making questions, you should follow the stream of opinion:

Example) Stream of opinion

Factors of economic growth

1. Productivity
2. Capital
3. Technology

You should ask at point 1 such questions as "Would you explain the connection between high economic growth and high productivity?". But, you might have a more fundamental question like, "Would you clarify the meaning of high economic growth?". In this case, you should ask this question first, because as long as you cannot understand the meaning of key word you can not really understand other's opinions and arguments.

東京


学生割引

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Violation

* Leading question

The intention to ask is only for objection's purposes, not for the betterment of argument.

* Questions with other statements which are not expressed in an opinion.

A question is a question, not an opinion. If you want to make some statement, you should call it a point opinion or objection.

* Strict questions like "Can you prove it?"

Politeness is very important in discussion, because discussion is not a quarrel but tool to achieve a solution through an exchange of views. So, a strict question is not favourable at all.

V. ANSWER

You should recognize the real intention involved in a given question and answer properly and satisfactorily. Of course, an answer should be in brief and to the point questioned.

VI. MANNER

1. Positive Attitude

As long as you participate in discussion, you should have a positive attitude to contribute.

2. Polite Attitude

Discussion is not debate, therefore, in discussion, a cooperative attitude towards a better solution is necessary. It is clear in discussion that leading questions are prohibited. You should also pay attention to your appearance. Neatness is favourable.

3. Respect the Chairman

Before expressing your opinion or question, you should get recognition by the Chairman and say "Thank you, Mr. Chairman." Whenever you say something, you should stand up.

VII. PREPARATION

Many discussion fail simply because of inadequate preparation on the part of the

discussants. The work you will have to do help make discussion valuable to you and your group will depend, of course, upon the problem and upon your own background. In general, however, thorough preparation encompassed the following procedure:

- 1) Survey what you already know about the subject.
- 2) Plan carefully what further exploration is necessary.
- 3) Seek information from all available sources, including interviewing authorities, listening to speeches and radio and television programs, reading pertinent books, periodicals, and newspapers.
- 4) Organize your material into a readily available and usable form.
- 5) Critically examine your hypothesis and the conclusions as you have listed them, keeping in mind that the information and arguments put forward by the other discussants may will alter your conclusions.

**パンクに強いタイヤ
マクシール。**

タイヤの内側にほどした黄色いゴム「エバーシール
ライナー」が、クギ踏みによるパンクを防ぎます。

**MAXEAL
マクシール**



BS ブリヂストン

Basic Knowledge on Economic Growth

When we consider the growth in the amount of goods and services produced, we should examine the sources of economic growth.

$$Y = f(N, K, t, L, Sc)$$

- N* Natural resources
- K* Capital accumulation
- t* Technology
- L* Labour force
- Sc* Economic organization and social environment

Then, I would like to explain these one by one.

1) Natural resources

They are substantially fixed in amount. For example, petroleum which is very limited in the world. And especially for Japan, raw-materials are essential. How to guarantee the necessary amount is the most worrisome problem when we remember the situation in the case of the oil crisis.

2) Capital Accumulation

To grow, we must build up productive capacity. Economic growth means the expansion of economic scale which requires the enlargement of demand for some goods. There exist some demands, that is, individual consumption, consumption of enterprises, and official consumption. As far as capital cannot be accumulated, demand cannot be enlarged. In this sense, the process of economic growth involves a change in the rate of capital formation.

Households Firms Government

Saving Investment

Factories, houses, machinery, plants, equipment, inventories, public capital goods.

Positive capital formation (Investment) of depreciation may be needed in a stagnant economy to maintain the capital/population or capital/labour ratio, if the population and the labour forces are growing, which is called capital widening. When the capital/labour ratio is increased, it is called capital deepening.

3) Technology

This is the art of combining productive resources to achieve given needs, and the most important factor in explaining the rate of economic growth. High income per capital has depended upon a series of revolutions in techniques of production. By the innovation of industrial technology, productivity per worker is increased. Some say that the cheap labour forces in the 1960's was one of the most important factors in achieving high economic growth. But considering the upsurge of wages during the 1960's, we cannot say such a thing. Because the rate of wage hikes had been higher than that in other developed countries. It is natural for enterprises to shift the wage hikes to the cost of products. As a result, the prices of products will be more expensive compared to that of commodities made in other countries, which means the decrease of international com-

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petitiveness. So, we cannot explain the existence of strong international competitiveness by the cheaper labour forces. The reason why Japanese goods have had strong international competitiveness is that the increase of productivity covered the wage hikes. Productivity means the amount of products one worker can produce in a given term, and the introduction of new technology increases productivity. In order to innovate technology, capital investment is necessary, which is already explained above in 2).

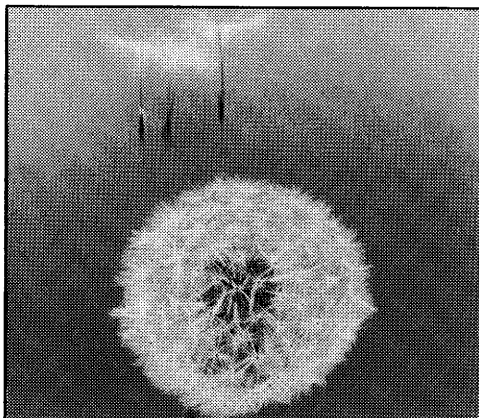
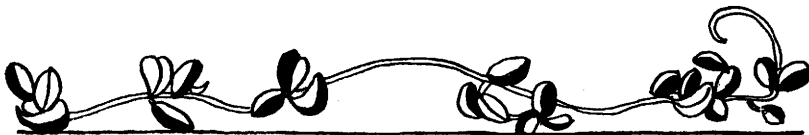
4) Population and Labour Forces

Human beings are the most important productive resources of all. In order to expand business or the economic scale, there are two ways. One is to increase the quantity of labour forces. If the amount one worker can produce is limited, or fixed, enterprises try to increase the amount of workers in order to expand their business. The other is to improve the quality of one worker which means the increase of per capita productivity. The introduction of new technology requires high quality labour forces. In this sense, the investment in human capital, better

education, training on the job, health their workers and like-necessary for economic growth is important. So, ingenuity and energy of entrepreneurs should be cultivated in order to realize expansion of the economic scale.

5) Economic Organization and Social Environment

They involve banking, other financial institutions, economic institutions, corporations, government, etc. They must be favourable to individual initiative, hard work, and pursuit of material rewards. If some favourable economic conditions cannot be served, for instance, the transportation system is not established, it is very difficult for private enterprises to produce and to sell their goods, and all this hampers the development of the economy. In this sense, a good social environment is necessary for economic growth, for example, individual freedom to work, to invest and to set up business, guarantee of vigorous open competition, preservation of economic peace and order, protection of property right, education, transportation system, communication, etc., Should be established to achieve economic growth.



