

# ***THE ACE***

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THE ENGLISH SPEAKING SOCIETY  
OF  
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**Slogan:  
Triumph Together!**

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VOL. 25**

PUBLIC RELATIONS SECTION



# Greeting

English is what the members should essentially focus on. But it doesn't mean that they should become unfeeling, unsympathetic persons to pursue English. At the outset of every year, welcoming the new grade, we talk about this controversial issue; which takes priority, English or human relationship? The discussion on it is indispensable to frame a new year's plan, but I'm afraid that it should be unnecessary.

To master one foreign language is a great job and seems to be difficult in our university life, rather, difficult for our all life. Obviously negative, passive persons cannot easily get it. Nowadays English-learning materials are flooding all around us, and as you are one of the members of the W.E.S.S., it provides you with them well. But more than a score years ago there were few, and our seniors did whatever they could under such a limited condition.

You know there are some stories of English fans, who are crazy about English. The most famous one is about eating dictionaries. Vocabulary building comes before everything, and without it it's impossible to read, listen, write, and speak. In those days students, based on this recognition, spent most of their time on building vocabraries and their craziness finally got to eating dictionaries as the proof of memorization.

They sometimes resolved to stop themselves from speaking Japanese for one week, and instead speak English. Some tried to talk with foreigners at anytime and anywhere. Now, one of the weakpoints of the current W.E.S.S. members is the absence of this craziness, though they are good at the craziness in the Big Summer Camp.

In my idea the human relationship can be fostered wherever people act together, and shouldn't be aimed at separately from English. Not "friendship and English" but "friendship through English" is all I tried to realize, but I couldn't. I'm much frustrated to present this enjoyable job to my successors.

Lastly I'd like to give my hearty thanks to all the members of the W.E.S.S. '83, especially the colleagues of the Big Five, chiefs, Mr. Inoue, the editor in chief, and all of my friends who triumphed together. My last words presented to my dear juniors is;

Before comment on the W.E.S.S., comment on yourself.

Because the W.E.S.S. is made up of yourself.

**Nobuoki Koike**  
*Chairman of*  
*W.E.S.S. 1983*





# SUMMER





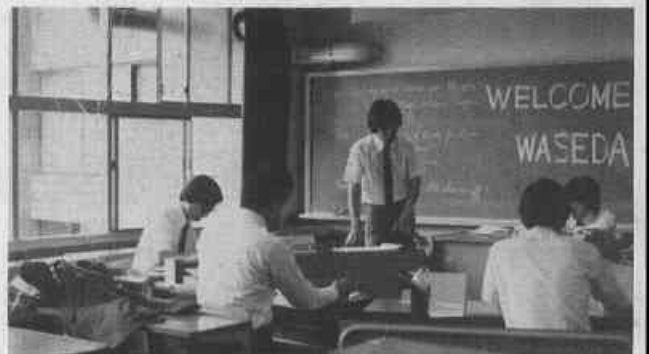
# CAMP



# SPEECH



# DISCUSSION





# DEBATE



# DRAMA







**AKIHABARA**



**JOHOKU**

**WESS FAMILIES**

*THE SEVEN STARS!*



**KOENJI**

**MEJIRO**



**SHIBUYA**



**SHINJUKU**



**YOKOHAMA**



## TRACE OF ACTIVITIES

- March
- 29 Extraordinary General Meeting
- 30 T.I.D.L. Home to Home Debating Match vs. Aoyama Gakuin Univ.  
 Proposition: Resolved; that the National Government should change its policy on utilization of land.  
 Aff: Miss Kataoka, Miss Kinoshita (lost)  
 Neg: Miss Hirano, Miss Ohkawa (lost)
- April
- 9 T.I.D.L. Home to Home Debating Match vs. Sophia Univ.  
 Aff: Miss Matsumoto, Miss Narushima (won)  
 Neg: Mr. Hirai, Mr. Yamanouchi (lost)
- 11 Welcome Party
- 13-20 The 6th Hawaii Expedition  
 Topic: The trade friction among Japan, the U.S. and E.C.  
 Mr. Koike, Mr. Fukui, Mr. Nakayama, Mr. Hirose,  
 Mr. Kanoh, Mr. Masuda, Mr. Tomioka
- 16 T.I.D.L. Home to Home Debating Match vs. Keio Gijuku Univ.  
 Aff: Miss Iwashita, Miss Katsuura (lost)  
 Neg: Mr. Sampei, Miss Kawahara (won)
- 17 T.I.D.L. Home to Home Debating Match vs. Hitotsubashi Univ.  
 Aff: Mr. Fujito, Miss Hara (lost)  
 Neg: Mr. Fujito, Miss Hara (won)
- 20 T.I.D.L. Home to Home Debating Match vs. W.E.S.A.  
 Aff: Mr. Ishida, Miss Watanabe (lost)  
 Neg: Mr. Wada, Miss Miyaji (lost)
- 23-24 The 13th K.U.E.L. Five Men Team Debating Contest  
 Proposition: Resolved; that Japan should significantly change its land policies for housing and/or agriculture.  
 1st Prize: Mr. Tanaka, Mr. Gomi, Mr. Ohtsuka,  
 Mr. Yamauchi, Mr. Yamauchi
- 25 T.I.D.L. Home to Home Debating Match vs. Meiji Univ.  
 Aff: Mr. Uno, Miss Hyakuno (won)  
 Neg: Miss Atsumi, Miss Ikeda (won)
- 27 T.I.D.L. Home to Home Debating Match vs. Dokkyo Univ.  
 Aff: Mr. Sabe, Miss Aoki (lost)  
 Neg: Mr. Shiraha, Mr. Sakamoto (won)
- 28 Joint Discussion with Kansai Univ.  
 Title: The Bond in the Global Economic Triangle  
 —As the triple locomotives to haul the world economic prosperity
- 30 T.I.D.L. Home to Home Debating Match vs. Kyoritsu Women's Univ.  
 Aff: Mr. Ohbuchi, Miss Fujita (lost)  
 Neg: Mr. Nagahisa, Miss Nakagawa (won)
- May
- 1-3 Oral Recitation Contest (Elimination)
- 4 Joint Discussion with Kwansai Gakuin Univ.  
 Title: Trade Partner at the Eleventh Hour  
 —Trade friction between Japan and E.C.
- 5 Oral Recitation Contest (Final)  
 1st Prize: Mr. Hori, Miss Koike  
 2nd Prize: Mr. Aoyama, Miss Hasegawa  
 3rd Prize: Mr. Oka, Miss Ogawa
- 8 The 14th Waseda-Keio Oral Recitation Contest

- 1st Prize: Mr. Andoh, Miss Koike  
 2nd Prize: Mr. Hori, Miss Ogawa  
 Society Prize: W.E.S.S.
- 7-8 The 6th Two-man Team Debating Contest sponsored by K.F.C.  
 Proposition: Resolved; that the National Government should  
 change its policies on utilization of land.  
 2nd Prize: Mr. Dohko, Mr. Inanaga
- 15 Freshmen Discussion  
 19 General Meeting  
 20 Model Play  
 23-29 Kansai Expedition  
 Title: Casting Dark Clouds Over the Sun  
 —Trade friction between Japan and the United States  
 Mr. Koike, Mr. Ohtsuka, Mr. Gotoh, Mr. Mitsugi,  
 Mr. Wakui, Mr. Arai, Mr. Miki, Mr. Sakai, Mr. Shishikura,  
 Mr. Yanase, Mr. Moriguchi, Mr. Futami, Mr. Nakamura,  
 Mr. Okada, Miss Fukuzawa, Mr. Yamanouchi, Mr. Hirai,  
 Mr. Uno, Mr. Wada, Mr. Hirose, Miss Aoki
- 24 Joint Discussion with Ritsumeikan Univ.  
 25 Joint Discussion with Kansai Univ.  
 26 Joint Discussion with Kwansei Gakuin Univ. (Informal)  
 27 Joint Discussion with Doshisha Univ.  
 28 Joint Discussion with Kwansei Gakuin Univ.
- 29 The 3rd All Japan Intercollegiate English Oratorical Contest for the  
 J.U.E.L. Trophy sponsored by Japan University E.S.S. League  
 1st Prize: Mr. Ohtsuka  
 2nd Prize: Mr. Fujiwara  
 All Musashino Recitation Contest sponsored by M.U.E.L.  
 2nd Prize: Mr. Yamamoto  
 3rd Prize: Miss Nakaoka
- June
- 1-3 The 5th All Waseda Championship Debating Tournament for the  
 Ito Trophy  
 1st Prize: Mr. Gotoh, Mr. Mitsugi  
 2nd Prize: Mr. Arai, Mr. Fujiwara
- 4 The 17th Intercollegiate English Oratorical Contest for the Niijima  
 Trophy sponsored by Doshisha Univ.  
 4th Prize: Miss Iwata
- 5 The 12th Annual Dean's Cup English Oratorical Contest sponsored  
 by Tokyo Women's Christian Jr. College  
 2nd Prize: Miss Izuka  
 Mr. Hasegawa
- 4-5 The 21st T.I.D.L. Champion Debating Tournament  
 Proposition: Resolved; that the National Government should  
 change its policies on utilization of land.  
 2nd Prize: Mr. Higaki, Miss Ueda
- 5-7 Junior Speech Contest (Elimination)  
 8 Junior Speech Contest (Final)  
 1st Prize: Mr. Hirose  
 2nd Prize: Miss Hasegawa  
 3rd Prize: Miss Narushima  
 4th Prize: Miss Koike  
 5th Prize: Mr. Ohbuchi  
 6th Prize: Mr. Sha  
 Home Meeting Prize: Yokohama Home Meeting
- 11-12 The East-West Championship Debating Tournament  
 3rd Prize: Mr. Higaki, Miss Ueda
- 11 The 13th Orange Discussion sponsored by Hosei Univ.  
 12 The 14th All Tokyo Discussion Meeting sponsored by Toyo Univ.

- Four University Junior Speech Contest  
 2nd Prize: Mr. Hirose  
 3rd Prize: Miss Narushima  
 6th Prize: Miss Koike  
 Society Prize: W.E.S.S.
- Annual Intercollegiate English Oratorical Contest for the Obi Cup  
 2nd Prize: Mr. Kanamori
- 18 The 19th Annual All Kanto Intercollegiate English Oratorical Contest sponsored by Aoyama Gakuin Univ.  
 4th Prize: Mr. Onoe  
 Mr. Yamamoto
- The 7th Annual English Oratorical Contest for the President's Cup sponsored by Ibaragi Christian Univ.  
 1st Prize: Miss Iwata  
 2nd Prize: Mr. Hasegawa
- 19 The 25th I.S.A. All Japan English Speech Contest for H.I.H. Prince Takamatsu Trophy  
 1st Prize: Mr. Fujiwara  
 Mr. Miyake, Mr. Ohtsuka
- The 6th All Japan Intercollegiate English Oratorical Contest sponsored by Kyoto Univ. of Foreign Studies  
 Mr. Onoe
- 18-19 The 9th Hawaii-Waseda-Keio University International Exchange Debating  
 Mr. Tanaka, Mr. Gomi
- 20 Japan Intercollegiate Discussion Meeting  
 Drama Festival 'Barefoot in the Park'  
 Best Actor: Mr. Nagasawa  
 Best Actress: Miss Hasegawa  
 English Prize: Shinjuku Home Meeting  
 Grand Prize: Yokohama Home Meeting
- 26 The 13th Mayor of Honolulu All Japan Youth English Oratorical Contest sponsored by E.C.C. Foreign Language Institute  
 2nd Prize: Mr. Fujiwara  
 Mr. Miyake, Mr. Ohtsuka
- The 7th A.P.U. Open English Speech Contest for the Aichi Prefectural Governor's Trophy and A.P.U. President's Trophy sponsored by Aichi Prefectural Univ.  
 Mr. Koshino
- 25-26 The 8th J.U.E.L. All Japan Student Assembly  
 Title: Cutting the Gordian Knot  
 —Seeking for the ideal economic relation with the U.S.  
 Best Discussant Prize: Mr. Arai, Mr. Okada, Mr. Sakai
- July  
 3 The 1st Extemporaneous English Speech Contest sponsored by Hitotsubashi International Studies  
 1st Prize: Mr. Ohtsuka
- 26-31 Summer Camp
- September  
 10 The 15th Fujino Cup All Japan English Oratorical Contest sponsored by Hokkai Gakuen Univ.  
 1st Prize: Mr. Yamamoto
- 13-16 All Waseda Speech Contest (Elimination)  
 18 All Waseda Speech Contest (Final)  
 1st Prize: Mr. Fujiwara  
 2nd Prize: Mr. Tanaka  
 3rd Prize: Mr. Gotoh  
 4th Prize: Miss Iwata  
 5th Prize: Mr. Yamamoto

