

Life and Society in Modern Britain

現代イギリスの暮らしと文化

by

Simon Rosati

Annotated by

Hisao Kondo

EIHŌSHA

Life and Society in Modern Britain

by

Simon Rosati

First Published 2008 by The Eihōsha Ltd.

Copyright © 2008 by Simon Rosati

All rights reserved; no part of this book may be reproduced
in any form without permission in writing from the publisher.

PRINTED IN JAPAN

はじめに

本書は現代イギリスの様々な側面を新しい切り口で描写したエッセイからなる教科書です。イギリスの文化や社会を材料にしたエッセイを集めた教科書は数多く出版されていますが、その内容はどちらかというとステレオタイプなイギリス紹介といったものが多いように思われます。それに対して本書で取り上げたエッセイでは、著者自らが若いイギリス人であることもあって、現代イギリス人の生活実感からイギリスの社会や文化が生き生きと描かれています。

著者のロザーティ氏はパブリック・スクールからケンブリッジ大学のペンブルック・カレッジで学び、現在は英語教育を専門として日本の大学で教鞭を取っておられます。そうした彼の経歴からもわかるように、彼の書く英文は上質であり、しかも日本人の大学生にとってはわかりやすい親切な書き方となっています。つまり内容的には日本の若い読者の興味を引き、同時に英語の教科書としてふさわしい良質の英文で書かれています。

上に述べた特色のみならず、本書はまたリーディングの教材として、リーディングのスキルをも同時に身に付けられるように工夫した設問が用意されています。

英文のみならず物を読むという行為が、ただ単に文字を追いつつ受動的に情報を受け取るだけではないことは近年のリーディングに関する研究の教えるところです。つまり、書かれた文章を理解するためには、その文章を理解するための知的枠組みを読者の側が持っている必要があります。そして実際に文章を読む場合には、読者はその知的枠組みを活性化し、積極的に活用し、主体的に文章を理解するのだというわけです。本書ではそれぞれの本文の前に用意された Pre-questions が、いわば文章を理解するときの知的枠組みを構築するための質問項目です。本文を読む前に、Pre-questions について議論をすることによって本文の理解は容易になるものと思われま

す。また、文章を読む場合に逐語的に文章を読むだけでは文章の意図や主張などのメッセージを理解することはできません。文章には大事な個所や、例をあげて大事な個所の主張を裏付けている個所など、様々な緩急がつけられています。そうした文章全体の構成を理解することがリーディングの大切な力となるものと思われま

す。本書では英文の構成を理解してもらえるように各章末に Exercises を用意しました。

章末の Exercises は、語彙の問題である設問 B を除けば、一度本文を読んだ後で質問項目の内容が本文のどの個所に書かれていたかを再度探し読み (Scanning) するための設問です。英文が読めるようになるためには、英文全体に何が書いてあるの

かを大まかに理解するために流し読みをするスキミング (Skimming) や、英文の意図や要点を把握するために重要な個所を探しながら読むスキニング (Scanning) といった、いわばリーディングのためのスキルを学ぶことが大切です。このようなリーディングのスキルを身につけ活かすためには、まず英文の論理の組み立て方の特徴を知らなくてはなりません。こうした「英文の論理の組み立て方の特徴」を理解すると、それにともなって英文を読む力が飛躍的に伸びることはよく知られています。

本文を探し読みすることによって章末の Exercises の答えを考えると同時に、英文の論理構造の特徴についても学んでいただきたいと思います。そうすることによって、英文を読むことが楽になり、一見したところ難解と思われる英文も、実はわかりやすく書かれているのだということに気づくはずで、とりわけ設問のCについては、本文中に該当する個所を探し、そこに書かれている英文を真似て利用することによって、英文を書くこと、つまり英語で表現することの楽しさも同時に学んでいただきたいと思っています。正しい英文をまねて書いてみることによって、英語は楽に書けるのだということを実感していただきたいと思っています。実は、正しい英文を書くことは英語の定着を図る最適の方法でもあるのです。

