



The Ace

**WASEDA UNIVERSITY
ENGLISH
SPEAKING
SOCIETY**

1990

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THE ACE 1990

**THE ENGLISH SPEAKING SOCIETY
OF
WASEDA UNIVERSITY**

SLOGAN:

MAKING OUR

OWN MARK!

**ANNUAL
RECORD
Vol. 32**

PUBLIC RELATIONS SECTION

Preface

Memories are nostalgic.

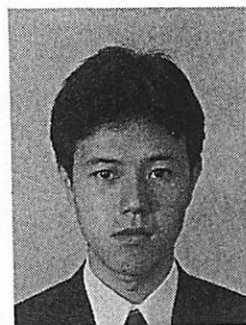
Looking back your past, whether the times were dark or bright, there must be some vivid images that stand out in your mind. Every scene makes you aware of own existence and hopefully, the people who look back on moments are filled with hapiness.

Through the three years of WESS, every single member tried to make an impressive Speech, to perform a great Drama, or to win a certain Debate match with pride. How much of this will we remember in ten years? When we turn the pages of The ACE, we can relive our memories, as our minds flash back to the past. This was my motivation in publishing The ACE.

WESS of 1990 participated in activities under the slogan of "Making Our Own Mark". Here, I am very proud and honored to present you The ACE as "OUR OWN MARK".

There are not only aims of The ACE. This magazine is filled with hopes and wishes to act as a guide, and hopefully a support, for further members to be active in Debate, Drama and Speech.

In closing, we editorial staff would like to give our heartfelt thanks to all members and graduates for their great cooperation and advice in publishing "The ACE", vol. 32.



Akira Suzuki
Editor-in-chief
(Commerce, Junior)

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Greetings

LET THE ACE BE REALLY ACE!



Katuaki Togo
Professor, Waseda Univ.
President of WESS

Nothing gives me more pleasure than seeing The Ace emerging from hibernation woken up by several hands of the senior members of the WESS in 1991. I am more than confident that this will be another milestone in our club history.

I can recall the historic moment with a lot of reminiscences, when its first issue came into being and went down so well with all the members regardless of their commands of English, because we did not attach quite as much importance to the language in which it was written as to the messages which we tried to get across through this publication.

Ever since more than 30 years have passed and the world has drastically changed in every sense of the term, and so has Japan. Japan is no longer an inscrutable country in the remotest corner of the Far East, nor is it a mere exporter of transistor radios and motorcycles. In the elapse of time all the people in the world have come to realize that Japan has a lot more to offer than that. A lot more than it appears does Japan count in terms of its inexhaustible economic as well as social, political, cultural, and educational potential in the international arena set up for the century to come.

In view of this, what is expected of Japan, or to be more specific, of the younger generation of Japan, is to liberate one's mind from the purely nationalistic ethos in the past and to assimilate it to that of the global community. The key to success in this endeavour lies in an attempt to promote the effective communication with the outside world. As a common means of communication it is so obvious that English does play the utmost important role and its efficient as well as effective use for this particular purpose will be all the more called for.

The resumption of the publication of The Ace is a challenging attempt to create a communication channel which hopefully connects you, the members of WESS, and the rest of the world. This certainly provides everyone of either the current or past members with a golden opportunity of sharing, exchanging, debating, or even disputing his or her views on any subject that might interest us as well as those on the other side of the globe. Let our voices always be heard.

Wishing you all the members of the editing staff the best of luck.

Greetings

Shuhei Onoe
Chairman
(Politics, Junior)



The events in 1990; reunification of Germany, the break down of the East Block the end of the cold war, Iraq's invasion of Kuwait, the bursting of the bubble economy As you can see, the world was shaken by many events that have changed ideas that ruled the world. Under these circumstances, Japan is asked to play an active role as a leader of the world, but she is not doing well. We can say that we are in a time of a change. We have to throw away some old ideas and search for new ones.

WESS' 90 was no exception. In the turbulence of the changing world, we were able to see many people who avoided the old ideas, ways and individualism, who filled the First Student Hall in the beginning of the year. Many were thinking WESS is only one of their options in order to enjoy their university life. They seemed to have forgotten the idea of a "club" which allows us to get together and pursue one goal. But by the end of the year, we all realized one thing; the fact that we all like English and want to acquire communication skill to persuade people. Also, we all realized that by aiming at this goal and getting together, we all acquired something very precious; many unforgettable memories with friends and an improvement in our personality. (Which will be shown in reports of this pamphlet.)

I, as chairman of WESS' 90, am satisfied in a sense that many members in the year 1990 were trying hard to reach the goal. But I still think that we could have done a lot more. If we look at the things that our great "SEMPAIS" did, it is clear that we lacked the passion for English. It is true that we were born in fortunate days when our country is enjoying economic prosperity and therefore, we don't have to try so hard in order to learn English; it is there anytime, anywhere. But if that is true, we should be able to achieve higher abilities and skills that will impress our "SEMPAIS." We have much more chances than them. Have we done that? Have we exceeded the people who spoke English all the time in the First Student's Hall and sometimes ate dictionaries to increase their vocabularies?

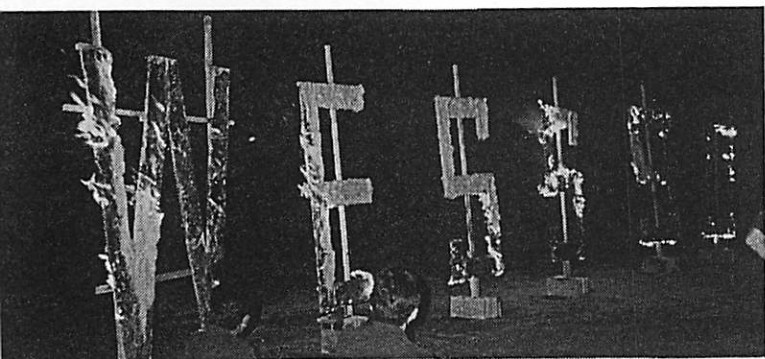
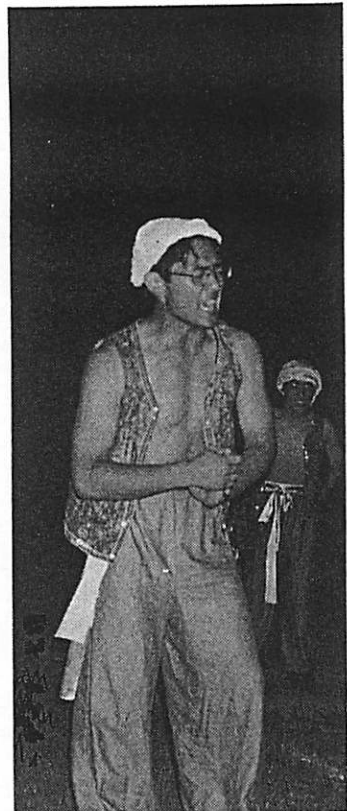
As I said before, the world is in time for change. It should change and accordingly, WESS also should change. But if we forget our origin, what makes WESS the way it is, to be more exact, that we are all together in the struggle for improving our English communication ability, we can go nowhere. Our generation have so much freedom of choices to do many things. Therefore, we are sometimes confused and delay in making decisions. We have a tendency to blame others, but forget to blame ourselves.

Do not be afraid, do not hesitate. Be honest, and try darn hard to get what you want. Ask not what others can do for you. Ask what you can do for others....

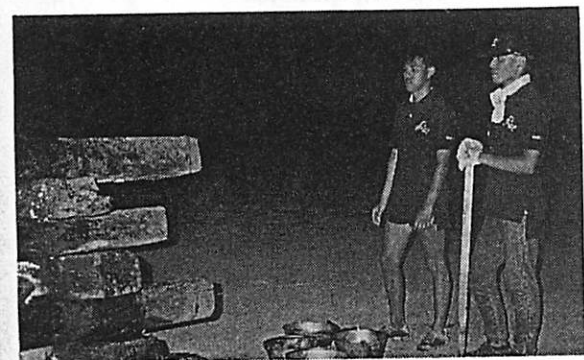
I want to give these ideas to my dear juniors, sophomores, and freshmen.

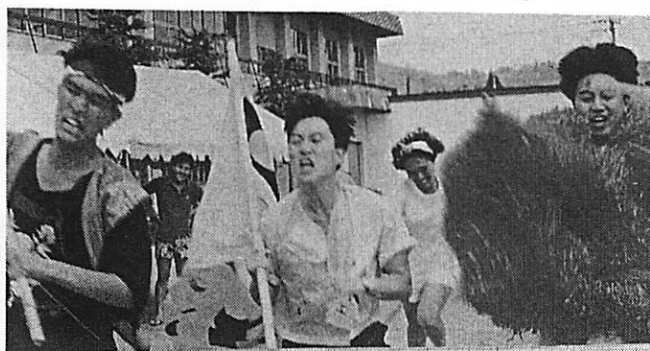
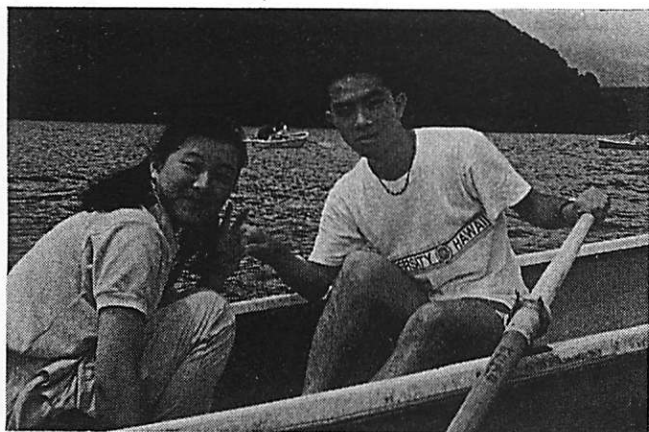
Lastly, I would like to thank all members of the committee, friends who supported me, who were always "making our own marks".

I hope WESS will always be successful and will always be a place where everyone feels satisfied.



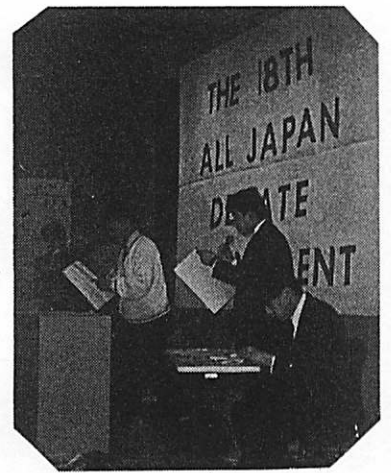
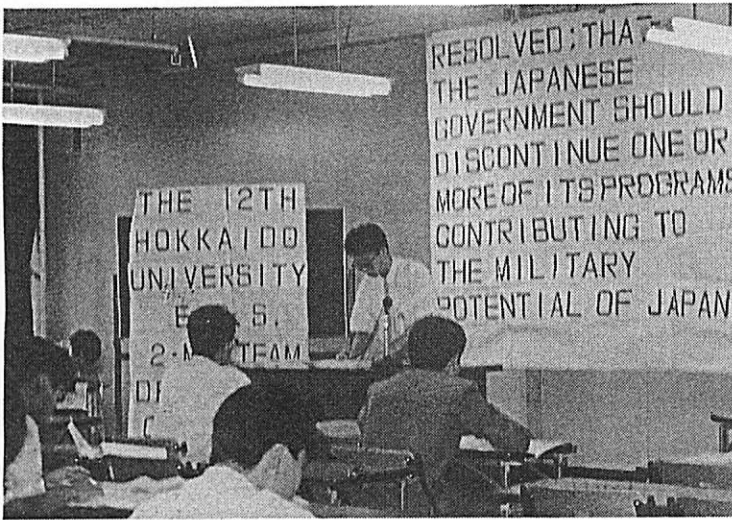
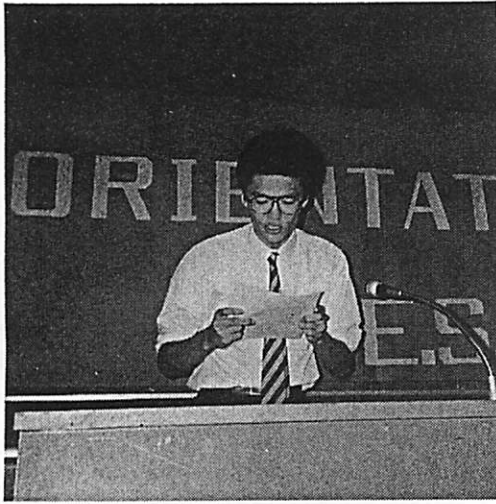
SUMMER



