

THE FRONTIER TIMES

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Ad Astra

At our school, we recognize that the world today calls out for our young people's compassion and the dedication of their gifts and talents to the common good. As our world grows smaller and more closely connected, our young people have a responsibility to face it.

Our students are very curious about their world. The trips that they take to England, New Zealand and Canada whet this curiosity. In addition, many of our students are studying abroad, some at our growing number of sister schools. Also, we regularly host students from all over the world. At all turns, our students have many chances to promote mutual understanding.

We also give our students abundant opportunities to debate one another about the important issues of the day. Our sixth-grade students, for example, are currently preparing to participate in a Model United Nations simulation, tackling thorny issues like the civil war in Sudan. At our recent Frontier Cup Speech Contest, elementary school students spoke in English about biodiversity in the context of the upcoming COP10 conference.



▲An NHS Ad near the Shinkansen Entrance at Nagoya Station

The challenges that our students will inherit as they become young adults are formidable. To solve these problems, they must have conversations with their counterparts, the young people in other countries around the world. To do this effectively, they need not only a common language. They also need all of the intellectual skills that our balanced

and rigorous program of studies provides.

Undergirding all of this is our dedication to cultivating a "frontier spirit" in our students. "Never say 'never'", we tell them. "If you believe implicitly in your power to make a difference in the world, there is nothing that you cannot do. Aim higher!"

Bradfield College Study trip

Mark CHAMBERS (UK)
Teacher in the Integrated 6-year Program

I accompanied nine 5th grade students to Bradfield College, one of England's finest coeducational boarding centres just outside of London. They were undertaking a four-week English programme aimed at improving their language skills and developing cultural awareness.

Upon arrival, the Japanese students were surprised at the number of different nationalities represented. Students from all parts of the world had gathered to



▲Outside of Stanley Hall Dormitory at Bradfield College



▲Students with a Russian Friend (Far Right)

study English together. Right from the offset, the Japanese students were actively trying to make conversation with the other students.

Their itinerary consisted of morning English lessons with qualified EFL teachers and afternoon activities. Among the activities on offer were tennis, swimming, football, volleyball, IT, dance, art and a gym workout. After a morning of fairly intensive study it must have been rewarding to take part in these activities. If the students still had energy after their activities, there was a packed programme of events every evening. These would range from a talent show or quiz to a dance and a BBQ.

Each week, the students would take part in two coach tours. Whilst I was there, we had a half-day in London with an open top bus tour of the city and a full day in Brighton on the South coast of England.



▲Wearing Identical New Dresses for Dance Night

Column

Nelson College—Our Newest Sister School

Nagoya International Junior and Senior High School has recently reached an agreement with the prestigious Nelson College to exchange students between our two campuses.

Nelson College, located on the northern tip of New Zealand's South Island, is that country's oldest state school. Most of the students live in three boarding houses, each with its own housemaster, matron and tutors.

An elite school with a tremendous record of academic achievement, Nelson College's graduates include two New Zealand prime ministers and Lord Ernest Rutherford, the "father of modern physics" who won a Nobel laureate and was the first man to split the atom.

Last year, thirteen boys from Nelson College came to our school to study and stayed with families of our current students. Four of the students whose families hosted these boys recently had a chance to visit the boys again in Nelson last month.

Year 9 Dean and Japanese teacher Jennifer Arai accompanied the boys when they came to our school last year. Ms. Arai taught English at our school for several years before taking her current position in New Zealand.

We are looking forward to a long a mutually beneficial relationship with Nelson College, our newest sister school.



▲Nelson Boys in the Tea Ceremony Room



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[ザ・フロンティア・タイムズ]



▲国際理解研修先のアルバータ大学のキャンパスで(中面特撮)

[グローバル化の先に見えるもの]

国際化という言葉が盛んに口にされた時期もあったが、最近ではグローバル化という言葉がそれに代わって頻繁に用いられるようになっている。一般的には、1980年代に流行した「国際化」から90年代の「ボーダレス化」を経て、「グローバル化」に至ったと言われているが、もとよりその現象の進む方向は似て非なるものである。

国際化とは、多くの国が相互に異質のものとして存在し、国境の概念を認めた上で、国と国との間で交流がなされている現象である。一方、グローバル化には国境の概念はない。商品・資本・人が地球規模で流動的になり、相互依存性が高まった状態であり、1つの世界という意識が増大していく現象である。何より注意すべきことは、グローバル化という言葉には国と国とを分け隔てている独自性をなくしてしまうニュアンスを含んでいることである。多くのエコノミストは、「グローバル化とは、主に(マクドナルド

やナイキなどに代表される)多国籍企業による経済発展と市場の力がもたらしたごく自然な結果であり、良くも悪くもない」と評価しながらも、それがもたらす恩恵は地域によって異なるだろうと指摘していることも見落としてはならない。

未だかつてない強い統合力によって引き起こされるこの現象は、この先も続くのだろう。世界が一体化していく現象によって、国の存在感が薄まり、さらには国単位としての役割が制限されていく流れは避けられないのだろうか。いや、どうやらそうではないようだ。このグローバル化の時代を乗り越えるために、一つの大きな動きが世界で始まっている。多くの先進国が加盟している国際機関である経済協力開発機構(OECD: Organization for Economic Co-operation and Development)では、流動的で混迷を極める時期だからこそ、国の独自性を認めた上で、世界で通用する基準を築こうという動きを主導している。つまり「お付き合いのための

ルールの確立」である。国籍・民族・文化を異にする人間の交流を円滑にするために、国際会議で決めたことを、国単位で責任を持って国内で実行することでグローバル化に対応しようというものである。すでにこのための国際会議は幾度となく開催されており、世界標準のルールが加盟国内で法整備されていくように各国政府に求めている。

この時代に生まれて国際共通語を学ぶ国際生は心しなければならぬ。英語は、その国際性ゆえ、地球の表面をなめらかにする。そのような言語を身につけることは近い将来、世界の舞台で活躍することに大いに役立ち、国際社会にもいずれは影響を与えるだろう。しかしながら、漫然と国際社会に身を投じるのではなく、グローバル化のどこまでが経済発展によるごく自然なプロセスであり、それが何と結びつく時に特に危険な現象に様変わりしてしまうのかを見極めながらグローバル化の主流を目指すべきである。