SEIKEI - ST. PAUL’S
1949-2019
70th Anniversary
Flowing Colors of Spring
by Yoshiaki Shimizu '55, 1974

Pastel, gouache, and watercolor on paper | 15.24cm × 30.48cm
SEIKEI-ST. PAUL’S
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目次

ご挨拶 ................................................................. 跡部 清 4

成蹊およびセントポールズ校の皆さんへ .......................... キャスリーン・ジャイルズ 8

セントポールズ校での生活 .................................................. 10

SPS とその先
若手卒業生による座談会 .................................................. 16
色彩豊かな人生を .......................................................... 川守田（村田）早紀 20
自分の声を探して ......................................................... 太田 奈名子 21

両校交流 70 年の歩み .......................................................... 22

成蹊・セントポールズの貴重な絆 ─ その始まり ─ ........................... 槇原 稔 24
セントポールズ・成蹊 ─ かけがえのない関係 ─ .......................... ロバート・マンクス 27
最初の日本人学生ベン・マキハラを迎えて ........................... ジョージ・パッカード 30
二国間同盟の礎 ............................................................ ニコラス・プラット 33
成蹊・セントポールズ：回想 ................................................ 有馬 龍夫 36
〔再録〕1950 年弁論大会スピーチ ........................................ 41

プログラム参加者の近況 .......................................................... 42

寄稿
私の蹊 ........................................................................ 落合 利穂 48
成蹊から世界へ理解の架け橋を築く .................................. タラ・マックガワン 50

両校友情の証し ............................................................... 島野 雅俊 54

表紙作者より 私のアメリカ留学の回顧録 ................................. 清水 義明 56

セントポールズ校について .................................................... 62

成蹊学園について ............................................................. 64

付録
プログラム参加者一覧 .......................................................... 66

編集後記 ............................................................................ 71
## CONTENTS

Greetings ................................................................. Sayaka Atobe  
Message from the Rector .................................. Kathleen C. Giles  
Life at SPS .................................................................  
SPS and Beyond Young Alumni Conference......................... Saki Murata Kawamorita ’08  
A Vibrant Life ............................................................. Nanako Ota ’09  
In Search of My Voice ..............................................  
Seventy Years of History ...........................................  
The Seikei-SPS Alliance: How It Started ........ Minoru Makihara ’50  
SPS-Seikei: An Invaluable Relationship ................... Robert A. G. Monks ’50  
Welcoming Ben Makihara, Our First Japanese ............. George R. Packard ’50  
Foundation of a Bilateral Alliance ......................... Nicholas Platt ’53  
Seikei-St.Pauls: A Memoir ........................................ Tatsuo Arima ’53  
[1950 Hugh Camp Cup Prize Speech] .........  
Program Participants Updates ..................................  
Contributions: My Komichi ...................................... Rion Leon Ochiai ’94  
Building Bridges of Understanding from Seikei to the World  Tara McGowan ’84  
From Millville .......................................................... Masatoshi Shimano  
Cover Artist My Curriculum Vitae......................... Yoshiaki Shimizu ’55  
About St. Paul’s School ................................................  
About Seikei Gakuen ..................................................  
Appendix List of Program Participants  
Acknowledgements ......................................................
成蹊・セントポールズ校の交流70周年記念にあたり、この間、交流事業を支えてくださった両校の理事や教職員、同窓会、ホストファミリー、そして留学生など、すべての皆さまに、心より感謝いたします。

成蹊の校長室には、創立者中村春二先生の肖像画とともに、大切な一脚の椅子があります。それは、セントポールズ校の教員用の椅子で、立派な校章のついたウィンザーチェアーです。古い校長先生たちにも確認しましたが、鬼籍に入られた方も多く、残念ながら、いつから置かれているのかを遡ることはできませんでした。しかし、私たちにとって、いくつかの記念の品々とともに、大切な宝物のひとつとなっています。

この交流は1949年に始まりました。強い志をもってアメリカでの学びを希望した槇原稔氏。その夢を叶えるべく背中を押されたお母さまや周りの方々。まだ戦争の傷跡の残るあの時期に、多様性を重視し、日本の若人を受け入れる決断をされたセントポールズ校の先生方。そして何より、それまで敵国だった日本からの青年を温かく受け入れ、一生懸命友情をともに育んでこられた寛大なクラスメートたち。どの方のどんな思いが欠けても、この交流の第一歩は成しなかったろうと考えると、それぞれの方たちの勇気に対し、深く敬意を表せずにはいられません。そして、互いの建学の精神の中にある共通性も、きっとその後押しをしてきたのだろうと私は信じています。

社会は急速にグローバル化し、今や人もお金もボーダーレスとなり、一国の問題は、すぐに全世界の問題と化す時代となりました。だからこそ、教育の世界では、これからの平和で持続可能な社会の実現と維持に向け、多様性に寛容な心を子どもたちのなかにどのように育むか、日々の努力が続けられています。しかし、両校の関係を紐解くと、70年も前に、既に多様性に目を向け、若い世代の育成を目指した先人がいらっしゃいました。この事実は、常に私たちに、驚きと感動、そして大変誇らしい思いを抱かせます。

ご存知のように、この70年間の世界情勢は、決して良いことばかりではありませんでした。経済面で言えば、ドルショックやオイルショック、パブル経済の崩壊、ブレグマンデー、リーマンショック、貿易不均衡による数々の経済摩擦…。戦争や災害面で言えば、朝鮮戦争やベトナム戦争、湾岸戦争、イラク戦争、サリン事件、同時多発テロ、そして阪神淡路大震災や東日本大震災と原発事故…。さまざまな困難を今なお抱えながら、それでも、日米関係は、常にしっかりと強固なものであり続けてきました。これからもそうあってほしいと願っています。

ただ、その陰に、このプログラムによって培われた深くて強い仲間たちの友情という支えがあったことを知っている人は、どれだけいるでしょうか。今回、私は、ご寄稿くださったマンクス、パッカード、プラット各氏の原稿を拝読し、改めてその思いを深くいたしました。これからもそうあってほしいと願っています。

1979年からは日本語の授業が、1987年からはESLの指導が、それぞれセントポールズ校で始まりました。日本語授業の発起人であった故・北沢かおりさんは、中学時代、同じ英語部に所属する仲のよい後輩でした。
校舎の屋上で、セントポールズ校への留学制度について、彼女が目を輝かせて話していた日のことを私は一生忘れないのでしょう。と同時に、彼女の活躍が、後の両校のつながりをさらに深めるきっかけとなったことを、これからも記憶にとどめておきたいと思っています。

両校の交流は、生徒や卒業生たちだけにはとどまりません。この30年間で、歴代校長を含む何人もの先生方が来日し、成蹊高校を訪問され、貴重な教員交流の機会をもつことができました。また、成蹊からも27名の教員がASPの日本語・日本文化コースをサポートする機会を得ました。私も1995年夏に伺い、改めて日本の文化について考えた貴重な経験をさせていただきました。また、近年、成蹊からの留学生に影響を与えた成蹊の教員たちに対し、賞状を贈ってくださったことがありました。これからも我々には、大変勇気づけられる機会となっています。

残念ながら、日本語講座もASPの日本語・日本文化コースも、現在は諸般の事情で縮小や終了されると伺いましたが、AIには苦手とされる人と人との交流や信頼を支える言葉や文化の理解にも対になっており、STEM教育と同じようにその価値が再認識され、それらが再び復活することを心から願っております。

2011年3月11日、東日本大震災では、大変多くの犠牲者が出ました。東京にいる私たちもしばらくの間、自由な生活と大きな不安に包まれました。しかし、そんな中、セントポールズ校の皆さん方が日本にいる私たちを思い、たくさんの折り鶴を作ってくださったことを知りました。たとえ遠く離れていても、私たちを思いしてくれている人がいる一安心のつながった仲間の存在に、あのとき暗く沈んでいた私たちの心は、どれほど勇気づけられたことでしょうか。

交流の65周年記念でセントポールズ校を訪問した折、スピーチ会場のチャペルの天井には、そのときの大小さまざまな折り鶴がたくさん飾られていました。実物を拝見したときの感動は今でも忘れることはできません。この折り鶴もあり、校長室のウインザーチェアーとともに、両校の長年に亘る交流の象徴となるに違いないと私は確信しております。

創立107年目の成蹊にとって、70年間交流が続いているセントポールズ校は、半分以上の時をともに過ごしたかけがえのないパートナーです。この70年間は、両校が互いを信じ、理解し、交流を重ねる年月でしたが、これからは、さらに次のステージとして、一緒に新しい伝統を創り出す活動ができる、そんな年月になることを心より願っております。

![校舎の屋上で、セントポールズ校への留学制度について、彼女が目を輝かせて話していた日のことを私は一生忘れないのでしょう。と同時に、彼女の活躍が、後の両校のつながりをさらに深めるきっかけとなったことを、これからも記憶にとどめておきたいと思っています。](image-url)
To commemorate the seventieth anniversary of relations between Seikei High School and St. Paul's School, I would like to first express appreciation from the bottom of my heart to everyone involved in the program: the board of trustees and faculty of both schools, the alumni, the host families, and the exchange students themselves.

The principal's office at Seikei High School contains an important chair located adjacent to the portrait of Seikei Gakuen's founder, Haruji Nakamura. A magnificent Windsor chair with an ornate school crest, this gift was a teacher's chair and presented to Seikei from St. Paul's to celebrate our relationship. I took the time to confer with past principals from Seikei and crosschecked the records of those principals who have passed on, but unfortunately, I was unable to determine when the chair was given to us. However, this chair has and will be an important, treasured item for everyone at Seikei High School.

The relationship between our schools began in 1949 due to the confluence of fortuitous factors: the strong-willed spirit of Mr. Minoru Ben Makihara to study in the United States; those around him and his mother's bravery to help him accomplish his dream; the faculty at St. Paul's who decided to welcome a youth from Japan to focus on diversity in the face of wounds from World War II; and his broad-minded classmates at St. Paul's who offered such a warm welcome to and developed subsequent lifelong friendships with a young boy from a former war-time enemy country. There is no doubt that if even one of these factors was absent surrounding his experience with St. Paul's this 70-year relationship would not have come to fruition, and it is impossible for me to fully express the deep respect we feel towards the courage that all of these actors showed at the time.

As this globalized society continues to rapidly develop, more and more we find people and money crossing borders with fewer restrictions; a country's problem soon becomes a problem affecting the entire world. Therefore, it is more important than ever for those in education to put forth extra effort in fostering children with hearts full of tolerance for diversity to help realize a society with sustained, stable peace. However, if we unwrap the ties between our two schools from 70 years ago, there were already pioneer educators with the foresight to nurture a future generation of youth to accept diversity. This reality has always stimulated our sense of wonder, amazement, and overall pride in what has been accomplished.

As all of you are well aware, world affairs over the past 70 years have seen their fair share of issues. In economics, the Nixon Shock and Oil Crisis, the bubble economy crash, Black Monday, the collapse of Lehman Brothers, and recent trade imbalances have led to countless cases of economic friction across the world. From wars and disasters, the Korean and Vietnam Wars, Gulf War, Iraq War, Tokyo Subway Sarin Attack, 9.11, the Great Hanshin Earthquake, Tohoku Earthquake and Tsunami, and Fukushima Daiichi Nuclear Disaster have happened. Even in the face of numerous conflicts and difficulties that befell the world today, U.S.-Japan relations have continued to this day strong and stable, and I truly hope that these bonds continue in the future.

Nevertheless, how many people truly know that these linkages have been supported by the pillars of the strong friendships cultivated by this program? On this occasion, I have had the opportunity to peruse the manuscripts of Mr. Robert A.G. Monks, Mr. George R. Packard, and Mr. Nicholas Platt that were submitted for this commemoration, and it is through their words that I was able to think deeply on the significance of these friendships. Simultaneously, I have realized that we, including both schools' students and faculties, need to share these facts with more people beyond our
communities. Furthermore, we must not forget that this program has continuously produced a great deal of individuals who have gone on to the fields of economics, diplomacy, medicine, law, art, and others who have helped maintain U.S.-Japan relations. It is precisely these facts that distinguish the origin of our program from those of the many other study abroad exchanges founded during the recent boom in education abroad.

1979 marked the introduction of the Japanese course while the English as a Second Language (ESL) class began at St. Paul's in 1987. The founder of the Japanese course, the late Kaori Kitazawa, was in fact a close junior classmate of mine in the same English Club at junior high school, and I will never forget how she often used to speak with a sparkle in her eye about the study abroad program with St. Paul’s, while we chatted on the roof after school. At the same time, I will continue to hold in my heart the fact that her later activities would turn out to be a major impetus in deepening the relationship between the two schools.

The exchange between Seikei and St. Paul’s is not simply limited to those of students and graduates. In the past 30 years, successive delegations of rectors and other faculty members have come from St. Paul’s to visit Seikei High School, and these occasions have facilitated valuable opportunities to interact between both faculties. Additionally, 27 teachers from Seikei have participated in the Advanced Studies Program (ASP), which allowed our teachers to support the Japanese Language and Culture Course at St. Paul’s. I took the opportunity to participate in ASP during the summer of 1995, and along with the precious experience of being able to reflect on Japanese culture from outside Japan, I experienced personally the fact that no matter what the country, teachers share the same type of worries and feelings of dedication to students. Furthermore, in recent years, St. Paul’s has presented certificates of commendation to Seikei teachers who have strongly influenced the exchange students from Seikei, and this opportunity for recognition provides us with a great deal of encouragement.

Unfortunately, we heard that for a variety of reasons and specific circumstances the Japanese language courses and ASP’s Japanese Language and Culture Course will come to an end or be curtailed. It is from my heart that I hope the day will come when the Japanese courses are relaunched as it is my belief that the understanding of other cultures and languages, which form the foundation of human interactions and mutual trust, is as an important and valuable a process as those found in the currently popular STEM programs.

The tragic Tohoku Earthquake and Tsunami disasters of March 11, 2011 saw a considerable amount of death and destruction. While the Tokyo region was lucky to see far fewer casualties, people faced numerous inconveniences and were engulfed with a sense of anxiousness. However, it was at that uncertain period when the St. Paul’s community decided to show their support of Seikei by folding origami cranes out of paper. Even if we were separated by thousands of miles, we were comforted by the fact that there were friends who were thinking of us; the amount of encouragement that our community received on a deep, spiritual level was unmeasurable.

When I had the opportunity to visit St. Paul’s for the 65th anniversary of our relationship, I noticed the many folded origami cranes, large and small, that hung from the high ceiling of the chapel. I will never forget how moved I felt when I saw the actual cranes for the first time. I strongly believe that these folded origami cranes along with the aforementioned Windsor chair are the perfect symbols to represent the long-term relations between our two schools.