地球ぜんぶが
「着陸地」。

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

●情報の野村

野村證券

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DEBATE

THE FOURTH ALL JAPAN INTERCOLLEGIATE FIVE-MAN TEAM DEBATE CONTEST

Resolved: that The Ministry of Education's Textbook
Authorization System Should be Abolished

WESS TEAM: Yasushi Satomi, Toshio Hikita, Yoshiki Ohtsuka,
Masayuki Shimojima, Hideaki Yamada

Affirmative Constructive Speech

Education shall aim at the full development of personalities and shall esteem individual values by transmitting our culture to the next generation. Receiving education, children can acquire the ability to distinguish facts and truths, and cultivate critical minds for society.

So, the person who can properly transmit facts and truths to the students should conduct education.

Political parties tend to distort truths and facts, therefore its interests should not be involved in education. And education should be independent from any political power.

Seeking this ideal educational situation, we the Waseda Affirmative call for adoption of this resolution, "Resolved that the Ministry of Education's Textbook Authorization System should be abolished."

In this debate, "The Ministry of Education's Textbook Authorization System" is the "system" by which the Government

checks textbook manuscripts. As a result, authors are forced to comply with standards, created by the Government itself, called "Course of Study".

Major Contention: The Ministry of Education's Textbook Authorization System allows abuse of education by the Government.

Point 1) Abuse of education by the Government should never be allowed.

A textbook has the most influential power in education. Pupils gain knowledge and formulate their own truths from textbooks. So, if textbooks are abused by the Government by covering up controversial issues and justifying or propagating its own policies, people cannot learn the truth, cannot develop their personalities, nor can they perpetuate individual values.

Since a textbook is an effective measure to propagate its policy, the Government inherently seeks control of textbooks to keep itself in power.

Haruyoshi Hirahara, professor of Educational Law at Tokyo University said in the book entitled "The State Control of Textbooks and Teaching Material", Quote:

"The Government thinks that school is the most systematic and effective area for the enlightenment of the people to maintain its power and to make the people obedient to its authority. Thus, the Government regulates much of the textbook materials which influence the value system of children". Unquote.

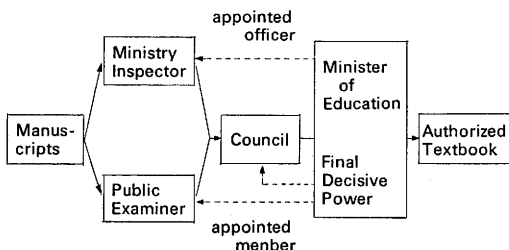
The acceleration of abuse of education by the Government would educate people as blind followers. In pre-war times, we Japanese already experienced how awful it is. Therefore the Government should confine itself to the regulation of non-educational activities, such as establishment of school buildings and equipment at the various facilities.

The Government should not intervene in the contents of education, and should never control the contents of textbooks.

Point 2) The present system is inherently incapable of precluding any abuse of education by the Government.

Let me explain the present system and its defects. Look at this illustration depicting the process of textbook authorization. Manuscripts of authors are first checked by two groups. One is the officials of the Ministry of Education called the Ministry inspectors. And the other is public examiners appointed by the Minister of Education. Their reports are presented to the Textbook Authorization Research Council. The Council's report is presented to the Minister of Education. The Minister of Education has the final decisive power to authorize or reject the textbooks.

PRESENT SYSTEM



Source : Textbook & Public Education 1972

This council consists of officials of the Ministry of Education and persons also appointed by the Minister of Education. After getting the council's report, the Minister of Education finally decides whether the manuscripts can become textbooks or not. This system has the following inherent defects which are incapable of precluding any governmental abuse:

Defect A) The Minister of Education has final decisive power.

It is stipulated in Article 2 of Code of Textbook Authorization. By using this absolute power, the politician can reject unfavorable contents concerning his party, or he can put political doctrine into textbooks.

Defect B) Government officials have the power to revise contents.

It is stipulated in Article 5 of the Code of the Establishment of the Ministry of Education. The Ministry inspectors can check and force authors to revise the contents as the Government wants.

Defect C) The Minister of Education appoints all the members in this system.

Public examiners and the members of the council are all appointed by the Minister of Education. Thus, the Minister can appoint government followers. These are stipulated in the Code of Textbook Authorization as Codes of the Establishment of the Ministry of Education.

Moreover, the process of this authorization system is not clear. It is evident that this defective system, which is quite advantageous to the Government, is inherently incapable of precluding abuse of education through textbooks.

Foreign professors appointed by the Organization for Economic Cooperation and Development (OECD) are also worried about this centralized education system. Professor Edwin, O. Reischauer and five other professors from foreign universities said in the book entitled "Reviews of National Policies for Education; Japan" published by OECD in 1972, p. 53, Quote:

"When uniformity is achieved through

central government control, it always entails the danger that the government in power (particularly in countries where a single party has long-standing monopoly of power) may use its control to enforce a conformity designed primarily to perpetuate its rule. In such an event both the Government and its opposition may tend to see education in terms of its potential for political indoctrination." Unquote. Point 3) There are indications of abuse of education through textbooks by the Government.

By using this system, the Government covers up issues which are unfavorable to it. The delay of social security, which indicates the lack of the Government's effort, is an example of unfavorable issues to the Government. The Government concealed that Japan has the lowest level of social security among the advanced nations. Unquote.

What's more, the Government tries to make people forget that it damaged people by rushing into that reckless war. "Textbook Trial" by Nihon Hyoronsha in 1969, p. 255, Quote:

"The Ministry of Education dropped the comparative description of Japanese social security with that of European countries from social studies". Unquote.

Moreover, the Government justified its policy by this system. The constitutionality of the Self Defence Forces is challenged by the opposition party. In 1973, the Sapporo District Court ruled the Self De-

fence Forces unconstitutional. But the Government ordered authors to emphasize the government interpretation in the textbook. "Japanese Imperialism Today" by Pelican Books in 1973, written by John-Holiday, p. 187, Quote:

"The Ministry of Education ordered the authors not to write the reconsideration and cause of the war." Unquote.

"Educational Annual 1976" by Gyosei Publishing Company, p. 294, Quote:

"In 1974's authorization, the following argument was submitted:

- (1) On the interpretations of Art. 9 of the Constitution, the textbooks for high school should put the priority on the Government interpretation.
- (2) As for the Sapporo District Court Judgement on the Self Defence Forces, the textbook should note that the Government appealed against the decision." Unquote.

The Government has increased its abuse of textbooks. To keep the present system allows the Government to accelerate its abuse of education. In the worst case, the Government can educate people as blind followers.


Our children are going to be educated as blind followers of the Government. Therefore we should intercept the abuse of textbooks by the Government.

That's why, we of the Waseda Affirmative stand resolved that "The Ministry of Education's Textbook Authorization System should be abolished."

