

第4回兵庫県高校生英語ディベートコンテスト
The 4th Hyogo Prefecture Senior High School English Debate Contest

Proposition: " High school students should be allowed to work part-time."

Affirmative Constructive Speech

Thank you, Mr. chairperson. In the United States, part-time jobs seem to be accepted as a normal part of high school life. But in Japan, high school students are prohibited from getting a part-time job unless their parents are economically in trouble. We believe that they should be able to work part-time freely just like in the United States. We have three reasons, economic support, a sense of responsibility, and future careers.

Reason No.1 Economic support Our first point is economic support. Students want to help their parents economically by working part-time. Japan is now in the midst of a terrible economic recession, and the burden on parents of educational cost is pretty heavy. *A survey by the Ministry of Education, Culture, Sports, Science and Technology in 2006 shows Quote that educational cost for a public high school student amounts to 1.56 million yen, and for a private high school student it's 3.13 million yen. Unquote.* If high school students can work part-time, they can help their parents economically and greatly lighten their burden.

A survey conducted by three college professors and two high school teachers in 1992 shows: Quote
*35.1% thought that they should work part-time because it was a good experience.
18.8% thought that they wanted to try it during long holidays like summer break.
42.7% thought that they wanted to try it if it doesn't interfere with their studying and club activities.
Only 3.4% thought that high school students should refrain from working part-time. Unquote*
More than 95% of them said they wanted to work part-time and help their parents economically.

Reason No.2 Sense of responsibility Our second point is a sense of responsibility. Part-time work helps students develop a sense of responsibility and learn good manners. Students have to learn to do their job, work as they are told, and also have to learn work ethics like being punctual and using polite language. As a result, they become more responsible with good manners.
67.5% of 3246 high school students who have worked part-time said that they developed a sense of responsibility through their part-time jobs in a survey conducted by three college professors and two high school teachers in 1992.

The evidence clearly shows that part-time work is really beneficial for high school students in terms of learning responsibility and good manners.

Reason No.3 Future Careers Our third point is future careers. Part-time work provides students with important opportunities to think about their future careers.

Most students don't have any work experience and they don't know what it is like to work. So naturally working part-time gives them important opportunities to think about what kind of work they can do and what is suitable for them.

According to an internet questionnaire conducted by Core-Net Institute of Education (コアネット教育総合研究所), Quote *50.3% of 731 junior and senior high school students agree that by working part-time they can learn much about the work and it can give them a chance to think about their future work. Unquote*

In this way, part-time jobs can provide high school students with good learning experiences. We have talked about economic support, a sense of responsibility, and future careers. For these three reasons we firmly believe that high school students should be allowed to work part-time. Thank you.

Negative Cross-Examination

NEG: On your first point, do you have any data or statistics that show how students spend their money?

AFF: No, we don't. But we suppose that they buy the things they need or want.

NEG: What if they waste their money on video games, clothes, cosmetics and such, instead of helping their parents?

AFF: Well, it is up to them how they use the money. But buying the things they want like clothes or video games is not necessarily a waste of money because they don't have to ask their parents for money and that would help them economically.

NEG: Your second point is that students can become a responsible person by working part-time, right?

AFF: Yes, that's right. Students learn to be responsible because they take on responsibilities at work.

NEG: But if they don't like it, they could easily change part-time jobs, couldn't they?

AFF: No, I don't think so, because they have to consider important things like wages, working conditions, and so on.

NEG: But it is OK for them to quit their job on the first day because they can easily find another one, right?

AFF: No way. I don't think they would want to give it up so quickly.

NEG: But their life doesn't depend on their part-time job, right?

AFF: Ah....I guess not.

NEG: Now, is it impossible to educate students to become a responsible person in school?

AFF: I guess not, but I believe that students learn more responsibility by working part-time.

NEG: On your third point, do you know what kind of part-time work they mostly do?

AFF: Yes, they work as cashiers, waiters, shop attendants and so on.

NEG: Just simple jobs, right?

AFF: Yes, but they learn how hard it is to earn money.

NEG: Does it help students think about future careers?

AFF: Yes, they can learn what kind of work they can do and what is suitable for them.

NEG: But what they do are easy jobs like serving food or customers, right?

AFF: Yes, but they learn what it is like to work.

Negative Constructive Speech

Thank you, chairperson, ladies and gentlemen. We don't believe that "high school students should be allowed to work part-time". We have three reasons, lack of studying time, influence of smokers and drinkers, and possibility to be freeters.