St. Paul’s is an integral partner to Seikei, as the 70-year relationship represents more than half of the 107 years of Seikei’s history. These 70 years have witnessed us build our trust, understanding, and interactions, and I am genuinely excited that the next stage of our partnership will no doubt see activities that will lead to the creation of new traditions.
“All men are created equal, but they are not the same.” These powerful words, delivered by the first Seikei-SPS scholar Minoru Makihara in his award-winning speech at the end of his year at St. Paul’s School, could not be more important in 2019, seventy years after Mr. Makihara first offered them. While those words were celebrated by Mr. Makihara’s winning the Hugh Camp Cup within the SPS community, they have become legend in the decades of our two schools’ relationship. Just as Mr. Makihara accepted the invitation offered by then-St. Paul’s Rector Henry Kitteredge to bring the world to our rural New Hampshire campus, even today students from Seikei bring the wisdom, grace, and dignity of their traditions, while students from St. Paul’s School likewise travel east to promote our school’s traditions of study, service, and sacrifice. For the past seventy years, and through all of the astonishing winds of change that have enveloped the world, the Seikei-SPS partnership has remained a steady beacon of generosity, understanding, and optimism. This long partnership, founded upon one “generous idea” in a world ravaged by war, has given rise to decades of good will and mutual inspiration.

As we near the end of the second decade of this twenty-first century, globalization has changed the way we live and work. At the same time, the rise of nationalist fears has endangered the truth that only by learning how other people think and live can we truly become global citizens, and only through curiosity and respect for what is different can we deepen our understanding of humanity. The Seikei-SPS partnership has proved, through these seventy years, that global citizenship thrives in an atmosphere of mutual respect. Despite the technological advances that make a semester or year away from home easier than what Mr. Makihara and the earliest Seikei scholars experienced, it still takes courage to step away from what is known and immerse one’s self in a new language, a new place, and new ways of being. Most importantly, it still takes courage to invest in the personal relationships that built trust and respect. We honor the hundreds of young people who have shown this courage, built these relationships, and carried that trust and confidence into lives of service to the world.

The abiding, crucial truth of Mr. Makihara’s famous words matters beyond both of our schools. As we celebrate this seventieth year of cooperation, we look forward to continuing to create global citizens and leaders who understand the value of mutual cooperation and respect.
「人間はみな生まれながら平等に創られていますが、同一ではないのです」この力強い言葉は、成蹊・セントポールズ校最初の奨学生である槇原稔氏が、セントポールズ校での年度末に受賞したスピーチの一節ですが、槇原氏が最初にそう述べて70年たった2019年でも、いっそう重要な意味をおびています。この言葉は、セントポールズ校コミュニティでヒュー・キャンプ杯受賞に沿ったということだけでなく、その後の数十年にわたる両校交流においても伝説となっています。槇原氏は当時セントポールズ校の校長だったヘンリー・キトリッジ先生がニューハンプシャーの田舎のキャンパスに世界を持ち込むようとして差し伸べた招きに応じられました。それとまさに同じように、今日でも成蹊からの生徒はその伝統ある英知と品性と尊厳とをもたらしていますが、一方でセントポールズ校の生徒も同じように、我が校の勉学と奉仕と自己犠牲といった伝統を広めるために日本へと旅立っています。世界はこの70年の間に驚くべき変化を遂げましたが、そのなかにあって成蹊・セントポールズ校のパートナーシップは、寛容と相互理解と前向きな姿勢を示す動かぬ指針であり続けています。世界が戦争で荒廃に帰っている時、ある一つの「寛容な思い」の上に始まったこの長いパートナーシップは、数十年にわたり善意と相互のインスピレーションをかきたてています。

21世紀も20年がたち、グローバリゼーションは私たちの生き方や働き方を大きく変えました。それと同時に、自国主義的な恐怖が頭をもたげ、真理が脅かされています。その真理とは、ほかの人々がどのように考え、どのように生きているかを学ぶことによってのみ、私たちが真の世界市民になれるということ、自分と違うものに対する好奇心と尊敬の念によってのみ、人間性の理解を深められるということです。この70年における成蹊・セントポールズ校のパートナーシップは、世界市民が相互を尊敬する環境の中で成長することの証となっています。テクノロジーの進歩により、槇原氏や初期の成蹊生たちが経験したときよりも容易に学期や学年を過ごせるようになっているですが、それでも慣れ親しんだところから、新たな言語、新たな場所、新たな生活に飛び込むには今でも勇気があります。とりわけ大事なことですが、信頼と尊敬を築く個人的な関係に踏み込むためには勇気がいるということです。私たちは、こうした勇気をもって挑み、こうした関係を築き、信頼と自信を通じて世界に寄与する人生を送る多くの若者を誇りに思います。

この槇原氏の言葉は私たち両校にとどまらず、恒久的かつ決定的な真理として、大きな意味を持っています。今、この共に歩み続けた70周年を祝うにあたり、今後とも相互の協調性と思いやりの価値がわかる世界市民とリーダーを創出していくことを楽しみにしています。
セントポールズ校での生活

セントポールズ校（SPS）はアメリカでも数少ない全寮制の高校です。全米・世界各国から集まった9〜12年生（中3〜高3）まで4学年、約525名の生徒と100名近い教職員が、9月（新学年）からの9ヶ月間をキャンパスで一緒に暮らします。

SPSはどんな生活が待っているのでしょうか。日本とは、成蹊とは何か違うのでしょうか。SPSでの生活をちょっと視ってみたいと思います。今回は、阿部瑛莉香さん（'19）、矢部航太くん（'20）、そして髙田真菜さん（'21）の3名に紹介してもらいます。

構内には19の寮があります。寮は建築様式も収容人数も立地もさまざまなです。それぞれの寮では各種学年交じった約30名の生徒と、2〜3名の教職員とその家族が一緒に暮らします。

大きなコモンルームでは友だちとおしゃべりしたり、宿題をしたりします。寮のミーティングやイベントにも使われます。寮は広く快適で、共同で使えるキッチンもあります。

寮の部屋には1〜3人部屋があり、電話・ボイスメール・高速インターネットが完備されています。2年目以降は寮やルームメートの希望を出すこともできます。

寮での生活は、ここに来るまでは経験したことがなく、常に同級生と同じ部屋を使うことのイメージがあまりわかりず不安でした。しかし、実際に住むと部屋の掃除などは分担したり、寝る前にたわいもないおしゃべりをしたりと、想像の何十倍も楽しいです。毎日同じ部屋で寝泊まりすることで、ルームメートとの間には他の友だちとは違う特別な信頼感ができるように感じます。また、ルームメート以外にも、寮ごとのイベントなどたくさんあるので、学年が違う人とも仲良くなることができます。

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食事はコイト棟の3つの食堂でいただきます。忙しい昼食は、校舎に近いコミュニティセンターのデリから軽食をテイクアウトすることもできます。メニューも豊富で、感謝祭やクリスマス、イースターの折には特別な料理が並びます。また、年に12回はきちんと正装をして、指定された席で先生方と一緒にフォーマル・ディナー（Seated Meal）をいただく伝統があります。校内のカフェでバーガーを買って食べたり、ピザとアイスクリームを注文して寮の仲間と一緒にパーティをすることもあります。

チャペルはSPSにとって特別な場所です。週4回朝8時30分からチャペルで朝礼があり、さまざまなスピーチ、祈りやお祝い、音楽演奏や発表の場でもあります。特別な全校集会もチャペルで行われます。

SPSは4つの学びの原則（学究、協力、工夫、目標設定）を掲げています。授業は高度でハードですが、とてもユニークです。宿題や課題はたくさん出されます。宗教学や古典語、ロボット工学やAI、コミュニティ・リビング（LINC）、ボランティアなど、日本の高校ではあまり見られない授業もあります。最新の設備や技術を活用した授業で、課題の提出はほとんどオンラインで行います。

SPSの授業は成蹊高校のものとは大きく異なりました。まず一番印象に残ったことは、どんな科目の授業でも生徒同士でコミュニケーションをとる場面が多く設けられていることです。数学の授業でも、先生からは問題を解くときに生徒同士で積極的に話し合うよう指導されます。
スポーツ

体育の授業はありませんが、9 & 10年生は3学期間、11 & 12年生は2学期以上でスポーツをとる決まりになっています。秋、冬、春の各学期でそれぞれとれる種目が異なります。スポーツは学校代表チーム（Varsity, Junior Varsity）、クラブチーム、レッスンプログラム等、さまざまな形で参加できます。BIG REDの愛称で、シックススクールリーグの強豪校として知られています。

私が所属するバレエカンパニーは通年のスポーツとして扱われ、週に6日、2～4時間のレッスンがあります。カンパニーに入るには9月にオーディションがあります。もちろん入るのはそんなに簡単ではありません。人数は毎年16人前後です。メンバーとは多くの時間を一緒に過ごすので、みんなBC fam (Ballet Company family) といいます。メインイベントは12月に3日間上演する『くるみ割り人形第二幕』です。そのほかにも10月、2月、5月に小さいパフォーマンスがあります。

スポーツは単なる課外活動ではありません。体育の授業はありませんが、9 & 10年生は3学期間すべて、11 & 12年生は2学期以上でスポーツをとる決まりになっています。秋、冬、春の各学期でそれぞれとれる種目が異なります。スポーツは学校代表チーム（Varsity, Junior Varsity）、クラブチーム、レッスンプログラム等、さまざまな形で参加できます。BIG REDの愛称で、シックススクールリーグの強豪校として知られています。

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最初の数ヶ月は、自分の価値観がガラリと変わるような驚きの連続の日々だったと思います。アメリカだけではなく世界中から優秀な生徒が集まって生活しているからなのかもしれません。相手と違った考えでも、自分がどのような意見を持っているのかを常に主張する友人がたくさんでき、他国から見た日本や自分のアイデンティティについて、いろいろと考えるようになりました。

一番不安に思っていた語学力の面では、まだわからないことはたくさんありますが、確実に進歩してきています。私が伝えたいことをうまく表現できないということをわかった上でも他の人と同じように接してくれるの、ゆっくりでも自分の気持ちを表現しようと思うようになりました。

授業と宿題ばかりの生活ではありません。ディベートやクラス、インターナショナルソサエティ、校内ラジオ局など、70を超えるクラブや団体、委員会が集まっているのに積極的に活動しています。また生徒主催の週末のダンスやイベント、スポーツの対抗試合、公演、作品展などいつも何かしら開催されています。近くのコンコードの町まで出かけて、外食やショッピングを楽しむこともできます。
SPSの学業プログラムは、単なる暗記や知識・技術の吸収ではなく、どの科目でも新しいものを創り出すことが求められます。一学期に5単位以上を履修し、最終2学年で25単位以上を取得することが卒業要件です。日本と比べて科目数は少ないですが、ほぼ毎日授業があり、毎日膨大な量の予習・復習・課題をこなします。授業の他に低学年ではスポーツも必修選択科目で、さらに集団生活、社会参画、スポーツ、チャペルの活動への参加も単位としてカウントされます。

<table>
<thead>
<tr>
<th>履修分野</th>
<th>授業科目</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (芸術)</td>
<td>美術、演劇、ダンス、音楽</td>
</tr>
<tr>
<td>Humanities (人文科学)</td>
<td>文学、宗教、歴史、政治・経済、地理、哲学者、心理学等</td>
</tr>
<tr>
<td>Languages (外国語)</td>
<td>中国語、フランス語、ドイツ語、日本語、スペイン語、ラテン語、ギリシャ語</td>
</tr>
<tr>
<td>Mathematics (数学)</td>
<td>代数、幾何、統計、線形幾何、コンピュータ、財務会計等</td>
</tr>
<tr>
<td>Sciences (自然科学)</td>
<td>物理、化学、生物、海洋生物学、分子生物学、発生学、生理学、解剖学、環境科学、天文学、AI、ロボティクス等</td>
</tr>
</tbody>
</table>

アカデミックの大学選びはカレッジ・アドバイザーと何度も相談して決めていきます。何千校もある大学から行きたい大学を絞っていくのはとても大変な決断ですが、カレッジ・アドバイザーは生徒の意見を尊重して、その生徒にあった大学を紹介してくれます。

大学受験と聞くと日本の大変な受験のアメリカ版かと思う人も多いかもしれませんが、システムは全く違います。まず最初に、SATまたはACTというテストを受けます。このテストにはReading、Math、Writingといった基礎的な問題しか出題されません。テストは何度でも受け直すことができて、だいたいの人は2~3回受けます。その中から一番良かっただけのスコアを大学に送ります。2つのテストはどちらを受けても同じ扱いです。これ以外にSAT Subject Test、AP Examなどがありますが、これらのテストが必須の学校は少ないです。テストの他にEssay（小論文）を書きます。学校によって書く枚数や内容は異なりますが、ほとんどの学校は「なぜ本校を志望するのか」という内容を必要としています。大学にはテストの点数と、小論文、GPA（成績）、推薦状を出します。GPAと推薦状は校内のカレッジ・アドバイザーが直接大学に送ってくださいます。

大学への出願は10月頃から始まり、早いと12月に、遅くても5月には大学が決まり、8〜9月から学校が始まります。このように見てみると、日本の一発試験とは違ってアメリカの大学受験はじっくり時間をかけて準備することができます。

詳しくはSt. Paul's Schoolのウェブサイトhttps://www.sps.eduをご覧ください。
During my first Japanese class at St. Paul’s School, the teacher told us that if we worked hard we could study Japanese for a month at a school called Seikei in Tokyo. Having never been further from the United States than Europe, I was intrigued. Thus, in the early summer of 2016, I found myself in Seikei doing kendo for the very first time.

During my experience in Japan I thought a lot about the differences in school life between Seikei and St. Paul’s. Anyone can tell that the two schools are a world apart. Seikei is in the largest city in the world; St. Paul’s is an eight square-kilometer woodland campus bordering a small town of forty thousand people. Seikei has school uniforms; St. Paul’s students wear anything that looks nice. Seikei students commute for hours every week to get to class; St. Paul’s students wake up minutes before chapel and arrive just before it begins. Such distinctions continue, but what I was intrigued by were the fundamental differences between each school.

St. Paul’s School is the by-product of the English boarding school system. Its students typically come from wealthy, white, traditionalist parents, many of whom went to the school in the past. Despite that, St. Paul’s is open to the entire world. While few Japanese students attend, many Koreans, Chinese, and some Europeans enroll. The result of this background is that St. Paul’s is heavily focused on academics, athletics, religion, and community.

Students begin their days in the chapel, which serves the same function as the Seikei homeroom. Students and teachers are seated facing each other along a long aisle, inside of a cathedral-like building. Chapel proceeds as follows: a moment of silence, a talk from a speaker, hymn singing, prayer, and finally announcements. The entire ceremony is religious, but not strictly Christian. Some prayers are from Islam, others from Buddhism or Shintoism.

Academics at St. Paul’s are as rigorous as they are at Seikei but with more emphasis on the liberal arts. Students take five classes: art, humanities, math, foreign language, and science. Unlike Seikei, students do not directly specialize into science or social studies but can in upper years take more courses in their favorite disciplines. The school has invested heavily in academics; in 2012 it built a 50-million-dollar science building with a solar observatory and robotics lab, and in 2017 it built a multimillion dollar arts facility that supports glass blowing.

At St. Paul’s, athletics are as important as academics—a sports victory is as praised by the community as a good grade on a test. There are many sports to choose from, ranging from crew to ice hockey. Almost all come in three levels: varsity competes against the best students of other schools, junior varsity competes against other school’s lesser teams, and club is intramural.

The largest difference between St. Paul’s and Seikei is the emphasis at St. Paul’s on community. Students are encouraged to mingle throughout the day in the classroom, during meals, or by having fun with friends outside and in the dorms. The school supports community participation through the form of clubs; at St. Paul’s there is a newspaper, a Japanese Society, dance groups, acapella, and more. Every Saturday evening there is a school-wide dance and musical performances. Finally, in an attempt to connect with the larger town community, St. Paul’s offers many forms of community outreach like helping those who are homeless.