- 26 Junior Discussion  
 Title: Red Africa  
 —New Lifeline for Japan in 1980's  
 Home Meeting Prize: Yokohama Home Meeting
- October  
 1-2 The 34th Intercollegiate English Debating Contest sponsored by I.E.C.  
 Proposition: Resolved; that the National Government should significantly strengthen its policies on commercial advertisement.  
 Mr. Higaki, Mr. Inanaga
- 2 The 22nd Annual Intercollegiate English Oratorical Contest for the Perkins Trophy sponsored by Senshu Univ.  
 Mr. Koshino
- 6 Joint Discussion with Japan Women's Univ.  
 Title: The Resource War  
 —Security of the Lifeline for Japan
- 9 The 7th Intercollegiate English Oratorical Contest for the ACE Cup sponsored by Keio Gijuku Univ.  
 2nd Prize: Mr. Horie
- 9-10 The 18th Sophia Univ. Invitational Debating Tournament  
 Proposition: Resolved; that the National Government should significantly strengthen the regulations on consumer goods and services.  
 2nd Prize: Mr. Tanaka, Miss Ueda
- 15 The 17th Waseda-Keio English Oratorical Contest  
 2nd Prize: Mr. Fujiwara  
 3rd Prize: Mr. Tanaka  
 4th Prize: Mr. Yamamoto  
 6th Prize: Miss Koike  
 Society Prize: W.E.S.S.  
 The 16th English Oratorical Contest for the President Shimada Trophy sponsored by Bunkyo Women's College  
 2nd Prize: Mr. Sumita
- 16 The 13th English Oratorical Contest for the Oda Trophy sponsored by Joshi-sei Jr. College  
 2nd Prize: Miss Nakaoka  
 The 1st Annual All Japan Intercollegiate English Oratorical Contest for the Seko Trophy sponsored by Kinki Univ.  
 3rd Prize: Mr. Arai
- 22 The 25th Inter Home Meeting Debating Contest  
 Proposition: Resolved; that the National Government should significantly strengthen the regulation for the protection of consumers.  
 1st Prize: Mejiro Home Meeting
- The 14th Junior Debatnig Contest  
 1st Prize: Johoku Home Meeting
- The 16th Intercollegiate English Oratorical Contest for the Ohta Trophy sponsored by Asia Univ.  
 1st Prize: Mr. Onoe
- The 12th Annual English Oratorical Contest for the Dean Cup sponsored by Technical Department of Hosei Univ.  
 3rd Prize: Miss Iizuka
- The 18th Annual All Japan Intercollegiate English Oratorical Contest for the Amano Trophy sponsored by Dokkyo Univ.  
 1st Prize: Mr. Ohtsuka
- The 20th Annual English Oratorical Contest for the Niwa Trophy sponsored by Tokyo Denki Univ.  
 2nd Prize: Mr. Koshino
- 22-23 Two-men Debating Tournament for the Kanagawa Cup sponsored by

- Kanagawa E.S.S. League  
 Proposition: Resolved; that the National Government should significantly strengthen the regulation on consumer goods and services.  
 3rd Prize: Mr. Dohko, Mr. Gomi
- 30 The 11th Annual Intercollegiate English Oratorical Contest sponsored by Seisen Women's College  
 2nd Prize: Miss Nakaoka  
 The 8th Annual English Speech Contest for the Ogawa Cup sponsored by Tokyo Univ. of Foreign Studies  
 Mr. Kanamori
- November
- 3 The 7th Annual All Japan Intercollegiate English Oratorical Contest for the Fukuzawa Trophy sponsored by Keio Gijuku Univ.  
 3rd Prize: Mr. Fujiwara  
 The 15th Annual All Kanto Intercollegiate English Oratorical Contest for the Mizuno Trophy sponsored by Chiba Univ. of Commerce  
 2nd Prize: Mr. Onoe
- 5 The 14th English Oratorical Contest for the President's Cup sponsored by Ryukoku Univ.  
 2nd Prize: Mr. Ohbuchi  
 The 11th Annual Open Speech Contest sponsored by Konan Univ.  
 4th Prize: Miss Hasegawa
- 6 The 18th East-West Six University English Oratorical Contest  
 1st Prize: Mr. Fujiwara  
 4th Prize: Miss Iwata  
 School Prize: W.E.S.S.  
 The 26th English Oratorical Contest for the Dean Trophy of Science and Technology Department sponsored by Ritsumeikan Univ.  
 Miss Aoki  
 The 33rd English Oratorical Contest for the Takasaki Mayor's Trophy and for the President's Cup of Takasaki City Univ. of Economics  
 Miss Matsumoto  
 The 16th Wayo Women's Univ. Intercollegiate English Oratorical Contest for the President's Cup sponsored by Wayo Women's Univ.  
 1st Prize: Miss Narushima  
 The 7th Nagoya Univ. of Commerce Open Speech Contest for the Univ. President's Cup sponsored by Nagoya Univ. of Commerce  
 1st Prize: Mr. Yamamoto  
 The 29th Annual English Oratorical Contest for the President's Cup sponsored by Ibaragi Univ.  
 Mr. Mishima  
 The 18th Kogakuin Intercollegiate English Oratorical Contest for the President's Cup sponsored by Kogakuin Univ.  
 1st Prize: Mr. Hirose  
 3rd Prize: Mr. Ohtsuka
- 5-6 Japan Intercollegiate Discussion Meeting
- 12 The 15th English Oratorical Contest for the President's Cup sponsored by Tokyo Univ. of Agriculture and Technology  
 2nd Prize: Mr. Sha  
 The 17th Intercollegiate English Oratorical Contest for the President's Cup sponsored by Tokyo Women's Christian Univ.  
 1st Prize: Miss Iwata  
 The 18th Annual English Oratorical Contest for the P.E.S. Cup sponsored by Hosei Univ.  
 1st Prize: Mr. Hasegawa
- 13 The 9th English Oratorical Contest for the President's Cup sponsored by Kanto Gakuin Univ.  
 Miss Ban



- The 13th Dean Memorial Trophy English Oratorical Contest sponsored by Nihon Univ. College of Industrial Technology  
1st Prize: Miss Kinoshita
- The 18th All Japan Intercollegiate English Oratorical Contest for the Meiji Univ. President Trophy  
3rd Prize: Mr. Koshino
- 12-13 The 11th All Japan Intercollegiate Five-men Team Debating Contest  
Proposition: Resolved; that the National Government should significantly strengthen the regulation for protection of consumers.  
Mr. Tanaka, Mr. Higaki, Mr. Yamauchi, Mr. Yamauchi, Mr. Wakui
- 20 The 7th Soka Univ. Presidential Cup English Speech Contest sponsored by Soka Univ.  
2nd Prize: Mr. Fujiwara
- The 2nd English Oratorical Contest for the President's Trophy sponsored by the Science Univ. of Tokyo  
1st Prize: Mr. Hasegawa
- The 15th All Japan Nanzan Open Speech Contest for the Hirschmeier Trophy sponsored by Nanzan Univ.  
3rd Prize: Mr. Miyake
- 19-20 The 47th 4 University English Theatrical Contest  
Best Actor Prize: Mr. Horii  
Best Actress Prize: Miss Ogawa  
English Prize: W.E.S.S.  
Grand Prize: W.E.S.S. 'Barefoot In the Park'
- 23 The 18th Annual All Japan Intercollegiate English Oratorical Contest for the Kaneko, Kase, and Willamette Univ. Trophy sponsored by International College of Commerce and Economics  
4th Prize: Mr. Ohtsuka
- The 12th Invitational English Speech Contest sponsored by Japan Christian Junor College  
3rd Prize: Miss Katsuura
- 26 The 20th English Oratorical Contest for the President's Cup sponsored by Aichi Univ.  
4th Prize: Mr. Kodaira
- The 23rd Intercollegiate English Speech Contest for the President's Cup sponsored by Tokyo Univ. of Agriculture  
2nd Prize: Mr. Miyake
- The 7th Annual President's Cup English Speech Contest sponsored by Sophia Jr. College  
1st Prize: Miss Iwata
- The 34th Intercollegiate English Oratorical Contest for the Garrott Trophy sponsored by Seinan Gakuin Univ.  
1st Prize: Mr. Hirose
- 27 The 13th Fukuoka Kyoiku-Dai Trophy Speech Contest  
3rd Prize: Mr. Oagata
- The 13th K.E.L. Annual Intercollegiate English Oratorical Contest for the Kanagawa Governor's Trophy  
1st Prize: Miss Koike
- December
- 3 The 10th All Japan Intercollegiate English Oratorical Contest for the Okuma Trophy sponsored by Waseda Univ. E.S.S.  
3rd Prize: Mr. Fujiwara
- The 3rd English Oratorical Contest for the Sukekawa Trophy sponsored by Ritsumeikan Univ.  
1st Prize: Mr. Oka
- 4 Open Discussion sponsored by Meiji Gakuin University
- 10 The 20th All Tokyo Intercollegiate English Oratorical Contest spon-

- sored by Seikei Univ.  
2nd Prize: Mr. Ohtsuka
- 11 The 17th Speech Contest for the President's Cup sponsored by Univ. of the Sacred Heart  
Mr. Kanamori  
The 17th All Kanto English Oratorical Contest sponsored by Chiba Union of English Speaking Society  
2nd Prize: Miss Yamada  
The 14th Annual English Oratorical Contest for the Obara Trophy sponsored by Tamagawa Univ.  
Miss Iizuka
- 18 The 9th All Japan Yuai English Oratorical Contest for the Hatoyama Trophy  
Mr. Koshino  
The 10th Intercollegiate English Oratorical Contest for the Yokohama Mayor's Cup  
5th Prize: Mr. Onoe
- 19 Closing Party  
22 Open Discussion sponsored by Keio Gijuku University
- 1984  
January  
14 The 4th Annual All Japan Intercollegiate English Oratorical Contest for the Jodai Cup sponsored by Japan Women's Univ.  
Mr. Yamamoto
- February  
15 Farewell Party

**Hiroyuki Wakui**  
*Planning and Management Agent '83*  
*(English Language and Literature,*  
*Education, Junior)*

# Reports on Activities

*Drama*

*Speech*

*Debate*

*Discussion*

*Hawaii Expedition*

# DRAMA



Waseda University English Speaking Society

## BAREFOOT IN THE PARK

Written by NEIL SIMON

### ◇ STAFF ◇

Producer ..... Nobuoki Koike (3)  
Stage Manager ..... Masaru Sekino (3)  
Assistant ..... Masaru Kujirai (2)  
Director ..... Masaki Nakajima (3)  
Assistant ..... Kanako Kobayashi (3)  
Assistant ..... Takahiro Nishihara (2)  
Setting ..... Hiroyuki Goto (3)  
Properties ..... Masaaki Mitsugi (3)  
Lighting ..... Yutaka Arai (3)  
Sound Effects ..... Toshiro Inoue (3)  
Costume ..... Rieko Abe (3)  
Make-up ..... Seiko Ashiba (3)  
General Manager .. Shinichi Kadota (3)

### ◇ CAST ◇

Corie Bratter ..... Minori Ogawa (1)  
Paul Bratter ..... Kotaro Hori (1)  
Telephone Man ... Minoru Ando (1)  
Mother ..... Keiko Inuma (2)  
Victor Velasco .... Katsuo Nagasawa (1)

## STORY

After a six-day honeymoon a spanking new lawyer, who is going to have his first case, and his young bride, who is as pretty and addled as they come, move into the new, high-rent apartment that she has chosen for them. But the difficulty is, in order to enjoy the charming character of this apartment one has to climb six wheezing flights to get to it. And not only that, but the apartment is absolutely bare of furniture, the paint job came out all wrong, the skylight leaks snow, nad an outlandish gourmet who lives in a loft on the roof and uses it and the window ledge as the only access to his padlocked premises. The situation is enough to break the heart and burst the lungs of any stylish young lawyer; and indeed it does, on the night flatly refuses to join his wife in a barefoot

walk through the snow in the park. She kicks him out, but he comes back—not for reconciliation, but because he figures that since he's paying the rent she should be the one to go... But, after rain comes fair weather...