同じような観点から設問Eについても、本文を参考にして、場合によっては本文をまねて、自分の意見を表現してみたい。

2006年8月

近藤久雄

CONTENTS

Chapter 1	Class	9
Chapter 2	Education	17
Chapter 3	Feminism	24
Chapter 4	Health and Age	32
Chapter 5	Crime & Punishment	39
Chapter 6	Drugs.....	46
Chapter 7	Sports	51
Chapter 8	Religion.....	58
Chapter 9	The Monarchy.....	66
Chapter 10	Love & Marriage	73
Chapter 11	Environment	80
Chapter 12	Immigration & Race	87
Chapter 13	Ireland	95
Chapter 14	Europe	103

Chapter 1

Class

Pre-questions

How many Japanese people consider themselves middle-class?

What does it mean to be middle-class?

How do we decide which class someone belongs to?

Reading



It is impossible to understand Britain, and particularly England, without some understanding of class distinctions. Class distinctions are much less visible in Wales, where people are more at ease with strangers. There are certainly class distinctions in Scotland, with industrial Glasgow being very working class, and parts of cultural Edinburgh, like Morningside, famously middle class; but there is also considerable social solidarity, a feeling of fellow Scottishness in the face of the dominant English. Class distinctions also exist in Northern Ireland, but they are less important than the sectarian division. In England, however, class differences are a key part of life.

Class and Politics

Class is a very visible part of British life. At the top of society, of course, is the royal family, but there also remain many aristocratic families, some of whom, such as the Duke of Westminster, are extremely rich. The House of Lords, the upper house in the British Parliament, continues to admit some, though no longer all, hereditary peers, i.e. people (men) who get a seat in the House of Lords because they are the eldest son of an

- 1 **Britain** 章末詳注 (1) を参照.
- 5 **Glasgow** 章末詳注 (2) を参照.
- 6 **Edinburgh** 章末詳注 (3) を参照.
- Morningside** 章末詳注 (4) を参照.
- 8- **the dominant English** 章末詳注 (5) を参照.
- 10 **sectarian division** 章末詳注 (6) を参照.
- 15 **aristocratic family** 「貴族の家」
such as 「たとえば」
Duke 章末詳注 (7) を参照.
- 16 **The House of Lords** 章末詳注 (8) を参照.
- 18 **no longer** 「もはや～ない」
hereditary peer 「世襲貴族」
i.e. ラテン語 *id est* (= that is) の省略形. 「すなわち」
seat 「議席」

aristocrat, and are not elected. As a result, the class system remains an important element of British political life. The two major political parties have traditionally been class-based: the Conservative Party has usually been supported by the upper and middle classes, while the Labour Party has attracted working class support. The Conservative Party receives donations from businesses, and in exchange tries to create an environment where capitalism can operate freely, and where company managers aim to make as much money as possible for their shareholders. The Labour Party has close links with trade unions and takes a close interest in the welfare of ordinary workers.

Class Differences

People are very conscious of class differences. A simple view would be that there are three classes: upper, middle and working. In fact, though, many people would make more distinctions, perhaps as follows: upper, upper-middle (senior bankers, top businessmen, top lawyers), middle, lower-middle (small shopkeepers), skilled working (electricians), unskilled working (cleaners) and an underclass. Advertising companies classify people in this sort of way when designing advertisements, making different types of advertisements according to the target class. Generally, the lower-middle class is thought to be the most conservative and worried about status.

English people are able to classify each other instantly on hearing people speak. How English people speak shows not only where they come from, but also their education and their class. People who went to private school speak differently from those who did not. About 7% of people receive a private education; these people, who dominate the country, speak RP, or the Queen's English, while most people do not. This is one reason English people do not much enjoy talking to strangers: if one has the 'wrong' accent, one may arouse hostility, ridicule or arrogance. As Bernard Shaw, an Irish writer, put it "It is impossible for an Englishman to open his mouth without making another Englishman despise him".