For any student interested in meeting people from all over the world, traveling, experiencing different academics and athletics, or going to an American university, I would highly recommend going to St. Paul’s. During my time there I became friends with Yutaro Shimamura and Erika Abe—two former students of Seikei. From their experience, speaking English at first will be very difficult, but with time and discipline you will find that your English will improve, and the academics will be manageable. Going to Japan for me was an amazing adventure; I have no doubt that going to St. Paul’s would be the same for you.
セントポールス校 (SPS) に行ったら、大学進学はどうなるんだろう。大学卒業後は、どんな道に進めるんだろう。ここでは、SPSに留学したいと考えている中高生のために、大学進学やその後の進路に関して、4人の大学生にお話を聞きました。少しでも皆さんが将来について考える参考になればと思います。司会は私、小坂瑞依。2013年にSPSを卒業後、ハミルトン大学 (Hamilton College) を2017年に卒業して、日本で外資系企業に勤務しました（2019年、東京慈恵会医科大学入學）。住んでいる国や地域の異なる多彩な皆さんには、今回Skypeでお話を伺いました。

皆さん、本日はお忙しいなか、ありがとうございます。まず初めに、簡単に自己紹介として名前と大学で学んでいること、そしてこれからの進路について聞かせてください。

町田
私はインディアナ大学のジェイコブス音楽院で声楽を学んでいます。将来はオペラ歌手を目指しています。

島村
私はカナダにあるトロント大学の2年生で、都市工学を勉強しています。将来は、再生可能エネルギーの分野で、ベンチャー企業などで働きたいと考えています。

荒木
私はブラウン大学の4年生になりました。専攻は物理と哲学者、人工知能に関する倫理や科学実験におけるメソッドなど何かなどを、科学の根本的な部分を学べる勉強をしています。いずれは大学院に行って博士号をとりたいと考えていますが、卒業直後はまずビジネスに進もうと考えています。

金城
私は今、ウェルズリー大学というボストン郊外にある女子大に通っています。4年生が始まったばかりで、専攻は化学、副専攻は数学です。将来は、長期的にはまだぼんやりとしていますが、医療政策や高齢化社会における福祉のあり方、介護・医療制度、公衆衛生などに関わる仕事をしたいと考えています。ただ、直接大学院には進学せず、一度社会に出て働きたいと思います。
ありがとうございます。皆さんのお通大学がどんなところなのかを開せてください。

町田
私の行っている大学は州立の総合大学で、学生が何人もいる大きな大学です。講義は、学生が100人近くいる大きなものから少人数制のものまであります。私は音楽学部なので、自分の先生と1対1の授業もありますし、レベル別でHonorsクラス（上級者向けクラス）に入ると、10人いないかいないかの授業もありま
す。総合大学の良いところは、さまざまな学部が一つ所にあるので、興味を持ったらすぐにその授業が取れ
るところだと思います。例えば、今学期私は音楽と関係のないドイツ語とタップダンスを履修しています。

音楽学部に進むために、他の人と何か違う準備が必要でしたか。

町田
音楽学部だと、他の学部でSATのSubject Testにあたる部分が、自分の楽器の演奏に代わったりするので、
Pre-screening（事前審査）といって、自分の演奏している楽器を動画で送って送るというのが、一般的な曲の
締め切りの1〜2ヶ月前になります。また、実技のオーディションはその学校に行って受けます。

荒木さんの学校も総合大学だと思いますが、何か違いはありますか。

荒木
ブラウンの場合は公立なので、一番大きな違いとしては規模だと思います。1学年に2,000人弱、それが4
学年に7,000人程度です。大学院もついていて、それを含めると9,000人くらいだと思います。私の総
合大学の中でも比較的小さいほうですが、ひとつのところにすべての学部が集まっているという特徴がある
ので、いろいろなことが学べ、いろいろ人に出会えます。

島村くんのところも総合大学という認識でいいですか。カナダでは何か違いはありますか。

島村
基本的には州立の総合大学です。そのため、地元トロントから来ている学生が多いイメージです。人数から
考えるととても大規模で、学部生だけで6万人います。日本人も80人くらいいて、日本人のネットワーク
を持つこともできます。最近だと、日本人のグループで就職活動など助け合ったり、文化的な活動を行ったりしています。他にもいろいろな国からたくさん人が来ていて、イベント等に参加すると様々な人に会うこ
とができ、多様性のある学校だと思います。

金城さんの大学はどうですか。

金城
私の大学は、みんなの大学と大きく2つ違う点があると思います。1つは小坂さんの大学と同じくリベラル
アーツ大学であるということ。そして、もう1つは女子大であるということ。私がウェルズリーに入った理
由の1つは、一人ひとりの学生をとても大事にしてくれることからです。毎年、約2,000億円におよぶ
寄付を受けていて、学生は約2,000人なので、単純に計算すると一人当たり1億円になります。また、よく
リベラルアーツ大学はHumanities（人文系学部）、総合大学はSciences（理系学部）が強いというイメージ
を持つ方が多いですが、そんなことはありません。例えば、私は化学専攻として、ラボ（研究室）に入って研
究をする機会が多くあります。一方、女子大に関しては、私の物の見方や、性格に大いに影響を与えた
と考えています。私が特に女子大の強さだと考えているのは、卒業生がネットワークです。みんなで一
締にがんばっていきたいという志があり、お互いに助け合っていくという雰囲気があります。また、卒業生
や同級生に、様々な分野で活躍するロールモデルがいるということは、女性としてとても勇気づけられます。

それぞれの大学に特徴があるみたいですが、皆さんはどのように大学を決めたのですか。

町田
私がこの学校に決めた理由は、教授とのつながりです。私のオーディションを親国の教授がわざわざメール
をくださって、「君を教えた」と言われたのが一番の理由です。ここにきて良かったなと思うことは、
様々な人と出会えたことです。総合大学の欠点と言われがちなので、院生をアシスタントとして務め、講師
の役割をせざるをえません。しかし、院生はこれまでの経験を伝えようと一生懸命授業をしてくれるし、自分の
数年後を考えるきっかけを与えられるので、私は逆にこの『欠点』を良いことだと思うと思っています。
荒木
もともとブラウンは今勉強している物理と哲学がダブルメジャー（同時に2つを専攻すること）ではなく、1専攻となっていて、そんな学部を置く大学というのはどういうところのだろうというのだが、初めにブラウン大学に興味を持った理由です。また、イェール大学にも同じような学部があったのですが、ブラウンには卒業に必要な必修科目が1つもない点が、良く言えば好きなことをとことん突き詰める環境が整っていると思いました。ただ、悪く言えば自分がやりたいことがわからないと少し迷ってしまうかなと思います。

私の行ってきたハミルトン大学もまったく必修科目がなく、私自身は何をやりたいかさっぱりわからない状態でした。私の個人的な経験では、そういう人でも、いろいろな科目をとるうちに、何か興味があることに出会うこともあるのかもしれません。島村君は、環境関係の仕事がしたいと言っていましたが、それは高校生のときから決まっていたのですか。

島村
高校生のときは、やりたいことがわからなくて、不安だったのを覚えています。正直今も不安なことはたくさんありますが、SPSでエンジニアリングのプロジェクトをやって、難しいけれど面白いし、将来に役立つと感じるので、理系科目に強く、日本人ともネットワークを作れるような大学を探しました。ネットワークの重要性は、この大学に来て実感しています。

授業以外ではどんな活動をしているのですか。
小坂
私は自炊をしているため、意外と普通に生活をするのに時間がかかってしまうのですが、空いている時間に去年までにメンタリングをやっていました。ブラウンでは理系科目を学ぶ女子学生のための団体があり、理系科目を専攻することに興味がある1年生を対象に、上級生がメンターとして私生活や授業に関する相談役をしています。そのミーティングに出たり、1年生の子にあったり、イベントに出たりしていました。

宿題には毎日どれくらいの時間を割いていますか。
小坂
SPSほど宿題の量がないかもしれないです。そもそも授業時間が高校と比べて短いので、午前中には授業が終わってしまうということもあり、その場合は、夕方までには宿題が終わることもあります。期末のときはやっぱり詰め込む（笑）。

荒木
僕の場合は、理系といっても、個人的には宿題は1年生の時には多く感じました。1年生の秋学期はオーケストラに入っていたが、忙しくなり、出られない時期もありました。今、トロント大学日本ネットワーク（University of Toronto Japan Network）と呼ばれる日本企業とトロント大学やカナダにいる学生の窓口で、企業とのイベントや日本語を話す人の交流の場を運営する団体の会計を担当しています。

島村
勉強量という意味では、SPSでも大変だったけど、個人的には今のほうが大変です。理系科目では毎週課題の提出があります。友達と一緒にやらなければ解けないような課題も多く、そのほかにも実験で3時間半はかかるの大変です。勉強していないときはスカッシュコートにいます。スカッシュはSPSで初めて、今7年目です。去年と今年はチームのキャプテンもやっています。

金城
アメリカでは夏休みが長く、就職のためにはインターンシップなども欠かせないと言われていますが、皆さんどんな風に夏休み過ごしていますか。
小坂
私は1年生が終わった後の夏は、日本で政府系のNPOで3ヶ月インターンをしていた。2年生が終わった夏はコンサルティング会社で3ヶ月インターンをしました。そして、今年の夏は、採用に直接つながるようなインターンを東京でいくつかりました。王道は、ポストカラリアフォーラム（日・英バイリンガル対象の転職・転職イベント）でインターンを取ってくる人が多いと思います。でも、1年生のうちは、キャリアフォーラムで探すのは難しいので、個人のつながりやキャリアサイトなどをうまく利用して探す必要があると思います。今振り返ると、あまり1年生のときからインターンなどはせず、語学留学や自分の興味のある研究などをやったほうが、将来のためになるのかなと思います。
私は、1年生のときは、ウェルズリーの卒業生の旦那さんが働いている東京都健康長寿医療センターという病院・研究施設で2ヶ月インターンをして、2年生の時にはポストンにあるタフツ大学の施設で学校から研究費をもらい、皮膚外科の先生の研究アシスタントを2ヶ月していました。その間に手術なども見せてもらいました。今年の夏は、化学工学卒業論文のための準備も含めて、所属している環境無機化学研究室の研究を手伝いながら、文献を集めています。研究室は、マイアミ大学と共同で、気体などのように大気中や海中を行ったり来たりしているかを計量化する研究を行っており、マイアミ大学の世界で一番大きなハリケーンシューション機械を使用するために、マイアミに2週間ほど行きました。夏休みは自分が将来やりたいことを見極めるためのインターンや研究をやっている人が多いように思えます。

僕は、台湾の小学校でTA（助手）として働いたあと、2ヶ月ほど東京の環境に関するNPOで働いていました。僕もまだわからないこともばかりですが、在学中でメンターとしてもアドバイスしてくれる先輩がいて、その人がいろいろなことをしたほうがいいとインターン探しも手伝ってくれました。エネルギーに関することとは以前から興味があったのですが、昨年は授業では学ぶことができず、日本でそれを学びたいと思いました。そのNPO研究所入り、少しは知見が広がり、インターン生やヘンダで働いている人たちとの出会いもあったため、1年生からインターンを経験できてよかったと思います。

それは、最後に、今後SPSに行く成蹊生が含まれるかと思います。

高校3年間という自分の人格が形成される時期に、親を離れて寮生活を送ることがなければ今の自分はないという意味でとても感謝しています。私にとってはSPSでの3年間はとても大変でした。でも、その3年間があったからこそ何を乗り越えるという自信がつきました。それと同時に、そんな大変な3年間を支えてくださった先輩方や友人から、困っている人にどのように手を差し伸べるかなど学んだと思います。成蹊にいたころは、友達を作るのに苦労をしたこともあり、勉強も大変だけど、先生の言われていることがまったくわからないようなレベルではなかったので、SPSで大変な時間中を乗り越えた友達は特別です。勉強も大事ですが、そういった友情やつながりも大事にしてほしいです。

今日いろいろな大学にいる人の話を聞いて思ったことは、大学4年生になり就職間際にても、自分が何をしたいかは見えていたようでいて見えていないということです。また、それのある日突然は立ちきるわけではなく、ずっと考えながら経験を積んできていくだと思える。自分は何がやりたいか、努力するためにどんな授業を受けるべきか、そんなことを考えるきっかけを与えてくれたのがSPSだったと思います。SPSに行ったらやりたいことが見つかるわけではないので、将来考えられる準備段階としてすばらしい環境が整っていたと思います。高校生としてはめったにできない経験となると思うので、そういったチャンレンが好きな人はぜひ、挑戦してみてください。

それに付け加えるとすれば、楽しむこと。今でもつながりのある人とは交流があるし、いつ誰が自分にとって大切な存在になるかもしれない。もちろん、勉強はするけれど、それ以上に楽しむことが大事であるといううことを様々な人から聞きました。その楽しみ方探しそこでと思うので、それを見つけください。

皆さんには、根を詰め過ぎず、気分転換を大切にしながらSPSでの学校生活を送ってもらえると思います。私がにとっての気分転換は、3度の食事でした。寮の食堂は食べ放題で自由席。予定を立てるのが苦手なので、気が向いた時に足を運び、たまたま食堂にいた生徒や先生と食事を共にしていました。特に英語にまだ慣れない頃は、コロコロと変わる雑談の数々を追っていくのも精一杯でした。色々な人と時間を共にすることで、自分の価値観が広がっていくのを感じました。様々な会話にも参加できるようになりました。馬鹿が合っいう友達とも出埃及を。忙しくて友達と遊ぶ時間がないときでも、食べながら談笑したり愚事をこぼし合ったりすると、心が和みました。また、就職まいった時には、ふらりと散歩に出掛けているのがおすすめです。自然豊かな構内にはたくさんの自然歩道があり、春夏秋冬いつ出歩いても心地よいものです。空気が澄んでいて星も綺麗なニューハンプシャーを想う存分楽しんでください。

ありがとうございました。皆さんも楽しむことを忘れないで、これからもがんばってください。

今後の活躍に期待しています。
セントポールズ校卒業後、私は一橋大学で国際法、大学院で国際関係論等を学び、新卒で2016年に国際協力機構（JICA）に入構しました。入構後2年間は、セルビア、ボスニア・ヘルツェゴビナ、コソボといった旧ユーゴスラビアの国々のプロジェクトに携わり、研修では3か月程セルビアに滞在しました。自分と同じ当時27歳のセルビア人青年から、「コソボ紛争時、サイレンがなると地下のシェルターに移動して朝まで過ごした」と聞いたときは、日本で祖父母世代から聞くような話に衝撃を受けました。

現在は、環境社会配慮といって、プロジェクトによる環境破壊や社会への負の影響をできる限り回避する、もしくは最小化するための審査、モニタリングを担う部署におります。環境社会配慮は大学院で修論テーマとしても扱った分野で、自分の関心がある業務に携われていることを嬉しく思います。

セントポールズでの初めての海外生活、新しい文化との出会いは、大変刺激的で自分の視野を大きく広げてきました。英語圏ではない国や、先進国以外にも行ってみたいと思うようになり、世界を舞台に仕事をしたいと考えたのは、セントポールズで感じたような、良い意味でのカルチャーショック・感動をまた感じたと思ったからです。