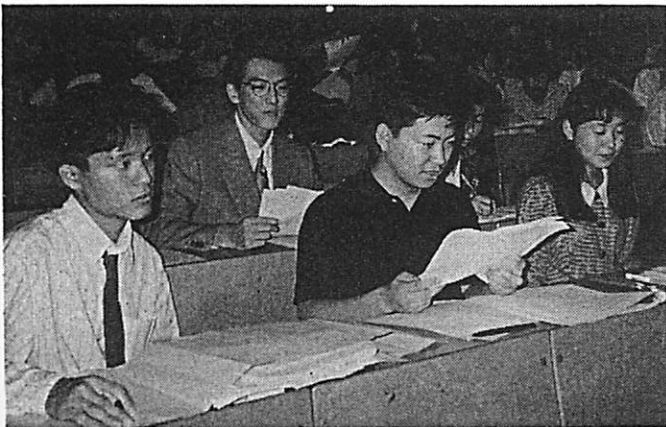


CAMP



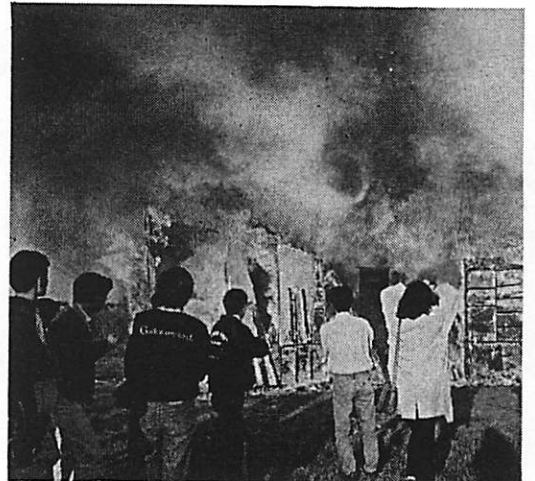
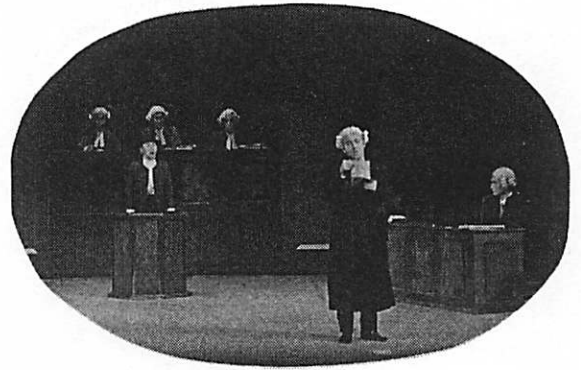
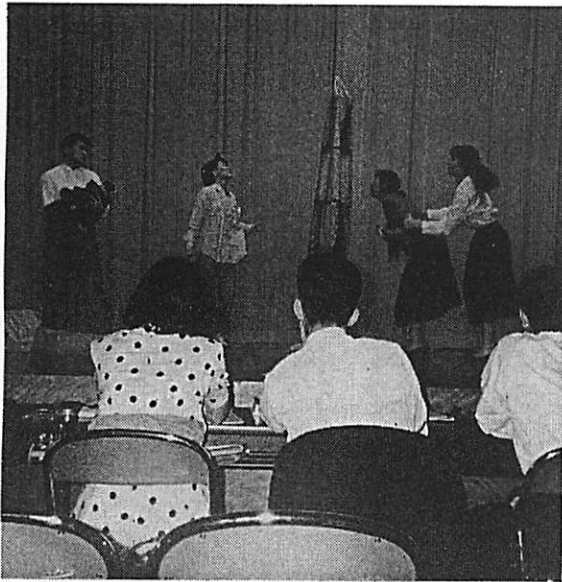


DEBATE





DRAMA

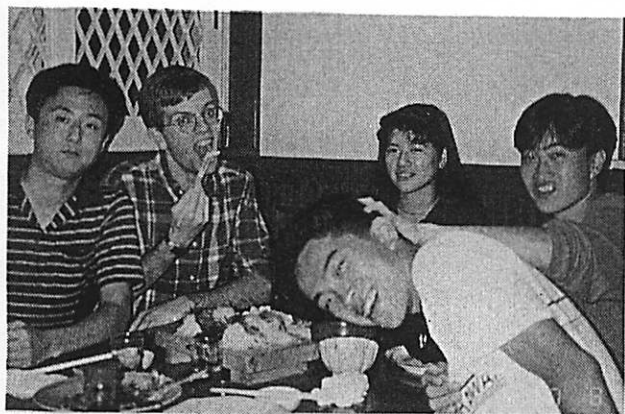




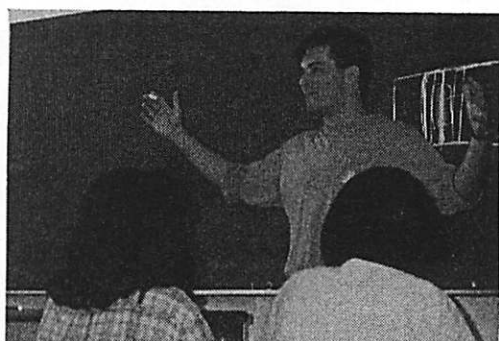
SPEECH



HAWAII EXPEDITION



PUBLIC DEBATE





AKIHABARA



WESS



KOENJI

MEJIRO



FAMILIES



SHIBUYA



SHINJUKU

Highlights for 1990, Outline of Activities

- Mar. 20, 24 Home to Home Debate
Home Meeting Prize: Shibuya H. M.
Best Debater: N. Ohno, Y. Tsuchiya
- Apr. 4 Home to Home Debating Match vs. Dokkyo Univ. ESS
Aff. A. Numaguchi, Y. Tsuchiya (won)
Neg. K. Tomita, F. Kitazawa (won)
- 10 Home to Home Debating Match vs. QGS (Tokyo Women's College)
Aff. E. Nara, Y. Watanabe (won)
Neg. M. Aoki, K. Ido (won)
- 11~18 The 13th Hawaii Expedition
General Manager: S. Onoe
Representatives:
T. Nakayama, T. Yamada
K. Mizukawa, A. Hamada
W. Mori, C. Sakamoto
- 12 Home to Home Debating Match vs. Waseda Univ. ESA
Aff. A. Maehara, S. Kamijo (won)
Neg. E. Yamaguchi, F. Kanaya (lost)
Aff. M. Kodaira, M. Nemoto (won)
Neg. A. Satoh, K. Satoh (lost)
- 15 Waseda-Keio Debating Match
Aff. Y. Tsuchiya, N. Shimomura (won)
Neg. N. Ohno, K. Sekiguchi (lost)
- 20, 21 Sophomore Oral Recitation Contest
1st Prize: S. Kamijo, S. Kanda
2nd Prize: M. Endo, E. Nara
3rd Prize: K. Ido, K. Tomita
S. Inoue
- 21, 22, 29, 30 Kanto University ESS League Spring Debate Tournament
Best 32: Y. Yanaba, S. Ogawa
Best 32: H. Matsuura, K. Motoi
- May 4 The Oral Recitation Contest (final)
Home Meeting Prize: Shinjuku H. M.
1st Prize: M. Tamashiro, Y. Kurosawa
2nd Prize: K. Shimada, Y. Takayasu
3rd Prize: H. Hayashida, N. Sayama
- 14~16 Championship Debate Tournament
1st Prize: S. Onoe, S. Ogawa
2nd Prize: E. Yamaguchi, E. Nara
3rd Prize: H. Yumoto, T. Ohki
K. Kodaira, K. Satoh
- 19, 20 Japan National Debate Tournament (JNDT)
S. Sasaki, Y. Watanabe
- 27 East Japan Speech Contest
Prize: M. Toho
Y. Fujio

- June 1 Jr. Speech Contest (final)
Home Meeting Prize: Shibuya H. M.
1st Prize: S. Seto
2nd Prize: N. Asakawa
3rd Prize: S. Kamijo
4th Prize: E. Nara
- 2 Four University Jr. Speech Contest
5th Prize: S. Kamijo
6th Prize: E. Nara
N. Asakawa
S. Seto
- 2, 3 Tokyo Intercollegiate Debate League Tournament (TIDL)
H. Inomata, Y. Arai
- 16 Ibaraki Christian University President's Cup Speech Contest
3rd Prize: T. Ohki
G. Endo
- Doshisha University Niijima Cup Speech Contest
1st Prize: A. Fuse
- 17 Drama Festival
Home Meeting Prize: Johoku H. M.
Meiji University STEP Cup Speech Contest
M. Tamura
Fukuoka Kyoiku University Cup Speech Contest
S. Itoh
- 23, 24 Sophomore Educational Exchange Debate (SEED)
19th: M. Kodaira, E. Yamaguchi
- 23, 24 Jr. KIDL Debate Tournament
Best 16: T. Aihara, Y. Tsuchiya
- 24 Hitotsubashi Holeman Cup Speech Contest
2nd Prize: M. Toho
Bunkyo University Obi Cup Speech Contest
K. Saitoh
- July 1 Japan University ESS League Cup Speech Contest
3rd Prize: M. Toho
- 7 Mainichi Cup Speech Contest
Honorable Mentions: Y. Fujio
- 8 Kyoto Gaikokugo University Cup Speech Contest
1st Prize: M. Toho
- Aug. 2-8 International Debate Initiative (IDI)
2nd Prize: K. Nomura
Speaker's Point 1st: K. Nomura
2nd: T. Nakayama
3rd: S. Onoe
4th: T. Ikegaki
12th: M. Shibata
- 25, 26 Hokkaido Debate Tournament
1st Prize: Y. Yanaba, T. Arai
- Sep. 9 All Waseda Speech Contest
1st Prize: M. Toho

- 2nd Prize: K. Tomita
 3rd Prize: S. Onoe
 4th Prize: A. Moriyama
 5th Prize: A. Fuse
 6th Prize: W. Mori
- 19-21 Extemporaneous Speech Contest
 Home Meeting Prize: Johoku H. M.
- 23 Joint Extemporaneous Speech Contest
 4th Prize: S. Kamijo
 6th Prize: K. Tomita
 Senshu University Parkin's Cup Speech Contest
 2nd Prize: I. Kishi
- 29 Waseda-Keio Speech Contest
 3rd Prize: M. Toho
 5th Prize: S. Onoe
 6th Prize: A. Fuse
- Oct. 30 Sophia Invitational Debate Tournament (SIDT)
 7, 10 Best 16: Y. Yanaba, T. Arai
 7 Kansai ESS Association Cup Speech Contest
 1st Prize: A. Fuse
- 9 Yomiuri Cup Speech Contest
 IBM Prize: M. Toho
- 10 Konan Open Speech Contest
 4th Prize: S. Itoh
- 13 Inter Debate Contest
 Home Meeting Prize: Shibuya H. M.
- 14 Jr. Debate Contest
 Home Meeting Prize: Shibuya H. M.
 Best Debater: T. Aihara
 T. Nakayama
 B. Yoshida
 Y. Tsuchiya
 E. Yamaguchi
- 13, 14 Tohoku Debate Tournament
 K. Motoi, Y. Okimatsu
 K. Ogasawara, Y. Ohnuma
- 20 Ibaraki University President's Cup Speech Contest
 3rd Prize: T. Ohki
- 21 Amano Cup Speech Contest
 1st Prize: M. Toho
 Kinki University Sekoh Cup Speech Contest
 S. Shimura
 Ritsumei Rikou Cup Speech Contest
 1st Prize: M. Tamura
- 26 East-West Six University Speech Contest
 1st Prize: M. Toho
 3rd Prize: A. Fuse
 Society Prize: WESS
- 27 Kitazato University President's Cup Speech Contest