## —MEMORANDA—

**Masaki Nakajima**  
*Director*  
*(Politics, Junior)*

It was in an afternoon in December '82 when I first encounter "Barefoot in the Park" at the Theatrical Museum in Waseda campus. I put my hand on the script without a special reason except that I had ever heard the author's name, Neil Simon. I read the script through without any interruptions, chuckling and sometimes laughing, and after finishing the story I found myself with my eyes full of tears. Simple-hearted Corie, sober Paul, chaste Mother, eccentric Velasco, and addlepatated Telephone Man. None of them is an ideal person, but all of them have the milk of human kindness. I fell in love with all of them, and in one minute I made up my mind to perform this comedy in 4-Univ. English Theatrical Contest in November. It was so lucky for us to come across this script and be able to have precious and enjoyable days with these heart-warming characters.

Now, here I'd like to talk about what are the important and indispensable factors that actors and directors must consider. In the early process of rehearsals we struggle to acquire the fundamental methods of play—beautiful voice production, clear pronunciation, effective blocking, neat actions, delivery. . . . Of course these factors are very important for actors and stage-makers, but they are just the means to achieve much more important things belonging to a different level, that are the factors concerning with the theme or the stream of the plot. To confirm if you are aware of those factors I'd like to show you several checking points as follows.

### I) Actors.

a) Are the character recognizable and

real—do we believe in that character as people who might exist in life?

- b) Are the character interesting as people—memorable, vital. . . in short, human?
- c) Do we feel that we know the character intimately by the time the play is over?
- d) Is the motivation of the character logical convincing—based on a deep insight human psychology?
- e) Does the existence of the character directly or indirectly support the theme of the plot?

### II) Director.

- a) Does the story grow believably and logically from its original premises?
- b) Is there sufficient action and change of situation to engage, sustain and finally satisfy the audience's interest?
- c) Are there sufficient obstacles or complications placed between the character and his desire or wants so that the audience can empathize or participate in his struggle?
- d) Are these effective climaxes and curtain lines?
- e) Does the actor's action seem lifelike and well-motivated, or farfetched by the director?
- f) Are there distinct contrast and focus among characters?
- g) Does the play take full advantage of the theatrical elements of scenery, costuming, lighting, make-up, and sound effect?

Of course, unless the theme of the story is well discussed among directors and actors the checking points now I mentioned above don't work well. To be a good director or good actor, you must use your head so hard as well as train yourself physically.

This year we performed a comedy, that

needs a great deal of laughs from the audience, so we had been likely to concentrate on cheap and trifling tricks to get small laughs. At such a time we used to go back to the general point of view and check the points above. Anyway, I have had fruitful and exciting time at Drama

Production 1983, and I hope our successors will also experience dramatic time.

Finally, for myself and for our production, I want to thank Prof. Itoh, the graduates, the seniors, Mr. Ken Jones, and all the members of W.E.S.S. for all they have done to lead our stage to the victory.

## —The Long Way to Our Triumph—

**Masaru Sekino**  
*Stage Manager*  
*(Education, Junior)*

“The Grand Prize goes to Waseda University.” All the members of Waseda Production raised their voices in great delight as soon as they heard this announcement. Some of them went into each other’s arm and shed tears. I had been looking forward to that moment from the bottom of my heart as the stage manager of this production, so I will never forget such a dramatic scene. It was the most exciting night for us in Asaka Public Hall on November 20th in 1983. After that we sang “The Glory of Waseda” and exchanged our cups of victory, and the next morning we said good-bye to the stage setting. While I was watching the fire of “Set Yaki”, many memories went through my mind, which reminded me that the long way in producing the drama itself was the real drama, and it was about to drop the curtain with the triumph.

Then I would like to look back to the long way in producing the drama and make some comments.

### 1. Recognizing the significance of drama activities

What is the significance of drama activities? We concluded that we could learn “living English”, which meant the daily conversation really spoken by native speak-

ers, from the script, moreover it gave us much knowledge about cultures or habits of foreign countries, and we could deepen our friendship among members by exchanging our opinions concerning the interpretation, the characterization and the action, the stage effects and so on. These two aspects, the study of English and to build the cooperation, are indispensable and very significant in drama activities. We should keep this recognition in our mind.

### 2. Selection of a script

It is quite difficult to select one script out of innumerable scripts. But we found a wonderful script “Barefoot in the Park”, a comedy written by Neil Simon. All the characters in this story were very charming and made the play very funny. This script was also good material to brush up our English abilities because it was full of the English spoken in New York and had many useful expressions and gave us some knowledge about the life style of the people who live there. The script is the basis of everything in drama. So it should be well examined when we try to select a script.

### 3. Drama Festival

It was a memorable experience for freshmen to be an actor or an actress. I hope they could enjoy the good feeling on the stage at their curtain call. And not only freshmen but also sophomores seemed to feel the satisfaction that they did their

best to share the joy with freshmen. The two manuals made by Drama Section '83 could give us an idea of how desirable it was whether for the cast or the staff to study English through a script and how enjoyable it was to produce a drama with cooperation. Each of the Home Meeting members made their admirable efforts and surprised me with their creativity or originality. After this activity. We held the Orientation for the 47th 4 Univ. English Theatrical Contest. We needed our strong unity as the Waseda Production. This Drama Festival may be considered as one step of our big challenge.

#### 4. Rehearsal

We were always faced with one problem. That was the difficulty of comedy. For instance, there were some parts which were a little bit hard to be felt funny for Japanese in the script. And the play hardly became funny even though we tried to make it funny because we were apt to overact. But the cast struggled to overcome the big wall in front of them and did their best. And in addition to that, we could get much good advice from Prof. Itoh, graduates, and one American student. I can easily recall the vexation at the 4 Univ. Joint Rehearsal in October, in which I felt the other universitie's performances were superior to Waseda's. This vexation, however, fully gave us the power and we had more efficient rehearsal days. We were steadily building up one "comedy". To clarify and keep conceiving problems is an effective way to make a rehearsal progressive.

#### 5. Activities of the staff

We had many hardships with the stage effects. For instance, the short time of setting, the setting of the big skylight, kakiwari, snow, scene change and so on. But we didn't consistently compromise and the members of each section never gave up the pursuit of the best stage effects even when their trials were disqualified several times at the stage rehearsals. It is a wonderful thing for each staff member to accomplish his role.

#### 6. Public Performance

I worried about whether or not all the member's minds could be concentrated on one stage. In spite of the fact Waseda Production had many members, we were able to bring about a nice atmosphere which led to success. A tension, in other words, a concentration of the cast and the staff is very important to make the best result. We mustn't make any mistakes at the final stage. Whether or not our efforts are rewarded depend on this concentration.

I can't give the full picture of our memorable process to the triumph by only these descriptions. Anywya I had never experienced the cooperation on such a big scale like this ever before. I'm convinced it's nothing but the "Waseda Drama". I strongly hope all the members of Waseda Production '83 enjoyed and loved this "Waseda Drama".

Lastly I'd like to express my hearty thanks to Prof. Itoh, graduates, and our American friend. At the same time, I appreciate the jobs done by all the members of W.E.S.S. '83. I hope for the brilliant future of the "Waseda Drama".



## Choosing Proper Branches

Ichiji Fujiwara

(Law, Junior)



Just after I was born 21 years ago I was given an unusual name, "Ichiji". It was not because I was born at one o'clock in the afternoon but because my parents hoped that I would always be in first place in every field. "Ichiji" literally means "the one who takes the first place and leads people". Because of my name, I think I was destined from the start to take leadership at some point in my life.

I think not only me but most of you here in this hall are likely to take leadership in a variety of fields in the future. So today let me share with you my ideal leadership which has been formed during the 21 years of my life.

Before finding out my ideal my principle of leadership went from one extreme to another. The first extreme was this: a leader should always be confident and strict.

In junior highschool I was appointed conductor for the school chorus contest in my class. Maybe you can't imagine it because even now I am too short to do a thing like that. But I behaved as if I had confidence. When we were practicing, I was always shouting at my fellows like my father did to me. "Stop! That's not the note! How many times have I told you not to do that? Repeat once again from the start!" Some of my classmates offered some suggestions about practices but I

turned a deaf ear to them. Three weeks later we competed with other classes... but just miserable. Our class was ranked at the bottom in the contest.

This incident made me change my principle of leadership to another extreme: a leader should allow his fellows to do as they please.

After several years my second struggle began. It was in the E.S.S. at Waseda, in which I became chief of the speech section at the beginning of this year. To allow my fellows to do as they please. Yes, that was what I had been doing as chief. Indeed our records in external speech contests this spring were quite excellent. But I felt something was missing. I thought that this section was not one in the true sense of the word. Nor was I a leader. I was just doing my official work, which could have been done by somebody else. I was at a loss as to why I was called, "chief".

While I was wonderful what the true meaning of leadership was, I came across the words which made me recognize it. It was what my father said to me when he and I were trimming the trees in the garden one Sunday afternoon last June. He said, "An organization is a tree. Its actions and possibilities are its branches. A good gardener chooses 'proper branches' so that it will be shaped to receive sufficient sun-

light for its growth. A good leader is just like a good gardener. He can make a tree called organization grow in the best possible way. To do that he should think deeply about what is necessary for an organization."

After hearing his words I reflected on my two extreme principles of leadership. I realized that in both cases I failed to choose branches. What I did in my junior highschool was just cut the branches too short without any choices. I never allowed my classmates to do other than what I commanded. Never did I accept any useful suggestions from my fellows. With few branches and leaves, a tree called chorus could only receive little sunlight for its growth. Therefore it had to die in the end.

In the E.S.S. I also failed to choose branches, letting them all grow as they wanted. I tried to accept every suggestion and reflect it back to the policy of the section. Because of this, the branches of a tree called the speech section stretched too far and were likely to snap off from the trunk at any moment.

To choose correct branches and deep thoughts for proper choices, I believed, would secure satisfactory growth of an organization. So I began to think about what was necessary for the section, rather than to just think about what my fellows

wanted. I decided to begin a program of extemporaneous speech making in my section, despite the general reluctance of the members. After it was over one of my fellows who was opposed to the program said to me, "At first I didn't like extemporaneous speeches at all. However, I found it not only enjoyable but also very instructive. It helped me to think about the meaning of communication." I am sure that I chose the proper branch. This was my proof that I was the real head of 10 people and this was my ideal of a true leader.

Ladies and gentlemen, taking leadership may sometimes prove a heavy burden to you as in my case. But I think it is something you must pursue when given the responsibility. On such occasions please remember that here is a key to your success. Try to become a good gardener and choose proper branches. By this I mean to think seriously about what is necessary for an organization. That's my conclusion that I reached after a series of trials and errors.

Sometimes I hated my name, "Ichiji", because being a leader all the time was nothing but a strain to me. But somehow at present, I have come to love and be proud of my name and I am also grateful to my parents and members of the speech section.

## Ties of Blood

**Eiichiro Ohtsuka**  
(*Economics, Junior*)



"History, by apprising men of the past, will enable us to judge of the future." These words of Thomas Jefferson implies that we should determine our direction toward the future by observing our precursors' deeds on which the present society is based. Maybe this is the reason why we learn the subject of "Japanese History" at school.

Last December, I came across an incident which taught me the existence of another kind of history. It was the Memorial Service of my grandfather. After the ceremony, I was suddenly addressed by a young man about my age. He was an utter stranger, but by talking with him I realized that he was a distant relative of mine. It was the first time for us to meet, but the idea of being blood-related seemed to have narrowed the gap between us. This incident aroused a curiosity in me to know actually how many blood relatives I have in this world, and what our common ancestors were like.