セントポールズ生活を振り返って私の反省は、きれいな英語でなくてもよいから、もっと早くから積極的に話して自分を表現できれば、より早くから信頼関係が築けただろうということです。現在は3か月に1回ほど、約2週間の出張ベースでプロジェクト現地を訪れ、先方と協議をする機会があります。同じ英語でも、アジア圏のもの、アフリカ圏のもの、それぞれ違って最初は聞き取れないことも多々あるのですが、おじけずに協議する勇気は、セントポールズ時代の経験からきていると感じます。

セントポールズで一番感銘を受けたのは、生徒たちの文武両道さでした。皆もちろん勉強が大変よくできましたが、それだけではなく、音楽やスポーツ、芸術といった勉学以外の分野でもそれぞれ特技を有していたのです。またオン・オフの切り替えも上手く、土曜の夜に思いっきりダンスパーティで騒いでいた後、日曜日は一日図書館にこもって宿題に取り組み、ハロウィンといえば寮の仲間とともに全力で仮装を楽しむ、そんな若くはやいばかりのセントポールズ生たちにとても魅了されました。

就活で自分を見つめ直したり、どんな人間になりたいかとあらためて考えた時も、やはり思い出されたのはそういったセントポールズ生の姿でした。学生時代は勉強のためわら社交ダンスに夢中になり、社会人になった後は演劇の世界に足を踏み入れ、仕事の合間に稽古に通っています。「仕事も仕事以外も全力で楽しむ」というのは、セントポールズでの経験を原点とした、私の人生の大切なテーマとなっています。
自分の声を探して

太田 奈名子 ’09

今、中高生の皆さん、時には遅刻そうになって猛然と駆け抜けたり、時には友達に悩みを打ち明けてゆっくりと歩を進めたりする欅並木を、私も10年ほど前、皆さんと同じように歩っていました。高校2年生の夏に成蹊を離れてから、セントポールズ校への編入、卒業を経て、私は現在、東京大学大学院総合文化研究科の博士後期課程に在籍しており、博士号取得を目指して論文を執筆する日々を送っています。

私が研究している時代は、約70年前、第2次世界大戦に敗れた日本の各地にGHQが進駐した占領期にさかのぼります。GHQが制作していたラジオ番組の現存音源を確認して、ラジオの言葉により日本国民がどのような人々として表現されていたか、また、日本国民自身はラジオでどのような言葉を発していたかを丁寧に聴き、日本占領期という時代を、占領下の人々の視点に立って捉え直すことに挑戦しています。

様々な研究テーマが選択できる大学院で、教科書に載らないような庶民の声になぜ興味を持ったのかを改めて自身に問うてみると、私の研究姿勢の原点には、SPSにおける体験があることに気づかされます。留学当時、私のつかえない英語、そして、どの辞書をめくっても言葉にならない胸の内に必死に耳を傾けて下さったのが、SPSの先生方と生徒のみんなでした。丸テーブルで議論が飛び交う教室で、ステンドグラスから差す光美しいチャペルで、季節の花が色とりどりに咲く湖のほとりで、お菓子を持ち寄り大笑いしながらうんと夜更かしした寮の部屋で、かつて自分がそうしてもらったように、今私も、占領下の日本で埋もれてしまった人々の声に、必死で耳を傾けようとしているところです。

卒業から長い年月が経った今でも、成蹊の、そしてSPSの友人と再会した時には決まって、体の内側から何か温かい気持ちが溢れてきて、満ち足りた感覚に包まれます。それは、彼らの一一人ひとりが私の内なる声を見出し、認め、創ってくれたからに違いありません。

中高生の皆さん。今日まで70年以上にわたり繋がれてきた貴重な成蹊・SPS交流の道に続いて、引き返さない、しかしここで手を触れしないのない一步を、ぜひ大きく踏み出してみてください。「一人ひとり、それぞれの人間が何か発することのできない〈自分の声〉を聴きたいんだ」という人たちが、SPSで大勢、笑顔で待ってくれています。そして皆さんもぜひ、「多様性」という言葉一つでは括りきれない、めいめいの国の多彩な文化を運んでくれるSPSの仲間の〈自分の声〉を見つけてあげてください。

この声の交流こそが、今日の私を私らしく歩ませる源流であり、異文化交流そのものであると私は考えます。皆さんのお体談を開く日を、心待ちにしています。
両校交流の歩み
A Chronology of the Seikei-SPS Exchange Program

1856
SPS founded

1912
Seikei Business School founded

1947
Seikei Jr. High School started under new education system (Principal Mamoru Shimizu), followed by Seikei Sr. High School in 1948

1949
SPS admitted the first Seikei scholar, Minoru Ben Makihara

1956
A formal Asian Studies Program launched; Japan Club formed

1976
First SPS student came to study at Seikei

1983-84
Minoru Makihara received SPS Alumni Association Award

1987
The first Seikei-SPS Japanese Prize was awarded; program participants raised a fund for Japanese Studies

1990
Former Rector Oates conferred by the Japanese Emperor

1999
Seikei-SPS 50th Anniversary

2000
Seikei-SPS 60th Anniversary

2004
Japan-America Grassroots Summit Special Program held at SPS

2006
SPS community prayed for victims of 3.11 with handfolded cranes; Lindsay Center for Mathematics and Sciences completed

2009
New football field completed; Fine Arts Building opened

2010
Tatsuo Arima received SPS Alumni Association Award

2011
New football field completed; Fine Arts Building opened

2012
SPS faculty André Hurtgen taught at Seikei

2014
Seikei-SPS 65th Anniversary

2015
An Introduction to Japanese Language & Culture course launched (ASP)

2017
Freeman Student Center transformed into Crumpacker Gallery

2018
Hargate renovated into the Friedman Community Center

2019
ESL (second language as the medium of instruction) guidance

2020
Seikei-SPS 70th Anniversary

2021
Ohrstrom Library remodeled

2022
Seikei-SPS 80th Anniversary

2023
New football field opened; Fine Arts Building opened

2024
Seikei-SPS 85th Anniversary

2025
New football field completed; Fine Arts Building opened
Spring of 1945, when the war was still raging on, the second form of Seikei middle school including myself was evacuated to the mountain area of Hakone. Some of the boys brought with them Japanese swords and weapons in anticipation of the eventuality that shortly Allied Forces may land on mainland Japan. Despite such circumstances, studies continued, and particularly our level of English was high with Mr. Mamoru Shimizu in charge.

While as young boys, we had no way of knowing that Japan was rapidly losing the War, on August 15th, 1945, after
the explosion of two nuclear bombs, we finally surrendered. Not only were the few swords and weapons wasted, but it was a surprise to be able to welcome friendly GIs, contrary to what we had been told. In the Autumn, Seikei reassembled in Kichijoji, and school life returned to normal, while I became acquainted with Bishop Kenneth Viall from the United States, who occupied a house in our neighborhood.

With Japan barely starting to recover, for some reason, I had a dream of studying at Harvard. Knowing my thoughts, one day, Bishop Viall came to me and said that “Even with my divine power, I cannot get you into Harvard, but I can get you into a school called St. Paul’s School, where if you do reasonably well, you will have a reasonable chance to go to Harvard.” Being young and optimistic, I immediately jumped to his suggestion, and with the help of Mr. Shimizu and the support of my mother, despite the fact that I was her only son and having lost my father in the war, in the summer of 1949, I was on my way to the United States via the Panama Canal.

After a month long voyage, I arrived at a port in New Jersey where I received a very warm welcome from Bishop Viall’s relatives, who not only took care of me to get to St. Paul’s, but even procured for me a blue blazer which at that time was de rigueur for chapel attendance at SPS. At SPS, again I was given a very warm welcome from the School, and not once did it occur to me that there must have been a number of students whose relatives or friends suffered during the War. My term of stay at SPS was only one year, but in retrospect, it was certainly one of the most pleasant periods in my life, and also of critical importance for my future career.

In terms of education, with the high caliber of the teachers, I came to appreciate the importance of liberal arts and the importance of being able to establish and express one’s point of view. The many friendships established were also invaluable for my future life. The caliber and magnanimousness of the teachers could perhaps be best described in the words of head master, Mr. Henry Kittredge, when I went to thank him for a very generous gift I received upon my graduation. He said,
“Never thank a robber. Robin Hood was a bad man. He took away from those who could afford to be robbed, and gave to those he liked!”

I was further astonished when Mr. Frank Lloyd, then director of admissions came to me and said, “We have enjoyed your stay with us, and now we would like your successor from Seikei. Can you recommend anyone?” And thus the precious relationship was launched into the coming years.

The three US alumni selected to contribute to this 70th Anniversary issue, I believe are each well qualified to represent SPS. Bob Monks, who was also my roommate at Harvard, “a man for all seasons,” with a brilliant career in politics, business, and corporate governance; his thoughts always a step ahead of mine. He was also a font of advice on critical issues which I confronted when I became CEO of Mitsubishi Corporation, and directly supported me in solving complicated problems.

George Packard, a key person in the US-Japan relationship, was Reischauer’s right arm during his ambassadorship in Japan, and eventually not only a leading scholar on Japan, but also a key leader in supporting and strengthening the bilateral relationship.

Nick Platt, who was my protector in my one-year experience of American football, and with his wide knowledge of the region, I am sure will continue to guide us in the SPS-Seikei future activities, particularly as we deepen our ties with SPS alumni in the region.

Circumstances are now changing rapidly in the field of international political affairs, where populism appears to be replacing globalism, with a dearth of statesmen with long-term vision as opposed to politicians.

I believe that the solution to the current confused state of affairs must lie in education and the establishment of personal trust not only within, but across borders. I strongly feel that the relationship between Seikei and SPS is a most valuable one, but which has to be continuously reviewed and nurtured to play a key role in the bilateral relationship, and trust that it shall and will continue.
A lifelong commitment to self-education is the most important single thing that a student can learn from his/her schooling. Participants in the now more than half-century Seikei-SPS relationship have unique opportunity to learn about a different culture and to start the process of appreciating different perspectives and points of view. Participants include a far wider constituency than simply the scholars themselves—it includes their families and their friends. Knowing Ben Makihara is one of the joys of my life and of five generations of my family from my grandmother to my grandchildren.

We seem destined to live in a world where man kills man. We are fated to continued struggle to find the most effective means for survival. While we hear much about Pearl Harbor, we rarely discuss the American internment camps for American citizens of Japanese ancestry. Happily, Tatsuo’s father was called home from California by his church or else Tatsuo would have spent his earliest years behind barbed wire. This action, held to be constitutional by the United States Supreme Court in its worst decision (a tie with Dred Scott) over more than two centuries, is relatively absent from discussion of the U.S. role in World War II. Happily, this gloomy reality is counterbalanced by the accelerating pace of learning—learning about ourselves and about the world around us.

During the Spring vacation of our senior year at SPS, I was driving Ben Makihara around monumental Washington, D.C. After we had passed the memorials for Lincoln and Washington and Jefferson, Ben simply said, “The America’s Gods.” This new insight into the American creation myth continues...
to inform my understanding of the United States. In more recent times, Tatsuo Arima arranged for me to meet with former Prime Minister Miyazawa who had, among things, been a participant in the pre-war bicycle tours of a group of university students from California and Tokyo, and was quite fluent in English. I proceeded to engage the Prime Minister with an impassioned dialogue on the virtues of owners being active stewards of business corporations. I hazarded that this engagement was a profit to all parties and relaxed confident that this master of American nuance would appreciate my insights. Rather, in retrospect, with great foresight, Miyazawa sighed and said, “Mr. Monks, you are one of the most dangerous people in Japan. Our society places great emphasis on harmony of the status quo, and you are trying to encourage corporate civil war.”

The components of education—the curriculum to be precise—are often determined by tradition, the requirements of all manner of examination requirements and professional protocols. The joy of schools like Seikei and SPS is that this is just the beginning. With gifted faculty members and perceptive staff, these schools can hold themselves to the standard of “knowing” each student. Maturation is a difficult time of life, but the attentive focus of teachers should enable the recognition and cultivation of unique personal skills. This relationship has created some very specific skills. Some years ago, I was flattered to be asked by Ben Makihara and Tatsuo Arima to speak at a Seikei colloquium on “English as a Second Language.” I concluded my remarks by noting that efforts at world peace will doubtlessly be negotiated and consummated by leaders from many countries for whom English is a second language. The professional lives of George Packard, Ben Makihara, Tatsuo Arima, Nick Platt—just to mention the small portion of the Seikei/SPS community known to me personally—have importantly altered what would otherwise have been a superficial and limited view that Americans and Japanese have of each other.

While “schooling” is the beginning, the end is “education,” and I believe that Seikei and St. Paul’s School share this basic concept. In Seikei, they identify their final goal as the “development of personal character.” To this end, at Seikei primary school, students learn to chant the Shinryoku-ka, which is based on the Buddhist Sutra, which few then can understand, and which is used to open each school day. Through this daily repetition, students come to understand the meaning of the words. The practice of chanting helps to create a sense of community and a sense of purpose in the lives of the students. This is a powerful tool for developing personal character and for creating a sense of belonging.

As a result of my conversations with Miyazawa, I came to understand that the Japanese have a strong sense of responsibility to their country and to their community. They believe that it is important to be a good citizen and to contribute to the well-being of their society. This is reflected in the way that Japanese people approach their work and their personal lives. They are often very hardworking and dedicated to their jobs, and they also value their families and their communities. This sense of responsibility is something that I believe is important for all people to have.
but eventually forms the basis of what I would define as an “open mind.”

The *Shinryoku-ka* is now included in the 5th edition of the Prayer Book at St. Paul’s School, and I believe augments the biblical message of humility and an “open mind.” I believe that this “open mind” creates the basis of an “educated person” as distinct from a “professional.”

This is further augmented by the personal trust and rapport engendered between the alumni of both Schools. It is a precious relationship which has to be continuously protected and nurtured, beyond its 70th Anniversary.

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Note: The Scott-Sanford case (1857) held that African American descendants were not citizens of the United States and the right to ban slavery in the federal territory was not within the authority of the federal government. This was overturned by the Thirteenth and Fourteenth Amendments to the United States Constitution.
In the spring of 1949, as we wound up our fifth form year (11th grade) and looked forward to summer vacation, our Class of 1950 was told that we would be joined in the coming fall semester by a student from Japan. It is hard to describe our reaction to this bit of news.

All of us could vividly remember the years from the attack on Pearl Harbor, December 7, 1941, when we were nine years old, to the surrender of Japan in September 1945 when we were thirteen. During those four years, we were subjected to a steady stream of wartime propaganda designed to make us hate all Japanese and to encourage young American men to enlist in a bloody war to exterminate them as if they were somehow subhuman.

Led by a newly established Office of War Information (really a propaganda organ), Americans were subjected to a barrage of radio broadcasts, films, newspaper articles, posters and photographs depicting heroic American soldiers in combat with waves of ugly, vicious Japanese troops. To impressionable school kids, these images left us with a hatred of Japan and all Japanese. For many of us, the message was deeply personal: we had fathers, brothers or uncles who were ripped away from their families and sent to fight on remote islands in the Pacific Ocean. Some of them never came home.