Reason No.1 Lack of studying time Our first point is *lack of studying time*. In High School it is necessary that students have enough time to study and prepare for their future. Students receive many homework assignments and they often have to use all their free time to finish them. Adding a part-time job to this already busy schedule would be impossible. According to a 2008 study by the National Center of Employment Research, 78% of workers who completed their education were more satisfied with their jobs and earned 46% more money on average. So, students need to spend as much time as possible studying to get into a good college. If students think that a part-time job is more important than studying, then why are they in high school instead of working full-time? It's because they realize studying is the most important thing for high school students. Working and job experience can come later, but full-time studying can only happen as a high school student.

Reason No.2 Influence of smokers and drinkers Our second point is influence of smokers and drinkers. By allowing high school students to work part-time, they have a high possibility of getting a bad habit of smoking, drinking and taking drugs.

Asahi Newspaper says that the students in Hyogo University of Teacher Education researched about 40,000 people and found out that the amount of time that people work has a big influence on the possibility of smoking or taking drugs. In 2006 when they surveyed 43,000 people from 68 high schools, they asked whether those students had ever smoked during that one year or not. Then, among the students who didn't work part-time, only 6.6 percent said they had smoked. On the other hand, among those who were working part-time for more than 20 hours per week, 35.2 percent of them said they had tried smoking. 4.2 percent of them said they had tried taking drugs, compared to only 0.6 percent among those who had never worked part-time. This clearly shows that working part-time for long hours negatively effects high school students.

Reason No.3 Possibility to be freeters Our third point is possibility to be freeters. Working part time during high school days will raise the possibility for students to be *freeters* (job-hoppers).

In recent years, an increasing number of people have chosen to become *freeters*, that is, part-time workers. Our evidence shows the clear correlation between working part-time during high school days and possibility for students to be *freeters*. According to the database titled "the reasons for students to become *freeters*" by JILPT, the Japan Institute for Labor Policy and Training (2000), **Quote** students planning to become *freeters* spend much more time on working part-time than anyone else planning to get a steady job. **Unquote**

Look at this chart (show the charts). This chart shows that among the students planning to be *freeters*, 90.1% of them are actually working part-time only 9.9% of them are not working part-time. On the other hand, among all the students including the ones planning to be *freeters* in this database, 81.9% of them are working part-time.

This shows that those who work part-time tend to be *freeters* because, as is mentioned in the data collection, **Quote** they became confident about making a living by working part-time after graduating from high school. **Unquote**

Therefore, we cannot support working part-time which foster *freeters* during high school days.

We have talked about lack of studying time, influence of smokers and drinkers, and possibility to be freeters. For these reasons, we believe that high school students should not be allowed to work part-time.

Affirmative Cross-Examination

AFF: Regarding your first point, wouldn't the problem be easily solved if teachers give students less homework?

NEG: It might be possible for teachers to do so, but if teachers have to give less homework to the students with part-time jobs, they also must give less to the other students. So it will cause problems for the students who choose to spend more time studying.

AFF: But what about allowing students to learn what jobs they like, through working part time? Isn't that important too?

NEG: Of course, but while in high school, students should be taught by high school teachers. There is plenty of time for working part-time later in life.

AFF: Well, in your second point, among the students who work for more than 20 hours, 4.2 percent of them had tried taking drugs compared to 0.6 percent among the students who have never worked part-time. The gap is just 3.6 percent. Isn't it almost the same?

Neg.: It is not the same at all. If you say it is a small difference, that is surprising. Your way of thinking is different from mine. It is drugs that we are now considering. Even 1 percent gap is a big difference. If you take drugs, it is a crime. You will be arrested!

AFF: We should not talk emotionally. Scientifically, I doubt whether working part-time can be the cause or not.

AFF: On your third point, why do you think *freeters* are bad?

NEG: Because they cannot earn enough money in the long run.

AFF: What do you mean by the word "enough?"

NEG: Umm...

AFF: OK. Then, when was the data collected?

NEG: In 2000.

AFF: Thank you.

Negative Rebuttal Speech

The affirmative said that high school students can balance studying and part-time work, but actually it is very difficult for them. According to an Internet research by INTELLIGENCE in 2006, Quote *53.8% of 144 high school students didn't get a part-time job because they felt it was difficult to balance school life and part-time work, 42.3% for not having time for part-time work.* Unquote

This research clearly shows that students themselves think it is difficult to balance part-time work and school work.

On their first point the affirmative argues that most students want to work part-time to help their parents economically, but none of their evidence says that they do. It just says that they want to work part-time. This means that even if students make some money through part-time work, they could use the money for other purposes and wouldn't help their parents. A survey conducted by three college professors and two high school teachers in 1992 shows that Quote *63.8% of students worked part-time to earn money for fashion or playing with friends, 58.2% for buying expensive goods.* Unquote They would just get into the bad habit of wasting money.