ショッピングもできる。
ホテルにも泊まれる。
スキーもできる。
まだまだ、いろいろ楽しめる。
ワイドに使えます。

西武の商品券

本報発行 法政経のめい電気社



デイナーも、ワイド。



プレーだって、ワイド。

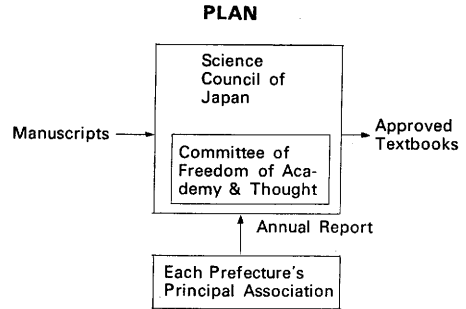
Ladies and gentlemen, I'll present you our plan:

- (1) We abolish the Ministry of Education's Textbook Authorization System along with the Course of Study.
- (2) The Science Council of Japan, which is an organization of Japanese Scientists and Scholars shall make the new guide lines for public education and shall approve textbooks in accordance with these guidelines.
- (3) The process of the textbook approval shall be made public every year by this Council.
- (4) Teachers shall use textbooks approved by this Council.
- (5) School principals' association of each prefecture shall give an annual report on textbooks to the Science Council of Japan. This report shall tell desires and opinions of the teachers on textbooks.

The Science Council of Japan has about two hundred thousand scholars and scientists as members and is carried out by 210 scholars who have high-level academic careers. (These scholars can be divided into seven groups consisting of 30 scholars of each field: literature, economics, political science, law and various fields of natural sciences.)

Moreover, the Council has a sub-committee called the Committee of Freedom of Academy and Thought. This sub-committee can judge the objectivity of textbooks free from any impact.

This plan will provide us the following advantages:



1. We can preclude abuse of textbooks by the Government. The defects of the present system would be precluded in our plan. (There would not be any absolute power of the Minister of Education, or a unilateral appointment system.) And Japanese education can be conducted by the top scholars who represent our culture, and Japanese education can be independent from any political power.

2. The teachers' opinions will be more reflected by the annual report of the School Principal Association. (Every teacher can show his opinions in this report, and if it is advantageous, the Council will reflect that opinion on its approval.)

Ladies and gentlemen, the choice is up to you, whether you keep the present dangerous system or adopt the new system for our next generation, and we of the Waseda Affirmative urge you to adopt this proposition, Resolved; that the Ministry of Education's Textbook Authorization System should be abolished.

Please accept our case. Thank you very much.

貿易……

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Negative Constructive Speech

Mr. Chairman

At the beginning of this debate, I would like to define very important terms, we never admit the definition of the authorization system, and government done by the Affirmative side. We define, "The Ministry of Education's Textbook Authorization System" as follows, "The system to approve the textbooks and to make good textbooks by well qualified and academically talented persons sponsored by the Ministry of "Education." "Government", we define as "the organization which is elected by the people to give service to the people." And one more important term, "Abolish", by which we mean any kind of textbook authorization by any organization which is influenced by public vote or majority rule, including any new form of government or pro-governmental organization, should disappear from Japan."

Ladies and gentlemen, today's Affirmative side denied the present system by following two reasons. One is that the present Japanese textbooks are terribly bad, and the other is because of it the textbook authorization system should be abolished, and by adopting this resolution Japanese textbooks can get remarkable progress. Therefore, I believe the role of the Negative is to show you how the present Japanese textbooks are good textbooks and how the present system is contributing to make good textbooks. And I will explain one more important point, that today's Affirmative side doesn't advocate this resolution; they only want to shift the authorization system from the Ministry of Education to another new form of government.

I should confirm that both sides agree that we need good textbooks, and for it, we need a textbook authorization system. Then, what is a good textbook? UNESCO

adopted the three criteria to analyse textbooks in its project of the textbook analysis called "Multilateral consultation on school geography, history and social studies from 1971-74". Quote:

The quality analyses of the textbooks are the following three: accuracy, adequacy, and sensitivity or objectivity. Textbooks should not have misprints or errors. Textbook should have adequate contents for the students. And textbook should describe the facts objectively." Unquote.

Our opponents said Japanese textbooks are terribly bad by denying the third point. They wanted to say, present textbooks are distorted by Government intention. And they picked up two examples: For the first one, they said that present Japanese textbooks only praise the merits of capitalism but it is not correct. Present Japanese textbooks describe demerits of capitalism as well as its merits. Turn to an actual textbook, "Economics and Political Science", textbook for senior high schools, published by Teikoku Shoin, authorized in 1975, written by Hajime Shinohara, Professor of Tokyo Univ. p.88. I quote after the sentence which describes the merits of capitalism, Quote:

"But Japan's per capital income is very low in comparison with that of the advanced nations. And property is centralized on companies not on individuals. The property of companies increased about five times during 1955 to 1965, but per capital income increased only three times." Unquote.

This is nothing but a sentence on the demerits of capitalism.

The second example is Article 9 of the Constitution. What the Affirmative wanted to say is as follows: Because of the LDP's intention, Japanese textbooks only emphasize the unilateral interpretation of

the Self Defence Forces' constitutionality. Their quotation is from Chukyo Shuppan's textbook, authorized in 1966. We investigated that textbook and we have found out that it describes the problem of the Self Defence Forces very objectively.

The same textbook says on P. 41, Quote:

"On the interpretation of Article 9 of the Constitution, a sharp confrontation exists. One side says only the military power for invasion is prohibited but self-defence power is not prohibited. The other side says any power, even self defence power is prohibited." Unquote.

The examples of the Affirmative, based on the "Black Paper of Textbooks" written by Ken Ohtsuki, Professor of Waseda Univ. are all illusions, and their advocacy is in vain.

Furthermore, when we hear the actual voice of the foreign nations, Japanese textbooks are praised. "Educational Yearbook 1976" by Teikoku Chiho Gyosei Gakkai, p. 276, reports as follows: Quote:

"At the international investigation meeting in West Germany on the textbooks of social studies sponsored by UNESCO in 1974, Japanese textbooks were praised as accurate, fair, and with objective views." Unquote.

UNESCO praised Japanese textbooks. We can find out our textbooks are describing the demerits of the capitalism and the two confronting interpretations of the constitutionality of the Self Defence Forces. These points support us in concluding that present Japanese textbooks are good textbooks.

That's why we should also say the analysis of the present textbook authorization system by the Affirmative is not correct. Would you please pay attention to this chart presented by the Affirmative. Our opponents said that there are defects in the textbook authorization system. One of the defects, in their terms, is that the Minister of Education appoints textbook examiners. But these examiners are recommended by the Board of Education in

each prefecture. "Hanrei-Jiho" by Nihon Hyoronsha, 1973, says, Quote:

"The part-time non-governmental examiners and the members of the Textbook Authorization Research Council are appointed by the Minister of Education. He selects them upon recommendation of each prefecture's Board of Education and the Presidents of the Universities. The members are teachers, professors, and men of knowledge and experience." Unquote.

The next defect; the officials have the greater power in this council. It is also not correct. The council's decision is done by majority vote. Article 11 of the Textbook Authorization and Research Council's Code, clause 2 says, Quote:

"The council's decision is made by the agreement of the majority of the those present." Unquote.

How can the opponents conclude officials have unreasonable power when even the code stipulated the council's decision shall be done by majority vote.

The last defect; Our opponents said the council has right wing members. But what the Affirmative side should show us is that, at present in Japan, there is a textbook which praise the right wing, ultra-nationalism, or which says the Emperor is a living god. If the Affirmative cannot show us that Jiro Murao's opinion is completely reflected in an actual textbook, there is no problem under the status quo. What's more, Jiro Murao is a professor of Fuji Junior College and, because of this academic talents, he was selected as an official examiner of textbook authorization. We cannot see any significant reason to reject him.