So there we were, in September 1949, awaiting with complex feelings the arrival of Minoru Ben Makihara. Our teachers encouraged us to welcome him, but the wartime images of “Japs” killing Americans could not so easily be erased.

To our utter amazement, Ben turned out to be a highly civilized, fluent English speaker (with a British accent and a far larger vocabulary than our own). He was friendly, gracious and eager to participate in classes and sports. I can recall play-
ing intramural football against his team, and discovering how
well he had learned our game. All this would be an astounding
revelation to his 80 or so American classmates. We began to
realize that we had been taken in by wartime propaganda.

This experience would profoundly affect my career. Ben
would go on to Harvard, and I to Princeton. The Korean War
broke out in June 1950, just as we were graduating from SPS and
heading for college. I joined the R.O.T.C. (Reserve Officers
Training Corps) and prepared to serve in the war after gradu-
ating in 1954 as a second lieutenant. Fortunately for our class,
President Eisenhower ended the war in the summer of 1953,
but we still had an obligation to serve in the military when we
graduated in 1954. Upon graduating I was offered a choice ei-
ther to serve at Fort Hood, Texas, or to serve in Japan. With-
out hesitation, I chose Japan. I am convinced that my friend-
ship with Ben Makihara led me to that decision.

My wife and I knew no one except Ben and Kiko when
we arrived in Tokyo in 1956. They were wonderfully hospiti-
table and gave us the warmest of welcomes. I signed up for
Japanese language training. Before our children began to ar-
rive, we were able to travel widely throughout the country.
I climbed Mt. Fuji, toured the Inland Sea, and got to play tennis
with the Emperor at the Tokyo Lawn Tennis Club. Three of
my five sons would eventually be born in Tokyo.

I was hooked. When my Army tour ended, I enrolled at
the Fletcher School of Law and Diplomacy at Tufts, continued
to study Japanese and started Chinese, wrote my Ph.D. thesis,
later published as Protest in Tokyo, on the anti-Security Treaty
Movement of 1960, and was hired as a Special Assistant to
Ambassador Edwin O. Reischauer from 1963 to 1965.

I spent the years from 1965 to 1976 in journalism and
politics, falling short in my campaign to become a US Senator in 1976. So I returned to the study of
Japan, starting at the Woodrow Wilson International Center for Scholars. One of the scholars I recruited to spend time in Washington was Okita Saburo, who would become Foreign Minister of Japan in 1979. I have fond memories of going out for yakitori dinners with Okita after a long day at the Center.

In 1979 I became Dean of the Johns Hopkins School of Advanced International Studies in
Washington, and founded its Reischauer Center for East Asian Studies. Recalling how profoundly my personal friendship with Ben had affected my attitude towards Japan, I started an internship program for American graduate students to spend a year or more working as interns in Japanese organizations. One of those students was Georgetown Professor Michael Green, who is today one of America’s leading East Asian experts.

Convinced that personal friendships can affect foreign policy, I also started a Johns Hopkins-Nanjing University Center in Nanjing, China, where American and Chinese graduate students can study together and form lasting friendships, like the one I have with Ben Makihara. Today that Center is more than 30 years old, and the current Chinese Ambassador in Washington is a graduate of that program.

In 1998, I became President of the U.S.-Japan Foundation, and immediately set about to form the U.S.-Japan Leadership Program which launched in 2000. Its purpose was to bring together some 20 young men and women of demonstrated leadership aged 28-42 from the U.S. and Japan for two intensive weeks of interaction, one week in Kyoto and Tokyo, the other week in Seattle. The program has enrolled 416 young leaders from our two countries over the past 18 years. As I write, one of the Japanese Fellows of the Program is Foreign Minister Kono Taro. Another is the top East Asia officer on the National Security Council, Matt Pottinger. The whole idea of the program is that friendships across the Pacific, like the one Ben Makihara and I have, can help to resolve misunderstandings and cement closer ties between our two countries.

What I treasure most is the fact that Ben Makihara is Honorary Chairman of this program, and his firm, Mitsubishi Corporation is a generous supporter. Ben and Kiko regularly attend the closing session of each conference. I am convinced that our kind of personal relationship can be crucial to the mission of establishing peace in the world. Thank you, Ben, for your friendship and support.

馬したが、残念ながら落選した。そこでウッドロー・ウィルソン国際センターを皮切りに日本研究に立ち戻った。ワシントンに招聘した研究者の一人が大来佐武郎で、彼は1979年に日本の外務大臣となった。センターでの長い1日を終えて大来と焼き鳥を食べて夕食を共にしたのはいい思い出である。

1979年にワシントンのジョンズホプキンス大学高等国際問題研究大学院の長となり、そこにライシャワー東アジア研究所を設立した。ベンとの友情が私の日本に対する見方に大きな影響を及ぼしたことを思い出し、アメリカの大学院生が日本の機関で1年以上インターンとして働ることができるインターンシッププログラムを立ち上げた。このプログラムに参加した学生の一人が、今日のアメリカで東アジアの専門家として名高いジョージタウン大学のマイケル・グリーン教授である。

また、個人の友情が外交政策を動かすことができるという信念のもと、中国南京市にジョンズホプキンス・南京大学センターを設立した。アメリカ人と中国人の大学院生がともに学び、ベンと私のような生涯の友情を育むことができる場所である。当センターはすでに設立30年を過ぎ、現在の駐ワシントン中国大使はこのプログラムの卒業生である。

1998年に米日財団の理事長に就任した直後から、私は日米リーダーシッププログラムの設立に着手した。2000年に始めたこのプログラムは、アメリカおよび日本で28〜42歳の若い男女20名ほどを集めた、2週間の集中プログラム（京都と東京で1週間、シアトルで1週間）でリーダーシップを養うことを目的とする。プログラム設立から18年間で両国より416名の若手リーダーを輩出した。本稿執筆時点の河野太郎外務大臣は、このプログラムの日本人フェローの一人である。またアメリカ国家安全保障会議のマット・ポッティンガー東アジア担当官もその一人である。このプログラムを統括する理念は、ベンと私の間の友情のように、太平洋を越えた友情の数々こそ米日両国の誤解を解決し関係を強固にするための一助になるということである。

何よりも嬉しいのは、ベンがこのプログラムの諮問委員会の名誉議長であり、彼の会社、三菱商事がサポートとしてこの活動を手厚く支援してくれていることだ。年次会議の閉会式にはいつもベンとキコが出席してくれる。世界平和を実現するというミッションに、私たちのような個人的な関係は不可欠だと信じている。ありがとう、ベン、君の友情とサポートに心より感謝する。
A s one of the earliest persons to benefit from the Seikei-St. Paul’s exchange, I am honored to contribute this comment on the occasion of the program’s 70th anniversary. My key relationships began in 1949, the first year of the program. These are documented in the first page of my memoir, China Boys.

“I met my first Asians at St. Paul’s. (At age 12), reporting for practice on the bravest club football team I found myself in the middle of the line with a boy from Japan who was much older and smaller than me. He introduced himself as Ben Makihara from the Seikei High School in Tokyo. ‘I don’t understand this (American) game at all,’ he said. ‘I don’t know what to do.’ ‘Well, our job as linemen is to knock people down,’ I replied. ‘There are three ways of doing that. We can just charge straight ahead or you can lie down on the ground and I can knock someone over you or I can lie down on the ground and you can knock him over me.’ ‘Oh,’ he said. We used all three methods during the season, becoming lifelong friends in the process. Ben went on to become the Chief Executive Officer and Chairman of one of Japan’s largest conglomerates, Mitsubishi and a key figure linking the U.S. and Japan. We have joked together that this was the first example of U.S. Japan security cooperation.”

When I served in the US Embassy, Tokyo, (1974-77), and told this story, Japanese could not believe that the august Minoru Makihara had ever played American football. I assured them that this was true, and that we had remained in close touch. Ben and I had frequent contact during his years in the US and mine in Japan. He became a key figure in relations between the US and Japan, a distinguished and trusted interlocutor between the people, business firms and educational institutions of both countries.

Tatsuo Arima, the next Seikei Exchange student, came...
the following year and joined my class at St. Paul’s and later Harvard College. We both chose diplomacy as our careers. Our closest collaboration occurred almost 30 years later as Foreign Service Officers when he was the head of the political section of the Japanese Embassy in Washington and I was in charge of the Japan desk at the State Department. I soon moved to positions responsible for relations with Japan in the National Security Council Staff under Zbigniew Brzezinski, and the Department of Defense under Harold Brown. Tatsuo and I and would later boast that the class of 1953 at SPS managed working level U.S. Japan relations representing both sides of the Pacific during the years of the Carter Administration (1977-81).

Personal ties are very important elements of foreign relations, I have learned during more than fifty years working on them. Personal relationships form a crucial way that governments talk to one another, as is the also the case with families and more formal institutions. Communication is the key to diplomacy. Much of what has to be said is difficult and complicated. So words must be carefully chosen and accurate. There must also be trust between the interlocutors to deal with delicate situations. The trust that Tatsuo and I had developed over the years, thanks to the link between Seikei and SPS at the outset, was important to our success as diplomats.

I have always honored the assertion that Tatsuo’s appearance in Washington as my interlocutor in the Embassy of Japan was a coincidence. At the same time, I remembered learning during my years serving in Tokyo, that the closest relationship Japanese persons can have, other than that with
their mother, is with their classmates. The Gaimusho personnel department must have known this, I suspected. It also represents the root value of the Seikei-SPS exchange.

When I worked on Japanese issues in Tokyo or Washington, I made much of a family relationship that started in pre-Meiji times. My grandmother’s grandfather, a devout Bostonian named Alpheus Hardy, had taken into his family a young man named Niijima Jo, who had worked his passage to the United States aboard one of Hardy’s clipper ships after escaping from Tokugawa Japan in 1864. Graduating from Phillips Andover School, Amherst College and Union Theological Seminary, Niijima returned to Japan and founded the Doshisha, now a leading Christian high school-university conglomerate. Niijima regarded Hardy as his adoptive father. He called himself Joseph Hardy Neesima, and remained in close touch with the family all his life. I visited the Doshisha in the early sixties when studying Chinese in Taiwan, and attended the university’s 100th anniversary in 1975. The story did much to establish my bonafides as a diplomat in Japan.

All of us have our own strong micro sense of the value of the Seikei-SPS relationship. Having worked on relations with China, Japan and Asia as a whole, both as diplomat and, after retirement, as president of the Asia Society in New York, I have been asked for my thoughts on the future of the program, including establishing some kind of macro institution.

Obviously, the links between two schools should continue, and expand if possible. Along this line of thought, it is encouraging to note that an SPS Asia Council has been formed with Hyun-Joon Cho ‘87 and Sabrina Fung ‘89 as co-chairs, consisting of SPS alumni from Hong Kong and South Korea, Singapore, and Taiwan. Most recently, they hosted a dinner reception in Tokyo, inviting SPS graduates and guests in the area. It is my hope that such a gathering will develop into a regional effort, which in turn, will enrich the curriculum and reputation of SPS.
There is something more than just fortuitous about Mr. Minoru Makihara’s passage to St. Paul’s School in 1949. It was for him the first step to realize his hope to study at Harvard University. This passage is the genesis of the St. Paul’s and Seikei fellowship whose seventieth anniversary we are commemorating this year. It was only four years after our defeat in the War. A peace treaty as yet to be negotiated, Japan was still under the U.S. occupation, so his hope could have been considered surreal.

True, he had a unique background at that time of Japan. Born in London where his father was posted as manager of Mitsubishi Corporation, he did not come back to Japan till 1937 at the age of seven. This overseas childhood made him bilingual. His father would encourage him to cherish this as a gift for life. It was a foresight as the English language was beginning to be shunned as the enemy tongue. Fortunately, it was not so at Seikei where he was enrolled, as Seikei was one of those few in pre-war Japan which provided classes designed for the children coming home from abroad. Seikei still does—a proud tradition.

Several months into the War in May 1942, a real tragedy hit this otherwise tranquil family. His father was lost at the East China Sea when the ship he was on board was torpedoed by a U.S. submarine and sank. He was at the time leading a large delegation including many Mitsubishi employees to participate at the direction of the government in the economic development of the Philippines. He is remembered even today as one of the most promising executives of his generation.

Upon coming home from the funeral, Mrs. Makihara said to her son, the only child, “From now on, you replace your father. You must be strong.” Twelve at the time, he composed a poem, My Father: The Pride of Our Family. It read in part, “As I think about my father’s death, he may be now rather satisfied, having offered his life to the country and for Mitsubishi, thereby giving our family a great pride. From now on I will take every step with this pride at heart.” Still there is a deep bond with his father, who had always been his role model.

1949年に槇原稔さんがセントポールズ校に招かれたのは、彼の希望を実現したものであった。その時ご自身にとってはハーバード大学で学びたいという希望の実現に向けた第一歩であったのであろうが、今年で70周年を迎えるセントポールズ校と成蹊学園との交流の誕生でもあった。敗戦後わずか4年目のことで、講和条約がまだ交渉に入っていた日本はアメリカの占領下であり、彼の希望は現実離れしたものと思われたなかった。

実際、当時の日本にあって氏はユニークな背景をお持ちであった。お父上が三菱商事のロンドン支店勤務のとき現地でお生まれになり、7歳になる1937年までそこで育たれた。そのため氏は日英両国語の能力を等しく身につけられることとなる。お父上はこのことを生涯の宝として大切にするよう説いておられたという。そろそろ英語が敵性語として避けられ始めたころで、先見の明であったが、幸運にも氏が入学した成蹊にそのようなことはなく、戦前の日本で帰国子女クラスのあった数少ない学校の一つだった。今もそうであり、誇らしい伝統である。

1942年5月、戦争に入って数か月後、穏やかなご家族に真の悲劇が襲った。東シナ海で、米軍の潜水艦が放った魚雷により乗船していた船が撃沈され、父上が亡くなられたのである。父上でその後、政府の命でフィリピンの経済発展に参加すべき、三菱の社員を多く含む大型使節団を率いておられた。氏は、将来をもっとも望まれた方として今でも記憶にとどめられている。

帰郷の帰りに、有馬さんのご母堂はただ一人のご子息に「これからはあなたがお父様の代わりにしっかり生きなさいといかくせません」と言われた。この時12歳、氏は「我が家の許、父」という詩を書いておられた。そこには「しかし、良くなって見ると、人生五千歳、父は墓の中でかってに満足してあるかも知れない。国のために、三菱のために散ったのは、何とふふふ大切な詩だ。僕は、父の大きな詩を守って、一歩歩み進みます」というべらべらが、そこには深い喪失と哀しみの念が込められているが、父上の亡くなった日を呪っていいるものの、敵に対する悪意ある言葉は見られない。

そしてさらに、ご自身のお人柄あるべき日本経済新聞連載の自伝「私の履歴書—さまざまな出会い」によれば、最終的に槇原さんに自信を与え、ハーバードに行くという決断を下すたたのは、戦前に始まっ
sense of loss and sorrow. He curses the day he died. But there is not a word or even a hint of malice toward the foe.