Thus, I made up my mind to spend the Winter Vacation, tracing the "history" of my family. I started with reading several books on Family Sociology to acquire basic knowledge of ancestry. I also referred to Alex Haley's best-selling novel "Roots", and one of his statements caught my attention. It said, "The research of one's ancestry should begin with talking to the eldest person in the family." Remembering that my 82-year old grandmother had once said, "Oh, I don't have many years to go," I said to myself, "Good

Gracious! I have to hurry, or else I won't be in time!"

My "Roots investigation" began in this manner, and henceforth it went like this. First, Grandma showed me all the articles left by the ancestors, and she commented on them within her memory. Second, I looked up the death registers of nearby shrines for my ancestors' personal records. And finally, I drew up the family tree diagram going back as far as five generations.

This inquiry informed me of things I had never thought of before. The most impressive one was the strong inheritance from my forefathers. Taking appearance, all of my ancestors had "FUJI-BITAI" as a feature of their brows. Now, as you can see by looking at me, I have strongly inherited this feature and my friends have given me the nickname of "MOMOTARO". Another characteristic that I'm not so pleased with, is the atavistic inheritance of baldness in my family. My great-great-grandfather was bald. My grandfather was also baldheaded. And if it continues like this, I'm bound to become bald as well! Apart from inheritance, I was amazed by the number of blood-related people now alive. The family tree indicated the existence of more than 100 people as descendants from my great-grandfather.

This was the first time in my life that I had ever imagined of finding out my family's ancestry. I suppose many of you have been ignorant of your ancestors as well. In a sense, this trend cannot be helped, because we're living in the age of "Nuclear"

families. With over 80% of Japanese families living in nuclear units, it is often the case that we are rather estranged from our ancestral homes. Of course, we may not feel any inconvenience in being so, but I have found out that tracing our ancestry beyond our grandparents has a meaning of more than sheer curiosity.

In deciding our course of life, we often analyze our own personalities and abilities by self-reflection and by seeking for other people's advice. Here, let me add "Inherited Characteristics" as an element we should put under consideration. By tracing the ancestry of myself, I discovered the fact that my family was suffering from extreme poverty at the beginning of this century. It was then that my great-grandfather set out on his last and greatest gamble to push into Manchuria as a merchant. Things were really tough at that time when the diplomatic relations were aggravating, but after ten years of untiring perseverance, he finally succeeded in restoring his family to prosperity. His son followed the same path and ventured in merchandising around East Asia throughout two World Wars. And now my father is flying all over the world striving to sell ships to foreign countries. Being aware of these ties of blood, I really felt the per-

sistent fighting spirit running in the family's blood. And this recognition made me confirm my determination to lead a life worthy as one of the descendants. I'm going to find my identity in life considering the talents have gained from inheritance.

In the case of Alex Haley, tracing the "Roots" had an aim of a much more wider perspective. His 12-year long quest aimed to recover the link between the American Negroes and African culture which he thought had become extinct through the years. By introducing the dramatic story of his family, Haley wanted to reunite the Black Americans as a race and to help them rediscover their real identity as one of the human races originating from a completely independent root.

Well, I'm not going to ask you to trace your ancestry back 200 years like Haley, or to faithfully follow the path of you forefathers, but I do wish you would take a little more time to consider about the ancestors of your family, about what they had done to sustain the family and what they have left for you, descendants.

"Blood is thicker than water" is an old saying. Yes, the blood within us is a part of the consistent ties of blood through our family tree. And it's our duty to lead a life worthy of that blood.

## E. T.

**Kazuhiko Ogata**  
(*Economics, Sophomore*)



"E.T."—it is a title of the most popular movie in Japan this year. At the same time, E.T. is the name of an alien from outer space, who appears in that movie. Every character of that movie, who sees E.T. for the first time, is surprised and afraid of him because he has a face like a frog and a body like a cactus, far different from human beings.

Well, also in Japan, there are many aliens—not from outer space, but from foreign countries. Some of them have white skin, and others have colored skin. In such a situation, we tend to categorize the foreigners by their colors. Actually, haven't you ever respected the white people and despised the black or the yellow colored people unconsciously, though we are the colored, the yellow? According to one questionnaire given to more than ten thousand Japanese, the best 3 of our favorite races are the American, the Englishman, and the Frenchman. The worst 3 are the Black, the Korean, and the Filipino. This shows that we like the white races and don't like the colored ones so much. From this, we cannot always conclude that we respect or despise the people from the foreign countries, but at least, we can say that we see the white people in a friendly way, but we don't see the colored ones in such a way.

This June, I happened to see a friend of mine who was going to study abroad in the United States and asked him, "Why did you decide to study in the United States? Can't you learn a lot in South East Asia or

Africa?" Then, he stared at me for a while and said scornfully, "Hm! The answer is quite simple and clear. Because we'll have nothing to gain, if we go to South East Asia or Africa. There is nothing there for us to study; the languages are useless and the educational facilities are insufficient!" I was surprised to hear that and said to him, "That's wrong! Listen! Without examining those countries well, you just take it for granted that they have nothing to study! Because, actually, they have high-level universities and many famous scholars." I think, however, most of the Japanese students have the same idea as he. In fact, 95% of the Japanese students studying abroad went to Europe or North America last year. Only 5% went to the colored people's countries. This is nothing but the categorization of the foreigners by their colors.

Because foreigners are judged primarily by their skin color, colored foreigners are severely persecuted in Japan, whereas white people are not. Presently, most of the companies in Japan don't employ colored foreigners, even though they are highly qualified. Let me tell you one tragedy that occurred eight years ago. Mr. Kim Gis, a Korean, who was born and brought up in Japan, was graduated from Tokyo university with an excellent record. After that, he repeatedly took the entrance examination of the newspaper company, and always passed the written part. However, he always ended up failing in the interview, only because he was colored, a Korean.

Solely because of our unconscious anti-  
pathy to the colored foreigners, they are  
driven to despair. How miserable! Such

examples can often be seen in our daily  
lives.



先端技術と建設をむすぶ  
**フジタ工業**  
総合建設業 ● 創業: 明治43年 ● 資本金: 159億円 ● 本社: 東京

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# —LECTURE—

## Choosing Proper Topics

"I can't find a topic to talk about. I think I'm going to give up participating in the coming contest." "I don't think this is what I really mean. But anyway I have to put up with this topic." Do not say these things. The following essay is for those who have problems with topics.

I admit that choosing proper topics is a very demanding job and I have also had troubles in doing it. What is more whether your speeches are going to be good ones or not depends on your topics. So let me suggest to you some tactics in choosing topics which was deduced from my own experiences.

### 1) *Be alert to everything going around you*

Advertisements on the train, the latest news on TV, what your friends have told you, lectures at school, . . . I mean everything you see and hear every day, every moment. Do you think them interesting, absurd, sad, encouraging, discouraging? Take notes of what you have thought on the spot because it is extremely difficult to remember even after 30 seconds. Good topics are often about something you worry about, are glad about, wish for, or something which hurts you so much. Topics of this kind can be successful when presented because they are your true opinions, however sad or funny they may sound. The deeper your emotions are, the better your speeches will be.

### 2) *Analyze your feelings*

"Why do I feel it is interesting (absurd, sad, encouraging, discouraging)?" Ask yourself this question and search for your personal backgrounds well enough to explain your feelings. If you were *discourag-*

*ed* to hear your friends say, you've become fat these days!" and you were hurt very much, analyze why you were *discouraged* (This case is rather easy, though). You can know that you have a strong desire to be well-shaped. Analyze further. Why do you want to be good-looking that badly? You notice that you have an experience of having been treated unfavorably because you were fat. This should go on and on until you can make sure what you are going to say. Otherwise your speech content will be remote from your original emotions, which makes you feel there is something wrong, although the conclusion you draw out seems reasonable. Here, let me talk about my own experience, or to say failures, about this. Before I wrote *Choosing Proper Branches* I once tried to write a speech on positive ways of thinking because I was impressed with what one of my friends from the U.S. said about the ways they live positively there. But my analysis of my emotions was too shallow to reflect my personal background, which later turned out to be my struggles to be a good leader. The speech content—just a hodge podge of different pieces of information—was so terrible that I soon felt difficulty in writing it. Do not just scratch the surface. Analyze as deeply as possible. If you can, you will be able to move the audience and bring them to your belief.

### 3) *Research*

Research, according to my definition, involves not only reading books or magazines but also asking your friends for their opinions. Concerning research, I recommend the following two ways. Number one: Confirm your ideas or information



that you are going to use in your speech by reading books. Correct errors, if any. And number two: Let your friends comment on your speech topic. If they say it is common, then try to present a unique approach to it. If they say it is complicated, try to be more comprehensible. This is like market research because you can test to see if the audience will *buy* your speech. One thing I would like to emphasize here is that you need not necessarily obey authors of books or your friends. It is *your* speech and nobody else's. Of course it is important to consider the audience to some extent but it is secondary. One more thing, research should be placed at the end of the whole process of choosing topics. Do all these things *after* you are through with the analysis of your topic. *Before* is never recommended because you are so vulnerable to other's ideas that you will easily change your topic to something else. In most cases authors of books on particular subjects have firm, well-constructed views which influence you so strongly that unconsciously you will end up copying their opinions. And if you ask your friends when the analysis is not complete, they will only leave you confused with various views on a certain matter. So be careful about research and make most of it, and your speech will be much more attractive.

Making speeches is fun, including the process of topic-choosing, which makes you groan till late at night before the coming contests. But, "No pains, no gains". Your continuous efforts only are able to bear fruits—nice, tasty and nutritious fruits—which the audience will enjoy.

Then, why can't we get out of the tendency to unconsciously despise the colored foreigners? Because we are in a vicious

circle between lack of communication and our unconscious hatred of them. In other words, because of our lack of communication with them, we cannot get information about them as persons. So, we cannot treat them as independent individuals. As a result, we can see them only through the stereotype that the colored foreigners are undesirable and contemptible. But actually, we dare not have the chance to talk with them, because we don't see them in a friendly way. Now, what should we do?

Just when I entered Waseda university, I had a chance to talk with a foreign exchange student from Taiwan. At first, I was reluctant to hear him because he was a South East Asian. But after the repeated talk, I was amazed to realize how intellectual and hardworking he was, and how different he was from my imagining. He said to me, "I have a dream of developing my own country. To make it true, I'm willing to do any effort." I was deeply impressed by his words, and felt very sorry to have despised him unconsciously before talking.

Now ladies and gentlemen, this experience gave me one suggestion. That is, we should recognize that we cannot judge a person before talking with him, and we should have the positive attitude to try to communicate with the colored foreigners as a first step to get out of the vicious circle.

In the movie "E.T.", we can enjoy the heartwarming story of one friendship that breaks down the wall between an earthman and an extra-terrestrial. Because E.T. gets one close friend on the earth, whose name is Elliott. Of course, Elliott also fears E.T. in their first encounter, but Elliott has enough bravery to communicate with E.T.

# DEBATE

## THE 11TH ALL JAPAN INTERCOLLEGIATE DEBATE TOURNAMENT

Resolved: That the National Government Should  
Significantly Strengthen the  
Regulations  
for Protection of Consumers.

Waseda Team: Seiichi Tanaka, Hisashi Yamauchi, Akira Yamauchi,  
Yusei Higaki, Hiroyuki Wakui  
General Manager: Masahiro Otsuka

### Affirmative Constructive Speech

Convinced that we should better guarantee road traffic safety, Waseda University advocates this season's resolution, which we exemplify in the following policy proposal to be implemented, commencing on January 1, 1984.

#### PLANK 1: Regulations.

The Diet will strengthen the Road Traffic Act, Article 75.

(A) Mandate the equipment and employment of the seatbelt in all and any 'ordinary motor vehicles' as defined in the Road Traffic Act, Article 3.

(B) The seatbelt to be equipped and employed shall be the 'emergency lock retractor' or the 'automatic lock retractor' with luminous paint.