Now ladies and gentlemen, here we can conclude that at present Japan can make good textbooks and for it well-qualified people are working under the textbook authorization system. There is no significant reason to abolish this system.

Then, let's turn our eyes to the Affirmative's plan. We, the Negative oppose their plan for the following two reasons: One,

they are not advocating this resolution; they only want to shift the authorization system from the Ministry of Education to the Prime Minister's Office. Two, their council will be more serious political battlefield of Japanese politicians.

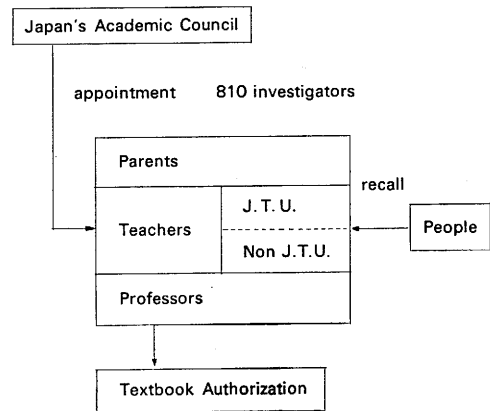
Pay attention to the next chart of the Affirmative. They said Japan's Academic Council will appoint the 810 investigators from parents and teachers in JTU, and from non-JTU teachers. And there is a recall system. The Japan Academic Council is not the correct name; the Science Council of Japan is the correct one. Anyway, Article 2 of the Science Council of Japan law stipulates as follows,

"The Science Council of Japan is under the control of the Prime Minister."

The budget of this council is from the Prime Minister's Office. Moreover, Article 7, clause 4, of that law stipulates, "Even Dietmen can be members of the Science Council of Japan." In this sense, the Affirmative only shifts the authorization system from the Ministry of Education to the Prime Minister's Office. And because of that character, the Science Council of Japan cannot be independent, in the Affirmative's theory, from politics.

The next point: their council will have open hearings and there is a recall system. The recall system means the council is completely under the control of the public. If I am a communist and I want to deny an anti-communist party, or anti-communist members in this council, then I will get the signatures of communists and recall the anti-communist members. Again, in that sense their plan cannot be independent from politics. Furthermore, they distinguish between JTU teachers and non-JTU teachers. How can they distinguish? And why should they distinguish between JTU and non-JTU teachers? It is evident they themselves know well that JTU is a socialist inclined or communist inclined organization. And if I am a JTU member, and if I want to attend this conference, I will say I am not a JTU teacher and I will join

PLAN OF AFFIRMATIVE (KOBE COLLEGE)



as a non-JTU teacher. With the cooperation of JTU teachers who said they are really JTU members, I will successfully attend this conference.

For all of these reasons, we the Waseda Negative cannot understand why the Affirmative wants to shift the textbook authorization system from the Ministry of Education to the Prime Minister's Office. That's why we oppose the adoption of their plan. In the best situation their plan will change nothing and in the worst situation, if their theory is correct, their plan will invite serious disadvantages. Thank you.



THE 11TH SOPHIA UNIVERSITY INVITATIONAL DEBATE TOURNAMENT

Resolved: that Japan Should Extend Diplomatic
Recognition to North Korea

WESS Team: Toshio Shimizu, Junichi Kitada

Affirmative Constructive Speech

Ladies and gentlemen, we interpret today's proposition "Resolved; that Japan should extend diplomatic recognition to North Korea" as follows:

The Japanese government admits North Korea as a legitimate state which has sovereignty. "Diplomatic recognition", by which we mean, from the practical point of view, "exchange of ambassadors", "normal economic and cultural ties" and "conclusion of mutual non-invasion treaty", and from the philosophical point of view, "To respect the sovereign rights of a nation and its territorial integrity, and to promote peaceful co-existence and non-interference in internal affairs." So the proposition tells us today both Japan and North Korea must respect each other's sovereignty which should not be threatened under any situation. We believe this explanation of definitions roughly shows our plan. With this interpretation of the proposition, we here present you three goals we hope to achieve by adopting the proposition: First,

we are going to protect Japan's diplomatic principle; Second, to strive for peace in the Far East; and Third, to cement the basis of Japan's peace and security. Now let me move on to our Need Contentions.

Need Contention 1. Non-recognition of North Korea is a violation of Japan's diplomatic principle.

According to "Japan's Diplomacy 1975" published by the Ministry of Foreign Affairs, P. 12, Quote:

"Japan's Diplomacy must help all the nations to promote the peace of the world based on dialogue and cooperation. And it is important for Japan to promote friendly relationship with not only the western nations but also all the nations in the world." Unquote.

Now our main diplomatic principle is to promote good relationships with all the nations in the world. And North Korea is now a legitimate state. We can know the legitimacy of North Korea from "Japan's Diplomacy 1975" published by the Ministry

of Foreign Affairs, P. 64, Quote:

"North Korea is now carrying out an active diplomacy in order to make its international prestige higher. Now North Korea is a member of six organizations of the U.N., such as the International Atomic Energy Agency and the United Press International. As of March 31st 1975, 94 nations recognized South Korea diplomatically, 74 nations recognized North Korea diplomatically, and 40 nations recognized both North and South Korea." Unquote.

This means the legitimacy of North Korea is internationally recognized. Thus non-recognition of North Korea is a violation of Japan's diplomatic principle. So we must correct this unnatural diplomacy of Japan.

Need Contention 2. Diplomatic Recognition of North Korea will bring peace to the Far East.

Part 1) Peaceful reunification of both North and South Korea is almost impossible for the time being. Let me analyze the Korean reunification problem from two angles. (A) The Korean situation itself and (B) The international point of view. Now let me back to point (A), First reunification talks between the two Koreas.

According to "The World Almanac 1976" published by Newspaper Enterprise Association of New York, P. 633, Quote:

"In July 1972, North and South Korea agreed they would seek reunification of the two nations by peaceful means. But little progress was made by 1975." Unquote.

No significant talks between the two Korea have been made under the status quo. Second, the political systems of the two Koreas: Both North and South Korea's political systems are so different they are not able to reunify. And furthermore, many conflicts exist now. In such a situation, reunification is almost impossible by the hands of Koreans themselves.

(B) From the international point of view:

First, the Debate in the United Nations General Assembly. The Asahi Shimbun Oct. 30th 1975, reported an interesting fact

in the U.N.G.A. Quote:

"The resolutions which have contradictory contents (one resolution supports North Korea) were adopted in the United Nations General Assembly." Unquote.

The simultaneous entry to the United Nations is South Korea's proposal, and entry to the United Nations after reunification is North Korea's proposal. This fact indicates that the United Nations still cannot find a way to reach a solution to the Korean reunification problem.

Second, the attitude of the big powers toward Korean reunification. Korea's future is surely affected by the four big-powers, Japan, the U.S. China and the Soviet Union. Mr. Ralph N. Clough, a director of the Office of Chinese Affairs in the U.S. Department of State, and a member of the Department's policy planning council, points out the attitudes of the four big powers toward Korea in the book entitled "The United States, China and Arms Control" published by the Brookings Institution in 1975, P. 106, Quote:

"None of the four big powers with interests in Korea appears inclined to run high risks in order to bring about the reunification under the government it supports. All seem to prefer to live with a divided Korea rather than face the danger and uncertainties that would accompany an attempt to reunify it by military force." Unquote.