Class affects all aspects of life. Working class people are

- 1 **As a result** 「その結果」
- 4 **Conservative Party** 「保守党」
- 5 **Labour Party** 「労働党」
- 6 **donation** 「寄付金・政治献金」
- 7 **business** 可算名詞として「会社・企業」
- 10 **shareholder** 「株主」
- trade union** 「労働組合」

- 13 **be conscious of ~** 「~を意識している」
- 15 **In fact** 「実は」

- 29 **RP** 章末詳注(9)を参照.
- 30 **Queen's English** 章末詳注(10)を参照.
- 32 **ridicule** 「嘲笑」
- 33 **arrogance** 「尊大」

shorter and less healthy and die younger. Working class people often do not see the value of education, and tend to leave school earlier. The clothes people wear, haircuts, leisure activities, food and drink, greetings, music, television: all have class distinctions. Wine is middle class, beer working class; the BBC is middle class, ITV working class; Bach is upper-middle class, Tchaikovsky lower-middle; cricket is middle class, football working class, while horse racing is upper and working, but not middle class. In the armed forces, the officers are middle or upper class, while the enlisted men are working class, though it is interesting that the newest armed force, the air force, is the least class conscious.

The most difficult area of class division is in the workplace. Managers and workers will often find that they have little in common, having been to different schools, speaking with different accents, liking different sports, drinks and food and having different leisure activities. Often they wear different clothes, park their cars in different car parks and eat in different cafeterias. There is often great mistrust between the two groups. Workers, knowing the exploitation that took place in the nineteenth and early twentieth centuries (terrible mining accidents, for example), think managers simply want to exploit them. Managers, aware of the excesses of union power in the 1960s and 1970s, think workers are lazy and disloyal and will only work if forced to do so. This can greatly weaken companies. I feel one reason Nissan's factory near Newcastle is so successful is that British workers do not resent Japanese managers as the class enemy.

Class Mobility

People are conscious of their class. There remains a tendency for working class people to want to stay working class. Ambitious young people may be seen as getting too big for their boots, or thinking that their parents are in some way inferior, and this reduces social mobility. The middle class often see working people as uneducated, narrow-minded and lacking in culture. Working people see the middle class as snobbish, arrogant and

5 **BBC** 章末詳注
(11)を参照.

6 **ITV** 章末詳注
(12)を参照.

9 **armed forces** 「軍隊」
officer 「将校・士官」

10 **enlisted man** 「徴募兵・志願兵」

20 **exploitation** 「搾取」

26 **Newcastle** 章末詳注(13)を参照.

32 **getting too big for their boots** 「うぬぼれる・ごう慢になる・出しやばる」

36 **snobbish** 「気取り屋の」

selfish: making sure the government gives money for opera, but none for football, for example. The upper class are so self-confident that they seem rarely to think of the other classes at all.

5 On the other hand, more people stay at school until 18, and more are going to university. This will help to weaken class distinctions. Women have always been able to change class through marriage (and lose status through divorce). Their success in education and growing prominence in the workplace,
 10 coupled with their greater flexibility, will increase social mobility. In politics, no leader of the Conservative Party from 1964 to 2001 came from the upper or upper-middle class, while Tony Blair, Labour Prime Minister, was educated at Oxford. Traditional working class industries are disappearing and new
 15 technological ones are appearing and are open to all. The influence of foreign travel has opened most people's minds to new foods and drinks. And everybody shops at the chain stores: famously, every woman in Britain buys her underwear at Marks & Spencer. There is considerable social mobility in England,
 20 and the class system is not a fixed caste system. It is not like India, or like Edo Period Japan.

5 **on the other hand** 「一方」

9 **prominence** 「卓越性」

10 **flexibility** 「柔軟性」

18- **Marks & Spencer** 章末詳注 (14) を参照.

20 **caste system** 章末詳注 (15) を参照.

休憩室

劇作家バーナード・ショー (George Bernard Shaw: 1856 年~1950 年) は、イギリスでは出身階級によってそのしゃべる英語が異なり、それぞれの人々が自分の出身階級の英語に誇りを持っていて、自分たちと異なるしゃべり方をする階級の人々を軽蔑する傾向があることを、皮肉をこめて「イギリス人が口を開けば、間違いなく他のイギリス人の軽蔑をかうことになる」と述べている。

ロンドンの劇場でロングランを続けているミュージカル『マイ・フェア・レディ』はバーナード・ショーの芝居『ピグマリオン』(1912 年~13 年) を原作としたミュージカルで、イギリス英語の階級方言を取り上げた作品である。

ぜひとも日本語吹き替え版でないものを鑑賞することをお薦めする。

Exercises

A *Choose the best answer to the questions*

In which part of the UK is class most important?