#### (C) Exemptions.

1. People certified to be pregnant or disabled.
2. Vehicles defined to be 'emer-

gency motor vehicles' by the Executive Order on the Road Traffic Act, Article 13.

#### PLANK 2: Enforcement.

The plan shall be enforced through normal judicial channels with the following penalties for non-compliance.

1. 1 violation point on a driver's license for drivers.
2. ¥5000 fine for passengers (in 1984 yen).

Legislative intent will be provided by affirmative speeches.

Justification for the resolution is developed in the following three contentions.

#### CONTENTION I: Automobile accidents are disastrous.

Two subpoints support this contention.

Subpoint A: Automobile accidents result in needless death and injury.

The National Police Agency reports in 1983:

“Every year, more than three thousand people are killed, and more than thirty thousand people are injured in auto crashes in Japan, Victims are increasing in number by 3% annually. Specifically in 1983, 3347 people were killed in auto crashes.”

The full tragedy of this problem, however, can be realized only when we turn to the All Japan Traffic Safety Association, 1983:

“Among the victims of automobile accidents, 81% fall within the age between 20 and 50, which constitute the core of Japan’s population that society definitely needs. Although about 90% survive auto crashes their injury makes it almost impossible for 75% of them to be rehabilitated back into society.”

This tragedy, however, does not end with the death and injury of those victims, as we find in

Subpoint B: Automobile accidents result in massive social suffering.

The National Police Agency recounts the full scope of this tragedy in 1983:

“76% of the people killed in auto crashes leave families to support. In total, the number of the bereaved amount to 6427 in 1982. This demonstrates that automobile accidents are a major social problem the Government needs to solve.”

The misery of the bereaved is demonstrated by the Ministry of Welfare in 1983:

“Families bereaved by automobile accidents lead a miserable life. Their income amounts to only 46% of the average household income in Japan. Getting higher education, adequate medical care,

..... those are all beyond the reach of those bereaved people. Besides, we should never forget their deep grief over the death of their dear family members.”

Unfortunately, however, we discover  
**CONTENTION II: Current regulations impede the use of the seatbelt for reducing the danger of automobile accidents.**

Initially, we find the inherent structural defect of the status quo in  
Subpoint A: Current regulations are inadequate.

The present regulations for protection of consumers of motor vehicle transportation constitute the Road Traffic Act. Its inadequacy is pointed out by Professor Nagayama, Doctor of Law, at the University of Osaka in 1983:

“At present, no regulation mandate the use of the seatbelt in automobiles. In fact, the Road Traffic Act, Article 75, just *recommends* drivers to ‘make an effort’ to wear seatbelts and to persuade their passengers to do so. Thus, current regulations are totally inadequate in promoting the use of the seatbelt.”

A brief look at the Road Traffic Act will clarify this inadequacy. The Road Traffic Act, Article 75, Item 10-2:

“Drivers of motor vehicles shall make an effort to wear seatbelts equipped to the motor vehicles and to make their passengers to do so on superhighways.”

The result of this inadequacy in noted in

Subpoint B: Inadequacy impedes the use of the seatbelt.

National Police Agency reports that the use of the seatbelt is limited.

The belt use rate is:

Drivers on ordinary roads:	19%
on superhighways:	26%
Passengers on ordinary roads:	14%
on superhighways:	23%

Average: 21%  
This is according to the survey conducted by the National Police Agency on a random sampling of 175,369 automobile occupants on June 10-11, 1982."

The reason why people avoid the use of the seatbelt is given by the Prime Minister's Secretariate in 1982:

"At present only 21% of automobile occupants in Japan wear seatbelts. The reasons are:  
Troublesomeness..... 74%  
Tightness..... 22%  
Others..... 4%

This is according to the survey conducted by the Prime Minister's Secretariate on a random sampling of 10,000 automobile occupants in June, 1982."

Our alternative to this undesirable present situation is examined in

**CONTENTION III: Stronger regulations promote the use of the seatbelt for reducing the danger of automobile accidents.**

Two subpoints support this contention.

Subpoint A: Stronger regulations promote the use of the seatbelt.

Foreign governments succeeded in promoting belt use with legal mandate.

The National Police Agency, 1983:

"The use of the seatbelt is now mandated with penalty against violation in a variety of countries, including Great Britain, France, Australia, and the United States. Those legal mandates succeeded in raising the belt use rate up to more than 80 to 90%."

The efficiency of the Japanese Police will guarantee a better effect of the mandate. The All Japan Traffic Safety Association, 1983:

"Japanese Police employs a variety of measures, including spot checks, photo checks, under-cover checks,

etc. to check traffic violations. They are mainly designed to check speeding, drunk driving, and non-use of the helmet, and they have reduced accidents, and death and injury caused by them in the past years in spite of the increase of the number of automobiles."

Nest, we note

Subpoint B: The use of the seatbelt reduces the danger of automobile accidents.

Authoritative technical studies verify the efficacy of the seatbelt in reducing the danger of automobile accidents.

The Japan Automobile Research Institute, 1983:

"The seatbelt has the function to protect automobile occupants from death and injury in auto crashes. By restraining the occupants to their seats, the seatbelt prevents them from crashing into the windshields or the steering wheels, and from being thrown out of the automobiles onto the ground outside or other external objects. Thus it reduces the death and injury in auto crashes by 90%."

The Toyota Traffic Environment Commission concurs in 1983:

"Using field accidents, experimental data, and engineer analysis between belted and unbelted occupants, it has been found that belt use reduces the fatalities and injuries in auto crashes by 90%. Judging from the fact that more than 3000 people are killed in auto crashes, belt use would have saved more than 2600 people every year."

It is important to observe at this juncture that those studies are not merely abstract or partial assessments of the efficacy of the seatbelt. Rather, they represent a comprehensive summary of the scientific knowledge based on reliable methodology. The All Japan

Traffic Safety Association explains and supports the reliability of the methodology in 1983:

“The studies by the Japan Automobile Research Institute and the Toyota Traffic Environment Commission verify the effectiveness of the seatbelt in reducing the death and injury in auto crashes. The studies are based upon reliable

methodology because they utilize both real-world accident data and laboratory testing with computer simulations.”

In summary, the status quo has already condemned thousands of people to massive human suffering every year. Waseda University Debate Squad believes that now is the time to cool this hell on earth. That’s why we call for adoption.

## Negative Constructive Speech

We also believe that now is the time to cool this hell on earth. We, therefore, advocate the following alternative to the resolution to be adopted and implemented by all and any means available, commencing on January 1, 1984.

### SECTION 1: Mandate.

The Diet shall adopt the following.

(A) The National Police Agency shall conduct mass media campaigns of education and publicity to promote the use of the seatbelt and the helmet.

Special emphasis on:

- i) the danger of automobile accidents
- ii) the efficacy of the seatbelt and the helmet in reducing the danger of automobile accidents

(B) The Road Traffic Act, Article 71, 3-1, which mandates the use of the helmet on the motorcycle, shall be repealed.

(C) Any regulation that permits or stipulates the insurance payment on people killed or injured in automobile accidents after January 1, 1985 without wearing seatbelts shall be repealed.

(D) Any relevant portion of conflicting legislation shall be superseded by the counterplan mandate.

### SECTION 2: Funding

The counterplan shall be financed through general revenues. Minimally suf-

ficient funding shall be guaranteed.

### SECTION 3: Enforcement.

The counterplan shall be enforced through normal judicial procedures with fine, imprisonment, and/or removal from office for non-compliance and/or mis- mal-, non-feasance.

Negative speeches will provide legislative intent for counterplan interpretation.

### OBSERVATION I: Not topical.

(A) Not ‘significantly’.

Section 1-(A) merely educates people to wear seatbelts. It does not involve any structural change in the status quo.

(B) Not ‘strengthen’.

Section 1-(B) and (C) might involve structural changes, but they repeal, not strengthen, regulations.

(C) Not ‘regulations’.

Section 1-(A) only educates, not regulates, people. We all know ‘education’ is different from ‘regulation’.

(D) Only topical by effects.

The counterplan is for protection of consumers, but it protects consumers only by effects.

(E) At least, reasonably non-topical.

The negative needs only be reasonably non-topical. Otherwise, the negative will be subjected to unfair double standards.

**OBSERVATION II: Competitive.**

(A) Mutually exclusive.

The counterplan repeals two regulations, which the plan maintains. Of course, we cannot maintain and eliminate the same thing at the same time.

(B) Redundant.

The counterplan achieves the affirmative advantage alone. This makes the plan absolutely redundant. All you need is the counterplan.

(C) Net benefit.

The adoption of both is not desirable because the plan accrues a disadvantage which the counterplan is free of. This will be clarified down below.

(D) Philosophical.

Government control vs. individual freedom. Obviously, the plan and the counterplan are based on different, competitive philosophical grounds. Only people with split personalities would vote for both.

**OBSERVATION III: Superior.**

(A) Better guarantees traffic safety.

Little 1. Education works.

The All Japan Traffic Safety Association, 1983:

"Campaigns of education and publicity have been conducted in a number of places in Japan, like Toyota, Nagaya, and Umaji, Kouchi. Those campaigns succeeded in raising the belt use rate from 20-30% up to over 80-90% without exception."

Little 2. This is especially true of the counterplan.

Section 1-(C) prohibits insurance payment on victims without seatbelts on. This motivates people to use seatbelts further because they can get insurance payment only if they use seatbelts.

Little 3. At least, it better promotes belt use than the plan.

The counterplan will raise the belt use rate up to 80-90%, as proven above. The plan cannot attain this high rate.

This shall become clear as we argue PMA down below.

Little 4. Pre-emption. No need for protection against voluntary harm.

The counterplan might not save all the people by raising the belt use rate up to 100%, but it doesn't matter, because this gap merely represents voluntary harm. The counterplan makes people realize how serious automobile accidents are and how effective the seatbelt is, and yet some people don't use seatbelts. They know they'd better use seatbelts, but they don't do so. Obviously, it's a voluntary harm like suicide, and the Government has no responsibility to save people from suicide with penalty.

(B) Better guarantees individual freedom.

The counterplan merely educates people to wear seatbelts, and thus leaves the freedom of choice to people. The plan, on the other hand, regulates people to wear them, and force the choice on the people with penalty. Obviously, the counterplan better guarantees the freedom of people than the plan. This shall be extended in disad.

Now, the case.

Contention I, accidents are dangerous. Group it. This is a voluntary harm. People got killed or injured because they were too lazy or careless to use seatbelts. That's what their Prime Minister's Secretariate card says in Contention II.

Contention II, current regulations impede belt use.

A Subpoint, they can have.

On B Subpoint, they argue people won't wear seatbelts without legal mandate. Wrong. I'd argue one, this is asserted. None of their cards says people won't wear seatbelts unless they are mandated. I'd argue two, education solves. Even if people don't wear seatbelts right now, most of them will if they are educated. Already proven up above.

On to Contention III, stronger regula-

tions promote belt use.

A Subpoint, mandate promotes belt use. These cards are awful.

First, the Police Agency card. One, no methodology is given. No explanation given as to how they found that the belt use rate is over 80-90% in those countries. Two, analogy isn't justified. No reason given why we can say the same thing will happen in Japan if we adopt the same mandate on belt use.

Second and third cards. Lump them. No figure is given. To what extent belt use will be promoted with mandate? Those cards don't answer this vital question.

Subpoint B, belt use is effective. Grant. Nobody can deny this, I guess. So, they can have it.

I'd argue one PMN now.

PMN: Circumvention.

Subpoint A: Affirmative mandates belt use.

Subpoint B: Motive. People just don't like it.

They don't want to wear seatbelts. Proven by the affirmative in Contention II. Please cross-apply the cards in Contention II, Subpoint B. They say people are against belt use.

Subpoint C: Means. Non-compliance.

They will circumvent the plan through non-compliance. They can do it because the plan enforcement doesn't work.

The National Police Agency admits its inefficiency in 1983:

"It is next to impossible to check most traffic violations.

The mandate on belt use would be almost impossible to enforce, because it is impossible to check violations at night, on high-speed cars, on back-seat occupants, etc."