- 3rd Prize: T. Ohki
- 28 Senshu O. B. Cup Speech Contest
1st Prize: M. Shimura
- 27, 28 KEL Debate Tournament
H. Matsuura, T. Arai
- Nov. 3 Fukuzawa Trophy Speech Contest
2nd Prize: Y. Fujio
W. Mori
- Takasaki Mayor's Cup Speech Contest
S. Itoh
- 4 Waseda University ESA Trophy Speech Contest
A. Fuse
- 10 Kokusai Budou University Matsumae Cup Speech Contest
2nd Prize: I. Kishi
- QGS President's Cup Speech Contest
G. Endo
- 11 Meiji University President's Cup Speech Contest
2nd Prize: T. Ohki
- Kokugakuin University President's Cup Speech Contest
Y. Komatsu
- Nanzan University Cup Speech Contest
1st Prize: M. Toho
- 10, 11 Four University English Theatrical Contest
Grand Prize: WESS
English Prize: WESS
Best Player Prize: N. Sayama
- 16 Public Debate
1st Prize: H. Yumoto, Y. Yanaba, T. Ohki
2nd Prize: M. Toho, Y. Fujio, I. Kishi
3rd Prize: K. Motoi, T. Nakayama, B. Yoshihda
4th Prize: S. Onoe, A. Moriyama, K. Kai
- 18 Tohoku Gakuin Kitanihon Cup Speech Contest
2nd Prize: A. Teramoto
- Sophia Junior College President's Cup Speech Contest
N. Asakawa
- Chiba Mizuho Cup Speech Contest
A. Inoue
- Nihon University Productive Technology Department Cup Speech Contest
A. Komatsu
- Aichi University Cup Speech Contest
4th Prize: K. Nomura
- Kyoto Araki Cup Speech Contest
M. Ishizaki
- Hachioji Mayor's Cup Speech Contest
T. Ikegaki
- 10, 11 All Japan Debate Tournament
- 17, 18 2nd Prize: H. Inomata, S. Sasaki
- 21-23 Y. Watanabe, N. Yokoyama
- 23 Tokyo Rika University Noda Mayor's Cup Speech Contest

- 5th Prize: K. Satoh
 Christian Junior College Cup Speech Contest
 C. Matsuo
 Kaneko Trophy Speech Contest
 S. Kamijo
- 24 Souka Founder's Cup Speech Contest
 I. Uruma
 Tokyo Agriculture University President's Cup Speech Contest
 1st Prize: M. Endo
 Seinan Gakuin Gallot Cup Speech Contest
 3rd Prize: A. Moriyama
- Dec. 1 Ohkuma Trophy Speech Contest
 1st Prize: M. Toho
- 2 Yokohama Mayor's Cup Speech Contest
 1st Prize: A. Numaguchi
 4th Prize: S. Seto
 Seishin University President's Cup Speech Contest
 Jury Prize: C. Sakamoto
 Hokkaido Potato Cup Speech Contest
 3rd Prize: M. Saitoh
- 4 Hohsei P. E. S. Cup Speech Contest
 M. Tamura
- 9 Tokyo Rika University President's Cup Speech Contest
 M. Aoki
- 8, 9 NAFA Debate Tournament
 T. Nakayama, T. Aihara
- 15 Japan Women's University Johdai Cup Speech Contest
 A. Fuse

Takashi Ohki
 Planning and Management Agency
 (Education, Junior)



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Reports on Activities

Debate

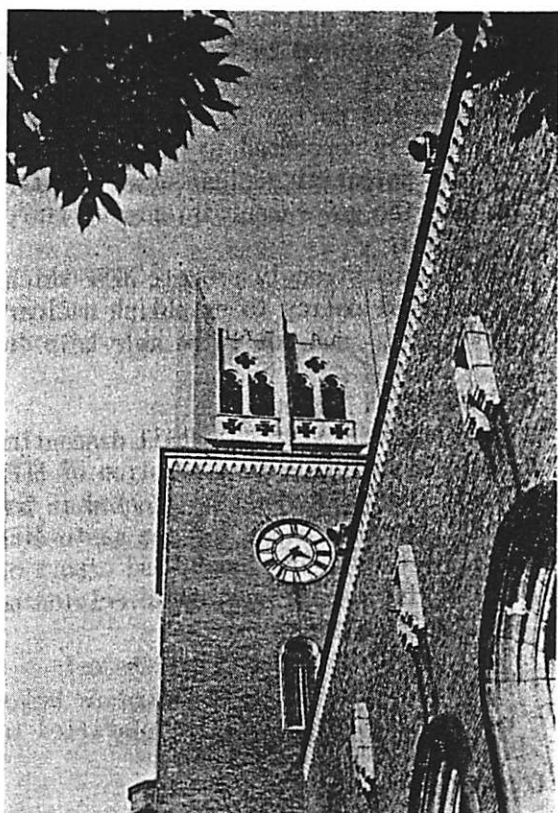
Drama

Speech

Study

Hawaii Expedition

Public Debate



DEBATE

THE 18TH ALL JAPAN INTERCOLLEGE TWO-MEN TEAM DEBATE CONTEST

Resolved; that the Japanese Government should discontinue one or more
of its programs contributing to military potential of Japan

WESS team: Seiichi Sasaki, Hisamoto Inomata
-2nd prize-

--Affirmative Constructive Speech--

NFRP Contention 1 (Observation)

a) Now, one NFRP is operating, and another constructing.
Science and Technology '88

Q: As for the reprocessing of spent nuclear fuel, Tokai NFRP is now operating, and the
construction of private NFRP is planned to start its operation until the middle of
90's at Rokkasho village in Aomori Prefecture:UQ

b) NFRP has the military potential.

1) That is granted in the international stage.
Takagi '81

Q: Japan has gotten uranium enriching plant and NFRP in addition to NPPs, which are
directly connected to nuclear weapons. On the international stage, Japan is granted
as a potential nuclear armed country.:UQ

2) Also the government intends military use
Kuji '87

Q: Why they strongly promote NFRP which will pay in any condition? That's because of
national policy to establish nuclear fuel cycle, to keep plutonium for nuclear
weapons, and not to be able help disposing nuclear development.:UQ

PLAN SECTION 1: Mandate

a) The Japanese government shall discontinue operating Tokai NFRP.

b) Shall discontinue any promotion of NFRP.

c) Waste from NFRP shall be stocked in pooling system safely.

d) Shall continue study for the waste disposal.

e) Shall prohibit any import and export of NFRP and radioactive waste.

f) Shall give enough subsidy to related companies.

SECTION 2: Logistics

Enforcement through normal channel.

Funding comes from NFRP promoting budget.

Legislative intent will be clarified in the following speech.

Contention 2

a) Radioactivity leaks from NFRP even under the normal operation.

Takagi '88

Q: It's clear that only usual radioactive pollution is enough to create very dangerous situation, even if accidents will not happen, when Rokkasho NFRP whose scale is several times as large as Toukai one really start its operation. :UQ

b) Radioactivity is dangerous.

1) Radioactivity from NFRP is uniquely dangerous.

Kuji '87

Q: This radioactivity is osmosis, likely to leak out, has strong poison and its half life period is long. Moreover, it is accumulated in body and hurts gene. :UQ

2) Radioactivity causes cancer and so on.

Coldicott '79

Q: It is found that as the result of being irradiated to radioactivity, cancer occurs in blood, lung, throat, breast, lymph node and bones. So it is widely recognized as medical fact that radioactivity causes cancer. :UQ

3) Risk is linear.

Koide '88

Q: Many experiments about animals and plants as ever indicated the existence of stochastic effects up to a very small amount of radiation as possible as we can recognize. :UQ

4) And cancer causes death later on.

Observer '86

Q: The early stage, cancer caused by Chernobyl catastrophe will be found in one or two years from now on. :UQ

Same source

Q: It is estimated that half of those who became cancer will die. :UQ

c) Actually, many ordinary people are irradiated.

Koide '88

Q: On the other hand, the occurrence of harm already has been statistically proven in some NFRP. For example, in the case of the young from 15 to 24 years old around Serafield, the rate of cancer is 3.5 times and that of leukemia is 8.8 times as much as the average in Britain. :UQ

Contention 3

a) Accident inevitable.

1) Earthquake causes accident.

Kuji '87

Q: If a big earthquake happens, it will destroy used liquid tank, storage tank, melting pools, pipes, and so on. There is the high possibility that such a destruction leads to a big accident. :UQ

Especially earthquake is likely in Rokkasho village.

Kuji '88

Q: The place where is to be NFRP has big active dislocations and ground is very weak. The Pacific side of Shimokita Peninsula is where the Pacific plate goes down into Japan Islands, so it is the place so called "the nest of earthquake" and easy to be covered with tidal waves. :UQ

Also in Tokkai NFRP.

Nano '86

Q: It is said that 100 years is one period of occurrence of big earthquake around the

area (from Suruga Bay to Tokai Offing). Therefore, on the hypothesis of 100 years after 1854, now it has reached the time. So it is said that now is very dangerous.
:UQ

Any safety measures are irrelevant for external great shock.

Curtis and Hogan '81

Q: Being constructed as to bear a shock, and being proof against vertical and horizontal movement by the slippage of dislocation are not the same things. Companies' reports do not consider the fact that all the buildings of containers can be destroyed by the strong power caused when earthquake occurs. :UQ

What's worse, companies conceal this danger.

Ogose '88

Q: 隠蔽 and 隠 service have been concealed the possible danger of the "nest of earthquake" and justify it, they underestimate the existence of activated dislocation, and have committed vicious act "隠蔽" and "隠蔽":UQ

2) Human error causes accident.

Energy '86

Q: Human being always make a mistake. In accidents, human error occupies the great part. And safety inspection now doesn't take into consideration this human error.

:UQ

Human error is unpredictable.

Takagi '86

Q: Also human error, itself is a typical phenomenon which can not be put into scenario of measures for accidents. :UQ

Empirically Ichikawa and Tateno '86

Q: The accident happened in the evaporating and enriching process of plutonium solvent brought unpredictable result connecting with another misoperation. In Feb. 2nd, 1981, sudden boiling of plutonium solvent happened in a container to evaporate and enriched plutonium solvent jumped into the storage tank of evaporated liquid. An operator could not find it and sent this solvent to the process of the recovery of acid, so plutonium went to the dangerous place. :UQ

3) There is Misawa base near Rokkasho NFRP.

Kurasawa '88

Q: The Misawa base is located within only 30 km from the nuclear plant. :UQ

Actually, many fighters' clash has happened.

Same source

Q: The clash of fighters is the most dangerous, and after the World War II 30 fighters' clash has occurred. :UQ

And fighter clash causes accident.

Takagi '88

Q: Present reprocessing facility can not cope with a big shock from outside. Even if we can avoid the destruction of tanks that store radioactive water, the risk that it spreads to the leak of huge radioactivity is very high in the case of damage of the used nuclear fuel by destruction of a part of buildings. :UQ

4) Safety system can not work.