This evidence tells us that since the reunification is dangerous and disadvantageous for the big powers, they are now promoting a freeze of the status quo on the Korean Peninsula. From the Korean situation itself and the international point of view, reunification of the two Koreas is almost impossible for the time being.

Part 2) The proposition can be an effective measure to bring peace to the Far East.

I can pick up three reasons:

(A) The territorial line between the two Koreas is frozen. In general, to freeze the status quo is to bring peace in the field of

international politics.

According to the book entitled "Politics Among Nations" written by Hans J. Morgenthau, a professor of political science at Chicago Univ., in 1954 P. 84, Quote:

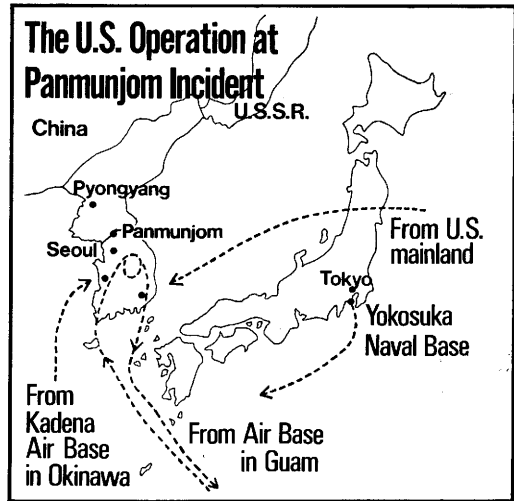
"The maintenance of the status quo yields to the maintenance of international peace and security." Unquote.

Japan, the nearest and most influential power in the Far East toward Korea confirms the 38th latitude and the existence of two legitimate Koreas on the Korean Peninsula. In this connection, the German people successfully put this theory into practice. In Germany, the divided situation was frozen by adopting the theory of international politics and, as a result of it, peace and security in Europe was attained.

(B) North Korea is welcomed by international society, the less hostile North Korea will be. China was so. China stopped criticising and dropped its hostile policy toward the free bloc nations after entrance into the United Nations.

(C) Japan can act as a moderator for negotiations on the Korean issue. Tokyo will be the only one place in the world where the embassies of the two Koreas, the United States, the Soviet Union, and China gather in one place. A conference of those six nations will be held in Tokyo to settle incidents and to prevent incidents from occurring. Now I have given three reasons showing that the proposition can be an effective measure to bring peace to the Far East.

Need Contention 3. There is a possibility Japan will be involved in the war on the Korean Peninsula, if Japan continues a non-recognition policy. I would like to call your attention to this chart. This chart indicates how the United States used Japan as a rear base during the Panmunjom Incident. Since the occurrence of this incident, both sides prepared for total war. If a war occurs, the United States will commit herself because of the U.S.-South Korea Security Treaty and to defend the free bloc society's interest. And it neces-



sarily follows that Japan must cooperate with the United States military forces as a rear base because of article six of the Japan-U.S. Security Treaty. Actually, Japan did so during the last Korean War. When the United States and Japan are involved in a war, the two Communist giants will commit themselves because of their treaties with North Korea and to defend Communist interests. Then the war will escalate to total war between the free bloc and the Communist bloc. Then the Communists will attack Japan as a rear base. Actually, they were planning to attack Japan as a rear base during the last Korean War. We can know how Japan was in a dangerous situation during the last Korean War from Sankei Shimbun, August 31st 1951, Quote:

"Communist China and the Soviet Union made a secret treaty. And it says if the United States Army attacks Manchuria, they will attack Japan in retaliation." Unquote.

Ladies and gentlemen, Japan can refuse to be a rear base by diplomatic recognition of North Korea. Because, diplomatic recognition means to respect North Korea's sovereignty and Japan must not threaten North Korea's sovereignty. Thus, Japan can have a veto power over the United States.

Now let's go to the plan and benefits area. We propose to you two plans.

(1) Japan enters official relations with North Korea without cutting off its official relations with South Korea.

According to "World Annual" published by Kyodo Tsushinsha in 1976, P. 189, Quote:

"Vice Prime Minister of North Korea, Mr. Park Sung Chul, stated as follows in Sept. 1972, Quote: It is possible that Japan establishes diplomatic relations with North Korea without abolishing the Japan-South Korea basic treaty." Unquote.

Thus Japan have diplomatic ties with all the nations in the world. So, plan No. 1 meets Need Contention No. 1. Therefore Japan can protect her diplomatic principle.

(2) Japan and North Korea conclude a mutual non-invasion treaty. By this treaty, Japan and North Korea pledge that they do not fight each other under any circumstances. Mr. Rin-Sup Shinn, a Senior Research Scientist with Foreign Area Studies at American University of Washington D.C. stated as follows in the magazine entitled "Problems of Communism" Jan. 1973,

P. 67, Quote:

"In a meeting with a Japan Socialist Party Official, Kim Il-Sung broached the possibility of a mutual non-aggression pact with Japan once diplomatic ties were established." Unquote.

Thus plan No. 2 meets Need Contention No. 3. So Japan can cement her basis for peace and security.

Furthermore, we can give you the following additional benefits:

- (1) North Korean residents in Japan can get a nationality and then can get visas.
- (2) We can solve North Korea's delay of replayment by governmental basis negotiation.
- (3) Japan and North Korea can encourage trade promotion.
- (4) Japan can utilize the rich natural resources of North Korea: tungsten, graphite, magnisite, lead, zink, and so on.

For all analyses which I have seen so far, we the Waseda Affirmative advocate the proposition that Japan should extend diplomatic recognition to North Korea.

Lastly, I ask you, the audience, to accept our case. Thank you very much.

Negative Constructive Speech

When Japan takes a new policy toward the Korean peninsula, Japan needs the agreement of South Korea in order to avoid repercussions from South Korea. But South Korea is strongly opposing today's resolution. According to "Chōsen Yoran" published by Jiji-Tsushinsha 1975 P. 123, Quote: "The government of South Korea does not relax its confrontation attitude toward North Korea and strongly opposes the Western States, including Japan and United States, bringing about closer relations with North Korea. Spirit of Rivalry with North Korea is very prominent in

their foreign activities." Unquote. So we conclude present international conditions are premature for Japan to extend diplomatic recognition to North Korea.

I'd like to present you three repercussions inherently brought about by adopting today's proposition. 1st repercussion; (from the field of international politics) The proposition would jeopardize Far Eastern Security. Ladies and gentlemen, the goal of North Korea's foreign policy is to isolate the Seoul Regime internationally and internally. That is why she is approaching the patrons of South Korea with

a propaganda policy. Mr. Young C. Kim, a member of the Department of Political Science and Institute for Sino-Soviet Studies at George Washington University, wrote an essay entitled "The Democratic People's Republic of Korea in 1975". According to "Asian Survey" issued in January this year, published by the University of California Press, P. 90-P. 91, Quote:

1) North Korean Leaders feel that the international situation is developing in their favor. The international isolation of South Korea is becoming more pronounced while the international standing of North Korea is improving.