On their second point the affirmative side argues that students can become a responsible person and can learn social skills through part-time work, but their evidence only shows that students *said* that they learned a sense of responsibility and good manners. It doesn't show whether it changed them into a responsible or social person. It is just a subjective judgment.

Students can develop these traits through their school life, such as, the student council, club activities, homeroom activities, you name it. There are many opportunities for them to learn, so they don't need part-time jobs.

On their third point the affirmative side argued that part-time work makes students think about their future careers, but as they admitted in the cross-examination, what students can do part-time is limited to restaurants or convenience stores. These experiences don't help students think about their future careers at all. Thank you.

Affirmative Rebuttal Speech

In regards to our question about your first point, it is true that students only have access to dedicated school teachers when they're young, but we believe that students would be more successful if they learn social skills through working experiences at a young age. It is very important that students know what working is like so they can learn valuable skills for the future. According to a 2010 study by the Georgetown University Center on Education and the Workforce, there will not be enough able workers in the world by 2018. This means that soon there will not be enough workers who know what they are doing. In such an environment, education and the ability to develop skills outside of school will be absolutely essential.

On your second point, the gap between 0.6 and 4.2 percent of students taking drugs is not so big. I think the difference is because of students' different situations. We cannot say it is only because of the time they spend working part-time. Probably the reason is deeper than we expect. It might come from the students' severe poverty which causes them to work for more than 20 hours a week. It is important to look for the real reason why they took drugs.

On their third point, the negative side didn't answer our question, "What do you mean by the word 'enough?'" The word "enough" is vague and depends on each of us. The income by working part-time may be enough for some people. In that sense, *freeters* are not always bad. Moreover the data the negative side showed is too old to be valid. Thank you.

Negative Summary Speech

Thank you Mr. Chairperson, and ladies and gentlemen, let me look over today's debate.

On their second point, The affirmative side argues that students can be a responsible person or can learn social skills through part-time work, but we don't know to what extent part-time jobs affect them in that way. Their evidence only shows that students *just said* that they learned a sense of responsibility or good manners. It is not objective data but subjective perception. Therefore their second point is not persuasive.

On our first point, the affirmative side didn't fully attack this point. The evidence we presented in the rebuttal speech shows that students can't absolutely balance part-time work and school work, and trying to spend time for both part-time work and school work adversely affects their study and school grades and ruins their future. So we should not allow them to get a part-time job.

On our second point, as shown in the evidence of a research report on the correlation between part-time work and smoking, drinking and drug-use, we presented in the constructive speech, the longer students work part-time, the more they smoke, drink or try illegal drugs. Considering this, we must protect high school students from exposure to these things by not allowing them to work part-time.

All in all, we cannot support the proposition that "high school students should be allowed to work part-time." Thank you very much.

Affirmative Summary Speech

Thank you, chairperson.

Let me go over today's match by remembering our major arguments and how the negative side responded to them and vice versa.

Our first point is that students can help their parents economically. The negative side argued that many students use the money they earn for playing with their friends, fashion or expensive goods. But if they earn the money they use for those things by working part-time and don't get any money from their parents, it means that they help their parents economically. Their parents can save the money and use it to make ends meet. So this point is still an important reason for allowing students to work part-time.

On their first point, the negative side argued students can't balance part-time work and school work and that lack of studying time is a problem. But they didn't prove how serious it is. To what extent students' grades become lower or how it is caused by part-time work, they did not prove those things at all. On the other hand, our evidence shows that most of the students want to take a part-time job during long holidays or unless it doesn't interfere with their studying and club activities. So lack of studying time is not a serious problem. Their first point doesn't stand at all.

On our third point, we argued that through part-time jobs, students can learn what it is like to work and how hard it is to earn money, and part-time work makes them think about their future careers. But there wasn't any response from the negative side. So they accepted that part-time work is very important for high school students because it gives them good opportunities to think about their future careers.

The negative side argued on their third point that the possibility of students becoming a *freeter* will rise if students work part-time. But their evidence only shows that the percentage of having a part-time job is a little higher among high school students who want to be a *freeter* than those who don't. It is natural that the figure is higher because they want to be a *freeter*. They are just learning to be a *freeter* by working part-time. So their argument is pointless. This figure doesn't prove that part-time work will make students want to be a *freeter*. So this point can't be a reason for opposing the proposition.

By allowing students to work part-time freely, we can let them make a financial contribution to their family budget. They learn to be a more responsible person and acquire good manners through part-time jobs and they come to think about their future careers seriously. So, part-time work is very beneficial for high school students in many ways. For all those reasons we firmly believe that high school students should be allowed to work part-time. Please vote for the affirmative side.

Thank you.