Takagi '88

Q: NFRP is very dangerous plant which treat a great amount of radioactivity and chemical materials, even if multiple security system is introduced, we cannot say that safety of NFRP is dangerous. :UQ

That's because technology to prevent accident is premature.

Suenaga '88

Q: It is said that NFRP planned in Rokkasho village will be operated by the introduction of technology from France and concentration of Japanese experience, but French facility also sometimes caused accident which are likely to lead to serious accident immediately, so there is no establishment of technology in Rokkasho facility. :UQ

b) Accident leads to explosion.

1) Chemical explosion,

Takagi '88

Q: Moreover in NFRP, many chemicals are gathering. Because there substances which have Chemically strong effect and nuclear one that they are acids to melt used fuel and organic solvent which is easy to burn, are co-existing, there is a risk of chemical explosion. :UQ

2) Plutonium explosion,

Same source continued,

Q: Plutonium, when gathered at one place, may cause an explosion called "criticality accident." So in NFRP, they must do critical control which disperses plutonium. :UQ

Because accident destroys criticality control,

原子力電機林学雑誌 85

Q: Even if we have (some critical control) it is possible that a critical accident will be caused by a wrong indication, a wrong operation or an unexpected partial accumulation. :UQ

c) Impact,

1) The disaster spreads to the whole world,

Ono '80

Q: While a large NFRP which reprocesses one thousand and four hundred ton a year, ... at the worst, the disaster spreads to the whole world extend, and even in 10,000km far from it, the amount of irradiation will be about 600 rem. Such amount of it kills everyone who gets irradiated. :UQ

2) Explosion outweighs nuclear war, and leads the end of the world,

Hirose and Hirokawa '88

Q: The maximum terror of NFRP is to destroy the world with an explosion. Plutonium explosion, chemical explosion are not like nuclear war, but which is sure to happen by physical accident. :UQ

Contention 4

Solvency

a) Without Government's promotion, companies cannot continue NFRP.

Kuji '88

Q: Clearly, a state and nuclear companies are in a body, and without promotion of the state, nuclear companies cannot get alone. :UQ

b) Hence, without NFRP, no irradiation or explosion any more.

AFFIRMATIVE UNDERVIEW

1) Must consider most pessimistic case.

Koide' 87

Q: But an estimation is just an estimation. The history of atomic power until today is one that optimistic estimation by experts have been denied one after another.

:UQ

2) Explosion outweighs nuclear war.

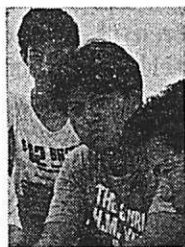
Hirose & Hirokawa' 88

Q: The fear of NFRP is that with explosoin, the earth is destroyed. Plutonium explosion, chemical explosion, such things are not a terror which is planned like nuclear war, but which is sure to happen by physical accident. :UQ

— LECTURE —

What Is Debate?

Hisamoto Inomata
Chief of Debate Section
(Politics, Junior)



In recent years, the Japanese style of debate has been fixed so that it confirms to the NDT's guidelines. However the stumbling that appeared in the use of this import reflected on Japanese academic debate as sequela --- so-called rapid readers who never even bother to pay attention to correct English (like me) have been over estimated as better debaters, and the decline of argument quality is quite plain to see from my experience as a judge. Part of this is due to debaters valuing quantity over quality. Here we have got to reexamine what is "debate." Originally academic debate has developed as a place where some students learn about argumentation in order to improve communication skill.

Hence the ideal state of academic debate is above all communication and especially for argumentation.

If debate is a game in which participants compete reading speed and the issue is swayed by deceiving people who hear them, it is no longer debate.

Of course I never deny that today's style of debate is also enjoyable, but as an ESS member who aims to improve communication skill, I don't want all debaters to forget why we debate.

Against these tendencies, we WESS, Strategic Debate Force, had payed attention to deepen analysis as the beginning. We decided to study the argumentation of risk analysis through WESS' 90 because I've heard that WESS have been the pioneer of that. Hence I'll tell you about "Risk" down below.

1) What is risk analysis?

Maybe, most of you have heard this word. Also maybe, I think, most of you have never considered the deeper sense of "risk analysis." In the actual round, I have hardly ever seen a round where debaters argue about this concept effectively.

Of course, risk analysis is available to all the issues in debate, except for theory argument like topicality. But considering word economy and practicality to the actual round, specifically, I will talk about its application to disadvantage.

If your disadvantage is "not unique" to the affirmative plan, you must prove threshold by other method. The most popular way is "now on the brink." But in many cases, such cards don't prove that any slight next action will surely trigger impact. Other than "on the brink", it is almost impossible to prove where threshold is or that the affirmative plan is enough to overcome threshold.

In such a situation, when you cannot prove threshold, there is nothing left but to say "it is sure that threshold is not proven clearly, but there is the risk to overcome threshold".

In this essay, I will explain how can you prove "risk to overcome threshold" by considering several options.

2) Identification of risk.

i) Accumulation

Threshold is unknown, but anyway now situation is below the threshold and other factors are on going (not unique). And even if the effect of the affirmative plan is small and never exceeds threshold, which surely comes near incrementally. Thereby accumulation of risk itself threatens us even if the affirmative doesn't trigger the impact.

i.e.; Affirmative causes acid rain and acid rain causes deforestation. --- Acid rain is not unique. --- Harmful substances in acid rain accumulate in forest and such accumulation will invite death. Moreover, once accumulated, the situation never improves, hence risk is irreversible.

ii) Drastic change

Precondition: threshold itself is unknown, and situation is in any case under the threshold.

In case of "accumulation risk", I didn't remark to what extent the affirmative accelerates the risk. But in the case of "drastic change", the key point is to what extent the affirmative's action has an effect. Of course as I mentioned above, threshold itself is unknown and it is impossible to prove clearly that the affirmative drastic action will surely overcome threshold. However, you can say that threshold may come by taking the affirmative plan since the affirmative action is key to something.

i.e.; The affirmative abolishes the Japan-US security treaty, and this causes protectionism and this leads to depression. ---Protectionism is not unique. ---But to abolish the Japan-US security treaty causes an extremely serious windstorm of protectionism. So, even if protectionism is now occurring, the affirmative's action will significantly push up the level of protectionism, thereby such a great incrementation of risk has the possibility to overcome threshold (in this case, trigger depression).

ii) Unknown threshold

Precondition is as same as i) and ii). When I argued "drastic change", the most important view was the extent of the effect brought by the affirmative plan. Then in this "unknown threshold", the point that should be remarked upon is the location of threshold. Although the exist soon above the status quo, namely, threshold is unknown. Unknown threshold which may be existing here indicates that the possibility to reach threshold.

i.e.; The affirmative plan causes species extinction and species extinction leads to human extinction. —Species extinction is not unique. —But unfortunately, no one knows to what extent species extinction triggers the collapse of the whole ecology, including human beings. Hence, no one can deny the possibility that the next species extinction will be the trigger to the catastrophe.

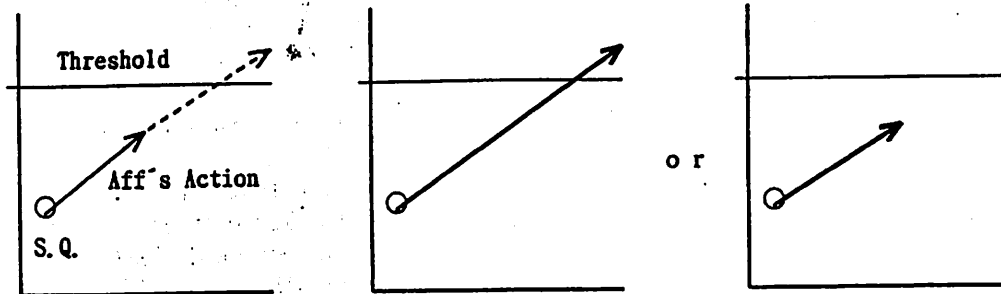
3) Utilization of risk analysis

Therefore, if I try to define "risk analysis" in other words, that would be "to prove the significance of incremental risk." Usually, risk analysis can be performed by using the decision rule. The most popular one is the Willard card which says that nuclear war must be avoided at all costs. Many debaters explain this card by saying "any risk of nuclear war must be avoided." But I cannot help pointing out that is a misunderstanding, because the Willard card never talks about risk itself. After all, significance of incremental risk itself must be proven independently, using the three given attributions of risk. Anyway, the Willard card doesn't make sense until the significance of risk itself is proven.

Lastly, I'm sorry that I could not pick up the Disadvantage Growth as an example, although this contains the essence of risk analysis. That's the top secret of WESS!?

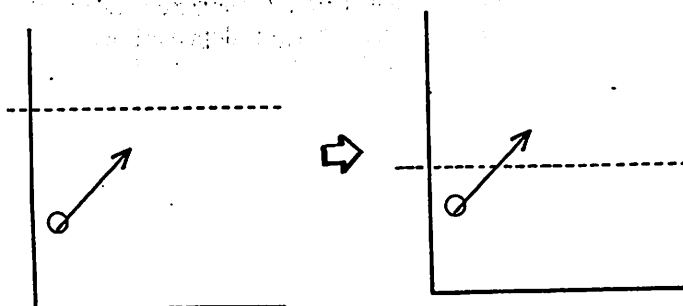
1) accumulation

2) drastic change



risk to overcome threshold

3) unknown threshold

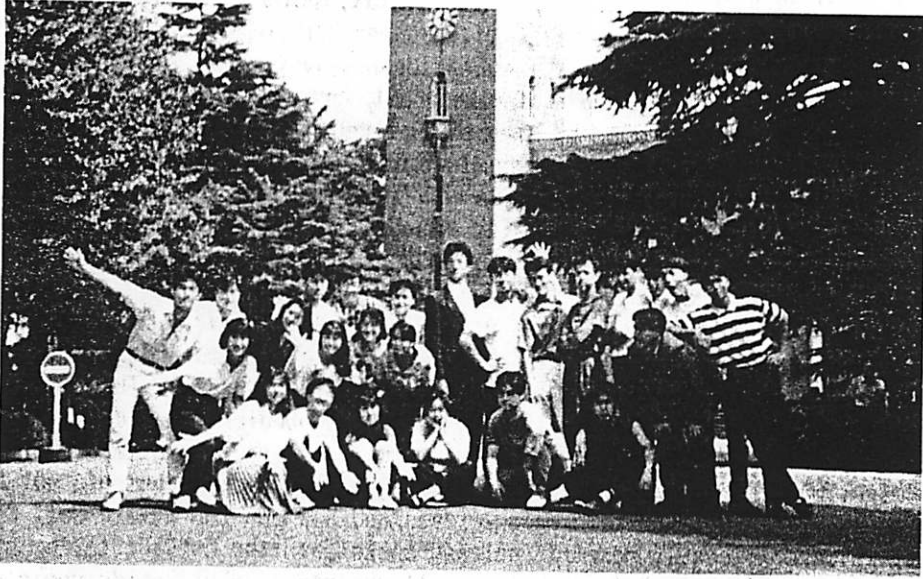


DRAMA



WITNESS FOR THE PROSECUTION

Written by AGATHA CHRISTIE



— STAFF —

Producer	Shuhei Onoe (3)
Stage Manager	Masaaki Uchino (3)
Sub-Stage Manager ..	Toshiaki Kitahara (2)
General Manager	Hiroki Shimizu (3)
Director	Haruki Hoshi (3)
Assistant Director ...	Akira Suzuki (3)
	Miwa Yoshizawa (3)
	Akiko Hamada (2)
	Kaori Sugai (2)
English Director	Hiroyuki Aoki (3)
Setting Chief	Haruhiko Yumoto (3)
Properties Chief	Shinmi Sato (3)
Lighting Chief	Satoshi Kashiwaya (3)
Assistant L. Chief	Michiyo Hamu (3)
Sound Chief	Masanori Shirakawa (3)
Costume Chief	Tomoko Sato (3)
Make-up Chief	Natsuko Fujiwara (3)

— CAST —

Wilfrid	Takafumi Yamada (2)
Romaine	Naoko Sayama (1)
Leonard	Hiroshi Hayashida (1)
Myers	Chihiro Hioki (1)
Mayhew	Takuichi Kokubo (2)
Janet	Junko Kashima (2)
Hearn	Yuichi Fujisawa (2)
Greta	Akiko Hamada (2)
Wyatt	Manabu Hashimoto (1)

— STORY —

Leonard Vole, a likable, friendly young man about 27 was prosecuted for murdering a wealthy widow. On the very evening of the crime, the widow's housekeeper heard Leonard's voice from her room and he was under suspicion that he had got acquainted with her for her property. Sure enough, witnesses for the prosecution put Leonard in a difficult situation in court. Moreover, his wife, Romaine, the only person that can prove his alibi on that evening appeared in court as a witness for the prosecution. What lies between Leonard & Romaine? Who can be credible? What is right and wrong?

