

# 2011年度 第12回高校生エッセー・コンテスト

1900年9月14日に津田塾大学の前身である女子英学塾を創立したとき、津田梅子は35歳でした。10代の頃からあたためていた夢をついに実現し、開校したその日に語った言葉が裏面の文書です。実際の開校式では日本語で述べましたが、英語の原稿も残されており、式辞の英語の大意が『新英語』(No.12、1900年)に所収されています。

1900年(明治33年)という時代にあって、一人の女性が、日本の女性に高等教育の機会を拓くためにつくった学校の理想、つまり建学の理念が、この文書に示されています。この式辞を読んで、津田塾大学の礎を築いた津田梅子に自由に手紙を書いてみましょう。



女子英学塾開校当時の津田梅子

守屋多々志作「アメリカ留学(津田梅子)」 津田塾大学所蔵



—10代からの夢を実現した女性—

## 津田梅子に手紙を書こう

### 募集要項

- 1.募集内容 津田梅子に宛てた手紙という形式で書いてください。英語の場合は400words程度、日本語の場合は1,200字(横書き)程度にまとめてください。
- 2.応募資格 高校生(国籍・学年・性別は問いません)
- 3.応募方法 ①A4用紙でワープロまたは手書き。  
②応募作品に、氏名(フリガナ)・性別・住所・電話番号・高校名(所在県名)・学年を記載した表紙(A4用紙)を添付して、下記に郵送してください。  
【郵送先】〒194-0022 東京都町田市森野1-34-10  
株式会社 高校生新聞社 津田塾大学 エッセー・コンテスト係
- 4.募集期間 2011年8月1日(月)～9月1日(木)(消印有効)
- 5.表彰 最優秀賞1名(賞状及び副賞5万円を贈呈)  
優秀賞若干名(賞状及び副賞1万円を贈呈)  
最優秀作品は、10月9日(日)津田塾大学において表彰し、津田塾大学広報紙 *Tsuda Today*と津田塾大学ウェブサイト、優秀作品は津田塾大学ウェブサイトに掲載・公表します。また、入賞者には10月11日までに本人に通知します。なお、応募作品は返却しません。応募作品の著作権はすべて津田塾大学に帰属します。
- 6.問合せ 津田塾大学企画広報課エッセー・コンテスト係  
(TEL.042-342-5113 E-mail:essaycon@tsuda.ac.jp)

津田塾大学 <http://www.tsuda.ac.jp/>

津田塾大学ウェブサイトで、第1回～11回の高校生エッセー・コンテスト  
選考結果等を掲載しています。

## 女子英学塾開校式式辞 (英語の大意)

[RESUMÉ of a talk given by Miss Tsuda, head of the JO-SHI-ENGAKU JUKU at the opening of school work, Sept. 14th, 1900.]

As we begin our lessons today, I would like to take this opportunity to say a few words to you about the aims of this institution, and the reasons for its establishment.

During the ten years or more that I have been in educational work, there is one thing which has especially impressed me, in regard to education—it is this—true education does not depend on the school buildings, apparatus, and other accessories, and while fine classrooms, books, and other helps are not to be despised but to be made as perfect as possible, yet these material objects, or even any one fixed method or system of work are far from comparison with other and more essential things of a school. I mean by this, the qualifications of the teachers, the zeal, patience and industry of both teachers and pupils, and the spirit in which they pursue their work. It has seemed to me quite possible therefore to carry on the true work of education, even with greater restricted means, if teachers and pupils have with them the true spirit of work.

Another thing which has impressed me is the difficulty in large schools of teaching a great number of pupils at once. It is possible to impart a certain amount of knowledge at one time to a large class, but in true education, each one ought to be dealt with as a separate individual, for we know that one's mental and moral characteristics vary as do the faces of each one of us. The best training is, when the work is made to fit each one's individual needs as far as possible and for this reason, the number in each class must be limited, and the characteristics of each one known to the teacher. A small school has therefore in many ways its own advantage.

Having these thoughts in mind, I have been wanting to have a limited number of pupils under me in my own school, to see what I could do for them in their education, for I felt that by earnest effort, much could be done, even though with limited means, and little help.

Through a strange fortune, I was sent abroad for study while very young. On my return it was my wish to do what I could with my limited ability towards the education of our girls, to give to others what I had been enabled to learn. At the time of my return, the state of society was different from the present. There was little opportunity to work for the higher education of our women, and not much chance for the pupils to make practical use of such training even if received. Lately, however, much progress has been made for our women, and as you know, high schools for girls are yearly increasing. The Educational Department admits women to its examinations for the High School teacher's certificate. It has been a matter of regret to me that with this opening for women-teachers, so few have been able to pass the examinations, and it is my desire to be able to help in this school those who wish the English teacher's certificate. This is one of the objects of our three years' course.

To work in some large institution in an honored position, when one's work is seen by many, is a good thing, but it is better to work with equal zeal for a few, in less conspicuous ways, so I desire to carry out to the best of my ability, the aims of this school, having felt that a school offering higher work is needed for our women. (中略)

Though the beginning may be small, yet by steady growth, great things may be done, and so in this school, the best and most lasting work may even now be accomplished.

In pursuing a special course of study, one is apt to become narrow. In learning one thing well, we are apt to lose our hold of other things. In taking this special English course, and while endeavoring to perfect yourselves in this branch, do not neglect other things, which go to make up the complete woman; endeavor daily to keep yourselves informed of general matters, and to be in touch with other lines of work. (後略)

『新英語』 No.12, 1900(明治33)年

明治政府によって米国に派遣された最初の女子留学生の一人として、津田梅子は1871年(明治4年)、わずか6歳で日本を出発しました。米国での11年間の留学生生活を終えて帰国したときには17歳になっていました。日本語を忘れ、日本文化に適応するのに大変苦労しましたが、すでにこの頃から日本の女性に高等教育の機会をと思い、学校をつくる夢を他の女子留学生と語っていました。さらにもう一度24歳で留学するチャンスを得て、米国のプリンマー大学で生物学などを中心に3年間学びました。この頃から女子の教育の機会を拡大するには何が必要なのかということを具体的に学び始め、支援者と出会い、募金活動を行うなど、夢の実現に向けて一步一步前進していきました。

プリンマー大学入学当時の津田梅子