With all this and more, what in the end gave Mr. Makihara the self-confidence and the courage to aspire to the high hope of going to Harvard was that, according to his humane autobiography The Story of My Life Friendships Around the World, he won two years in a row in 1947 and 1948 the prestigious MacArthur Trophy for all Japan higher-middle school and collegiate English oratorical contest sponsored by The Mainichi, one of the largest dailies in Japan. This contest started before the War. Mr. Makihara confided this hope of his to a Harvard-educated clergyman, a family friend he himself befriended, later the Bishop of Tokyo for the Episcopal Church, Abbot Kenneth Viall. Mr. Makihara writes that at first he was “taken aback.” But after several more conversations over time he advised Mr. Makihara to go to a St. Paul's School in New Hampshire first, do well there and with a good recommendation from the School, he may be able to proceed to Harvard. Mr. Makihara was happy to oblige.

In the meantime at St. Paul's, really parallel in time, according to Mr. David T. Dana III's A Generous Idea, a judicious chronicle of the St. Paul's and Seikei fellowship, Rector Henry C. Kittredge, newly installed in 1947 against the background of the newly emerging political realities of the Cold War in Europe and in East Asia, wrote the trustees two letters at the end of his first and second year term, in each he argued: “whether or not we succeed in persuading one or two of our Upper Formers to take a year abroad, we should certainly open our door to qualified boys from abroad, and let them know we have done so.” “If the School is to do its duty in preparing the American boys for the kind of life into which they will emerge, we must give them every opportunity to associate at close range and considerable periods of time with the boys of other nationalities.”

What is visualized here is the eventual student exchanges, Mr. Makihara's coming, for example, would initiate. But before proceeding further, I have to mention that Mr. Dana III earlier in his book writes that Mr. Kittredge was not the first Rector to propose opening the School to foreign students. In 1923, the fourth Rector Samuel Drury proposed the idea of raising money for ten scholarships “for students from Europe and Asia,” “to produce not only good Americans but good citizens of the world.” Trustees were not amenable to such an international-oriented suggestion yet. Five years after the Great War, the post-war world order most prominently including the League of Nations arduously negotiated for by President Woodrow Wilson in Paris had been rejected by the Senate. All attempts at compromise failed. It was the time
when the nativist and isolationist sentiments were surging across the United States.

Given this domestic political climate, it must have required not only foresight but a great courage for Rector Drury to propose such an idea as the scholarships for foreign students. After Drury House was built in his memory, some disputes erupted over its location and design. Mr. August Heckscher in his St. Paul's The Life of a New England School, introducing this episode wrote, “Unfortunately, no one suggested that the most fitting memorial would have been a series of scholarships for foreign students.” This carves in relief what the Rector must have wanted to be remembered and honored by.

In any event, just a quarter of a century later, this precious DNA of St. Paul’s, the awareness that in today’s world openness is not only the necessary condition for the students but is in the national interest as well, was cogently resurrected by Rector Kittredge. And it was put into practice with the support of Dr. William A. Oates at his side as Director of Admission. Dr. Oates, himself later Rector (1970-1988), remained deeply committed to the St. Paul’s and Seikei fellowship till his passing in January 2015. Now I should mention here that on the occasion of our fiftieth anniversary, the Japanese Government presented Dr. Oates with a decoration (the Order of the Sacred Treasure, Gold Rays with Neck Ribbon) in appreciation of his contributions to the educational exchange between our two countries. The then Consul General Shinichi Kitajima, the original proposer, officiated the ceremony at the Residence.

Dr. Oates, following his predecessor Rector Matthew Warren, presided over the radical and yet needed changes for the School, in gender, ethnicity, the chapel rules, social mores, dress codes, and indeed the philosophy of didactics itself. It must have been a painful process for everyone. But having read Mr. Heckscher’s St. Paul’s, I feel the School could come out of this with its traditional moral authority even strengthened. I also feel, remembering Mr. Oates’ quiet kindness, the hallmark of his life, his tolerance and patience, and his natural inclusiveness that must have contributed to this success, bringing St. Paul’s School into the twenty-first century as one of the finest high schools in the United States, making us at Seikei deeply proud of our fellowship with it.

Now coming back to the story of how Mr. Makihara’s passage to St. Paul’s ended; in 1948, St. Paul’s hired a clergyman, the Reverent David McAlpin Pyle as an assistant chaplain and sacred studies master. Before the War, he served Ambassador Joseph Grew in Tokyo as his private secretary for three years between 1936 and 1939.

Ambassador Grew, Groton and Harvard educated, was one of the most revered pre-war professional diplomats in the
annals of American foreign service, having served in Tokyo for 10 years as Ambassador. As a schoolmate of President Franklin D. Roosevelt, he was known for being able to write a “Dear Frank letter.” And he was best known for having done his very best to avert the war between Japan and the United States, including his near successful effort to bring about a summit between President Roosevelt and Prime Minister Prince Konoe in September 1941 at Juneau, Alaska. Soon after the war started, he was repatriated to the United States through the government exchange program for diplomats. His wife, Mrs. Alise Grew spoke fluent Japanese. She was granddaughter of Commodore Perry who pried open Japan with his famous black ships.

Having worked for such a diplomat at his side for three years, the Rev. Pyle must have made many friends among the Japanese and through them gained in his understanding of their culture. Upon arriving at St. Paul’s, he at once started proposing the idea of admitting a Japanese boy to help achieve deeper reconciliation with the former enemy, obviously his affection for the Japanese unabated by the wartime experiences. As soon as he was told about Rector Kittredge’s interest in inviting students from abroad, he at once called on him and appealed. Rector Kittredge famously said, “See what you can do.” Whereupon, Rev. Pyle got in touch with, of all the people, Bishop Viall, the man whom Mr. Makihara first confided his hope. Thereafter, Bishop Viall made all the necessary arrangements for Mr. Makihara to get to St. Paul’s. Before Mr. Makihara left, Seikei held a farewell reception where the Bishop was invited and gave brief remarks. According to Professor Shimizu, he concluded very quietly, “Mrs. Makihara is a brave woman.” When I just read this in the Seikei-St. Paul’s 60th Anniversary Report, I deeply felt that courage is love. Had it not been for her, Mr. Makihara’s passage could not have happened.

Mr. Makihara arrived as a sixth former to stay just for a year. St. Paul’s was ready to welcome him into its fold. And he did extremely well across the board, being liked and respected. He writes with a sense of deep gratitude and joy about the new friends, the kindnesses of their families, the masters, their seminar-like lessons and school life in general. He once felt compelled lightly to scold a student who complained about a piece of meat served, and the students around at once understood what he meant. He writes he never heard any student complain about food again.

Having been at the School for less than a year, Mr. Makihara, among other prizes, won the Hugh Camp Cup for public speech contest. This is a remarkable speech whose relevance to the relationship between our two peoples transcends time. Without a peace treaty, Japan was still under the Occupation.
So he addressed the sons of the victor nation.

He observed, “You may believe in the rightness of the American form of democracy. But can you force that same form on other countries?” Posing this question, he went on to say: “Not necessarily… America has failed in many instances because there were some people who were incapable of interpreting facts (diversity); and I especially direct this criticism towards America, because a mistake made by America will be more damaging than a mistake made by some other countries.” “You may accept the fact that a Japanese student looks different, but if you cannot look beyond his appearance, your acceptance of it is meaningless.”

What follows is the peroration of the speech, teaching us to go beyond this impasse by ever deepening our mutual understanding. It is so well stated that I quote in full as follows:

“I am here at St. Paul’s School trying to know more about America, and there are millions of students in Asia who want to learn more about this country. Let us do our best to understand each other. It will be a hard task. We shall have to know each others’ history and cultural backgrounds. But it is only in this way that we are going to be drawn together.”

I pay my deepest respect and admiration to Mr. Makihara and to the entire body of St. Paul’s School for having engendered within less than one year such a spiritual milieu enabling a student from Japan, a bitter foe only five years earlier, to give a speech assuming the perfect mutual understanding and trust. We are all heirs to Mr. Makihara. As far as I can see, all of us, the beneficiaries of our exchange program, have done in his or her chosen area the very best for cultivating such mutual understanding and trust. There has been no failure. I believe the same can be said about the students from St. Paul’s School to Seikei. We have both schools to thank for this, having always chosen the students they have considered fit for this program to promote mutual understanding and trust not only between ourselves but with the rest of the world.

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2 Dana. p.15.
Jefferson said that all men are created equal and I sincerely believe that all men should be given equal opportunities in their lives, but does this mean that you and I are identical, that a Japanese boy would be doing the same things that you would be doing? No. All men are created equal, but they are not the same.

Human beings are to some extent modified by the circumstances by which they live. Let me illustrate this with a very simple example. If I were now in Japan, what would I be doing? First of all I wouldn't wear the same clothes as I do here. I would be wearing a black cape and a torn black cap; I would be wearing wooden clogs instead of these shoes; and I would have a filthy towel dangling from my belt. Why do Japanese students dress like this? There are several reasons. There are economic reasons: They do not have enough money to buy new clothes. There are practical reasons: It is damp and hot in Japan, so it is quite pleasant to wear wooden clogs. But there is something more than that. As a result of their long contact with Asiatic mysticism and Buddhism, Japanese students have a great affinity for philosophy in general. They like to think in abstract terms, and so there is a tendency among the students to show externally that they do not care about material things. Thus we see that a Japanese student would have a different way of thinking compared with you, the boys of St. Paul's School. We Japanese live on a small island in the Far East; we have 2,000-year-old history behind us, and we are products of this background. I do not mean that some nations are superior to others because of different backgrounds. I do not mean that at all. What I want to say is that we Japanese have a different way of thinking, a different psychology.

Too often mistakes have been made because people have failed to recognize this fact. And this same error has been made over and over again by many sincere people. For instance, you may believe in the rightness of the American form of democracy. But can you force that same form onto other countries? This form of democracy may be the best form for this country. But from that, does it follow that this form of democracy will be the best for all nations? Not necessarily. You must understand that different nations will show different reactions, even when they are confronted with the same problems. You must take into account what those people are thinking about, their history, and the circumstances in which they live.

For example, there are some people who criticize the Chinese Reds for being anti-democratic, just because the Reds do not have the same form of government that we do. But I wonder how such a comparison can be drawn between America and China, a country that has long been dominated by feudal landlords, and whose population consists largely of peasants who are totally uneducated. In such a country, what kind of a government could be better than one that gives land to the peasants and tries to lead them to a higher standard of living?

America has failed in many instances because there were some people who were incapable of interpreting facts; and I especially direct this criticism towards America, because a mistake made by America will be more damaging than a mistake made by other countries.

I believe that from among the boys of this school we shall see diplomats, politicians, and statesmen appear, and I believe that all of you will become active members of this democratic society. Therefore I ask you again, please try to understand the different backgrounds of different nations. You may boast that you are open-minded, that you are ready to accept facts, but that is not enough. If you are unable to collect facts, select them, and interpret them correctly, it is as bad as being prejudiced. You may accept the fact that a Japanese student looks different, but if you cannot look beyond his appearance and realize its significance, your acceptance of it is meaningless.

I am here at St. Paul's School, trying to know more about America, and there are millions of students in Asia who want to learn more about this country. Let us do our best to understand each other. It will be a hard task. We shall have to know each other's history and cultural backgrounds. But it is only in this way that we are going to be drawn together, because "all men are created equal, but they are not the same."
Program Participants Updates

鈴木 薫彦 | Kaoruhiko Suzuki ’67

Five years ago, I underwent a 16-hour long cancer surgery that my son, who is an orthopedic surgeon, characterized as one of the most complicated surgeries among planned surgeries. After the surgery, my work commitment was substantially reduced for a while, but I am back to full time work since two years ago. Surrounded by a mini-UN like family (my wife is of English descent, our daughter is married to an African American, and our son to a Persian American) and blessed with 3 grandchildren, every day I feel that I made the right decision five years ago to undergo the most radical of the treatments offered.

桔梗（松見）淳 | Kiyoshi (Matsumi) Kikyo ’71

I retired after 40 years with Mitsubishi Corporation at the end of 2016 and am still working freelance from home. Happily married, with a 24-year-old daughter.

延 エイミー佳子 | Amy Yoshiko Nobu ’78

Congratulations to all participants, their family and supporters, for the 70th anniversary. After graduating from SPS, I attended Pomona College, International Christian University, Albany Medical College, Virginia Commonwealth University Family Practice residency, and am now in the 30th year of medical practice. 6 years ago, I returned to my old residency program, joining the faculty in teaching the residents. Also, I find my joy in hearing Japanese patients say how comforted they are to be able to communicate in Japanese regarding their symptoms, test results, and treatments. I found my calling in continuing on with the challenges of managing 2 languages and cultures here in USA.

Elisabeth Bentel Carpenter ’83 | エリザベス・カーペンター (ペンデル)

I am forever grateful to my Seikei teachers, schoolmates, and host families for the love they shared during my magical year abroad. Arigatou gozaimasu! My husband, three children and I live in northeastern US. I am an entrepreneur in software technology with my latest venture in cryptocurrency.
Charles Dunn McKee, Jr. ’83 | チャールズ・マッキー

Charles is an entrepreneur and businessman based in Toronto, Ontario. His professional interests include the Ice Academy of Montreal and Markey Int’l Arts. The Ice Academy of Montreal is the world’s leading figure skating high-performance training centre for Ice Dance. Markey Int’l Arts is a related talent representation agency based in Toronto that manages the professional careers of top stars in Ice Dance and other sports. In his spare time, Charles imports and breeds Freiberger horses from Switzerland. Charles remains closely connected to Japan through his host family Mr and Mrs Toshiyuki Shiozawa and frequent travels to International Skating Union competitions in Japan.

寺谷 (山下) 宏子 | Hiroko (Yamashita) Teratani ’83

After I came back from SPS, I graduated Seikei High School, then studied at the University of Tsukuba School of Medicine and started to work as an internal doctor. I got married and had 5 children, so I could not work much until they got bigger. Now our oldest daughter is a resident, and the second daughter is a teacher at an elementary school. I still have 3 more children to raise, but I work at a clinic for digestive diseases and enjoy playing tennis with my friends.

Craig D. Sherman ’85 | クレイグ・シャーマン

I live with my wife and 2 teenagers in the San Francisco Bay Area. Japan is an important part of our lives - I ran a small start up in Tokyo early in my career, we visit most summers, and remain close friends with my Seikei classmate and homestay brother Hiroyuki Moronaga. Career: I was COO at Ancestry.com and today work as a venture capitalist.

作田（林）理香 | Rika Sakuta (Hayashi) ’86

I've been very busy but I'm having a great time with my husband and our two girls (15 yrs old and 6 yrs old). Our eldest daughter is now the same age as I was when I first arrived and started my unforgettable life at St. Paul's School, and I think of the good old days at St. Paul’s a lot lately.
St. Paul's Schoolを卒業して30年以上が経ちましたが、毎日通ったチャペルも、スペイン語を学んだ教室も、友達と語り合った寮の部屋も、美しい紅葉も雪景色も、全てが昨日のことのように思い出されます。最近、機会あるごとに息子を連れて、国内外を旅しています。幾つになっても、新しい場所を訪れてみたい、新しい体験をしてみたいという気持ちは、St. Paul's Schoolでの経験から生まれたものです。

Time flies and it has been over 30 years since I graduated from St. Paul's School. I remember the Chapel we attended every morning, classroom where we studied Spanish, dorm rooms where I had endless talks with friends, and beautiful autumn leaves and snow scene, as if I was just there yesterday. These days, I take every opportunity to travel with my son, both in and outside Japan. My days at St. Paul’s School instilled in me the desire to visit a new place and to experience the unknown, no matter how old I get.