2) There is a North Korean perception, consistent with their ideology, that revolutionary forces in South Korea are gaining strength, political instability is growing ever more acute and that South Korea is in the process of disintegration. Unquote.

By adopting today's resolution, the most influential power in the Far East and the best patron of South Korea, namely, Japan will officially admit North Korea as a legitimate state and start friendly contact with her on a governmental basis. It will increase North Korea's international prestige greatly, and fears she might be abandoned by the Japanese government. Then the only alternative left to her is to go nuclear. Please remember Taiwan. Now Taiwan is developing its nuclear weapons to counter diplomatic and international isolation after many nations' diplomatic recognition of the Peking Government. Time's Diplomatic Editor, Jerrold L. Schecter, made a report after his tour of Asia. According to "Time" issued on July 14th 1975 P. 17-P. 18, Quote: Thailand, the Philippines, and Malaysia, countries once regarded as a barrier to Chinese Communist expansion, established diplomatic relations with Peking. Taiwan, which has diplomatic relations with only 29 countries, will clearly try to emphasize maintaining enough military strength, which eventually includes nuclear weapons, to counter growing diplomatic isolation and to deter an all-out in-

vasion of the island by Peking." Unquote.

Nuclear proliferation will occur in the Far East. And South Korea's possession of Nuclear arms is very threatening to both North Korea and Japan, from the geographical and ideological view point. Because the more nuclear weapons there are, the more probability of their being used will be brought about. What is worse, hostility among the three nations, which still exists now in a very complex way will be extremely heightened by the possession of the weapons of death.

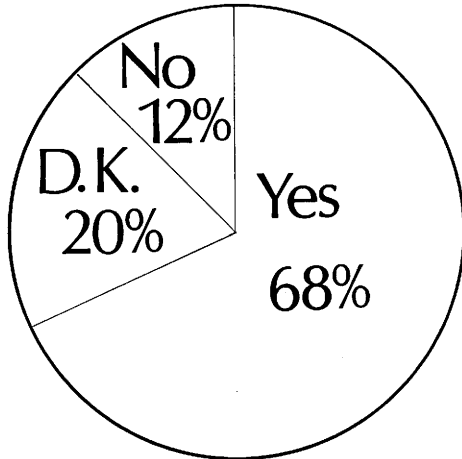
2nd Repercussion; South Korea's President Park Chung Hee would take a more repressive policy toward basic human rights (from the field of internal politics). Now, President Park Chung Hee arrests anyone who criticizes his regime for the sake of national security. And the resolution will bring trouble to the National Security of South Korea. Park fears that he might be abandoned by the Japanese Government and thinks a more repressive policy is needed to compensate for the loss of Japan's support.

However, ladies and gentlemen, there is a limit to the repressive policy that South Koreans can endure even under the name of the national security. Therefore, the people will be distant from supporting Park's regime if he strengthens repression. According to "Time" issued on June 9th 1975 P. 7, Quote: "Last month, South Korea's President Park Chung Hee, issued a series of a stern decrees that put the country-under a "Wartime Emergency System" and increased the considerable powers of the police and Korean Central Intelligence Agency. In fact, Seoul's most important weapon against the North is the passionate anti-communism that unites South Korea's 33.5 million people. But there is probably a limit to the repression that South Koreans will endure, even in the name of national security. And some P.S. Officials fear that Park's harsh emphasis on "vigilance" may alienate many Koreans from his regime." Unquote. And

this might escalate to the withdrawal of the U.S. Military Forces from South Korea because the Americans think they should not support such a regime. Will you pay attention to this chart?

[Chart]

"Do you think the U.S. should put pressure on Park's Regime who systematically violates basic human rights?"



Source: "Harris Opinion Poll", "Asian Survey" January 1976, P. 79

But North Korea wants this situation. North Korea will have a chance to invade South Korea if Park is internationally and internally isolated.

3rd Repercussion; The proposition would hamper the significant Japan-South Korea Economic Cooperation. Because diplomat-

ic recognition of Peking by Japanese Government is quite against the will and national interests of Taiwan, Taiwan cut off diplomatic ties with Japan including trade relations. According to the Asahi Shimbun Sept. 17th 1972, Quote: "The Taiwan Government announced its political decision about Japan's normalization of diplomatic relationship with Peking. And they stated that they would cut off diplomatic ties with Japan to avoid the national disgrace upon them." Unquote. And Taiwan shifted the trading partnership from Japan to the United States and Europe. An article of "Asian survey" January 1976 issue, says as follows P. 65, Quote: "The Board of Foreign Trade of Taiwan announced at the beginning of 1975 that 759 items needed in Taiwan could be purchased only from Europe or the U.S. and the import of 16 other items from Japan would be completely banned. In addition, the import of 829 more items from Japan was placed under a licensing system." Unquote. South Korea can take same policy with Taiwan. Thus the proposition would injure Japan economically.

Judging from the analysis which we have seen so far, the Status Quo is much better than the situation after the adoption of the proposition. Thus, We, Waseda Negative reject today's resolution. Lastly, we ask you its rejection.

(Ask your rejection of the Affirmative proposal) Thank you very much.

変りました
ティーバッグが

アルミ防湿ティーバッグ

ブレンドしたての香りと味が
そっくりそのまま。

紅茶にとって湿気は禁物です。このティーバッグはこれまでの紙包装と違って1袋づつアルミ箔包装で湿気と外気を完全にシャットアウトしましたから、ブレンドしたての新鮮な香りと味がそっくりそのまま保たれています。

香りと味が調和した「セイロン」
20袋入 ¥350

独特の気品ある香り「ダーズリン」
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ブルックボンド紅茶

Brooke Bond Tea

LONDON ENGLAND

/// SPECIAL READINGS ///

Full Official Text of President Jimmy Carter's Inaugural Address

Thursday, January 20, 1977

For myself and our nation, I want to thank my predecessor for all he has done to heal our land.

In this outward and physical ceremony we attest once again to the inner and spiritual strength of our nation.

As my high school teacher, Miss Julia Coleman, used to say, "We must adjust to changing times and still hold to unchanging principles."

Here before me is the Bible used in the inauguration of our first president in 1789, and I have just taken my own oath of office on the Bible my mother gave me a few years ago, opened to a timeless admonition from the ancient Prophet Micah:

"He hath showed thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God." (Micah 6:8)

This inauguration ceremony marks a new beginning, a new dedication within our

Government, and a new spirit among us all. A president may sense and proclaim that new spirit, but only a people can provide it.

Two centuries ago our nation's birth was a milestone in the long quest for freedom, but the bold and brilliant dream which excited the founder of our nation still awaits its consummation. I have no new dream to set forth today, but rather urge a fresh faith in the old dream.

Ours was the first society openly to define itself in terms of both spirituality and of human liberty. It is that unique self-definition which has given us an exceptional appeal—but it also imposes on us a special obligation—to take on those moral duties which, when assumed, seem invariably to be in our own best interests.