Dear Cast

Haruki Hoshi
Director
(Literature, Junior)



If you were to become a member of the cast, you would have to communicate smoothly with others on the stage. By "smoothly", I mean: ① good balance between action and reaction, ② harmony between emotions and actions, and ③ having perfect command of one's lines in the play. (This smoothness is the "delivery" in Drama). In order to develop smooth communication on stage, you will actually encounter such problems as: English delivery, basic action, characterization, comprehension of the stream of feelings, etc. I will not mention each of them in detail, but here, I would like to discuss "Self-Release" which is a hardship which actors will always encounter. Self-Release is a process in which an actor opens up his heart to discuss his worries and doubts to another and by doing so, accepts the other's feelings with an open heart. This does not mean to justify one's mistakes or immaturity, but to accept obediently. Self-Release plays an important role in gaining smooth communication on stage, so you must fully understand its significance. From here, I will discuss the disadvantages of not having a Self-Release, why it is difficult to Self-Release, and how one can attain Self-Release.

Self-Release literally means, to release oneself to the outside (to the partner). The opposite of this is to shut oneself up. If one stays shut inside one's shell, a vicious circle appears as follows: Your partner asks you to "Do this, change that.", but you cannot change that easily. Then, the partner will ask you for the same thing in a different manner, but still, you cannot change. Gradually, frustration will accumulate, as the partner cannot change. You will start blaming yourself for being a bad actor, and withdraw into a protective shell. Then the partner's frustration will change into a lack of faith, since you will not react to his demands. Finally, he will stop asking for anything. You will be thinking about yourself only, and the partner will not be asking you for anything. By avoiding each other and not opening one's heart, smooth communication on the stage is absolutely impossible. What would happen if two actors went on stage this way? The three elements for smoothness will totally be destroyed: ① One's reaction towards the other's reaction not being believable. ② Emotions will not be seen from the actions. By putting in emotions unnaturally, the acting will be too obvious. ③ The mistakes in lines will increase and the acting will lose its tempo. In this way, communication will be a total mess, and the audience will not be involved in the play, thus losing their attention. Smooth communication on stage results in trust of the actors for the audience, partner, and persuasiveness for the actors. Self-Release is the starting point for everything, so one should never think of making a drama independent of one's fellow actors.

Why is it so difficult to attain Self-Release? There are two reasons. One is because a person has no confidence in oneself, one tries to hide the weak points. To be precise, one tries to overcome weak points by oneself. Since you cannot respond to the partner's demands, you start to believe that "I am not good at responding and I'm causing troubles for everyone." You will worry about your weakpoints, and close your-

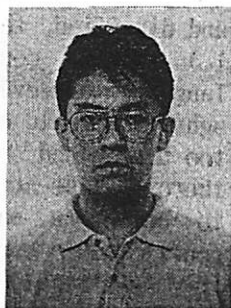
self up. You are torn between your weakness and your lack of confidence, and shutting yourself up in a shell, is the only answer. The second reason is the actor's ignorance of the common aim among all Thespians: "To improve the performance in any way possible" One must fully remember that requests to and from the partner are both for the betterment of the performance. If this is not understood, then you will come to think that your partner is "always speaking ill of me" and misunderstand him. This will only lead to an unneeded, emotional argument. A mistrust that causes misunderstanding, will only keep acting partners at a distance.

How can one actually succeed in Self-Release ? Let me give you a personal example here. I was one who suffered greatly due to my inability to release myself. I have always disliked showing my weakpoints to others, so I tried to keep control of my sufferings and worries, in one way or another, and tried to solve them alone. Moreover I believed that demands from others were totally my responsibility to fulfill, and blamed myself by keeping tightly shut up in a shell. I was told to speak up about anything freely, but I was shy about it. However, I was almost choking with the difficulty of being unable to change, and frustrated by imperfections which came up one after another, that I could not do anything. So I gathered all my courage, and told my partner that I was in serious emotional distress. My partner said that that was what he had been waiting for all along. He accepted me and we considered my problems together. At that moment, I strongly felt the sense of frustration which is caused by closing oneself up, and how comfortable it was to release oneself by giving comfort to one's partner, and the feeling of fully "understanding" each other.

No one is immune to this phenomenon, and it is natural to have many weak points, so there is no need to negate yourself. Moreover even if your partner comes on as strong and abrupt, just remember that it is a plea for a better performance. How much the performance will improve, will depend largely on how you can communicate with each other. Always keep in mind, that your part will never be fully complete, without partner.

Witness for the Production

Masaaki Uchino
Stage Manager
(Politics, Junior)



The Drama Section 1990 of Waseda English Speaking Society has participated in the Drama Festival as an inner activity, and in the Four University English Theatrical Contest as an intercollegiate activity. Since I have been asked to write about the Four University Theatrical Contest as a Stage Manager; rather than write about the Drama Festival, I will concentrate on the Four University Theatricals.

In the year 1990, Waseda challenged for the victory with the script "Witness for

the Prosecution", which was quite a new type. Three other universities also presented a variety of scripts. Keio with "The Dresser", about a sad sorrow man, St. Paul's with "Henceforward", a love comedy which takes place in the near future, and Hitotsubashi-Tsuda with "Brighton Beach Memoirs", portraying family love. In this way, each university was inspired to give their unique characteristics through their individual scripts.

What kind of situation was the Waseda Production in? Although we were eager to give our best shot with a brand new court scene drama, the beginning was a worrisome one. The difficulties we faced were large. The fact that it was a court-scene drama, was the most difficult part. As you know, a court is a confusing venue where incomprehensible technical words are spoken. Moreover, judges are the kind of people who talk with rigid expressions, hardly moving and hardly expressing their feelings. Therefore, there was a constant worry that the audience might fall asleep with the monotonous English spoken by Japanese Actors.

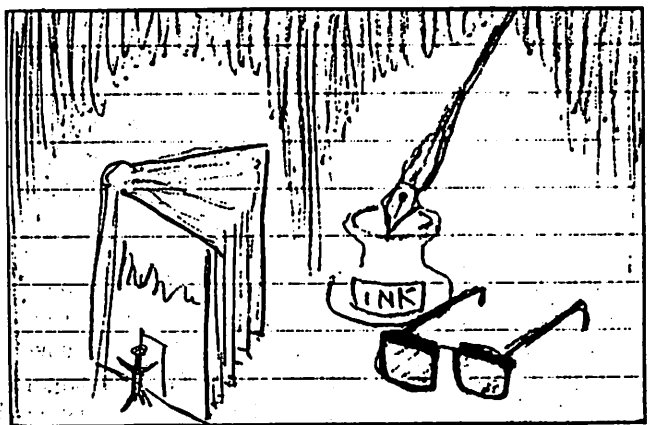
Secondly, because the set was made of two scene installations, we felt uneasy about the busy scene change having so little knowledge. With these fears, the ship of Waseda set sail on big voyage.

Since the ship had started to move towards the sea already, I as the captain of the ship, could not spend time worrying. There were two points which I basically wanted to keep in mind. The first point was the scheduling and planning. These needed to proceed with precision and clarity, so that we would be able to achieve the best result within the time limit of less than two hours for the performance. The second point was to give priority to "Do what you want to do first". We avoided thinking and rethinking the realistic difficulties, and hoped to treasure the willingness to express ourselves.

What we did in particular was as follows. As for effect planning, I made clear to the section chiefs we should plan a long-term scheduling, and a short-term scheduling for periods between stage rehearsals. I might have been a bit of a nuisance about this. As for the stage rehearsals, we prepared for them thoroughly. This was to use the stage rehearsals effectively by clarifying the minimum results we should get. Through this process, our message was gradually being put across on the stage, and we also gradually gained confidence.

And secondly I have mentioned about the willingness to express feelings during the process of developing ideas. For example, in order to make the court scene stern and dignified, there were many ideas. Some were quite outrageous (look at the picture 1), and we could not help laughing. However, we thought realistic effects were too boring and tedious, and therefore the set turned out to be of a majestic law court.

As a result, we received much approval. The announcement of the Grand prize this year was done by slides and music. After the judge's comments and the President of FUESSA (Four University English Speaking Society



PICTURE 1

Association)'s comments, one of the opening songs of each plays were put on, as well as the slides on stage. A pause. Then suddenly, screams and shouts filled the seats of Waseda staff, like the earth roaring. The Grand Prize and the English Prize were presented to Waseda.

I do not want to focus only on the prizes, when mentioning the success of the Four University Theatricals. However, it is a clear fact, that the two big fears which our production had in the beginning were overcome. Moreover, being recommended for the overall production, and the English communication, has given us all a confidence.

What I can say to the students who want to participate in Four University Theatrical or a similar kind of production, is the following:

One is to treasure the passion for expression, and the other is to diligently maintain an elaborate plan which will suit all the people in the production. This is of very basic importance for a project aiming to create something. This is because "the willingness to express" is the software, and the "careful planning" is the hardware for Drama. However in big productions, if the software is focused too much, then the hardware will be taken lightly. This makes the software impossible to come into reality. For example, coming up with various ideas filled with producer's eagerness to express, is not enough. The options for expression will disappear as illusions, if the techniques, special knowledge and management power of organization were not up to the required standard. On the other hand, if hardware is focused too much, then, the development and planning will take too much time, making the software play only a minor part in the performance, although it is the most important.

Every year, there are cases where people cannot display their abilities to the full extent for some reasons. In these cases, they either focus on software or hardware. Therefore, the ideal situation would be to keep balance between the two. This balanced production will probably achieve success in one way or another.

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SPEECH

THE SOCIETY OF YIN-YANG

Mayuko Toho
(Education, Junior)



Dark and bright, earth and heaven, passive and active. These are some of the pairs of notions focused upon in the Chinese philosophy of Yin-Yang. They are a wide variety of dualistic phenomena in which two elements support each other, and one can not exist if the other is missing. This Chinese concept of Yin-Yang is never absolute or antagonistic, but rather, relativistic and complementary. It provides a good illustration of the ideal men and women in this society. But can the present Japanese society properly manifest Yin-Yang?

After the Equal Job Opportunities Act was carried into effect in 1986, the complaints about sexual harassment have increased in number dramatically. That is, more and more women have begun to speak out. Women say that men are building up barriers to exclude women, making it difficult for them to enjoy the Yin-Yang co-existence. However, making commotions blindly, and being drowned in the whirlpool of sexual harassment hysteria, is resulting in negative consequences. Aren't women creating even more antagonism by yelling out 'SEKUHARA', 'SEKUHARA' too much?

In Japan, the term sexual harassment can be applied to anytime and anywhere, whenever an unpleasant environment is created for women directly or indirectly. It has become a kind of a boom, and is now something that is trendy to talk about, since we are driven by a strong image-consciousness. To build up and give the image of a strong Independent career women has become the trend. On the other hand, it has become the trend for men to accept strong women or at least show a capacity for acceptance. This means that the society has started moving in a totally new direction away from the male dominated social structure, which has a long history. This is causing confusion.