We have been living in Singapore since the end of 2010. As I watch my daughter grow, I have become very interested in finding out more about the way children here learn the English language. After gaining a diploma in Teaching English to Speakers of Other Languages (TESOL), I have been enjoying teaching English to young learners.

I have been keeping myself busy with translation/interpretation work. After serving as the executive director of the Japan-America Society in Colorado, I moved to Seattle for my husband’s new job at Microsoft. At this time, I work from home due to some health issues (fibromyalgia/Addison’s disease). Recently I have been collaborating with Annapurna Entertainment, which was founded by the movie producer Megan Ellison, known for films such as Zero Dark Thirty.

After finishing graduate school I spent 13 years as a postdoc in Stony Brook University, studying the molecular mechanisms of the bacterial pathogen Yersinia pestis. In 2017, I joined Clinical Laboratory Sciences Department in the university to teach molecular biology to the future medical technologists. I met my husband in graduate school, got married in 2002 and now live in a small town called Port Jefferson on Long Island, about 60 miles from NYC.
Currently I am the CDO/CIO of Hanwha Life Insurance.
- Work with corporates, startups, investors, to connect Asia’s innovation ecosystem; and East and West.

I am a PhD candidate in Religious Studies at Stanford University. I study interfaith communities in California and the relationship between religion, race, gender, citizenship and material culture. In my work I read sources from Japanese immigrants, including California’s most successful winemaker Kanaye Nagasawa.

Since 2013, I have worked at the Middle East division of the World Bank in Washington, D.C. We work on vast areas of projects from Access to Finance in Afghanistan to improving trade and tourism process efficiency in Saudi Arabia. It has been blessing to work in such an international environment. On weekends, I enjoy gardening and swimming. This summer, my goal is to make an apron; I just have to make sure that it does not end up as just a lunch mat…!

Mary Ellen Jebbia ’06 | マリー・エレン・ジェビア

I am an interdisciplinary artist and performer. My work entangles multiple discourses, exploring the embodied and performative aspects of history. My recent projects involve collaborative creation with children and community members, engaging them in the production of work that is both individual and collective. Current projects include a multimedia performance piece focusing on the exploration of rural and urban land tenure systems in the Midwest. I am interested in the intersections of technology, performance, and community engagement, and my work seeks to create spaces for collective reflection and action.
I am currently a PhD student at the computer science department and the institute of protein design of University of Washington working on applying artificial intelligence on bio/chemical data.

After graduating from SPS, I have studied flute at universities in Germany and Switzerland and have won numerous prizes at international music competitions, including Kobe International Flute Competition (2017) and ARD International Music Competition in Munich (2015). Currently living in Munich, I have been given many opportunities to perform with professional orchestras in Europe, as well as solo recitals in Japan.

I feel proud that I was able to join Seikei-St. Paul’s exchange program that marks its 70th anniversary. After graduating from university, I entered Komatsu Ltd., Production Control Section at Ibaraki Plant, and have been in charge of planning and coordination of manufacturing off-highway haul trucks. I dream of the day that my SPS friends and I inspire each other again.

Last summer, I quit my job at the consulting firm, and took the entrance exam for med school, aspiring to become a pediatric psychiatrist. I could not make this decision or get into med school in such a short period of time without the experience at St. Paul’s. Currently, I started playing hockey again and am enjoying my life at school.
St. Paul's Schoolを卒業後、Wellesley Collegeに進学、中国（北京）、イギリス（ロンドン）へ更に留学を重ねながら、2018年より日本に帰国、東京で社会人2年目としてデジタル広告等に携わっております。

おかげさまで、今年5月にWellesley Collegeを卒業します。WellesleyではSPSで始めたスカッシュを続け、過去2年間さまざまな経験ができており、卒業後は東京で外資系コンサルティング会社にて勤務の予定です。

成蹊・SPS交流プログラム70周年おめでとうございます。本プログラムで2年間留学する機会をいただいたのち、2019年5月に米国ブラウン大学を卒業しました。同年9月に日本帰国して以来、コンサルティング・ファームのピエール・アンド・カンパニーに勤めています。St. Paul's校で培った「多様なコミュニティで学び続ける姿勢」が常に活かされる日々に喜びを感じております。トロント大学では素晴らしい友人に囲まれながら、デザインソフトウェアを用いた、地質/エネルギーに関する環境学、そして工学分野を勉強しています。課外活動では、トロント大学ジャパンネットワークという団体でアカウンティングヘッドとして組織の資金運営を行っています。夏季は、家族との時間を大切にしつつ、将来を見据えながら、東京で再生可能エネルギーに関するインターンを行っています。

インディアナ大学ジェイコブズ音楽院に進学し、オペラ歌手になるべく研鑽を積んでいます。声楽だけでなく、指揮法も勉強したり、新作オペラ制作団体の運営に関わったりなど、音楽を幅広く学んでいます。所属しているSwing Dance Clubを通じて学部の学生や地元の方々とも繋がりが深まり、先日は団中のシジャズイベントで団体ヘッドダンスをしてきました。また、フィッツジェラルドの表現を引用すると文章が煌びやかになることを最近発見し、音楽理論の小論を書くのが一段と楽しになりました。

After graduated from St. Paul's School in 2014, studied abroad in Beijing and London while attending Wellesley College. In 2018 came back to Tokyo and started working in the field of digital advertisement.

I am graduating from Wellesley College this May with honors including Magna Cum Laude, Phi Beta Kappa, and Sigma Xi. At Wellesley, I played on the squash team for four years, something that I started during my time at SPS. Looking back, I owe my accomplishments in college to the Seikei-SPS program. Three years at SPS have provided me the opportunity to pursue a higher degree in the U.S. and given me confidence to overcome challenges. I am excited to return to Tokyo to start work in consulting after graduation.

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I am currently studying voice at Indiana University Jacobs School of Music in hopes of becoming a professional opera singer. I love the intoxication of singing opera as well as the joy of studying conducting and working with a student organization to create new operas. Swing Dance Club has been the highlight of my college life—I love the warm, supportive friends I have made here. It truly makes me happy when my Swing Dance friends come to my singing performances. Also, I recently found that F. Scott Fitzgerald’s vocabulary adds dainty flavor to my music theory papers and so writing them has become more fun.
I will come back BIG!” I said at a morning assembly in July 1991 to inform my departure from Seikei to St. Paul’s School. I had no idea what becoming ‘BIG’ meant, and probably just thinking that I was going on a big adventure. Well, if you consider life an adventure, the path I have taken since then has certainly been quite a unique and interesting one...

After graduating St. Paul’s School in 1994, I went to Johns Hopkins University. On one hand, I was interested in medicine, on the other hand, international relations. What connected those two was international public health. After completing undergraduate studies in 1998, I attended Johns Hopkins University School of Hygiene and Public Health and studied international health and infectious disease epidemiology.

In order to truly understand international health, I told myself that I needed to be in the field in developing countries where diseases were endemic. So although I had several other interesting and attractive offers in the US, I decided to go to Malaysian Borneo to study malaria infection. Malaysia was one of the fastest developing countries in Southeast Asia but the development in Borneo was rather slow and malaria was still endemic. I worked as research assistant for a local university and lived in the jungle to follow up on malaria infection in children. Quite frankly, the pay was not good and the life was tough being in an underdeveloped area where I did not even understand the language, but the experience I gained from this job had paved the start of my career. After two years, with the completion of the research fund I moved on to the next job.

The next destination was Korea. In 2002, I began working for an international organization called the International Vaccine Institute. The institute was established in 1997 and was tasked with conducting important research to develop and introduce new and underutilized vaccines in developing countries. I joined as Fellow, a relatively junior position, but by the time I was leaving the institute in 2013, I was leading all typhoid fever research programs. Also at the same time, I attended the graduate program of the Oxford University where I received my doctorate degree in 2012. During my tenure of 11 years at the institute, I continuously told myself the importance of being in the field. That was why I was almost never in Korea and spending my time in the areas

1991年7月、朝礼台で私は「ビッグになって帰ってきま
す」と言って成蹊からセントポールズ校へ旅立った。どう
いうことがビッグなのかはっきりとわかららず、漠然とした
まま、ただただ大きな冒険に出て大きくなくて帰ってくる
と思っていた。人生は冒険と言うならそこからの毎日は今
振り返っても楽しく、そして結構変わった冒険だったので
はないかと思う。

セントポールズ校を卒業したのが1994年。そこから
ジョンズホプキンズ大学には私は進んだ。一方では医学系、
もう一方では国際政治関係に興味を持っていた。その2つ
をうまく結んだのが国際公衆衛生学であった。1998年に大
学を卒業し、そこからジョンズホプキンズ大学公衆衛生大
学院へと進み、国際公衆衛生と感染症疫学を学んだ。

いろいろな就職のオプションがあった中、私は国際公衆
衛生を知るためには、途上国において感染症の研究をしな
ければならないと思い、ボルネオでマラリアの研究に従事
することにした。東南アジアの中でもマレーシアはもうす
ごい勢いで発展をしている国であった。ただボルネオの
ほうは発展のスピードが遅く、その当時はマラリアがまだ
蔓延していた。現地の大学の研究助手として、ボルネオの
奥で小児マラリア感染の研究で2年間を過ごした。安月
給ではあったし、言葉もわからない場所で、辛いこともた
くさんあったけれども、ここでの生活がその先のキャリア
への道筋を聞いたと言っても過言ではない。あっという間
の2年間。研究費の枯渇ということもあり、次の仕事へ。
次に向かったところは、韓国だった。2002年に私が働
き始めたのは、1997年に設立された国際ワクチン研究所
であった。まだまだ小さな国際機関ではあったが、発展途
上国のためには既存のワクチンの有効性の研究や新しいワク
チンの開発などを担う、とても大切な機関であった。フェ
ローという立場で働き始め、2013年に退職する時には、腸
チフスのすべてのプログラムを任される立場にいた。また
在職中にオックスフォード大学の博士課程に在籍し、2012
年に博士号を授与された。その11年間、腸チフスやコレラ
の蔓延する国々で数々のプロジェクトに没頭した。現場主
義であった私は、韓国にはほとんど滞在せず、プロジェクト
のある国々を飛び廻っていた。特に印象深いのはパキス
タンとネパール。この2つの国はいずれも科学的根拠
をもって、腸チフスワクチンの公衆衛生的活用を促し、保
健省や医学会との連携を持って、国際機関との交渉に当
たった。私が国際ワクチン研究所を離れた後も後事をある
が、この2つの国では2018年から大規模な腸チフスワクチ
ン接種が開始された。

国際ワクチン研究所から次のステップを踏むことになっ
where researches were conducted — such as urban slums of South and Southeast Asia. I particularly remember working in Pakistan and Nepal. I worked very closely with the government and medical societies and negotiated with international organizations for the use of vaccines to control typhoid fever. Although this was after my departure from the institute, there are now major public health programs against typhoid fever in these countries since 2018.

Despite my successful career at the International Vaccine Institute, I felt that I needed to gain experiences outside public sectors to fully understand international health. In public health, especially in international health, public sectors play a lead role but it cannot be sustained without the contribution from private sectors and others, such as NGOs and NPOs. And therefore in 2013, I have moved to Sanofi Pasteur, a leading global vaccine manufacturer, to head epidemiology in dengue fever vaccine development team. Initially I was overwhelmed by the speed of working in private sector, but gradually I became used to it and enjoyed my time. As vaccines are generally for public health, despite being in the private sector, I worked very closely with the government agencies, ministries of health, and international organizations as lead epidemiologist. The vaccine was first licensed in Mexico in 2015, and subsequently to many other countries where dengue fever was endemic. As there are limited vaccines in the world, being able to witness and be part of a new vaccine development and licensure was truly a wonderful thing.

I have then moved to Sanofi, the parent company of Sanofi Pasteur, in late 2016. I became head of public affairs for the Asia Pacific region, based in Singapore to liaise with regional organizations. It was not limited to public health organizations, but also economic and development agencies. I represented Sanofi and attended meetings organized by APEC, ASEAN, World Economic Forum (ASEAN), and so on.

Then there came a major turning point. I broke my neck, injured spinal cord, and became quadriplegic while vacationing in Japan in September 2017. It was so serious that as of today (July 2018), I am still recuperating at a rehabilitation hospital. Although it was a devastating accident, I had been taking this positively and considering this incident as an opportunity. I believe that my career has not yet ended, and rather, it has just begun with a new ‘Me.’ I may not be traveling around the world like before, but I can transmit what I see and what I experience firsthand as disabled person. I hope to continue my career in such way.

To me, career is a komichi, or a path. It is a continuous, endless journey. I have built my career by doing what I want and what I like while not forgetting to contribute to people and society. I have been connecting many dots since the morning I said I will return ‘BIG’ twenty-five plus years ago — and I will continue to connect the dots globally.
I was an exchange student at Seikei Upper-Secondary School from the Spring of 1982 to the Spring of 1983. Seikei students had been going to St. Paul’s for many decades, but the reverse exchange—from SPS to Seikei—was still relatively new. Five years later, I was back in Japan for a year, as an exchange student from Princeton, studying academic Japanese at the Inter-University Center in Yokohama. In the 80s, Japan was in the midst of an economic boom. Most people I encountered congratulated me on what a sensible choice I had made to learn Japanese and what amazing job opportunities I could expect! However, at the time, I also taught English to a businessman, who warned me that by the end of the next decade, the economic center would shift to China. He was about to be transferred to China and was planning to get ahead of the curve. His comments often came back to me now, as I observe the rush to study Chinese and hear the same expressions of congratulation being made to students coming out of Chinese programs.

Luckily for me, chasing the economic mirage of the moment has never been a motivating factor, and I attribute this in large part to the extraordinarily deep-rooted cultural experiences I had as a teenager at Seikei. Because the exchange from SPS to Seikei was just beginning, we were told that, as tough as the year-long experience might become, there was no turning back mid-stream. As I observe exchange programs for students from the US becoming ever shorter and more fleeting, I often think about the commitment on all sides that a full year of immersion requires, and I have to thank all my host families and the teachers at Seikei at the time, particularly Nakajima-sensei, who assumed the huge responsibility of hosting us.