Subpoint D: Impact. Makes the counterplan superior.

This might be a partial PMN, and therefore it is not an independent absolute voting issue. This, however, makes our education counterplan superior be-

cause major part of the affirmative advantage will be lost through this circumvention. This is the impact of this PMN.

Finally, one disad.

Disadvantage: Affirmative infringes upon the right of freedom.

Subpoint A: Affirmative mandates the use of the seatbelt.

Subpoint B: This restricts the freedom of citizens.

The Prime Minister's Office, 1982:

"The use of the seatbelt is not mandated now. This is because this interferes with the behavior of citizens, and thus restricts their freedom."

Recognize, next,

Subpoint C: Freedom is very important.

Isao Satoh, Doctor of Law, Professor at Sophia University, 1981:

"The right of freedom is the core of the fundamental human rights protected under the Japanese Constitution. It deserves adequate protection because it provides the basis for democracy."

Subpoint D: Impacts.

1. Absolute voting issue. Liberty outweighs life, which means the advantage is outweighed by the disadvantage here. Hiroshi Kosugi, 1982:

"Life without liberties is meaningless. Life is worth leading only if freedom is guaranteed."

2. At least, makes the education counterplan superior.

Even if you don't buy the argument above, this D/A is still a reason to reject the resolution in favor of the counterplan. Don't vote affirmative.

In conclusion, the counterplan guarantees both safety and freedom, whereas the plan guarantees safety alone only to a limited extent. If you, as a policy maker, want both safety and freedom, or greater safety, you have good reason to vote for our counterplan.



# —LECTURE—

## SYSTEM ANALYSIS REVISITED: AN ALGEBRAIC PERSPECTIVE

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The beginning of the 1980's observed the emergence of a new paradigm that has replaced the judicial approach based on stock issues analysis; the policy-making paradigm is now the dominant paradigm in Japan's debate community. Despite its popularity and preponderance, however, few seem to have a correct understanding of the basis of this paradigm: systems analysis. The purpose of this thesis is to explain what systems analysis is all about and how it all applies to academic debate, through an algebraic approach.

Initially, the term 'systems analysis' needs be clearly defined. Although this term is quite multivocal, a composite, representative definition is provided by the Rand Corporation, the renowned 'think tank' conducting a variety of studies for the U.S. Federal Government. E. S. Quade, a Rand Corporation official, wrote the following definition in *Analysis for Public Decisions*, 1975:

"Systems analysis is a systematic approach to helping a decision-maker choose a course of action by ingestigating his full problem, searching out alternatives, and comparing them in light of their consequences, using an appropriate framework — insofar as possible analytic — to bring expert judgement to bear on the problem."

To put it simply, systems analysis is a systematic approach to decision-making through the comparison of alternative available.

The objective of systesms analysis is to formulate a specific policy, or course of action. Quade continues:

"The purpose of policy analysis is to help someone choose a course of action; therefore it follows that the analyst should devote a considerable effort to uncovering the set of possible actions, or alternatives, that offer some hope of accomplishing what is wanted."

Thus initiated as the basis for decision-making in the real world, it has spilled over into the academic world of educational debate. Allam J. Lichtman, et al. wrote in *Policy Systems Analysis*, 1979:

"Debate pivots on the comparison of policy systems. Affirmative teams seek to demonstrate that their policy systems are superior to the alternative systems defended by the negative teams."

Since academic debate usually involves propositions of policy, stated as policy resolutions, it is reasonable to assume this legislative perspective. James F. Klumpp described the nature of policy comparison in academic debate in *Debate as a Paradigm for Comparing Alternative Policy Options*, 1974:

“From the policy option perspective argues that a specific policy option, the affirmative plan, ought to be adopted as governmental policy. . . . The negative, on the other hand, argues that the affirmative policy option ought to be rejected in favor of an alternative policy. The negative policy option may involve the present . . . policy, or an alternative policy different from the present system. . . . The key is, of course, that the negative position is evaluated as an alternative to the affirmative policy option.”

Let us next turn to the methodology of systems analysis: how to decide on a specific policy through systems analysis. Quade goes on to briefly explain it:

“It is the examination of the alternatives and the listing of their characteristics and the consequences that result from their choice that give a basis for comparison.”

As applied to debate, systems analysis bases decision-making on the comparison of the net benefits of the competing policy options, affirmative and negative. This is explained and clarified accurately with the application of algebra. This algebraic approach to systems analysis involves the following variables:

NBa: the net benefit of the affirmative policy system

NBn: the net benefit of the negative policy system

Ba: the benefit of the affirmative policy system

Bn: the benefit of the negative policy system

Ca: the cost of the affirmative policy system

Cn: the cost of the negative policy system

V(Ba): the value of the benefit of the affirmative policy system

P(Ba): the probability of the affirmative policy system accruing the

benefit

V(Ca): the value of the cost of the affirmative policy system

P(Ca): the probability of the affirmative policy system accruing the cost

V(Bn): the value of the benefit of the negative policy system

P(Bn): the probability of the negative policy system accruing the benefit

V(Cn): the value of the cost of the negative policy system

P(Cn): the probability of the negative policy system accruing the cost

The decision rule, then, shall be:

i) If  $NBa > NBn$ , then vote affirmative.

ii) If  $NBa < NBn$ , then vote negative.

iii) If  $NBa = NBn$ , then vote on the basis of the presumption.

Since we can get net benefits by subtracting costs from benefits,

$$NBa = Ba - Ca \quad NBn = Bn - Cn$$

Benefits and costs are expected values.

Therefore,

$$Ba = V(Ba) * P(Ba) \quad Ca = V(Ca) * P(Ca)$$

$$Bn = V(Bn) * P(Bn) \quad Cn = V(Cn) * P(Cn)$$

Therefore,

$$NBa = V(Ba)P(Ba) - V(Ca)P(Ca)$$

$$NBn = V(Bn)P(Bn) - V(Cn)P(Cn)$$

This is how the systems analyst calculates the costs and benefits of the competing policy options to decide which policy option is superior and thus deserves his or her ballot.

Now with all this in mind, let us turn to the following example to see how this cost-benefit calculation is put to practice.

Resolution: Resolved that the Diet should change labor laws.

Affirmative

Plan: Mandate the use of the protective mask in dusty workplaces.

Advantage: Affirmative better protects the life and health of workers from pneumoconiosis.

Negative

Counterplan: Educate the affected workers to wear protective masks

Advantages: (1) Negative claims the affirmative advantage more effectively (Education has greater solvency than mandate). (2) Negative avoids the disadvantage (the infringement of the right of freedom of the workers).

(Assume for simplicity's sake that all the arguments listed above are perfectly proven and survived the round.)

We express the net benefits of the competing policy systems, the plan and the counterplan, as follows:

$$\begin{aligned} \text{NBa} &= \text{Ba} - \text{Ca} \\ &= \text{V}(\text{Ba})\text{P}(\text{Ba}) - \text{V}(\text{Ca})\text{P}(\text{Ca}) \end{aligned}$$

$$\begin{aligned} \text{NBn} &= \text{Bn} - \text{Cn} \\ &= \text{V}(\text{Bn})\text{P}(\text{Bn}) - \text{V}(\text{Cn})\text{P}(\text{Cn}) \end{aligned}$$

Since both policy systems seek to attain the same advantage (the life and health of the workers),

$$\text{V}(\text{Ba}) = \text{V}(\text{Bn})$$

The counterplan, however, has better solvency. Thus we obtain

$$\text{P}(\text{Ba}) < \text{P}(\text{Bn})$$

We now turn to the costs, Ca and Cn. Ca is given as a disadvantage, which is the infringement of the right of freedom. Though this is a purely philosophical disadvantage and as such lacks tangible impact or strong link to the plan, we cannot ignore this 'soft variable', its impact, which roughly corresponds to V(Ca), and its link, which can be represented by P(Ca), are not zero, even though they might be extremely small. Therefore,

$$\text{V}(\text{Ca}) > 0 \quad \text{P}(\text{Ca}) > 0$$

$$\therefore \text{Ca} = \text{V}(\text{Ca})\text{P}(\text{Ca}) > 0$$

Since no counterplan disadvantage is

presented here in this round,

$$\text{Cn} = 0$$

We now subtract NBa to see which is greater than the other.

$$\begin{aligned} \text{NBa} - \text{NBn} &= (\text{Ba} - \text{Ca}) - (\text{Bn} - \text{Cn}) \\ &= \text{Ba} - \text{Ca} - \text{Bn} \quad (\because \text{Cn} = 0) \\ &= \text{V}(\text{Ba})\text{P}(\text{Ba}) - \text{V}(\text{Ca})\text{P}(\text{Ca}) - \text{V}(\text{Bn})\text{P}(\text{Bn}) \\ &= \text{V}(\text{Ba}) * (\text{P}(\text{Ba}) - \text{P}(\text{Bn})) - \text{V}(\text{Ca})\text{P}(\text{Ca}) \quad (\because \text{V}(\text{Ba}) = \text{V}(\text{Bn})) \end{aligned}$$

$$\begin{aligned} \text{P}(\text{Ba}) - \text{P}(\text{Bn}) &< 0 \quad (\because \text{P}(\text{Ba}) < \text{P}(\text{Bn})) \\ \therefore \text{V}(\text{Ba})(\text{P}(\text{Ba}) - \text{P}(\text{Bn})) &< 0 \dots (1) \\ &(\because \text{V}(\text{Ba}) > 0) \end{aligned}$$

$$\text{Ca} = \text{V}(\text{Ca})\text{P}(\text{Ca}) > 0 \dots (2)$$

Given (1) and (2), we obtain

$$\begin{aligned} \text{NBa} - \text{NBn} &< 0 \\ \therefore \text{NBa} &< \text{NBn} \end{aligned}$$

The systems analyst, then, votes negative in accordance with the decision rule based on systems analysis. Thus, we see that we can apply systems analysis algebraically to academic debate.

In conclusion, systems analysis provides the basis for rational decision-making. It is widely used by real-world decision makers, and now it spills over into academic debate. In spite of its predominance, however, systems analysis is not well understood. Some judges who claim to be policy-maker judges explain their decision-making process in terms of traditional stock issues. Others rely upon upon empirical intuition to compare the benefits of the competing policy options. The author is convinced that this algebraic approach to systems analysis will greatly rationalize the decision-making in academic debate. You know, we learned math at highschool to acquire logical thinking ability. Doesn't it make sense to apply a bit of algebra to academic debate, then?

# DISCUSSION

## Notes toward the Definition of Discussion

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### INTRODUCTION

The purpose of this paper is to present an analysis, part of which has been demonstrated to our fellow members, of the definition of discussion and to offer some partially new ideas or hypotheses on it. Beginning with a brief statement on the general definition, we will attempt to show that there are three types of discussion, and that each type demands as its goal a specific kind of conclusion. An attempt is made to clarify the characteristics of the conclusion of each type and the difference between "discussing" and "chattering".

#### I. General Definition

It is often said that rational discussion plays a vital role in a democratic society. The forms, or uses, of discussion may vary from time to time and place to place. All of them, however, have common characteristics. The central aim of all kinds of discussion is to create a decision-making process in which (1) some persons having same *purpose* to discuss get together, (2) exchange their view points, and (3) establish some *conclusion* on the basis of a consensus.

#### II. Types of Discussion

In accordance with the purpose and therefore the expected *conclusion* of a discussion, we have three types of it.

##### II-1. Discussion for Fact Recognition

A typical example of a Discussion for Fact Recognition can be found in the study of science. This type of discussion demands a *designative claim* as its conclusion; stating that "something was, is, or will be."

Examples:

- 1) The ancestors of the American Indians were from the continent of Asia.
- 2) Lower income families cannot afford the cost of higher education.
- 3) There will be a depression in the U.S. within the next decade.
- 4) Japanese farmers will be financially damaged after the liberalization of beef and oranges.
- 5) A nation-wide antigovernment movement will break out in the Republic of South Africa.

