

慶應義塾大学大学院 文学研究科 博士後期課程

英米文学専攻1年 中迫史音

1980年代教育改革批判としてのディケンズ作品:  
 ロアルド・ダール『マチルダはちいさな大天才』におけるアダプテーション  
 Dickens's Novels as a Criticism of the Educational Reform in the 1980s:  
 An Adaptation in Roald Dahl's *Matilda*

Overview

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Conclusion

● Overview

1988年、Thatcher政権下では教育改革法が新たに制定され、英国の教育現場は大きく変化した。新たな教育指針において、国定カリキュラムの採用は学校ごとの教授内容や進行度の差を埋めるなどの利点をもたらした一方、過度な fact-cramming であるといった現場からの強い反発を招いた。この改革にいち早く反応したのが、児童文学作家 Roald Dahl である。Dahl は改革法施行と同じ1988年に出版された *Matilda* において、頻繁に Dickens 作品に言及しているが、特に、主人公が通う小学校の校長であり新教育体制を体現する Miss Trunchbull を諷刺する際、彼女を *Nicholas Nickleby* の Wackford Squeers 校長に同化させている点は注目すべきであろう。本発表では、Dickens が批判的に描いたヴィクトリア朝社会の根底にある想像力を欠いた事実重視と1980年代英国との類似を、両時代における教育体制及び理念に注目しながら考察し、Dickens と Dahl に通底する、いわば anti-Victorianism の小説的技法を詳細に検証したい。

● Quotations [All underlines mine.]

I. ヴィクトリア朝の教育体制: 師範学校制度と実物教育

1. teacher-training college とディケンズの教育的関心

Dickens found an ally in his promotion of non-sectarian education and concern for the poor and deprived in James Kay-Shuttleworth (1804-77), a former assistant poor-law commissioner, statistician, and critic of the monitorial system, who in 1849 became the first secretary of the Committee of the Privy Council on Education, and laid the foundation for a national system of popular education. He opened the first teacher-training college (in Battersea, 1840)[.] . . .

[Dickens] became one of their most prominent supporters, though he was also aware of their limitation—particularly the lack of qualified teaching staff. (Schlicke 215)

## 2. ヴィクトリア朝期英国に導入された object lesson

While Kay-Shuttleworth's influence and expertise were recognized by . . . Dickens, there were other issues on which . . . Dickens diverged—particularly educational methods, school inspections, and teacher training. One strategy singled out by Dickens for criticism in *Hard Times* was the object lesson, originally conceived by the Swiss educationalist Johann Pestalozzi (1746-1827) . . . , but distorted in its translation to England by Charles and Elizabeth Mayo particularly through the latter's *Lessons on Objects* (1831). . . . Kay-Shuttleworth helped to popularize the object lesson by including it in the curriculum for his Battersea teacher-training college, which then became the model for many others. (Schlicke 215)

## 3. 歪められた object lesson の本質

Indeed, Dr. Mayo himself observed in his preface to his sister's manual that endeavours were being made in certain quarters to adopt and adapt the *form* of the Pestalozzian method. Unfortunately, the form was already overshadowing the true Pestalozzian spirit. That this was so evidenced even in the manual, . . . by such phrases as those which affirmed that the lessons had “the solid advantage of ascertained practicability and demonstrated usefulness” over . . . “ingenious imagination[.]”

(Manning 130).

## II. ディケンズのヴィクトリア朝教育批判

### 1. スクィアーズによる実用性重視の教育

‘We go upon the practical mode of teaching, Nickleby; the regular education system. C-l-e-a-n, clean, verb active, to make bright, to scour. W-i-n, win, d-e-r, der, winder, a casement. When the boy knows this out of book, he goes and does it.’

. . . ‘Third boy, what's a horse?’

‘A beast, sir,’ replied the boy.

. . . ‘A horse is a quadruped, and quadruped's Latin for beast, as everyone that's gone through the grammar knows, or else where's the use of having grammars at all?’ (Dickens, *NN* 100)

### 2. スクィアーズの後継者: グラッドグラインド

‘Bitzer,’ said Thomas Gradgrind. ‘Your definition of a horse.’

‘Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. . . . Age known by marks in mouth.’

Thus (and much more) Bitzer.

‘Now girl number twenty,’ said Gradgrind. ‘You know what a horse is.’ (Dickens, *HT* 25)

## 3. 事実重視のグラッドグラインド

Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. (Dickens, *HT* 47)

## 4. 機械的に生産される教師たち

[M'Choakumchild] and some one hundred and forty other schoolmasters, had been lately turned at the same time, in the same factory, on the same principles, like so many pianoforte legs.