- a England
- b Wales
- c Scotland
- d Northern Ireland

Who supports the Labour Party?

- a aristocrats
- b trade unions
- c the royal family
- d big business

What does not show people's class origins?

- a how they speak
- b what they drink
- c their height
- d being an airman

What is weakening class differences?

- a divorce
- b politics
- c marriage
- d education

Which women shop at Marks & Spencer?

- a upper class women
- b middle class women
- c working class women
- d all women

B *Match the word from the text with its definition*

- a solidarity
- b dominant
- c donation
- d conservative
- e arrogant
- i the strongest and most powerful
- ii disliking change
- iii a gift given to an organization
- iv feeling part of a group with similar interests
- v feeling that one is better than other people

C Write the answers to these questions

- a Why are class distinctions less important in Scotland?
- b How do the two main political parties reflect class differences?
- c How can class differences be seen at work?
- d Why, perhaps, is Nissan's factory near Newcastle so successful?
- e How can women change class?

D Decide if the following statements are true or false

- a Members of the House of Lords are not elected.
- b Class differences are complex.
- c Management and workers co-operate closely.
- d Traditionally, a woman belonged to the same class as her husband.
- e The class system is fixed and unchanging.

E Questions for further discussion and writing

- a How is a caste system different from a class system?
- b What are some advantages of having wealthy parents in Japan?
- c Should we consider a woman to belong to the same class as her husband?

Notes

- (1) **Britain** イギリスの正式な国名は the United Kingdom of Great Britain and Northern Ireland であり、イギリスは England, Scotland, Wales そして Northern Ireland からなる連合王国である。Britain は地理的には「大ブリテン島 (= Great Britain)」の意味であるが、政治的には「連合王国 (= the United Kingdom)」全体を指す語である。
- (2) **Glasgow** グラスゴー。スコットランド南西部に位置するスコットランド最大の工業都市。人口は 2001 年現在で 57 万人であるが、1960 年代には 100 万人を超える人口を擁していた。日本との関わりも深く、明治初期には造船などの技術を学ぶために日本から留学生が派遣された。
- (3) **Edinburgh** エディンバラ。スコットランドの首都。スコットランドの東岸に位置し、人口は 2001 年現在で 50 万人弱、その美しい町並みはユネスコの世界遺産に登録されている。毎年 8 月には、エディンバラ・フェスティバルと呼ばれる芸術祭が行われ、多くの観光客が訪れている。
- (4) **Morningside** モーニングサイド。エディンバラ西南部の地域で、裕福な人々の住む地域として知られる。以前はこの地域に住む人々は“pan loaf accent”と呼ばれる気取ったしゃべり方をすることで知られていた。
- (5) **the dominant English** スコットランドとイングランドとは 1707 年に合併を果たすが、1714 年にジョージ 1 世 (George I) が即位しハノーヴァー王朝が始まると、スコットランドではスチュアート王朝を復活する動きが活発化し、反乱が起こる。1746 年インヴァネス近郊のカロデンにおいてスコットランドが大敗した後、イングランドは政治的・文化的にスコットランドを圧迫し続けることとなった。以後、何かにつけイングランド優位の側面に対するスコットランドの反発が見られる。
- (6) **sectarian division** アイルランドでは、イギリスに併合されて以来常にユニオニスト (イギリスと連合を維持しようとする人たち) とナショナリスト (イギリスから独立しようとする人たち) の対立が続いていた。20 世紀に入ってアイルランドがアイルランド自由国として独立した後もこの対立は根強く残り、もともとイギリスからの移住者の多かった北アイルランドは、アイルランド自由国から分離してイギリスに帰属することを決定した。しかしながら、イギリスに帰属後も、北アイルランドでは、主としてイギリス系のプロテスタント系住民と、数は多いものの様々な面で差別を受けているカトリック系住民との間で深刻な対立が続いている。
- (7) **Duke** 公爵。貴族の爵位の中で最高の爵位。ちなみに、貴族の爵位は上から公爵 (Duke), 侯爵 (Marquess), 伯爵 (Earl), 子爵 (Viscount), 男爵 (Baron) となる。
- (8) **The House of Lords** イギリス議会の上院。ブレア政権の前までは、1330 名の議員からなり、そのうち世襲貴族は 751 名、のこり 579 名は歴代政権が任命した一代貴族議員および日本の最高裁判事に相当する法律貴族それに 2 名の大司教、上級司教 24 名から構成されていた。ブレア政権は形骸化して名前だけの世襲貴族議員のうち 92 名を残して廃止した。その結果現在では上院は 671 名となった。
- (9) **RP (= Received Pronunciation)** 「容認発音」教育のある人々がしゃべるときに用いられるとされている発音。当初はパブリック・スクールの出身者などの間で使われ、Public School Pronunciation と言われたこともある。現在では BBC 等の放送によって、標準的な発音として広く用いられている発音を指す。
- (10) **Queen's English** 1864 年 (ヴィクトリア女王の時代) にカンタベリーの主席司祭であった Henry Alford が The Queen's English という書物を書いたことによるが、「標準的な正しい英語」の意味で使われた。