(Remarks) Two kinds of Facts and Discussion for Information

There are two kinds of facts; objectively verifiable facts and accepted facts. A Discussion for Fact Recognition calls for us to reach an accepted fact. To talk only about objectively verifiable facts is not a discussion but just "chattering". If the fact is objectively verifiable, we can establish the certainty of the truth or falsity at one glance without exchanging our view points, and it is enough to just inform each other. Logically there is not a "Discussion for In-

formation" as a type of Discussion.

## II-2. Discussion for Value Judgment

A Discussion for Value Judgment demands an *evaluative claim* as a conclusion; stating that "some idea, individual, or action is (or is not) desirable or worthwhile."

Examples:

- 1) Socialism is a better economic system than private enterprise.
- 2) Students can obtain a better education at Waseda than at Keio.
- 3) Joint venture production is more desirable than the torrent-like export of automobile.
- 4) To seek for the economic prosperity is desirable for Japan.

(Remarks) The difficulty in making a decision of Value Judgment

Some may argue for the impossibility to make group decision on the basis of a value judgment by saying that all of our values are subjectively determined, or anything we consider good is not absolutely good but only good because we agree that it is good. (That is why this type of discussion can be observed in the study of literature!?) This may be one of the main causes of the time-wasting battle in Standpoint area around 1982. But, since a simple exchange of personal value is not a discussion but only a chat, Discussion for Value Judgment must have as its final purpose a group decision.

## II-3. Discussion for Policy Determination

A Discussion for Policy Determination can be found in any active organization such as school clubs (including W.E.S.S!), companies, political parties, or government office. In this form of discussion we demand an *advocative claim* as a conclusion; stating that "some action should be made. (In this type of discussion, after reaching an advocative conclusion, detail mandate and structure etc. necessary to put this claim into practice will be discussed as a plan issue.)

Examples:

- 1) An All English Hour should be put

into practice in Waseda E.S.S.

- 2) Japan should promote joint venture production of automobiles with the U.S.
- 3) Japan should remove Import Quotas on beef and oranges.
- 4) Japan should improve its economic cooperation with South Africa Nations.

(Remarks) A reason for adopting this style as a main form in E.S.S.

Discussion for Policy Determination is based primarily upon "Discussion for Fact Recognition" and "Discussion for Value Judgment". Most advocative claims are concluded on the basis of motivational warrants (for example Standpoint in our present discussion format), and when we turn our attention to the data that needs to be established in order to complete this argument, we find that it is primarily composed of designative claims or of evaluative claims, interrelating them and making connection between them clear in a certain format. Thus, by understanding Discussion for Policy Determination, we can learn and use the principles of the other two.

## EPILOGUE

Recent practice of the discussion in English Speaking Society has taken a "problem solving format" as its main practice form. And I wonder if freshmen and sophomores, who have not thought much of the essential character of discussion, have had their understanding of discussion distorted by a flood of arguments or by the difficulty of organizing them into a settled format. But remember each format was established as one of the most effective ways of exchanging the each person's viewpoint, and don't forget the ultimate purpose of discussion—decision-making. This is the very difference of "discussing" and "chattering". Every requirements in discussion (English, Logic, or Table Leading Skill) are all dedicated to decision-making.

Nowadays, the problem-solving format is at a turning point because of the devel-

opment and complexity of present-day society. Based on this recognition many attempts were made in the last two years, such as the comparative advantage format (Spring, 1983), Standpoint of non-Japanese subject (Autumn, 1982), or vulnerability harm (Autumn, 1983). We believe a much greater attempt must be made for the step-by-step advancement of discussion just as in scientific progress, each new point that is reached forming the basis of further advances. We feel quite strongly that any attempt to change the format of discussion should have as its center the rational definition of discussion.

We hope you, successors of emperor and

empress, will continuously seek for the "best discussion" in its true sense of the word by your own hand. Good Luck, our fellow Waseda Discussants!

(References)

- (1) Donald W. Klopf and James C. McCroskey (1969), *The Elements of Debate*, New York: Arco Publishing Company, Inc.
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## Record on the Model Discussion for Junior Discussion 1983

Chairman; Now let's start the discussion under the title of "Red Africa—New Lifeline for Japan in the 1980's". Opinion maker is supposed to present us analysis of the status quo, that is Stand Point, Problem, Harm, and Cause with the brief summary of historical trace. Now, chairman welcome your opinion! O.K., Mr. A please.

Opinion (Mr. A); Thank you, Mr. Chairman. Before making observation of the present condition, I'd like to sum up what was agreed on in the heated arguments on Item I. In Item I, we spotlighted the communization of the African nation of Angola in the 1970's. And it was inherent part of two backgrounds. 1) The Internal Background—Plight of Angola Economy, 2) The External Background—The Soviet's Policy over South African Nations. Then, the resultant communization of Angola, we unanimously agreed, loosened the muscle of the Soviet Union, thereby intensifying the Soviet's influential power

over the neighbour countries surrounding Angola. Now, ladies and gentlemen, there emerges in the same hemisphere a nation which, as far as I've studied, is going to be the reminiscent of the communizing of Angola. The following four claims call on all of us to take some drastic actions. 1) Stand Point; we have to bolster the economic prosperity of Japan. This ideal is to be acknowledged by all of you, since in light of it, the problem will loom. and we will be urged to erase it. 2) Problem; Political Instability in the Republic of South Africa. 3) Harm; The problem will in future enable the Soviet Union to control the rare metals of the South African Nations. 4) Cause of the Problem; Existence of income disparity between whites and blacks in the Republic of South Africa. Given above mentioned claims, I find, and you will, after meticulously examining them, also recognize, the need to pull our nation out of quagmire, and I hope we will con-

summate our commitments in the end, thank you.

Question (Mr. B); --Thank you very much for pointing me as a first question maker. Let's begin this examination with the Stand Point. That is first let me ask what's the meaning of the economic prosperity of Japan?

A. (Mr. A); Let me give you the idea what the Economic Prosperity of Japan means. It is described as the unlimited expansion of the production scale of every industry in Japan.

S.Q. (Mr. B); Next, to clarify why you define the Economic Prosperity in that way, would you explain how significant the expansion of production scale is?

A. (Mr. A); In response to Mr. B's question, I'll assure you how wonderful it is to expand the production scale. By giving momentum to the economic prosperity, we can earn more disposable income, which enables us to buy any goods and services. Thus, we will be leading the richer life, physically, mentally, and materially.

R.Q. (Mr. C); In your opinion what is the necessary measure to pursue the Economic Prosperity of Japan?

A. (Mr. A); If we are to realize such an ideal, it is imperative to import rare metals.

S.Q. (Mr. C); How do you define rare metals?

A. (Mr. A); Rare metals are defined as the elemental resources for the industrial production that cannot be mined in Japan and are procured only through import from the several districts of the world.

S.Q. (Mr. C); Why can you say that the import of rare metal is necessary to seek for the economic prosperity?

A. (Mr. A); Let me explain the extent of significance of rare metal for industrial production. Today, in producing goods, especially high technology products, like electronic computer, rare metals have become indispensable materials and,

without them, all production would be halted. Actually, "the picture of the tumults in the world" written by Masahiro Miyazaki, president of Tokyo Press, published on November 11th, 1982 points out that platinum, vanadium are elemental materials for electronic devices and that silicon forms the vital part of the tips, the core materials of electronic computer. If it were not for such materials important enough to be dubbed 'Rice of Industry', unprecedented predicament would face all the industries, above all, high technology industry, the key to surviving the international competition. Likewise, it is self evident that rare metals are never dispensed with to put all industrial production in normal and viable operation.

P.O. (Mr. C); Let me specify how the import of rare metal is necessary, especially from south Africa. First, I'd like to present you the fact that import is an indispensable means for rare metal supply. At present, dependence ratio of rare metal on import is, as for chrome, 98%, as for manganese, 99%, and as for nickel and cobalt, surprisingly 100%. Thus, rare metal import is indispensable means. Furthermore important, according to Weekly Magazine Diamond, August 5th 1983, in case of cobalt, it is concentrated to the extent of 38.3% in Zaire and 11.8% in Zambia, about chrome, 68% is concentrated in the Republic of South Africa. Thus, you can find enough significance in rare metal import from south Africa.

A.Q. (Mr. D); I think we have already examined the Stand Point area, so let's step into problem area. Mr. opinion maker picked up the political instability in the Republic of South Africa as a problem. So first of all, would you define the meaning of political instability?

A. (Mr. A); I'd like to make clear the meaning of political instability. It's the increase in the number of anti-government terrors by the guerillas.



S.Q. (Mr. D); I understand the meaning of the political instability. So, would you show us factual examples or factual situation to indicate the political instability existing in the Republic of South Africa?

A. (Mr. A); I'd like to exemplify the situation. In the past, there broke out only a few insurrections in a year, while on the other hand, in the recent years, especially since the beginning of 1983, terror actions have sharply increased in number. And according to "Newsweek", June 6th, 1983, there have been occurring a number of insurgencies sporadically in the cities of the Republic of South Africa like Pretoria, Port Elizabeth involving many civilian people, a thing that has never happened before. And the number of the incidents have amounted to 195 and have shown no sign of abating. From this information, we can find the sharp increase of terrors in number.

A.Q. (Mr. E); Now, let's talk about the harm, which is given as the Soviet capability to control the precious metals in southern Africa. Well, in your idea, what's this Soviet capability? Would you define this term?

A. (Mr. A); In the analysis that I've made, the instability will enable the Soviet Union to control the rare metals mined in the South Africa Nations. It means the Soviet Union is entitled to decide the shipment amount of the rare metals from those nations at its own will.

S.Q. (Mr. E); Would you tell me its actual situation to explain how it actually looks like?

A. (Mr. A); He is asking how the Soviet Union will decide the shipment amount. Then please note the fact that only by sea can the Africa nation export their rare metals to the rest of the world. However, most of the countries rich in rare metals like Zaire, Namibia, Zimbabwe don't have appropriate ports of their own. So they have to seek exporting

ports in the other nations. The ports available are only in the Republic of South Africa. Furthermore, the railway to transport rare metals to the Republic of South Africa is only one line running through those nations to the ports of the Republic of South Africa. So, should the Soviet Union take control of the Republic of South Africa and its port and vital lines, the rare metals of the Republic of South Africa and those of neighbour countries alike will be under the de facto control of Soviet Union. Thus, by holding the vital and only transport measures, the Soviet will decide the export amount of rare metals.

A.Q. (Mr. F); I think we have already examined the harm itself, so I'd like to go down to the connection between problem and harm. Would you explain how political instability in Republic of South Africa brings about Soviet's capability of controlling rare metals in future?

Sug. (Mr. D); Very sorry to interrupt you, Mr. F. Although Mr. F asked the linkage between problem and harm, before that, we should know what kind of impact to Japan will emerge by that harm. I think it's necessary to examine that because we are now seeking for the economic prosperity of Japan as we have made a consensus in stand point area. So my suggestion is to go back the seriousness of harm, what kind of impact to Japan will occur. So, may I cast the question?

Chairman; Excuse me, although I can understand the necessity to accept your suggestion, it's also necessary to respect the successive question as a primary idea of the discussion, so Mr. E, do you have some question about the seriousness of harm?

Mr. E; Ah, yes, of course, I've got one.

Chairman; Go ahead, please.

Mr. E; You stated that the Soviet Union can control the rail road, and this is the 'Soviet capability.' I'd like to ask, then, what will happen if this transportation



line is cut off. What will just happen to us, or the Japanese economy? I mean the seriousness of the harm.

A. (Mr. A); I now explain what impact will be given to us in the wake of Soviet's control of rare metal. If the Soviet reduce the shipment amount of rare metal, our economy will get seriously damaged. According to Diamond Weekly, August 26th, 1983, in case 30% of imported chrom should be curtailed, we will have to have G.N.P. reduced by no less than 4.8%. And should the Soviet set embargo on all rare metals, our contry will inevitably be led to a catastrophe.

A.Q. (Mr. G); Let me go down to the next point. Would you explain how the political instability in the Republic of South Africa brings about the Soviet's control of rare metals in such countries?

A. (Mr. A); All right, I'll link the problem to harm. Between the two points, I set another point, "the establishment of the pro-Soviet government in the Republic of South Africa". Political instability will soon reach the point where the pro Soviet government will be established and the government will allow the Soviet to control whole precious metals.