Since I went to a girls' high school, I was constantly reminded that, 'Girls can do anything!' But after attending a university where there are more men than women, I have come to feel comfortable in the society of coexistence.

Talking about this relationship, Kazuko Watanabe, an instructor at Kyoto Sangyo University stated that the age of so-called 'Radical Feminism' is over, but the problem is far from being over. We have entered a new age where the issue in equal partnership, is not in demanding equal rights, since we have been already given them lawfully. It is not in accusing men, which only seems to aggravate the present situation. Women are not the people who have fallen behind men in progress any more. They have progressed, and live freely as well as independently.

Before going any further, we must clarify that sexual harassment is not something trendy. This is not something that should disappear after some time. It is an important theme for men and women in order to take firm steps forward in our changing times.

Sadly, some misunderstandings still exist, and as for this, women cannot keep quiet. Women must lead in clarifying and recognizing discriminations to protect their rights. However, this does not mean women should act like men. Neither does this mean women should pressure men about sexual harassments. Although it is a rather slow process, women are gradually being given their basic rights, such as the right to vote, equal job opportunities, and signs of acceptance from men. To exercise this right or not, is another matter and is up to each individual. Since physical and mental differences exist between the sexes, some women prefer to stand back and remain as traditional women, compared to some active women. This is perfectly acceptable, since equal rights does not mean all women should participate in feminism movements, and it can be exercised this way, too. A calm, mature discussion about the Yin-Yang relationship is needed, so that women can keep their own good qualities, and men can keep theirs.

Since it has been a Japanese tradition for women to walk three steps behind men, the society slowly becoming conscious of equality is a good tendency. Using Japanese cultural backgrounds as a justification for unequal partnership should not be allowed any more. Because we are swallowed in this wave of arguments on this topic quite often these days, now is the right time to consider and create a good balance between Yin and Yang.

It may sound too idealistic, but the territorial fence between men and women, should be removed. Without the stereotypes of the sexes, but as individuals, one should provide a plus for the partner's minus. If my partner was a good cook, maybe he could do cooking, since I am not so good at it. By complementing each other like this, we will realize that men and women are equal as individuals, but they are different. And being different does not mean one is superior or inferior to the other.

Men and women in society are complimentary figures that support each other. It becomes difficult for one of them to exist if the counter-part is missing. Let men be dark, when women are bright. Let men be the earth, when women are the heaven. The philosophy of complimentary relationship should not be forgotten, to welcome the society of Yin-Yang.

A Midsummer Nightmare

Yoshihiro Fujio
(Politics, Junior)



What would you do if you find a hole in your wallet? Can you neglect your precious money falling to the ground one after another from there? If so, I will be rich just by following you. Usually, you pick up the money and fix the wallet immediately. However, considering air-conditioners in your rooms and offices, I must say the

situation is just like a wallet with a hole. Today I would like to discuss the problem of air-conditioners and several mendings for the wallet.

This summer was a nightmare for me. I spent sleepless nights for the temperature never went down even in the middle of the night. Tokyo seemed to be a heat island. Actually, Japan Meteorological Agency found out that the temperature in central Tokyo is becoming excessively higher. For instance the number of Nettareya has increased from 2 in 1960's to 12 in recent years.

You may say we can escape from the heat by using air-conditioners such as *Eolia*, *Kiligamine*, and *Shirokumakun*. In spite of their cool name, what they left us were the waste heat and shortage of electricity.

An air-conditioner of regular type can cool down 1,600 kilo-calories per hour, but at the same time it produces waste heat five times more. Professor Ojima of Waseda university made it clear that in central Tokyo those waste heat even outweighs the heat of sunlight in total. That is why Tokyo has become a heat island. What is worse, Ministry of Construction estimates that 80% of cooled air in summer and heated air in winter are constantly leaking from a hole in your room named lack of insulation. As a result, you have to set air-conditioners to a stronger extent, wasting extra energy, producing more waste heat. Since air-conditioners consume 30% of electricity as a whole, excessive use of air-conditioners directly causes shortage of electricity. This summer, in fact, too much use of air-conditioners caused over-capacity and Tokyo Electric Power Company had to borrow electricity from other places such as Chubu, Hokuriku and even Shikoku. But it is impossible any more under the oil shortage triggered by Gulf crisis.

Now we should decrease waste heat and save energy, otherwise a midsummer nightmare is waiting for us with more serious waste heat and shortage of energy. In order to escape from it, following four steps should be taken.

1st step is co-generation. It is a system to reproduce energy by using waste heat. It is available in big offices using central heating or cooling. It is already working at the buildings of Suginami and Sumida ward office. In these buildings, hot water reproduced by waste heat from generator is used to operate air-conditioners again. It can save 50% of electricity and cool down waste heat in that process.

2nd step is insulation. According to the analysis by ministry of construction, to introduce 5 cm of glass wool on ceiling, wall and floor is enough to save 40% of energy for air-conditioning. That is the same reason why we wear coat in winter.

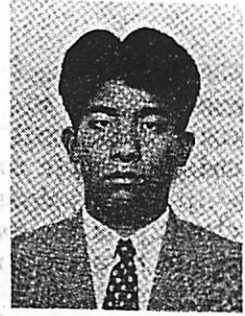
3rd step is financial assistance. Introduction of co-generation and insulation needs some money. So, I suggest city banks to set up a low interest fund in order to promote these equipments. Sumida ward office estimates that the investment can be repaired within 6 years, for these system can save the cost for air-conditioning. I recommend especially Sumitomo Bank that this is much safer than renting money to the dirty stock traders.

The last step is action of each person. You can also start from small action such as setting your air-conditioners one degree weaker than usual. According to the calculation by Energy Conservation Center, we can save 250,000kl of oil in one summer just by setting our air-conditioners one degree weaker than usual. And in one winter we can save 800,000kl of oil just by setting our heaters one degree weaker than usual. Why don't you start from this winter?

Lastly let's go back to the first question. What do you do if you find a hole in your wallet? From there you are constantly losing precious energy and as a result producing waste heat and destructing the climate in Tokyo. Would you let it open?

A Mission Incomplete

Mikio Endo
(Literature, Sophomore)



I went to Nagasaki this summer. I visited the international cultural center where the photographs of people of Nagasaki suffering from the atomic bomb are exhibited. When I gazed at those photographs, I was sure it would never be allowed to use the nuclear weapon at any cost. They were so cruel that I stood still for a while in front to those pictures without a word.

But at the next moment I thought that the impact I received from these pictures that day would be less the next day. And it would fade away as time goes by. And at last I will completely forget about it. When I thought like that, I felt guilty very much. We, our generation, must hand down these experiences of the atomic bomb to the next generation. This is our mission. If we completely forget about it, or if we don't know much about it, we cannot hand down these experiences of Hiroshima and Nagasaki, that is we cannot accomplish our mission.

But how many people really know about the tragedy? Did you know that in Hiroshima and Nagasaki 150,000 people were killed on the spot by only two bombs? Some of them vanished in a flash. And 60,000 people have died of the sickness of the atomic bomb since then. Today the power of nuclear weapon is 1,000,000 times as big as that of Hiroshima's type. If such a weapon is used, the world is sure to be completely destroyed and never be recovered.

But unfortunately, Hiroshima and Nagasaki are getting to be forgotten. The victims die every year. It means that the people who can tell us the experiences of the atomic bomb directly have become less and less. 10,175 victims of Hiroshima and 8,692 of Nagasaki were proved to have died last year. Also the buildings damaged by the atomic bomb have been pulled down. This year the old ward of the Hiroshima Red Cross A-bomb Hospital was demolished. There were marks of countless pieces of glass on the wall. They were stuck into it by the blast. The number of the buildings damaged by the atomic bomb reduced to only 28 although there were more than 130 just after the end of the war.

In this way the witnesses of the atomic bomb have become less and less. But we must succeed their spirits. They have told the cruelty of the nuclear weapon and have been the center to appeal the abolition of nuclear weapon to the world. Now it's our turn to play a major role in the abolition of nuclear weapon.

But our indifference to it might cause that tragedy happen again. Then a great many precious human lives will be lost. Human life is more important than a nation or economy or anything else. How can we accomplish our mission to save our people?

As one of the ways, since there are few things to tell us about the atomic bomb around us, we can request the government to support the local self-governing bodies to hold an exhibition of the photographs. Photographs tell its cruelty most directly to us, who have never experienced the nuclear weapon directly. When I was an elementary school student, there was an exhibition of the photographs of Hiroshima and Nagasaki. This was held in the library near my house. I went there. The pictures were very

shocking to me. I remember that I couldn't sleep till late at night. It was a good experience to me. I could know its cruelty when I was a boy. When we were boys, we could think about things frankly. If more and more exhibition like this are held, more and more people can go there and know this tragedy. To know is important.

Today, Japan is peaceful and people tend to pay attention to something new and clean. And the experiences of the atomic bomb are regarded as dark and dirty. But we should have the courage to face the darkness of history. We can continue peace only by studying the past. We should recognize that we are the people of the only country that have ever suffered from the atomic bomb. There is no other country on the earth that can feel how dreadful the atomic bomb is. We can feel it most easily and strongly.

Ladies and gentlemen, please visit Hiroshima and Nagasaki alone. And imagine as if you are the day when the atomic bomb was dropped. If you go by yourself, nobody will disturb you. As a result you will hear the voice of Hiroshima and Nagasaki and feel keenly that our mission is incomplete.

— L E C T U R E —

QP'S 3-Minute Cooking

~Tasty Spices For Tasty Speech~

Mayuko Toho
Chief of Speech Section
(Education, Junior)

"Just like Yuji Odai!"

"Such a hunk!"

"Absolutely gorgeous!"

"Yummy and mouth watering!"

In order to describe my boyfriend, these words will be perfectly appropriate. How would you characterize your boyfriend or girlfriend? You will definitely not use boring words such as nice and kind. If you wanted to tell your friends how incredible your boyfriend or girlfriend is, or what a fantastic personality he or she has, then you will choose your words with concern, caution and consideration. When writing speeches, the same kind of attention is equally required in order to choose effective words.

Year after year, it has become difficult to add originality into our speeches. We seldom hear a brand new topic at speech contests, nor do we hear original solutions. Originality, is a kind of spice we need, when we actually "cook" our speech topics. As there are salt, pepper, curry powder, paprika, etc., to make our cooking really tasty, there also are many aspects which will make our speech really attractive. Speakers' fluency in English these days is turning out to be very close to that of the

native speakers. Similarly, as I mentioned before, the contents of speeches are hardly original. Therefore, how we express certain things, that is, effective choice of words, will be the essential spice in our original cooking menu called, "speech".

The best friend of a speech maker is a thesaurus. In fact, I often used an English-English dictionary, but a thesaurus is the best. It is a secret weapon to make your cooking of the speech topic more delicious. Just by looking up the word "bad" for example, your vocabulary will expand with "evil, immoral, wicked, sinful, rotten, spoiled, harmful, poor, inferior, imperfect, nasty, etc." Therefore, rather than saying "Discrimination is bad", it will be a lot more persuasive to say, "Discrimination is a harmful evil which is spoiling the earth".

Some people may not like eating raw fish in sashimi-style, but enjoy fried fish, yaki-zakana, or filet-o-fish at McDonald's. It is a matter of how it is cooked. In the similar way, whether the audience will be drawn into our speech will depend on how it is expressed.

The use of metaphor is the most well-known "spice" in speech making. In the speech "Society of Yin-Yang", I used the philosophy of Yin-Yang, to illustrate the desirable relationship of men and women. I had learned that Yin and Yang are never in an absolute, antagonistic relationship. They are relativistic and complementary, which was the way I hoped men and women in society should be. Without further hesitation, I chose to use this metaphor.