You have given me a great responsibility—to stay close to you, to be worthy of you, and to exemplify what you are. Let us create together a new national spirit of

unity and trust. Your strength can compensate for my weakness, and your wisdom can help to minimize my mistakes.

Let us learn together and laugh together and work together and pray together, confident that in the end we will triumph together in the right.

The American dream endures. We must once again have full faith in our country—and in one another. I believe America can be better. We can be stronger than before.

Let our recent mistakes bring a resurgent commitment to the basic principles of our nation, for we know that if we despise our own Government we have no future. We recall in special times when we have stood briefly, but magnificently, united; in those times no prize was beyond our grasp.

But we cannot dwell upon remembered glory. We cannot afford to drift. We reject the prospect of failure or mediocrity or an inferior quality of life for any person.

Our Government must at the same time be both competent and compassionate.

We have already found a high degree of personal liberty, and we are now struggling to enhance equality of opportunity. Our commitment to human rights must be absolute, our laws fair, our natural beauty preserved; the powerful must not persecute the weak, and human dignity must be enhanced.

We have learned that "more" is not necessarily "better" that even our great nation has its recognized limits, and that we can neither answer all questions nor solve all problems. We cannot afford to do everything, nor can we afford to lack boldness as we meet the future. So together, in a spirit of individual sacrifice for the common good, we must simply do our best.

Our nation can be strong abroad only if it is strong at home, and we know that the best way to enhance freedom in other lands is to demonstrate here that our democratic system is worthy of emulation.

To be true to ourselves, we must be true to others. We will not behave in foreign

places so as to violate our rules and standards here at home, for we know that the trust which our nation earns is essential to its strength.

The world itself is now dominated by a new spirit. Peoples more numerous and more politically aware are craving and now demanding their place in the sun—not just for the benefit of their own physical condition, but for basic human rights.

The passion for freedom is on the rise. Tapping this new spirit, there can be no nobler nor more ambitious task for America to undertake on this day of a new beginning than to help shape a just and peaceful world that is truly humane.

We are a strong nation and we will maintain strength so sufficient that it need not be proven in combat—a quiet strength based not merely on the size of an arsenal, but on the nobility of ideas.

We will be ever vigilant and never vulnerable, and we will fight our wars against poverty, ignorance and injustice, for those are the enemies against which our forces can be honorably marshalled.

We are a proud idealistic nation, but let no one confuse our idealism with weakness.

Because we are free we can never be indifferent to the fate of freedom elsewhere. Our moral sense dictates a clearcut preference for those societies which share with us an abiding respect for individual human rights. We do not seek to intimidate, but it is clear that a world which others can dominate with impunity would be inhospitable to decency and a threat to the well-being of all people.

The world is still engaged in a massive armaments race designed to insure continuing equivalent strength among potential adversaries. We pledge perseverance and wisdom in our efforts to limit the world's armaments to those necessary for each nation's own domestic safety. We will move this year a step toward our ultimate goal—the elimination of all nuclear weapons from this earth.

We urge all other people to join us, for

success can mean life instead of death.

Within us, the people of the United States, there is evident a serious and purposeful rekindling of confidence, and I join in the hope that when my time as your President has ended, people might say this about our nation:

That we had remembered the words of Micah and renewed our search for humility, mercy and justice;

That we had torn down the barriers that separated those of different race and religion, and where there had been mistrust, built unity, with a respect for diversity;

That we had found productive work for those able to perform it;

That we had strengthened the American family, which is the basis of our society;

That we had ensured respect for the law, and equal treatment under the law, for the weak and the powerful, the rich and the poor;

And that we had enabled our people to be proud of their own government once again.

I would hope that the nations of the world might say that we had built a lasting peace, based not on weapons of war but on international policies which reflect our own most precious values.

These are not just my goals, but our common hopes. And they will not be my accomplishments, but the affirmation of our nation's continuing moral strength and our belief in an undiminished, ever-expanding American dream.

「時事英語事典」プレゼント!!

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Language in a Shrinking World

Summary of Lecture in Okuma Trophy Speech Contest

Sen Nishiyama

*International Affairs Executive
Sony Corporation*

If English were like Spanish, it would probably be easier to study than this difficult language that has become so international. The spelling of Spanish is much more regular. So is its grammar. For us Japanese, it would be much easier to pronounce.

If some international commission of linguists were to select an existing language to become the common tongue for all in the world, they undoubtedly would steer clear of English, just as they would avoid Japanese. Both English and Japanese are inappropriate, from a linguistic standpoint, as international languages.

But the internationality of a language is not determined by linguistic considerations. The pressures of history, economics, demography, and politics are what decide the spread of a language. The history and economic influences of the British Empire and the United States have been some of the major factors spreading the English language around the globe.

Today, whether we like it or not, Eng-

lish has become by far the most commonly used language in the world. As difficult as it may be for us Japanese, we are required to communicate internationally in most cases in the English language.

Language contains much more than words and their equivalent counterparts in another tongue. It carries with it the culture, history, values and concepts of the societies speaking that language. English must be learned together with these important influences and sources of language development. These are challenges that the Japanese people must meet with a broad, open mind and attitude.

In this sense, the learning of English, which is so different from Japanese, provides a great opportunity to broaden our outlook and be ready for the internationalization that is rapidly approaching us. In a shrinking world of rapidly increasing interdependence, Japan especially is in need of this international outlook and the ability to communicate effectively with the rest of the world.



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Report From The Treasurer

REVENUE

Membership Fee of Present Members	¥474,000
Entrance Fee and Membership Fee of New Comers	596,000
Sales of Member List	74,200
Sales of Badge	36,900
Sales of ACE	97,200
Sales of Drama Ticket	121,350
Sales of English Master	150,000
Sales of Compton	95,000
Financial Help from the Cultural Federation	70,000
Financial Help from Sponsors	26,000
Financial Help from Graduates	154,000
Financial Help for All Japan Speech	50,000
The Balance Brought Forward from the last Account	20,000
Total	¥1,964,650

(Entrance Fee: ¥1,500)
(Membership Fee: ¥3,000)

EXPENDITURE

Secretary General	¥342,871
Debate Section	223,696
Discussion Section	56,855
Speech Section	192,010
Drama Section	360,455
Study Section	16,940
Public Relations Section	254,410
Tohmon-kai	16,070
All Japan Speech	199,260
International Debate	95,083
Four Univ. Association	175,000
K.U.E.L.	12,000
Carrying Forward	20,000
Total	¥1,964,650

Masao Hiramatsu

Treasurer

(Literature, Junior)

稲門英語会の欄

稲門英語会 昭和50年度会計報告書

(自昭和50年4月1日 至昭和51年3月31日)

会計 (S34卒) 大野 功

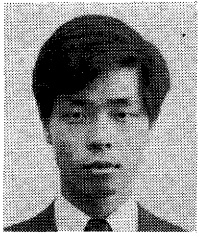
収入の部		支出の部	
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現金 62,604		総会学生補助金	39,010
郵便預金 21,407		幹事会学生補助金	7,230
振替預金 45,610		総会案内切手・葉書代等	50,000
名簿立替金 167,700		人名簿代	3,500
		振替手数料	3,635
会費収入	92,500	(支出計)	(153,375)
現金 8名 8,000		次期繰越金	260,446
振替 82名 84,500		現金 18,599	
雑収入(幹事会残金) 24,000	24,000	郵便預金 126,407	
		振替預金 5,175	
		名簿立替金 110,265	
合計	¥413,821	合計	¥413,821