- (11) **BBC** (= British Broadcasting Corporation) イギリスのラジオ・テレビ放送局。その歴史は古く、設立は 1922 年まで遡るが、1927 年以來現在のようない半官半民の経営形態をとっている。その報道の信頼性は国際的にも高い評価を受けている。
- (12) **ITV** (= Independent Television) 1955 年に放送を開始したイギリスの民間テレビ放送局。娯楽番組などを主に放送している。
- (13) **Newcastle** ニューカッスル。北部イングランド最大の都市。正式にはニューカッスル・アポン・タイン(Newcastle-upon-Tyne)。イングランド北東部に位置する都市で、市の人口は約 25 万人だが、周辺都市を含めて 100 万人都市圏を形成している。日産自動車はニューカッスル近郊のサンダーランドに工場を持ち、ヨーロッパの生産拠点にしている。
- (14) **Marks & Spencer** マークス・アンド・スペンサー。イギリス国内に 400 以上の店舗を持つ大手スーパーマーケット。Thomas Spencer およびポーランド生まれのユダヤ系移民 Michael Marks によって 1894 年に創業。
- (15) **caste system** カースト制度。固定的な身分制度。ことばの本来の意味は、古くからインドに存在したヒンドゥー教にまつわる世襲的身分制度のことであり、バラモン、クシャトリア、ヴァイシャ、スートラの 4 つの階級を基本としていた。



日本の国会議事堂にあたるウェストミンスター宮殿

Chapter 2

Education

Pre-questions

What are some educational issues in Japan today?

When did you enjoy school most?

Why are you at university?

Reading



In this section we will focus on education in England and Wales; Scotland has a rather different education system, and Northern Ireland still has selective, segregated education.

Education is compulsory for all children from the age of 5 to

16. This does not mean that children have to go to school; rather
5 it means that parents must ensure that children receive a proper
education. In fact, of course, almost all children do go to school.
Primary school educates children up to the age of 11, when
they transfer to secondary school. Most children now go to
10 comprehensive schools, which accept children of all abilities,
though some selective grammar schools remain in areas under
Conservative control. Children may leave school at 16, and many
do. Perhaps half of children leave school at 16, though the per-
centage has been falling in recent years. Young people who stay
15 at school study for two more years in the sixth form, either at
their school or at a specialist sixth form college.