Here is another good example. Mr. Yoshihiro Fujio used "Wallet" as a metaphor, in his speech titled "A Midsummer Nightmare". He describes the waste energy leaking from cities, as coins dropping out from a wallet with a hole. Using this method, the audience can relate to the serious problem, by visualizing something from our daily lives.

The use of rhetoric so far, has been very constructive and effective. The topics have probably been cooked well, like a world's top chef. Please remember, however, that over-cooking is not good at all. To flavor your favorite food with all the spices available, will ruin your meal. To make scrambled eggs, a person will add salt, pepper, and maybe a bit of milk. Would you add mayonnaise? Would you add miso?

This is the same with speech making. Metaphors are meant to send our message to the audience in an easier, comprehensible way. Therefore, all we need is one strong metaphor, that will do all the illustrating and explaining by itself. Using the metaphor of ants and grasshopper, as well as that of Pandora's box in one speech, will not only confuse the audience, but also destroy the whole speech.

The aim of the speech activity is to be able to express ourselves with effective words and phrases. The process of choosing the proper expressions is the essential operation. Many of my friends know very well that I am not so good at cooking. However cooking my adorable speech topics with tasty spices, was extremely enjoyable. I hope that many other people will also be able to find delight and pleasure in this cooking.

STUDY

" All You Need Is Listen "

Hiroyuki Aoki
Chief of Study Section
(Education, Junior)



(A) Present Situation of Basic Study.

1. Reasons for Focusing on Listening in Big Summer Camp Study.

Before stating these, clarification of Big Summer Camp Study's significance is needed. It has been put into place, in order to make the 3 activities of WESS more useful in the first place. For this, responsibility to give the members a full futuristic outlook is required. This is to fully understand the basic abilities of each member at the present moment, and then seek for suitable ways to improve one's insufficient areas.

Here, the problem seems to be on the range of "basic abilities". To what extent, is the basic ability, exactly? This needs to be clarified because there are environmental limits when holding study periods in WESS as a whole. The contents will be limited also. In order to deal with the huge number of members, therefore, I came up with the idea of focusing the study on listening comprehension, as the most effective method. Moreover, I have found out that by going through the process of obtaining listening abilities, one can get almost all of the abilities needed for English conversation. This is quite obvious, because of the elements needed for listening abilities.

2. Essential Elements for Listening Comprehension.

a) Grammar --- As learners of a foreign language, we must memorize the sentence structures as a rule or pattern, which native children learn naturally. However, it is important to change them without noticing into behavioral patterns, rather than learning the rules as rules. Therefore, it is effective to repeat the model sentences which include basic structures.

b) Vocabulary --- In our daily lives, there often are conversations consisting of short, little words. How much vocabulary we know, will be the important matter in this case. In a practical sense, 3000 words will be quite sufficient for a good speaker. In the vocabulary which are quite often used, 33 words will be more than 50% of all words. However, one needs to be able to know the "sounds" of complicated words, when considering the listening comprehension.

c) Sense to Interpret "Sounds" --- If one had only made contacts with written English, then it will be impossible to distinguish the actual sounds (accents, vowels, consonants) of even simple words, for listening comprehension. Sounds, however, are emitted in a moment, and disappear in the next moment. In Japanese language, the meaning of a word changes when the length of change its meaning, only by changing its phonetic characteristics.

ex.) hot [hɒt], hat [hæt], heart [hɑ:rt], hurt [hɜ:rt], hut [hʌt]

On the contrary, the word-endings or the vowels before voiced consonants have the tendency to be pronounced longer, compared to vowels before voiceless consonants.

ex.) bed [bed] has longer [e] than bet [bet].

bad [bæd] has longer vowel than bat [bæt].

ride [raid] has longer vowel than write [rait].

Therefore, one can recognize that it is very difficult to distinguish only from hearing.

d) Precise Pronunciation --- In order to comprehend English sounds correctly, one must be able to produce correct English sounds. By learning the wrong pronunciation, not only will it be hard to interpret the right sounds, but also it will lead to misunderstanding of the meaning. It has been proven, that if a student cannot produce the practiced sounds at a natural speed, then it will be impossible to interpret the same sounds produced by a native speaker.

It is essential to concentrate on sounds when practicing each sound (vowels and consonants.)

ex.) Vowels - /i/ /æ/ /ɔ:/ /ɑ:/ /u/ /ʊ:/ /ə:/ /ɒ/

Consonants - /f/ /v/ /θ/ /ð/ /l/ /r/ /ʃ/ /tʃ/ /dʒ/

Semi-Vowels - /j/ /w/

I have noticed through activities such as drama, that even if one is certain of having mastered the individual sounds of English, it is extremely difficult to master long vowels.

ex.) hall [hɔ:l] ⇔ houl [houl]

want [wɒnt] ⇔ won't [wɒnt]

e) Connected Sounds (the change of pronunciation) --- There are some cases where the sounds of two words are connected and the words are pronounced differently. In these cases the sound that we pronounce are quite different from what we expect from the spelling of it and sounds broken. We have to remember these cases one by one just like we increase our vocabularies one by one. Following are the examples of changed sounds which are unfamiliar to us Japanese.

ex.) Consonant Transfer

some apples [səm æplz] ⇔ [sə mæplz]

tell him [tél him] ⇔ [té ləm]

[s] or [ʃ] and [j] become [ʃ]

kiss you [kís ju:] ⇔ [kí ʃə]

cash yet [kæʃ jet] ⇔ [kæ ʃət]

[θ] becomes [s]

his things [hiz θɪŋz] ⇔ [hiz sɪŋz]

adds things [ædz θɪŋz] ⇔ [ædz sɪŋz]

judge thinks [dʒʌdʒ θɪŋks] ⇔ [dʒʌdʒ sɪŋks]

[ð] becomes [z]

kiss those [kís ðəuz] ⇔ [kís zəuz]

get those [gɪts ðəuz] ⇔ [gɪts zəuz]

judge those [dʒʌdʒ ðəuz] ⇔ [dʒʌdʒ zəuz]

[ð] changes to [l]

will those [wɪl ðəuz] ⇔ [wɪl ləuz]

[ð] changes to [n]

when this [wen ðɪs] ⇔ [wen nɪs]

[d] is dropped after [n]

understand [ʌndə'stænd] ⇨ [ʌNə'stænd]

hand it [hænd it] ⇨ [hæN ət]

Like this, the pattern of sounds being broken are done in a regular way and it is quite easy to remember the rules. For those who would like to know more about this, I would recommend "Real American Pronunciation" (w/b Gregory Stricchez p/b Eiyusha)

f) Rhythm

In every language, there are rhythms unique to that language. In the case of English, we create rhythm according to which syllable we read with emphasis. No matter how long the sentence, we must read it within almost same amount of time if the number of syllables we put stress on is the same.

ex.) How are you? ●●●●

What are you going to do? ●●●●●●●●

In both cases the stress is put twice and we have to finish reading the sentences within almost the same time even if the number of words, which we don't put stress on, is not the same.

ex.) What's this? ●●

What on earth are you going to do then? ●●●●●●●●●●

In this case the second sentence have to be read in a fast way and therefore the part "going to do" becomes broken and will sound like [gəʊnə]. This is one of the reasons which makes listening hard for us.

On top of this, the stress of words changes continuously according to the rhythm of the whole sentence because the priority is put on the rhythm of the whole sentence rather than a word. Especially, there is a tendency where people avoid putting stressed syllables in a row.

ex.) sixteen [sɪksti:n] ●●

sixteen years old [sɪksti:n jə:z ɔld] ●●●●

The stress also moves according to the meaning of the sentence.

ex.) Put it on. ●●●

Put the hat on. ●●●●

He did put it on. ●●●●●

All of the above prove that by acquiring the element we need for listening, we can surely get the direction of how to master English conversation skill which will fascinate native speakers. The most important thing is to understand the process of it. In order to consider this process, it is obvious that the element of "speaking" should never be ignored. Let's take the rapid reading of debate for example. One can say, that improvement will be impossible, if the above-mentioned aspects, especially "sound change" and "rhythm" are ignored during practice. In the practice of rapid reading, it is essential to read the long sentences with correct pronunciation in a slower speed at first. Then, you can increase the speed gradually. When I was in charge of study for Big Summer Camp as a junior, this theory of "All you need is listen" was completed.

(B) The Lacking Points Of Present Basic Study.

In every language there are words that foreigners will never understand unless they know how the people of that language think. Even if we use dictionaries and translate it, there are cases where the nuance of the sentence becomes different from what we expect. I think the methods of acquiring these "nuance of the sentences" has been less efficient. Following are the methods that we should use.

a) To collect and practice the skit in which various topics are being talked

about. (We can find these by taking certain parts from the scripts of dramas.)

b) To collect and read the articles of newspapers. What I would like to emphasize here is to put priority on "situation." One "situation" creates the conversation and words so only by understanding the "situation", we can acquire the "nuance of the sentences" which have unique characteristics. To understand "situation" is really easy because what we see is the same everywhere in the world.

Lastly, how can we include the aspects of basic studies, when we actually participate in the activities of debate, drama and speech? The achievements in basic studies are largely due to the daily efforts of each individual. It is, recognize the ways in which we can fully utilize the consistent efforts of each member in actual ESS activities. Where do the 3 activities and the basic studies meet? In order to solve this problem, all members will need to fully understand the methods mentioned above and process completely. And then, we will have to recognize the common aspects of all 3 activities and Basic Study.

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The 13th Hawaii Expedition

Years have passed and WESS has held the Hawaii Expedition 13 times. It is now easy to go abroad and communicate with foreign people, but this Hawaii Expedition is different because we have a chance to go to Univ. of Hawaii and learn what Americans of the same age think and feel about the international society.

In 1990 the Expedition was held from April 11th to the 17th. The representatives were as follows:

Takashi Nakayama (sophomore, Johoku HM)
Takahumi Yamada (sophomore, Koenji HM)
Koh Mizukawa (sophomore, Koenji HM)
Wakana Mori (sophomore, Shinjuku HM)
Chizuko Sakamoto (sophomore, Koenji HM)
Akiko Hamada (sophomore, Koenji HM)

Led by:

Shuhei Onoe (Chairman '90)
Ryo Kawamura (PMA '89)

To actually show you what we did and what it meant, I would like to show some comments of representatives with the schedule of Hawaii Expedition,

2/3 : Elimination.

2/6 : establishment of representatives.

2/8-4/9 : study for the Expedition.

4/10-4/18 : Expedition.

During the study period, the representatives were taught Debate, Speech, Basic Study by seniors in form of lectures using WESS activities as a text. The aim was to improve their communication ability so that the expedition would be a successful one. I could see that the study needed a lot of effort (they had to study from 9:00-21:00 everyday!) but the representatives attended all the sessions held by seniors (except for a few of them). Thanks to this I could see they became positive towards learning English and were able to communicate smoothly in Hawaii. One comment by a representative was, "The study period was hard but through it I learned English communication and how we can acquire it using WESS activities. What I need now is to put it into practice." shows how efficient the study was and how it gave representatives the guidelines they needed to learn English communication skills. Here I would like to give sincere thanks to Mr. Kuhara, Mr. Maruyama, Mr. Nishida, Mr. Kawamura, Mr. Takase and Mr. Osawa for giving wonderful study sessions.

The actual expedition in Hawaii could be divided in 3 parts: activities at the University of Hawaii, some actual communication with people of Hawaii, and sightseeing. Here I would like to describe the first two.