特別会計の部—名簿

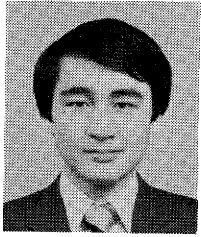
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名簿売上収入	62,900	切手・封筒代	
現金 14冊 12,250		次期繰越金	△ 110,265
振替 51冊 50,700		一般会計より借入金	
合計	△¥104,800	合計	△¥104,800

◎尚、名簿残がありますので、御希望の方は ESS 又、大野(Tel.958-5694)へお申し込み下さい。

昭和51年度卒業生の欄



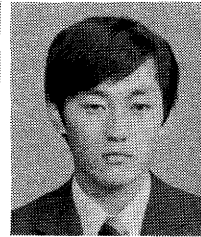
安東由文



飯泉憲二



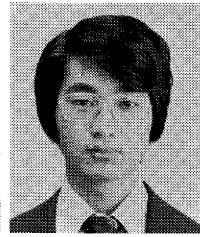
為久尚美



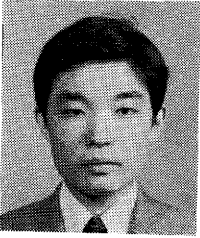
池田則夫



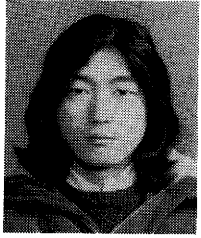
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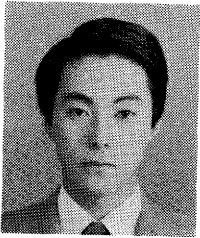
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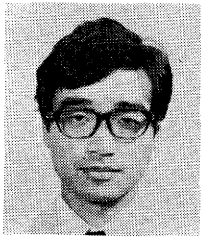
井前哲史



今井祐



太田弘明



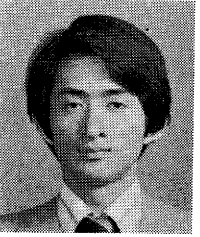
大森正雄



岡崎由枝



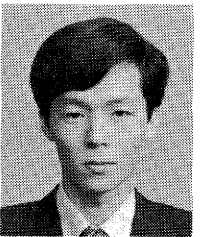
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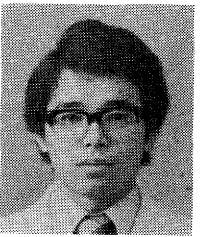
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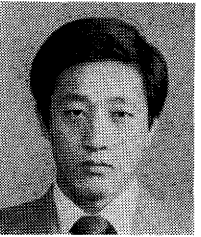
兼田正美



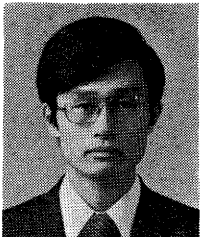
菊地泰行



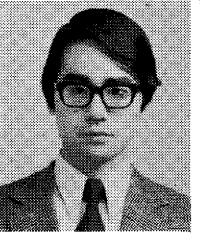
倉上直美



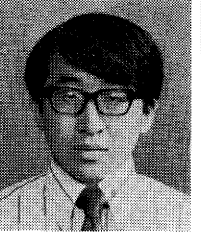
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小久保宏



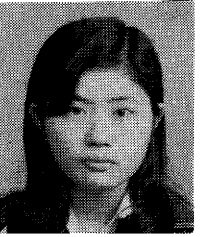
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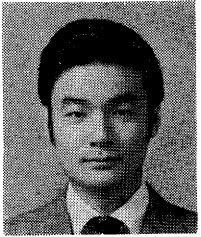
佐藤義邦



塩崎紀子



染谷和子



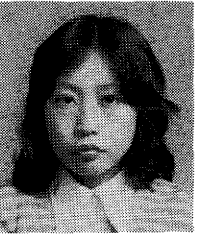
田中人志



鳥宮徹史



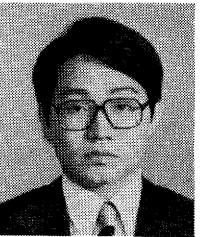
中村弘行



成島孝江



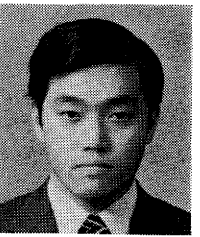
沼尻静江



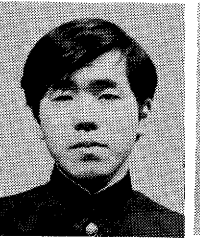
春名和隆



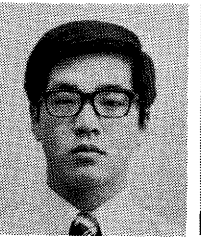
平田信子



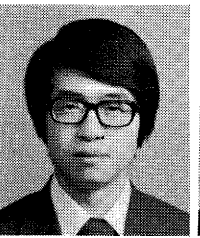
福田正彦



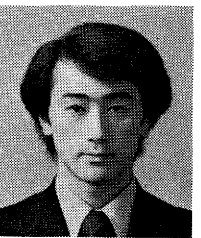
藤田祐治



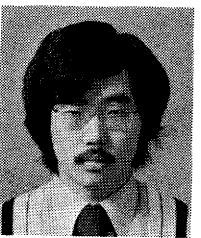
藤場俊基



直壁光一



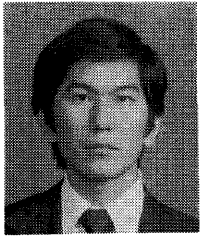
松井稔



宇岸孝吉



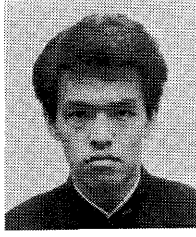
宇木显一



武藤利勝



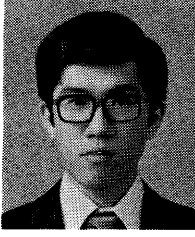
森田康江



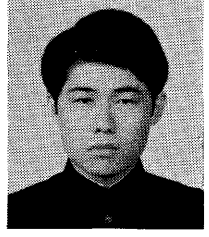
山川 薫



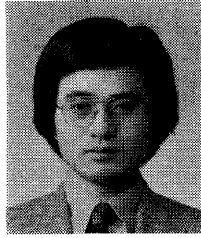
吉沢友子



依田 博



若尾和美



我妻孝司

以上、昭和51年度卒業生の今後の御活躍をお祈りいたします。

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染谷和子	一文	Dis.					

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知性と美貌と溢れる冗談を誇る
昭和51年春の卒業生

毎日がお祭り騒ぎだった英語会時代

今だにその楽しさが忘れられず、
一人二人と集っては再会が祭会と化す。

「いつまでもお祭りごころを忘れずに」
これがわれわれの永遠のテーマなのです。

祭会会長 荻野 彰



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