

片桐英數塾通信



KATAGIRI English and Mathematics School

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教 科：英語・算数・数学・国語
月 謝：7,700円(税込) 他講座と同時受講の
開講日：土曜日16時半～18時半(7ヶ月活動など)

「文を読む力」「文を書く力」は、どの教科にも必要な大切な力です。国語の力を伸ばすことは、簡単に短期間で出来ることではありません。本を読んだり、作文を書いたりするなど、普段から意識して毎日の学習に取り入れましょう。この講座では、主に、文章を読んで考える記述問題に取り組み、読解力をつけていきます。

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それを母から聞き、父の死を目の当たりにして私が思ふのは、父はもう、死ぬまで英語教師として生きるしかなかったということでした。しかし、現実として、なかなかそんな生き方はできるものではないかもしれません。ですが、結果として父はそれをやり切りました。ある意味、本当の幸せ者です。

八月二十五日の葬儀は家族葬で執り行わせて頂きま

た。いくら自分が「英語を教えたい」「生徒に愛情を注ぎたい」と考えても、肝心の生徒さんがいなければどうしようもありません。しかし、父には最期まで教えるべき生徒がいて、死ぬまで自らも英語を学び、教え続けることができました。命の尽きるまで、大好きな生徒と一緒に楽しい時を過ごすことができました。家族として、塾長

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塾生の皆さんLINE登録をお願いします。
HPアドレス <http://www.katagirijuku.com>



Why I Am Here Today

Takashi Katagiri

During the past seven years, I have made five speeches in this speech contest. Some of my friends have asked me, “Why do you participate in that speech contest so often?” Others said to me, “We would rather buy books and study at home than go to Tokyo to speak English for only eight minutes.” Let me tell you why I decided to enter this speech contest seven years ago. At that time, I was teaching at a commercial high school.

One day during the lesson, a boy suddenly stood up and yelled, “Sir, we don’t like your English lesson; you always tell us to study and you give us a lot of homework, but what are you teachers doing? You teachers are relaxing in the teachers’ room, chatting and smoking. Are you teachers studying as much as you want us to study?” All the rest of the students clapped their hands indicating their agreement with him.

Was I doing my best to improve my own English ability? No. Was I trying to discover more effective methods of teaching the students? No. Then what was I doing for them? I compelled them to study regardless of their interest or ability by giving them much homework and many tests, and if they didn’t follow me, I labeled them incapable students. That was all I had done for them. “Are you studying as much as you want us to study?” The student’s voice lingered in my ears for a long time. Finally I said to myself, “I will cultivate myself and

show the students my sincere attitude toward the study of English.” In this way I decided to take part in this speech contest. I told the class about my decision, but they were indifferent to me. Even when I handed them my text for the contest, they paid no attention to it.

But, whenever I found time between lessons, I stood before the students to practice my speech. A few students listened to me with the texts on their desks, but most of them laughed at me and sang as if to show their indifference. I had an American record my text and asked the students to compare my English with that of the American’s. A few girls accepted my request and made a careful comparison of my English with the American’s. Their English was not good enough to point out my mistakes in pronunciation or sentence structure, but they could notice my wrong phrasing. One of the girls bought a book on “Speech” and made me such suggestions as “Don’t make such big gestures.” or “When you are speaking, look at all the audience.”

The number of students interested in my speech increased day by day and the classroom became



the place for me to practice it.

Two days before my departure for Tokyo, some students wrote on the blackboard, “We wish you great success in the contest.” With their warm-hearted encouragement in my mind, I stood on this stage for the first time. Though I didn’t receive a prize, this experience created a great incentive to study for all of us.

Urged by the students, I made up my mind to enter the contest the following year and I talked about their flower growing in the school garden. They were curious about my text entitled “Flowers and My Students” and used their dictionaries to see what was written in it. Some recorded my speech on their tape-recorders and memorized it. One day, the boy who had criticized me the year before said to me, “Sir, I am sorry I was lazy last year. I will study English as hard as you. Here is a potted flower which I grew myself. Please show this flower to the audience in Tokyo.”

Six years ago, I stood here with that potted flower on the table and in that contest, I won a prize. On coming back to the classroom, I was presented a bunch of flowers with a brief note attached to it in which was written “Congratulations on your success in the contest. We are proud of you.”

Where they had once complained of my harshness and

neglected my admonitions, now they were willing to study. Where they had once been reluctant to use dictionaries, now they were eager to consult them. Where they had once been negligent in using their tape-recorders, now they became constant listeners. They did follow me when I tried to improve myself. Each year that I entered the contest, I came with the warm support and enthusiasm of my students followed by their emulation of the example I set them.

About four months ago, at a class reunion, my former students talked about their high school days. All of them said that they would never forget my speech for this contest. And to my great surprise, they remember my text even now. They said, “This English is a treasure of our youth.”

Today, we blame the young for being too weak to cope with difficulties, but are we adults strong? We grown-ups grieve over young people’s impoliteness, but are we polite? I am here today not because of any exceptional skills in speaking English but because I firmly believe that only by improving myself, can I expect the young to want to improve themselves. To speak for just eight minutes may be only one small drop of water, but I am sure this will become a big ocean when the young follow me.



これは、隆先生が『第17回全国
中学・高等学校教員英語弁論大会(1979年)』で、
最優秀賞・文部大臣賞を受賞した時の原稿です。
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