Sug (Mr. G); I think there are many points to examine here on the connection, so chairman, would you show us how to proceed the table?

Chairman; Well, since Mr. A's explanation on connection is rather heavy one, so I'd like to suggest that you should devede the examination into two parts, 1) how the political instability in the Republic of South Africa will leads to the establishment of pro-Soviet government, 2) why the Soviet can control the rare metals in South Africa by establishing the pro-Soviet government. This is the recommendable way of procedure.

S.Q. (Mr. G); First, let me cast the fundamental question. What's the meaning of pro-Soviet government?

A. (Mr. A); The pro-Soviet government means the government owing its whole economic, political, and military strength to Soviet Union.

S.Q. (Mr. G); Next, please give us the concrete explanation about linkage between step 1 and step 2.

A. (Mr. A); I'd like to give you the idea how the political instability will make the establishment of new government possible. In Item 1, we found Soviet moves into the other nation to establish pro-Soviet government on condition that three prerequisites were met; 1) Soviet found enough advantage, or necessity, 2) Soviet's got sophisticated capability, 3) there boke out some upheavals in the objective nation that Soviet can take advantage og, and we cannot but admit that former two conditions are now met. And the third definitive condition is going to be met in near future. Because the political instability will spark to a nation-wide upheavals. This point is proven by "Africa Approach" 1983, quote "President of African National Congress), the biggest and most intrinsigent terrorist organization has declared to put more fuel to sparking the terrors into a nation-wide upheaval against the government, involving all the civilians." Thus, the third element is going to be real and evidently sufficien as well as necessary elements or conditions are going to be arranged for Soviet to take actions and therefore it is near at hand that Soviet will throw its support behind the Africa National Congress members.

C. (Mr. E); Mr. chairman, did he talk about how the Soviets will justify their intervention?

Chairman; No.

P.O. (Mr. E); Well, Mr. A is right: the Soviets have a stron motive, sufficient capability, and a good chance, an appropriate chance for intervention into southern Africa. Leonid Brezhnev, former president of the Soviet Union

stated that "the control over southern Africa is synonymous to the control over the world." Thus, the Soviet Union has a strong motive for intervention into the region. But, we should remember that without some appropriate ideological justification, the Soviet Union is unlikely to step into southern Africa, because any intervention without justification will seriously damage the Moscow's international credibility, and therefore its global strategy for world domination. And, if you ask me, the Kremlin will justify its intervention by claiming that its intervention will put an end to racism and colonialism in southern Africa. Leonid Brezhnev stated at the 26th Communist Party Assembly in February 1981: "The birth of Zimbabwe, the struggle for liberation in Namibia, and the fact that the same is happening in the Republic of South Africa show clearly that the rule by classical racists and colonialists is drawing to a close." Thus, the Soviet will justify it by claiming that their action will lead to the end of racism and colonialism. And, alarmingly, this position has not been denied or reversed by the succeeding present Andropov regime. Now, how do the blacks in southern Africa respond to the President's statement? Let's turn to Alfred Unzo, Secretary-General of the African National Congress, a notorious terrorist organization, who stated in his interview with Asia and Africa magazine in the summer of '81: "It has been kindly confirmed by the Soviet President at the 26th Communist Party Assembly that the Soviet Union will continuously impart a strong support for the movement for racial liberation. On behalf of the African national congress, I would like to express my hearty gratitude to the Soviet Union for their assistance and support for the struggle for liberation." So, we see, ladies and gentlemen, the Soviet intervention into this vital region of the world is no longer a possibility

or probability; it's closer to a certainty.

Thank you, very much.

A.Q. (Mr. B); Would you explain how the establishment of the pro-Soviet government in southern Africa enables the Soviet Union to control precious rare metals?

A. (Mr. A); In response to his question, I'd like to explain how the pro-Soviet government will afford the Soviet Union the right to control all transportations thereby controlling rare metals. Now please remember the definition of the pro-Soviet government. That's the government owing its economic, political, and military strength to Soviet Union. And that will be established thanks to the Soviet support. Then if the Soviet stops imparting its strength, what will happen? There will be a greater possibility that new pro-Soviet government will be overthrown by the rebels from the former government. Thus, you see, all the pro-Soviet government has to do is to abide by the Soviet direction. Thus, the Soviet Union will acquire the capability.

A.Q. (Mr. F); Let's step into the cause area. First, please give us the definition of the income disparity?

A. (Mr. A); The nasty alarming conditions are caused by the income disparity between the blacks and the whites. That means the situation that the whites are gaining more income than blacks.

S.Q. (Mr. F); I understand the meaning of the income disparity. Next would you give us the actual situation of the income disparity between blacks and whites?

A. (Mr. A); Let me show the income distribution to blacks and whites. Information comes from "Asian Economy", September 1982. I'd like to talk by dividing sections into 4. Disparity between blacks and whites; in the field of mining industry, whites 11, blacks 9, in 1975. In the section of manufacturing industry, 4.9 to 1 in 1975. In the sec-

tion of commerce, 3.8 to 1 in 1975. In Governmental section, 4.6 to 1 in 1975. Thus you see, there is actual gap of wages these two.

A.Q. (Mr. B); Would you explain why the income disparity cause the political instability in southern Africa?

A. (Mr. A); Since the black is suffering from the bad economic situation contrary to the comfortable life of the white, the black has a dissatisfaction against the present policy which permits unbalance income distribution between the black and white, and they resort to the violence. Thus, the income disparity

causes the political instability in southern Africa. As a fact, majority of guerilla member or the supporter is composed of the lower incomers, the blacks, according to the Newsweek January 11th, 1982.

(This is the end of the Model Discussion. I'd like to express my hearty thanks to those who helped me to carry out the Model Discussion, to Mr. Sakai for putting the record all together, and to Mr. Richard Speer for giving me nice suggestion on the "Notes toward the Definition of Discussion!!)

#### REMARKS

1. I mostly omitted the phrase "Thank you, Mr. Chairman." at the beginning of each speech.
2. S.Q. — successive question  
R.Q. — related question  
A.Q. — another question  
A. — answer

- C. — confirmation  
S. — suggestion  
P.O. — point opinion

# What comes next?

益まる金利選好の意識。進む金融技術のイノベーション。シンクロナイズされる世界の金融。次は何か起こるのだろうか。調査・情報能力と商品企画力は80年代の金融機関にとって欠かすことのできない武器となる。投資家のニーズはどこにあるのか。フィナンシャル・マーケットはいかにあるべきか。野村は拓く。金融新時代を。野村は目指す。理想の金融機関を。

## 野村証券

野村証券株式会社 ● 東京都中央区日本橋1-9-1 郵便番号103 電話03 21118111(代)

# *The 6th Hawaii Expedition for the Dawn of the Pacific.*

## **Japan-U.S. Trade and Defence Issue.**

### **Representatives**

**Satoshi Nakayama, Noboru Fukui, Nobuoki Koike,  
Hironobu Tomioka, Hisatoshi Kanoh, Keiichi Hirose, Koji Masuda**

The world economic picture was slightly improved toward the end of 1982, with major industrial nations sustaining moderate growth and with the United States and its major trading partners taking steps to narrow massive imbalances.

Although several nations made progress in lowering inflation, it continues trouble some of the major industrialized countries-notably the United States. Despite progress made in increasing exports and cutting oil imports, the United States trade deficit was projected at a record (U.S.)\$36 billion for 1982.

Reflecting these situation, there were several protective movements in U.S. and the U.S. requested opening Japanese markets.

At the same time, defence issue has come to reveal as a main agenda for Japan-U.S. dialogue. Despite the timid relation, the U.S. and Japan never had frank talks which Washington has with many of European allies. In the age of nuclear arms race between U.S. and Soviet Union, U.S. decided to distribute I.N.F. in Europe.

In this complex and ever changing international situation, it is necessary to have constant exchanges of opinions and views on myriad problems. Convincing this, 7 students of Waseda Univ. E.S.S. left Japan to have discussion with

students of University Hawaii.

Agenda for discussion were as follows:

- 1 Post-war relation between Japan and U.S. as an important trading partner and political ally.
- 2 Exports of made-in-Japan goods in to the U.S. market.
- 3 Problem of unemployment caused by exports especially in automobile industry.
- 4 Possible solutions

Looking back Japan-U.S. trade, we found a series of frictions. Textile in 1960's, Steel and Color TV in 1970's and Automobile in 1980's. And in the field of High Technology, computer and semi-conductor will be the main issue of trade conference between Japan and United States.

Part of the reason for this imbalance is that U.S. recovery from the 1973-1974 world wide recession was sharper and faster than that of allies, and the U.S. continues to be less dependent on trade than they are.

On the contrary Japan was late in recovering from oil shock and had to depend on export to U.S. to sustain the growth of GNP. The massive exports which rehabilitated Japan's economy, on the other hand, caused unemployment in auto industry of U.S.

Then what should we do for the co-prosperity of Japan and the U.S.?. As

an agreement, not protective trade which would not be profitable for both Japan and U.S. but free and ordered trade should be promoted. Japan has to continue the effort to remove import restrictions with which U.S. is dissatisfied, and seek for the way of co-existence of industries on both sides taking the steps toward the way of joint venture. And what's more Japan has to continue the effort to build up defence capability.

And we had debate matches with Hawaiian debaters under the resolution of; Japan should possess nuclear weapons.

Main issues were as follows:

1. Nuclear weapons as the most effective deterrence.
- 2 U.S. nuclear umbrella is really reliable?
- 3 Japan-U.S. security treaty is really reliable?
- 4 Japan's defence capability against the attack of Soviet Union
- 5 Feasibility of nuclear weapons.

And last we would like to express our hearty thanks to all the members and graduates for their help and aid.

And we thank all the members of Speech Department of University Hawaii and Japanese Culture Club for their co-operation.

## 昭和五十八年度卒業生の欄

石黒一成	政経	Deb.	富士銀行	千葉均	社会	Dis.	
岩下秀明	法	Deb.	富士銀行	都留陽子	一文(仏文)	Dra.	
宇多俊夫	法	会計	丸紅	永江寧	法	Deb.	
円城得寿	法	Deb.	日本電気	永里陽彦	商	Deb.T.I.D.L	全農
遠藤浩司	教育(英文)	Sp.	稲門会 教員	中藤由起江	教育(社会)	Dis.	
小野瀬一之	政経	Sp.Chief	住友商事	中山敏	法	企画管理	八十二銀行
門倉昭博	政経	Deb.Chief	旭硝子	西垣幸児	政経	Dis.Chief	NHK
金子克之	政経	副幹事長	ソニー	原田猛雄	政経	Sp.四大	味の素
川田真	政経	Dis.	富士銀行	福井昇	商	総務	トヨタ自動車
黒坂潔	一文	Sp.		保坂ゆう子	一文	Sp. 総務アシスタント	
栗原隆行	教育(英文)	Dra.P.R.	ノースウエスト航空	堀俊郎	政経	Dra.	
小林隆	社会	Dra.	HOYA	増田数弘	政経	Deb.文連	
笹森淳	政経	Sp.	大隈杯 味の素	前原信也	一文	Dra.	NHK
沢昭彦	政経	Deb.	松下電器産業	松田光世	政経	Deb.	日本経済新聞
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高木久美子	一文(演劇)	Dra.P.M.A. アシスタント	Royal Host	渡部聡	政経	Dis.	日本長期信用銀行

昭和五十八年度卒業生



石黒一成

岩下秀明

宇多俊夫

円城得寿

遠藤浩司



小野瀬一之

門倉昭博

金子克之

川田真

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栗原隆行

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永里陽彦



中 藤 由 起 江

中 山 敏

西 垣 幸 児

原 田 猛 雄

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保 坂 ゆ う 子

堀 俊 郎

増 田 数 弘

前 原 信 也

松 田 光 世



丸 山 寛 樹

山 路 信 幸

山 田 哲 男

湯 浅 範 賢

吉 江 則 子



和 田 千 鶴 子

渡 部 聡

以上 昭和五十八年度卒業生の  
今後の御活躍をお祈りいたします。



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