At the age of 16, young people take examinations called the
General Certificate of Secondary Education (GCSE). Each
subject is taken separately, with English and mathematics, and,
20 increasingly, a science being the most important. Some students
take as many as ten GCSEs. If they stay in school they then

- 1- **England and Wales** 章末詳注 (1) を参照.
- 3 **selective** 「選抜制の・特定の人々のための」
- segregated** 「差別的な」
- 4 **compulsory** 「強制的な」 compulsory education 「義務教育」
- 10 **comprehensive school** 章末詳注 (2) を参照.
- 11 **grammar school** 章末詳注 (3) を参照.
- 13 **leave school** 「卒業する」
- 16 **sixth form** 章末詳注 (4) を参照.
- 18 **GCSE** 章末詳注 (5) を参照.
- 21 **as many as ~** 「～もの」

study just three subjects for two years, and then take Advanced Level exams (A Levels). Universities offer students a place according to their A Level grades and, often, an interview. Since GCSEs and A Levels are national exams, carefully and anonymously graded, everyone understands clearly what the grades mean. There are no university entrance examinations and few cram schools, so while students are under some pressure to do well in exams, there is no examination hell. As a result students at university are usually eager to study, having enjoyed their A Levels.

Universities

There are about a hundred universities in England and Wales, only one of which is private. Until very recently, university did not cost anything. Students also used to receive a grant from their Local Education Authority to help them with living expenses, though this is no longer the case and many students take out a loan, which can be paid back out of earnings after graduation. As universities are now expanding, but are not receiving more money from the government, many have started charging ‘top-up’ fees of around £3,000 (¥600,000) per year. Nonetheless, university is affordable for most students, and around 40% of young people go to university.

Students select their subject first, and then apply to universities. They would not study a different subject in order to enter a more prestigious university. At university students study only their major subject and there are no general classes. Because A Levels have already raised students’ abilities to a high level, most university courses are for three years.

The most famous universities are Oxford and Cambridge, founded in the twelfth and thirteenth centuries respectively. Both operate under a college system. This means that students apply to individual colleges and not the university itself, which hardly exists. So if you meet a former Oxford or Cambridge student, they will tell you that they studied at Pembroke College, Cambridge, for example. Students live, eat, play sport and relax in the college, and study both in college and in faculty buildings.

2 **A Levels** 章末詳注 (6) を参照.

7 **cram school** 「学習塾」

13 **only one** 章末詳注 (7) を参照.

15 **Local Education Authority** 「地方教育委員会」

16 **the case** 「実態・真実」

20 **‘top-up’ fees** 「追加授業料」

21 **Nonetheless** 「それにもかかわらず」

25 **prestigious** 「有名な・一流の」

26 **general classes** 「一般教養科目」

30 **respectively** 「それぞれ」

36 **faculty building** 「学部の建物」

This means that students in a college all know each other and lifelong friendships are formed.

Educational Problems and Worries

There are many educational problems and worries in England.

5 First is the content of education. It has been noted that top graduates rarely take jobs in industry, preferring to work in government, services or the financial sector. As a result the government put more stress on science and technology, suggesting that education must be practical and must educate people to be good
10 workers. This is a controversial matter, and many disagree that education is just to create workers.

7 **service** 「軍務」

10 **controversial** 「議論の余地のある」

Three other areas of the curriculum cause disagreement. First, many schools belong to churches (or, sometimes, other religions), and religious education is required. But many teachers
15 are atheists, and feel uncomfortable teaching something they do not believe themselves, and many children in the cities come from non-Christian families. It would be sensible to abolish religious education, or even forbid it as in France and the USA, but the churches resist this. Second, sex education is given in
20 most schools (though parents may withdraw their child if they choose, and religious parents often do), yet Britain has the highest teenage pregnancy rate in Europe. Something is clearly wrong. Third, many people believe that the A Level system gives students a rather narrow education. For example, some students
25 study pure mathematics, applied mathematics and physics and nothing else; or else French, German and English and nothing else. This leads to fears of scientists who cannot write good English, or humanities students who have no understanding of numbers. The system in Scotland, France and Germany is much
30 broader, and it is possible that A Levels will be changed in the future, despite opposition from universities.

