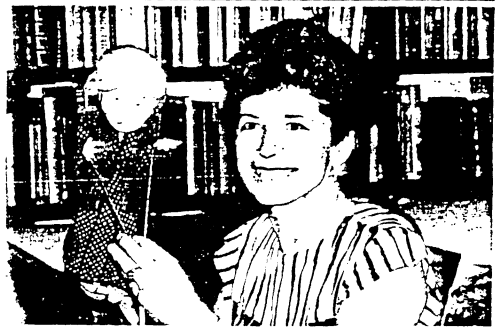


子どもたちに英語を教えるとは

——キャミー・コンドンさんに聞く

昨年の夏、児童英語教育者として知られるキャミー・コンドンさんが来日し、国際部でインタビューをしました。平和運動へのコミットメントについて熱心に語られました。



Q：キャミーさんはニューメキシコのアルバカキというところにお住まいだとうかがいしました。

Camy：New Mexico is important for you and me, because it's the place of Uranium mines and Los Alamos where the first Hiroshima and Nagasaki bombs were built. Moreover it's the place where the first bomb was dropped. Hiroshima is not the first place. The first drop was made here. We killed many animals, many plants and people, too. The geography and history of Albuquerque is strongly connected with every step in developing nuclear weapons and first casualties. The first material taken from uranium continuing to kill people now, uranium mines are beneath native Indian villages. It's a very poor state but it's very important for a nuclear education. I now have lived in Albuquerque for 6 years. We made a peace center together.

Q：簡単に自己紹介をお願いします。

Camy：I'm mother of two children. My husband is a Professor of University; my two children are 20 and 21 years old. My university studies were sociology and speech communication. In speech communication I was interested in radio, television and film. I worked for an international organization called KARE. KARE packages international aid for saving children. In the past my job was with them and I lived in many different countries. I lived in Brazil for three years. In Tanzania and East Africa for one year. I lived in Japan for ten years from 1969 to 1979. I have traveled to other countries, for example Mexico, Guatemala, and all my life I have had a Global family and Global Education. When I was in Japan I was a writer and I wrote books for SHUFUNOTOMO-SHA and HYORON-SHA, publishing companies. "Eigo no Nazonazo" and "Eigo no Asobiuta"

Q：先生方にもよく知られていますよ。

Camy：And the pictures in another book called "Simple plays for Japanese children." That has photographs of the NINGYOGEKI. Students are making quick puppets learning English. Those pictures are from my class and my home in 1976 and 1977. I love Japan and teaching English.

Q：英語を教えられていて、その意義をどうお考えですか。

Camy：I think teaching English is a way to open the whole world to children. Not only teaching English but teaching Spanish or teaching French and teaching German... all foreign language education helps to make peace. This makes us aware of many cultures. At that time I was really interested in puppets NINGYOGEKI, a simple form done in a participatory style. If I give a puppet, you become a mover and then, I gave some language, you become a center of concentration. People look at you and clap for you. You will say "Thank you. Thank you." There is no practice. You just do.

Q：たいへん楽しそうですね。ところでキャミーさんはどうして英語を教えるのに人形劇を使うようになったのですか。

Camy：I have been strongly influenced by the Brazilian educator Paulo Freire. He is a famous educator. *Pedagogy for the Oppressed* is one of his books. His idea was to raise the consciousness level of adults. Learning to read and write, students generate language. When I was in Brazil I worked with Paulo Freire for adult literacy education. I was very influenced by his vision and idea of developing significant language for teaching Portuguese. He tried, teaching adults how to read and write their own languages through words that are meaningful for them, instead of just a text book for teaching writing. People take a class for the literacy class out of the experience of the

fisherman or the farmer or the worker. Using everyday language is bases for studying how to read and write.

Q：自己表現をとおして自分とは何かにめざめていくわけですね。平和教育にもつうじますね。

Camy： Now many of these ideas are part of peace education, too. Because we have to find the way of making peace in our own lives, in our family life, personal life, in our social life and in our international life. There are many levels for peace education. For me peace is a process of opening people's mind and attitude toward others. Peace is the opposite of fear: violence always creates fear. This was also Dr. Martin Luther King Jr.'s idea and I'm sure Gandhi's, too.

Q：平和運動をすすめるうえでたいへんなこともあると思うのですが。

Camy： After I moved to Albuquerque, 6 years ago. I got very involved in a peace activity of Albuquerque and the state of New Mexico. We began to discover how many things happened in New Mexico and why New Mexico is so important for the Nuclear arms race. However, the reaction was terrible. We are a very small group and had no money. We have a small store that we called the Albuquerque Center for Peace. We print a newspaper every month. But eighty percent of everbody's job is connected with the arms race in New Mexico.

Q：沖縄もそうですね。

Camy： It seems the same situation in Okinawa. I'm very interested in Ishigakijima and Miyakejima. I'm very interested in Ishigakijima because there are plans to make a trident submarine base there. I am part of the Ground Zero Movement against the trident submarine.

If you send a delegation, please write to me and you can stay at my house. I can help them to plan the trip.

Q：今回の来日はいかがでしたか。

Camy： I came to Japan on the 1st of July. I have been here for two months and my work in Japan was by invitation to travel to Shikoku and around Honshu with the KOKUSAI NINGYO GEKI. During traveling and after the festival I visited many many facilities for aged and handicapped persons.

Q：キャミーさんの平和のための人形劇についても少し教えて下さい。

Camy： My way of promoting peace through puppet shows is to give the audience the puppets and the audience holds the materials for the performance including the scenery, the puppets and the characters.

I also would like to tell folk tales and stories in different countries. I always hand out the puppets to the children including a world globe, and using a song or game with a globe to start the show. The beginning of a show is taking care of the planet earth and the rest of the story connects different images of the peace.

Puppet shows are very attractive. I'm afraid nobody expects a lecture about peace. On the contrary if you say it is a puppet show, everbody wants to come. I found puppets are very attractive for a enjoyable programme. If you have a mood of happiness, enjoyment, you can teach about peace. If people come very serious to hear a lecture, they are really not joyful and happy. That's not the right environment for peace making. If you are very happy, you already have the mood for peace. It's the same idea of harmony in a concert of music: music makes peaceful harmony so laughter and joy and puppets make an environment for teaching the idea of peace.

Q：日本の教師にアドバイスをお願いします。

Camy： I have a suggestion that Japanese teachers should encourage children to be more creative and to use their imagination more freely. My experiences show that, if I hand out a puppet to a child, Japanese children don't have any imagination about how to make it move. They just hold, and wait. But American children begin right away to create moving puppets; they begin to experiment. I understand people who are shy. It's not the shyness. It's a question of imagination. Then so I would like Japanese teachers to encourage children to be more creative.

(構成：国際部浅川和也)