Although there were some troubles and we were not able to have activities at the Univ. of Hawaii as much as we expected, it gave representatives some shocks. "Although I tried hard to talk with the students of U.H., my lack of ability made me hesitate. I thought students in Hawaii were more adult like in a sense that they present their thoughts clearly without hesitation, unlike me." "I felt the class atmosphere was more multicultural and had a lot of different ideas compared to Japan. I think this is what we need in order to become internationalized. We must accept many ideas!" "Giving

a speech in front of native speakers was a great pressure but I enjoyed it because the audience gave me a big reaction. I felt like I was really speaking to the audience." These were some comments heard from representatives. I think they acquired the following points.

- They learned they lack the ability to communicate.
- They learned the activities in WESS help them improve communication ability.
- They learned some ideas of what international society is and gave some images of what they are aiming at.

I myself realized these points and was motivated towards the activities of WESS. About some actual communications, I showed you an example at the beginning of this report. Here I would like to show the comments by representatives

- "It was great fun talking to Romeo, I could actually have a conversation and exchange thoughts, although I have never been abroad and I only learned English at WESS!"
- "Talking to John (the one who took us out to dinner) I realized I'm using the logical way of thinking I learned in Debating for he talks logically."
- "It was an interesting experience!"

Even though normal conversation, representatives learned some areas where they have improved by learning communication skills in Japan.

Learning English communication skills is hard. But by taking part in Debate, Drama and Speech, and learning how it can actually improve your skills, you will reach the point where you will feel free to exchange thoughts. You may be able to persuade native speakers of your point of view. I think the Hawaii Expedition did a great job in the sense that we could see the connection between actual communication and the activities of WESS through study. I think it gave us the true image of what we are aiming at and where we are as compared to our goal. I hope these wonderful opportunities will continue.

世界の海のパスポート

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PUBLIC DEBATE

These days in ESS world, there exist a problem of "sectionalism." Since the activities like debate, drama, discussion and speech have become so sophisticated that it is sometimes hard to realize the connection between communication that we originally aimed at, many ESS are becoming separated into debate club, drama club, discussion club, and speech club.

Fortunately in WESS, these problems don't exist because the philosophy of our club is concrete and the activities are planned so that every member won't have to worry about such problems. But we have to admit the fact that the activities that we are doing are becoming sophisticated according to the trend of ESS world. We now have to spend a lot of time on techniques of the activities rather than to acquire English communication skills. In this situation WESS' 90 tried to give an answer for solving such problems by introducing Public Debate which force us to use logic, delivery, and rhetoric at the same time. We think these are the elements needed in order to get communication skill and are getting it separately in the activities.

From August 2nd to 7th, WESS' 90 held Tsukuba Expedition to participate in Public Debate Seminar and Tournament held by IDI (International Debate Institute). The representatives were as follows;

Tsutomu Ikegaki (Sophomore, Johoku HM.)

Takashi Nakayama (Sophomore, Johoku HM.)

Kenji Nomura (Sophomore, Shinjuku HM.)

Mieko Shibata (Sophomore, Koenji HM.)

Led by Shuhei Onoe (Chairman of WESS' 90)

There we joined in seminar held by the top debaters in Parliamentary System from US-Canada area and learned what Public Debate is all about. Afterwards the tournament was held between ESS members from many universities of Kanto area like Keio and Tsukuba and members of WESS dominated the speakers point prize showing we have high ability of communication skill. Following is the brief schedule of the expedition.

Aug 2nd 12:00~ -1st Demonstrations Debate by Instructors.

14:00~ -Lecture on what Parliamentary Debate is

14:00~ -Workshop I: -Reflection of the Demo-round.

-Practice on speaking style.

Aug 3rd 9:00~ -Work shop II: -Lecture and practice on arguementation.

13:00~ -2nd demonstration debate.

-Lecture on each speeches in Parliamentary Debate.

15:30~ -Workshop III: Lecture on rules of Parliamentary Debate.

Aug 4th 9:00~ -Lecture of communication by prof. of Tsukuba Univ.

13:00~ -Workshop IV: Lecture on constructive and rebuttal speeches.

Aug 5th 9:00~ -Workshop V: -Practice on each speeches.

13:00~ -Practice Round

Aug 6th 9:00~ -Practice Round

13:00~ -Tournament (1st, 2nd round)

Aug 7th 9:00~ -Tournament (3rd round)

14:00~ -Tournament Final

#Parliamentary Debate is one form of Public Debate common in the North American area. Its origin is in British parliament. We think that this form of debate, which

persuades ordinary people using not only logic but also rhetoric and delivery, is similar to the communication skills we want to get when actually performed. We started our research using this form of debate as a text.

Having learned the basics of public debate and feeding it back to WESS, we held a tournament on December 1st. By holding a tournament, WESS' 90 tried to reflect what we have acquired and establish a form which is suitable for Japanese students who are learning English communication skills. Under this aim, we figured out the following format.

Participants: 2 teams, defending and opposing the resolution.

Each team consists of 3 people.

Time: 2 constructive speeches on each side. (8 min. each)

1 rebuttal speech on each side. (4 min. each)

Preparation time was limited to 15 minutes before the beginning of the round. (No time was given during the round.)

We will meet when actually communicating in order to realize the communication skills we actually wanted to get, this being our purpose of joining WESS.

Judge: The judge was to be a representative of ordinary people. He/she was supposed to be the one who can think according to common sense of our society and was not supposed to have any prejudice toward the facts presented in the round.

At the end of the round, he/she had to make a decision as to which side spoke better according to the points he gave to the speaker. As a result, the team consisted of Haruhiko Yumoto (SG' 90), Yasuyuki Yanaba (Tre' 90), Takashi Ohki (PMA' 90) won the first prize. We believe that we were able to introduce what public debate is and have given some kind of idea towards the problem that are now existing.

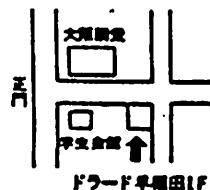
We expect the members of WESS' 90 to have realized the goal of WESS by actually seeing the performance using what we have learned. Public Debate, if arranged, can be useful in this sense simply because we have to persuade people both logically and emotionally. It can create the situation where participants have to use all their abilities to persuade the audience and use all of the elements such as logic, rhetoric and delivery which we are getting through these activities. Thanks to the expeditions held to Singapore and Australia which WESS' 88 and '89 managed, we were able to observe this different angle of looking at communication skills.

Although there still remains many problems about this new activity, it gave us a chance to look at what we were doing from different angle, and made us realize what communication is. In this sense we believe that this activity is worth being considered in the future events of WESS (We don't think it should be developed into section like other activities but holding this as an event in weekly study etc.) to support the section activities by promoting members' incentive to increase. It is good for your English and what is more, it is enjoyable!

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Report from the Treasurer

(Revenue)

Entrance Fee and Membership Fee of New Comers	1,776,500yen
Membership Fee of the Present Members	1,112,000
Financial Help from Graduates	200,000
Financial Help from the Cultural Federation	218,000
Financial Help from Sponsors	20,000
Sales of Members List	13,200
Sales of Ticket	45,000
The balance brought forward from last account	23,060
Grand Total	3,407,760

(Expenditure)

Secretary General	377,344
Debate Section	377,724
Drama Section	991,627
Speech Section	326,326
Public Relation Section and Tomonkai	312,626
Study Section	32,000
Home Meeting Conference	104,647
International Section	146,692
Four University Association	467,774
K. U. E. L.	30,000
T. I. D. L.	29,000
N. A. F. A.	10,000
Speech Contest for Okuma Trophy	170,000
Carrying Forward	32,000
Grand Total	3,407,760

Yasuyuki Yanaba
Treasurer
(Law, Junior)

1990年度稲門会会計報告

(自'90.1.1. 至'90.12.31.)

収 入 の 部	金 額	支 出 の 部	金 額
前 期 繰 越 金	721,032円	早大英語会補助金	500,000円
会 費	727,840	通 信 費 等	208,498円
'89年度分 ¥ 3,000 × 1名		総会案内・会費請求費	
'90年度分 ¥10,000 × 1名		慶 弔 費	30,900
" ¥ 3,840 × 1名		送 金 手 数 料	13,345
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預 金 利 息	5,096	支 出 合 計	752,744
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1991年2月7日

会計幹事

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平松昌雄 (昭53卒)

平成二年度卒業生の欄

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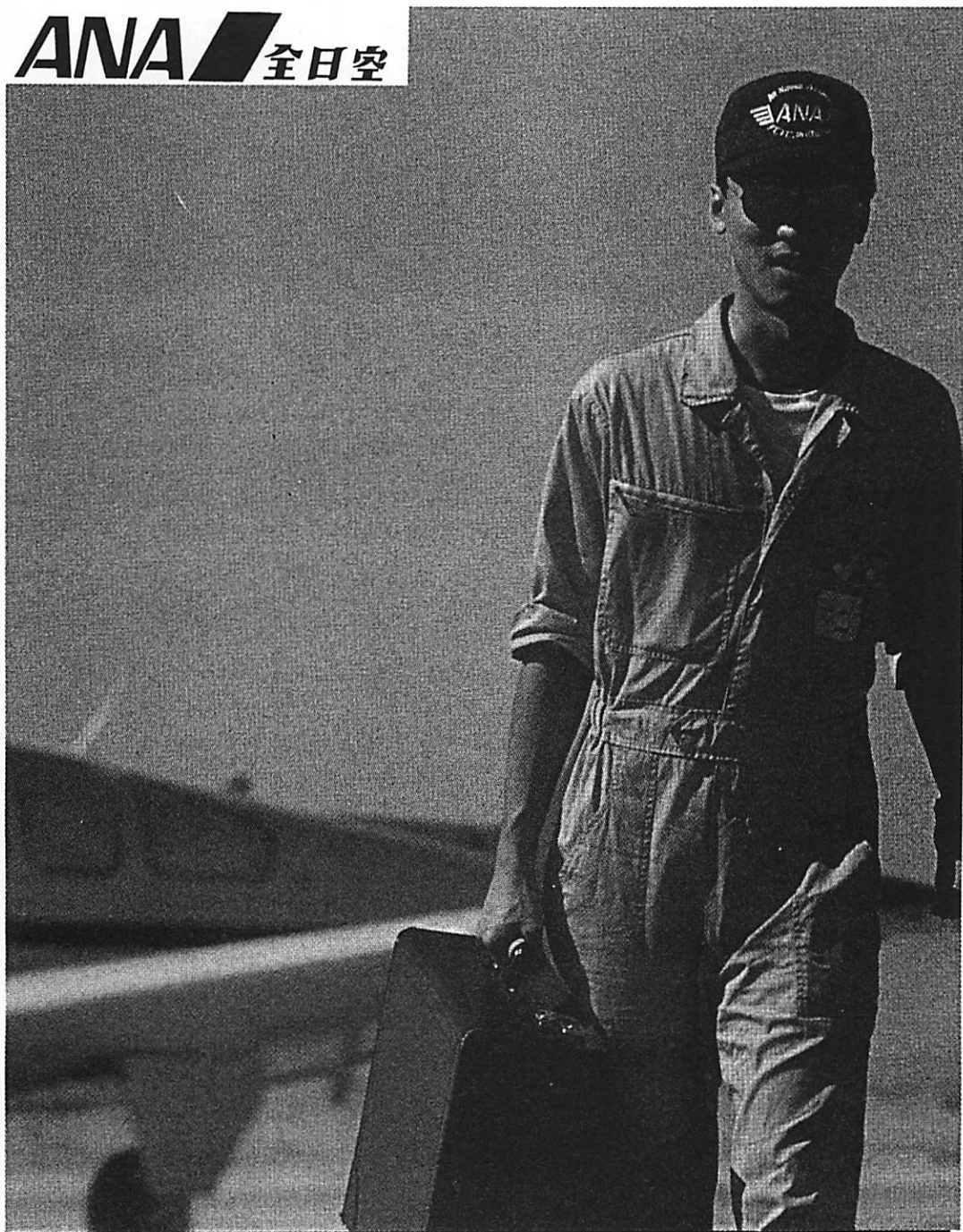


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