15 **atheist** 「無神論者」

17 **non-Christian families** 章末詳注(8)を参照。
sensible 「良識のある」

22 **pregnancy** 「妊娠」

The second educational worry is that so many children continue to leave school at sixteen. Many young people, particularly from working class families in England (much less so in
35 Wales), do not see the value of education. They see that they can get a job at 16 and earn a good wage, while those who stay

in school earn nothing until they graduate. They do not consider what the situation will be in ten or twenty years time, and often they have no wish to improve themselves as they do not want to lose touch with their roots. As one Labour politician

5 put it sixty years ago, the problem is not people's material poverty so much as the poverty of their ambition.

The third major worry is student behaviour: smoking, drinking, drugs, shoplifting, truancy. In recent years the most worrying has been bullying and violence in schools. In one incident

10 an Asian student was stabbed to death at school by a white student. In another a school principal was stabbed to death while trying to stop a fight between students from his school and students from another school. While these and other incidents have shocked people, nobody seems to know what to do.

15 Private Schools

Only about 7% of children in England go to private schools, but these schools have enormous influence. Students from these schools, mostly boys, go on to Oxford and Cambridge (50% of Oxbridge students are from private schools) and then into top

20 careers in politics, business, banking and the civil service. Since they come from the same schools, they often know each other and have a similar way of thinking, and will often do favours for each other. This is known as the old boy network, and is often resented by those who are not male and did not go to

25 private school.

Private education is expensive, particularly in boarding schools, which is what most famous private schools are, and can cost well over £15,000 (¥3 million) per year. Some schools offer a superb education, such as Winchester, while others are

30 more schools for the upper class, such as Eton. The waiting lists for such schools is so long that parents must put their son's name down as soon as he is born. The schools will generally favour children of old boys when selecting students, helping to reinforce class differences.

5 **not A so much as B** 「A というよりもむしろ B (「BほどそれほどAではない」が原義)」

8 **shoplifting** 「万引き」

truancy (学校などの)「ずる休み」

10 **Asian** 章末詳注(9)を参照.

19 **Oxbridge** Oxford と Cambridge を省略して一つのことばにしたもの.

22 **do favours** 「便宜を図る」

26- **boarding school** 「寄宿学校(全寮制度の学校)」 Cf: day school

29 **Winchester** 章末詳注(10)を参照.

30 **Eton** 章末詳注(11)を参照.

Exercises

A Choose the best answer to the questions

When are public exams taken?

- a at 11 and 16
- b at 11 and 18
- c at 16 and 18
- d at 18 and 21

How many A Levels do students usually take?

- a 3
- b 5
- c 6
- d 8

How do students choose a university?

- a cost
- b field of study
- c the fame of the university
- d it has a college system

Where do top graduates tend to work?

- a industry
- b finance
- b technology
- d education

How many people go to private school?

- a 7%
- b 20%
- c 50%
- d 75%

B Match the word from the text with its definition

- a compulsory
- b anonymously
- c graduation
- d prestigious
- e truancy
- i without giving the person's name
- ii famous
- iii not going to school when you should
- iv you have to do it
- v successfully finishing school

C *Write the answers to these questions*

- a How do students enter university?
- b Why are most university courses only three years long?
- c Why has the stress on science teaching been controversial?
- d Why do many young people leave school at 16?
- e What is the old boy network?

D *Decide if the following statements are true or false*

- a Children move from primary to secondary school at 12.
- b There are public exams at 16 and 18.
- c Universities have entrance exams.
- d A university education is expensive.
- e Private schools are of little importance.

E *Questions for further discussion and writing*

- a What can be done about bullying in schools?
- b What is the effect of university entrance exams on education in general?
- c How is the school curriculum changing?
- d Do most people enjoy school? Why?
- e Why is education compulsory?