(Dickens, *HT* 72)

## III. 1980年代教育改革: 市場原理の導入と事実の詰め込み

## 1. 国定カリキュラムの導入

we should now move quickly to a national curriculum . . . our school curriculum is not as good as it could be and needs to be . . . we need to move nearer to the kind of arrangements which other European countries operate with success (Baker qtd. in Ross 60)

## 2. 国定カリキュラム導入による変化

Since the 1988 Education Reform Act, it has been a statutory requirement, in England and Wales, for teachers to assess their pupils at the end of each of the four key stages of education (i.e., at the ages of 7, 11, 14 and 16 years) (Jones 95)

## 3. fact-cramming (事実詰め込み型) な教育

Mentors maintained that “Teachers of secondary pupils teach subjects to children . . . I think that’s the difference. They push facts in. . . . You could teach children anything in order to pass tests, but that’s not teaching. It would be more like a factory . . . It’s ignoring all the stuff that we know about, the social and the emotional . . . all that stuff” (Maynard 39)

## 4. ダールと1988年教育改革法

In 1988, the then Education Minister, Kenneth Baker, invited Dahl to join the most recent of the Conservative Party’s ever-changing working committees on English teaching. This was his best chance of making a mark with the medal giver, but . . . after the first meeting, he never returned and was finally persuaded to resign. He told the chairman, Professor Brian Cox . . . that circumstances had changed since he was at school in the 1920s. (Treglown 267)

[I]n the English-teaching debate, he wasn’t unequivocally on the same side as the Conservative power-that-were. . . . *Matilda*, which was published in the same year as Dahl’s resignation from the Baker-Cox committee, is among other things onslaught on Gradgrindian teaching methods.

(Treglown 268)

## IV. ダールによるディケンズ作品アダプテーション

## 1. スクィアーズの信奉者トランチブル校長

Read *Nicholas Nickleby*, Miss Honey, by Mr Dickens. Read about Mr Wackford Squeers, the admirable headmaster of Dotheboys Hall. He knew how to handle the little brutes, didn't he!

(Dahl, *Matilda* 156)

## 2. 詰め込み教育の戯画化: トランチブルの教育方針

The Trunchbull was shouting, "The word 'what' is spelled W . . . H . . . A . . . T. Now spell it, you little wart!"

Eric didn't hesitate. He had learnt from watching Rupert a few minutes before that the quicker you answered the quicker you were released. "W . . . H . . . A . . . T", he squealed, "spell what!"

Still holding him by the ears, the Trunchbull lowered him back into his chair behind his desk. . . .

"That's the way to make them learn, Miss Honey," she said. "You take it from me, it's no good just *telling* them. You've got to *hammer* it into them." (Dahl, *Matilda* 155)

## 3. 抑圧される改革以前の教育方針: ミス・ハニーの教授法

"Humph!" she snorted. "And I suppose Miss Honey wasted the whole of one lesson teaching you to spell that one single word?"

"Oh no, she didn't," piped Nigel. "Miss Honey taught it to us in three minutes so we'll never forget it. She teaches us lots of words in three minutes."

"And what exactly is this magic method, Miss Honey?" asked the Headmistress.

"I'll show you," piped up the brave Nigel again, coming to Miss Honey's rescue. . . .

"Here it is," Nigel said.

"Mrs D, Mrs I, Mrs FFI

Mrs C, Mrs U, Mrs LTY.

That spells difficulty."

"How perfectly ridiculous!" snorted the Trunchbull. "Why are all these women married? And you're not meant to teach poetry when you're teaching spelling. Cut it out in future, Miss Honey."

(Dahl, *Matilda* 147)

## 4. 教育者失格のトランチブル

Now most head teachers are chosen because they possess a number of fine qualities. They understand children and they have the children's best interests at heart. . . . [T]hey are deeply interested in education. Miss Trunchbull possessed none of these qualities and how she ever got her present job was a mystery. (Dahl, *Matilda* 82)

## ● Conclusion

Dahl の *Matilda* の中で描かれた、Dickens 作品世界にみられるような教育体制はあり得ない姿ではなく、ヴィクトリア朝的価値観が復刻された 1980 年代以降、1988 年に施行された教育改革によって実際に教育現場の教員たちがさらされたものでもあった。当時の教育体制を体現する Miss Trunchbull は、過度な戯画化によってユーモアをもたらしてはいるものの、過去のものとして完全に笑い飛ばすことはできない。Squeers を信奉する教育者 Miss Trunchbull 描写の実体は、事実ばかりを詰め込み、人間の想像力を剥奪する可能性を孕む、当時の教育体制への批判であった。作家として Dickens を仰いでいた Dahl は、Thatcher 政権下の教育改革に巻き込まれた際、Dickens 作品を自身の作品世界に組み込むだけでなく、Dickens がヴィクトリア朝期の教育変革に警鐘を鳴らしたのと同様の手法を取ることで、当時の教育体制を効果的に風刺したのだ。

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