Notes

- (1) **England and Wales** 日本でイギリスと呼ばれているのは、正確には England, Scotland, Wales および Northern Ireland の 4 つの国からなる連合王国 (the United Kingdom) である。Chapter 1 Class の章末詳注 (1) Britain を参照。
- (2) **comprehensive school** 以前は 11 歳のときに eleven plus という試験を受け、その成績によって中等教育への進学がそれぞれ grammar school, technical school, modern school に振り分けられる仕組みになっていた。しかしながら、この制度がイギリスの階級制度と密接な関係を持っていたため、1960 年代に労働党政府が中等教育を comprehensive school (総合中学校) へ一本化した。
- (3) **grammar school** ももとは学問をするためのことばであるラテン語の文法を教える学校であったことから、この名前がある。近代では主として古典などを教え、高等教育へとつながる教育を施す中等学校。
- (4) **sixth form** 11 歳から 16 歳までの義務教育終了後に、大学進学希望者やあるいはより良い就職の機会を求めてさらに教育を受けたい人のために用意された 2 年間のコース。
- (5) **GCSE** General Certificate of Secondary Education 「一般中等教育終了試験」 16 歳で義務教育を終えた後に受ける試験。可否は科目ごとに判定され、何科目か合格しておくくと就職などで有利に働くことが多い。
- (6) **A Levels** Advanced Levels 大学進学希望者は、16 歳で義務教育を終え GCSE の試験を受けると、2 年間の sixth form で 3 科目程度に集中して勉強を続け、A Levels の試験を受ける。大学への可否は A Levels の成績と場合によっては面接で判断される。
- (7) **only one** 財政的に見て純粋に私立といえるのは Buckingham University のみである。
- (8) **non-Christian families** イギリスでは近年大都市を中心に旧植民地を中心とした地域から移住してきた人々が多く住んでおり、その人たちは非キリスト教徒、つまりイスラム教、ヒンドゥー教、ユダヤ教等々の信者であることが多い。
- (9) **Asian** アジア人。通常は中近東の人々やインド人、パキスタン人を指す。日本人や中国人など東アジアの人々は Oriental と呼ばれる。
- (10) **Winchester** ウィンチェスター。1394 年に設立されたイギリス最古のパブリック・スクール (全寮制で質の高い教育を行っている名門の私立学校)。当初は貧しい農家の出身でありながらウィンチェスター大聖堂の司祭にまでなったウィッカムのウィリアムによって、オックスフォードのニュー・コレッジに貧しい家の子弟を送り込むために作られた。
- (11) **Eton** イートン。Winchester に遅れること半世紀あまりのころ、国王ヘンリー 6 世によってケンブリッジのキングズ・コレッジの予備校として設立された名門のパブリック・スクール。

Chapter 3

Feminism

Pre-questions

When did women get the vote in Japan?

Are men and women naturally different? How?

Is there discrimination against women in Japan?

Reading



The struggle of British women for equality can be traced back at least two hundred years, to Mary Wollstonecraft's book *A Vindication of the Rights of Woman* (1792). The most famous struggle for women's rights came in the years after World War I, as women demanded the right to vote. The Suffragettes, as they were known, had to use strong tactics, including chaining themselves to railings outside Parliament. One woman even threw herself under the king's racehorse at the Derby (she died). In prison, women went on hunger strikes, and the authorities responded with rather brutal force-feeding. Women finally obtained the right to vote in 1926. Men have never given up power voluntarily or gracefully.

Today women have achieved a higher degree of equality with men than ever before. Women are protected by laws against sexual discrimination. They are economically better off than before. They are increasingly prominent in public life: there has been a woman Prime Minister (Margaret Thatcher); there are women in the present cabinet; a woman was head of MI5; there is a woman high court judge; the BBC has had a woman war reporter; a woman started The Body Shop; and so on. Women are in control of their own fertility, and can delay hav-

- 2 **Mary Wollstonecraft** 章末詳注(1)を参照.
- 5 **the Suffragettes** 「婦人参政権論者」
- 8 **the Derby** 章末詳注(2)を参照.
- 9 **the authorities** 複数形で「当局」
- 10 **force-feeding** 「力づくで食事を取らせること」
- 15 **discrimination** 「差別」
be better off 「より裕福である」
- 16 **prominent** 「目立った・著名な」
- 17 **Margaret Thatcher** 章末詳注(3)を参照.
- 18 **MI5** 章末詳注(4)を参照.
- 19 **high court judge** 「最高裁判事」
- 20 **The Body Shop** 章末詳注(5)を参照.
- 21 **fertility** 「妊娠する力・受精能力」