I must also acknowledge an immense debt of gratitude to SPS, which supported my year at Seikei and encouraged lessons in anything that interested me while I was there. Consequently, in addition to the cultural lessons available at the school—Japanese calligraphy, kendo, and shakuhachi—I also took classes in tea ceremony, flower arrangement, and Japanese dance. The exchange students were also allowed to accompany the various school excursion groups, so we went to Kyoto and Nara with the middle-school students, Yamanashi prefecture for kendo camp, and I traveled on high school summer excursions to Fukui prefecture to meditate at the Eiheiji temple and 1982年春から1983年の春、私は成蹊高校に交換留学生として通っていました。成蹊の学生がセントポールズ校に留学し始めてからは、すでに数十年の月日が経っていましたが、セントポールズ校から成蹊にという「逆方向」の交換留学は、比較的まだ新しい時代でした。5年後、私はプリンストン大学からの留学生として日本に1年戻り、横浜にあるアメリカ・カナダ大学連合日本研究センターで日本語の勉強をさらに深めました。1980年代、日本は高度経済成長期の真っただ中。会う人会う人に、日本語を選択したことを称えられ、それが将来素晴らしい職につながるだろうと言われたものでした。しかし、そのころ私が英語を教えていたビジネスマンに、1990年代後半には世界経済の中心が中国に移るだろう、と忠告されました。そののち、中国への異動を控え、時代の先を行こうとしていたところでした。最近、多くの人が中国語を習得しようとする姿や、中国研究を修了した学生を称える傾向を見るたびに、そのビジネスマンの言葉をよく思い出します。

幸い私にとって、経済成長の行方が鈍化機付けになることは、一度もありませんでした。それは、私が成蹊で10代の時に得た、類まれな異文化体験に起因していると思います。セントポールズ校から成蹊への交換留学が始まったばかりだったその頃、つらいことがあると、1年間の留学途中で帰ることはできないと聞かされていました。最近米国からの交換留学は、短期間で終わってしまうものが多いですが、私たちの1年というイマージョン期間中に、いかに多方面から学べるかが良い所を考察させられました。私のホストファミリーや、交換留学生の私たちは担当してくださった中島知先生をはじめ成蹊の先生方、みなさまに対して、あらためて感謝申し上げます。

成蹊への1年間の留学や、私が興味を持った習い事を何でもサポートしてくださったセントポールズ校にも、大変感謝しています。書道、剣道、尺八など、成蹊で参加できたものの他に、茶道や華道、日本舞踊のクラスにも参加させていただきました。交換留学生は、成蹊内の修学旅行や遠足にも同行できたので、中学生と京都や奈良に行ったり、剣道部の合宿で山梨県に行いました。また、高校生と福井県の永平寺で坐禅を体験したり、仙台で松
to Sendai to follow the route of Matsuo Basho's "Narrow Road to the Far North (Oku no hoso-michi)."

Nakajima-sensei was truly a devoted administrator of the SPS-Seikei exchange program, and it certainly was no easy task! I recall his shock when my parents gave me permission to travel alone to Western Honshu and Kyushu at age 16 and that he insisted on me calling him every night to let him know that I had arrived at my next destination safely. Now that I have a child of my own, I realize how much concern and responsibility he felt for each and every one of us. I also remember running into him almost every evening, as if quite by accident, as I walked home from school or from one of my many lessons. It only occurred to me much later that he was checking up on me to make sure I was safe. I wish I could let him know how much I now appreciate his care and concern.

It was only when I began teaching my own son Japanese and volunteering in his school that I realized how deeply the language and culture of Japan had become a part of my own identity. My son Kai Eiji Okada was born in Kyoto and attended the Princeton Community Japanese Language School (PCJLS) from kindergarten through high school. With a group of friends from the Japanese community, I homeschooled Kai in Japanese from before he could talk and later taught kindergarten classes at PCJLS when he moved up the grades. In an odd way, my knowledge of the language came full circle—I started out with acquiring adult, academic Japanese and ended up mastering children's Japanese in order to teach it to my son.

Teaching at PCJLS also gave me opportunities to develop as a storyteller and visual artist, and in 2000, I traveled to Japan to study the art of kamishibai (Japanese 'paper theater') with illustrator Futa-mata Eigoro. Although I certainly have not had the time or opportunity to master the many traditional arts that I began as a high-school student at Seikei, storytelling has allowed me to draw upon the well-spring of cultural knowledge I acquired at the time, as I create programming to teach about different aspects of Japanese culture through language, song, storytelling and image. From 2001, I began teaching kamishibai workshops at the Cotsen Children's Library in Princeton University, and these programs became the basis of my first book, *The Kamishibai Classroom: Engaging Multiple Literacies through the Art of 'Paper Theater'" (2010).
eracies through the Art of ‘Paper Theater’ (2010). The more I worked with kamishibai, the more I realized how many important communication skills could be taught through this performance medium. I entered graduate school at the University of Pennsylvania to write what eventually became my second book, Performing Kamishibai: An Emerging New Literacy for a Global Audience (2015). In the past decade, kamishibai has taken off on a global scale with festivals and workshops in Mexico, Slovenia, France, and Australia.

My life-long interest in Japanese language and culture recently took a new turn, when I was asked in 2017 to become executive director of a non-profit organization called the North American Coordinating Council on Japanese Library Resources (NCC: www.nccjapan.org). NCC was founded in 1991 during the Japanese studies boom in the US in an effort to more equitably share Japanese information resources, which were mostly held in collections at elite Ivy-League institutions. NCC helped to leverage funding and resources for smaller or lesser-known institutions that wanted to start their own Japanese studies programs. In my capacity as executive director, I have the opportunity to take on some of the challenges facing Japan Studies, as the shift in funding and focus to China and other parts of Asia have depleted Japan Studies programs and have led to diminished Japan-related course offerings in American institutions of higher learning. Without sufficient resources, how do we ensure that a new generation of Americans will learn about Japanese history, literature, politics or economics so that they can build a foundation of mutual understanding and collaboration between the US and Japan in the decades to come? At this time of increasing nationalist sentiment around the globe and partisan divisiveness in the US, these questions have never felt more urgent.

My work with kamishibai has shown me that interest in things Japanese is higher than ever the world over. In fact, people in Europe and the US are much more familiar with Japanese culture, especially popular culture, than when I began studying Japanese almost 3 decades ago. My work with NCC, however, makes me aware that there is also a lot of misinformation about Japan, and we will have our work cut out for us to cultivate a new generation of information specialists, faculty, and leaders in Japan-related fields. As I reflect on the opportunities that I was given by everyone I encountered at Seikei, I feel both deeply grateful and also responsible to pass on the important cultural work of building bridges of understanding for the next generation.
成蹊とセントポールズ校の交流・友情の証しはこの10年間に限っても数多くあります。その中で特に印象深いのは東日本大震災が起こった時です。春休みで日本滞在中だった私にも日本人生徒の安否や成蹊の様子を気遣う教員のメールが次々と舞い込み、休み明けには日本につくために何ができるかをテーマに話し合いが持たれました。学内クラブの一つJapanese Societyも秋元万由子さんらリーダー達が休み中から連絡を取り合い、アイデアを出し合いました。そして、Dean of Chapelのスペンサー先生（現副校長）、Director of Community Outreachのブルックス先生（当時）やMissionary Societyの支援・協力のもと、朝礼時に全校生徒で千羽鶴を折り、土曜の夜には文化紹介も兼ねたチャリティーイベントを開催しました。さらに、学期に一度のChoral Evensong（歌と祈りの夕べ）のテーマも震災に因んだものとなり、聖歌隊による日本語の歌も披露されました。その他校内ラジオ局によるチャリティー番組の放送、日本の音楽中心のコンサートやメッセージ入りブレスレットの販売等が行われましたが、震災という不幸に遭遇する中で両校の絆の強さを実感する機会にもなりました。その時の折鶴は職員作成のアームに結びつけチャペル中央の天井付近に設置され、つい最近まで来場者の目を楽しませていました。

両校友情の証し
Evidence of Mutual Friendship

We can easily find plenty of evidence of mutual exchange and friendship between St. Paul’s and Seikei even just from the last ten years. The most impressive thing for me from what has happened these past ten years is the 3.11 Tohoku earthquake and tsunami disasters. I happened to be in Japan then during my spring holidays. I received concerned messages from my colleagues, one after another, asking about safety of Japanese students or about Seikei. After spring holidays, we had meetings discussing what we could do for Japan. Leaders of the Japanese Society, including Mayuko Akimoto ’11, started to contact each other and put forward ideas. Supported and cooperated by Mr. Spencer, the then Dean of Chapel and current vice rector, Mr. Brookes, the then Director of Community Outreach, and the Missionary Society, all the SPS students made a thousand origami cranes at a morning assembly, and on a Saturday evening, we held a charity event partly for introducing Japanese culture. In addition, we decided on a theme related to the 3.11 disasters for the once-a-term Choral Evensong, and the choir included a Japanese song during their performance. Moreover, we had a charity broadcast by our SPS radio station, a concert mainly focusing on Japanese music and we sold original bracelets printed with messages of unity. Encountering the earthquake and tsunami, SPS and Seikei had an opportunity of experiencing a solid sense of friendship between the two schools through those events. The thousand origami cranes we made were then hung from the ceiling of the chapel and fastened with an arm the teachers made. The cranes were until recently a pleasure to the eyes of visitors to SPS.

Looking back to the year of 2014, the 65th anniversary of the SPS and Seikei exchange program, Japanese students and SPS students taking Japanese classes made some presentations on the history of the SPS and Seikei exchange program at a morning assembly in the fall term, and in the winter term, under International Society, we had a supper meeting devoted to the theme Japan, and Rumi Kinjo ’15 introduced Seikei school life. In the end of the spring term, Principal Atobe and three teachers from Seikei visited us. At a morning assembly, Principal Atobe made a speech and an SPS student read out a poem. In this year, Takuma Makihara ’15 was one of the leaders of the Japanese Society, so I would say we had the most “suitable” meeting to share the history of both schools’ exchange
勉強板

Japanese Societyのリーダーの中には槇原拓馬君もいて、歴史を語るのもには相応しい顔ぶれとなりました。70周年を目前にした昨年度は阿部瑛莉香さんのリーダーシップのもと交流の歴史やエピソードを短くまとめた発表を毎学期朝礼で行い、記念すべき年へのお膳立てをしました。

私の手元に生徒から預かっている「勉強板」があります。そこには1992年卒業の山田大史君以降の在籍者の名前が書かれています。異国の地、しかも授業形態もカリキュラムも違う全寮制学校での生活で人知れぬ苦労も多い中、先輩達の名が刻まれた「勉強板」は励みにも安らぎにもなったことでしょう。学業やスポーツに追われる中、両校交流を第一線で支える活躍をしてくれた生徒の皆さんに心から感謝します。70周年という記念すべき年がセントポールス校日本語プログラム最後の年になってしまうのは非常に無念です。今後も堅固な基盤を生かし両校の関係が一層深まり、日本語プログラム復活の可能性へと繋がっていけることを願っています。

program. In 2018, which marked a year to the 70th anniversary, Erika Abe ’19 displayed wonderful leadership skills by organizing short presentations on the history and episodes of our exchange program, during the morning assemblies of every term. These have made, I suppose, good preparation for our anniversary year.

I have been keeping several planks from Japanese students called benkyoban. On the board, the names of all the students from Seikei are carved. The names on the board started with Daishi Yamada ’92. All the names of the students on the board, who may have struggled at a boarding school in a foreign land, and forced to be accustomed to different styles of lessons or curriculum from ones in Japan, this board, I suppose, have been encouraging Japanese students greatly and giving them serenity. I would like to express my heartfelt thanks to all the students who have been energetically working and playing leading roles to support the exchange between SPS and Seikei while studying hard and doing sports at SPS. I am sincerely disappointed because the 70th anniversary year between SPS and Seikei will be the last year of the Japanese program at SPS. I hope that, henceforth, SPS and Seikei will have a deeper relationship based on the stable foundation and mutual understanding we have made, and that in the near future, we will have an opportunity to start the Japanese program again.
Congratulations on the 70th year anniversary of the St. Paul’s and Seikei student exchange program. I thank all those who have supported and sustained the program by the two schools for establishing one of the most creative and fruitful bilateral cultural exchanges between the US and Japan during these past seven decades.

Sixty plus years have passed since 1953 when I went to St. Paul’s School as the third Japanese student from Seikei. I was a green youth of seventeen when I started at the school. Now, with hoary long eyebrows at the age of eighty-one (as of this essay in 2007), it is time to look back over the years and paths that have taken me here today and....

Flowing Colors of Spring by Yoshiaki Shimizu ’55, 1974 (Princeton)
清水義明『春の流れる色』1974年（プリンストン）

Traveling to America and Discovering Japanese Art: My Curriculum Vitae
私のアメリカ留学の回顧録：外国で日本の美術の発見

Yoshiaki Shimizu ’55
清水義明

Flowing Colors of Spring by Yoshiaki Shimizu ’55, 1974 (Princeton)
清水義明『春の流れる色』1974年（プリンストン）
reflect on my adolescent years and passage into adulthood.

Just this fall (2017), for two entire months of September and October, the Edwin O. Reischauer Institute of Japanese Studies at Harvard University held an exhibition of my paintings that I had painted sometime between 1957, when I was an undergraduate, and 1990, when I was fully employed at Princeton University as an art history professor. The works, particularly those done during the 1950s and 1960s, were difficult to track down, many were in private collections. The exhibition included just thirty works, including some drawings. The idea for a show was originally conceived three years earlier and finally realized in 2017. It was the master plan of Yukio Lippit, Professor at the Harvard University Department of History of Art and Architecture, the curator of the exhibition and also the author of the scholarly exhibition catalog, fully illustrated in color, published by the Reischauer Institute. The first thing I saw in the gallery was the title, “A Retrospective Exhibition,” which I must admit made me feel a little strange, since I had not yet faced my own demise. Professor Lippit’s purpose in mounting this show, he claimed, was to inform the historians of art that “Yoshiaki Shimizu, an art historian,ら企画され、同大学の日本美術史及び建築史のユキオ・リピット教授が念を入れたお蔭で実現した。リピット教授がキューレーター兼著者として編集した展覧会の原色版カタログが同研究所より発行された。展覧会場の壁上の解説文は「回顧展 Retrospective Exhibition」と題され、自分は未だ生存しているのに妙な感じであったが、リピット教授の目的は美術史研究者Yoshiaki Shimizuの前身は画家であった事を広く知らせる事にあったと聞いた。展覧会の題は「IRRESOLUTION」とある。

主催先が日本に発送した一冊を受け取ってくれた私の成蹊高校の同期生のS大兄から“irresolution”とは辞書を見ると良い意味ではないがどういう意味でこの題を使ったのか、と質問が来た。それに答えるメールに私は下記のように説明した「IRRESOLUTIONとは、ある問題を解決しようと何度も方法を投じても解決路が見つからない。その状態をそのままにしている事を言います。作画活動ではその状態がよく起こります。それを踏まえても別解読が見つからない。その状態をそのままにしている事を言います。作画活動ではその状態がよく起こります。それを踏まえることも進歩と思っていま

清水義明 Yoshiaki Shimizu ’55

1936年生まれ。1953年セントポールズ校入学。1955年ハーバード大学入学。在学中、ボストン、ハーバードの美術学校に通い、ニューヨークで芸術学生連盟に所属。京都滞在後、カリフォルニア大学バークレー校教授として日本美術史担当。ワシントンのスミソニアン、フリーア美術館学芸員を経て、プリンストン大学芸術・考古学教授、同学部長を歴任。その間、ハーバード大学、東京大学、立命館大学、ベルリン大学、ゲッティ研究所などで研究・教育に当たる。2009年名誉教授。2013年アメリカ学士院会員に選出。2017年ハーバード大学ライシャワー研究所で『IRRESOLUTION清水義明作品展』開催。
was a painter in his earlier reincarnation.” The exhibition catalog, a non-trade volume, is seventy pages long and square in design (25.4 x 25.4cm). The title on front cover reads “IRRESOLUTION”.

A Seikei High School contemporary of mine and one of the recipients of a copy sent by the Reischauer Institute, emailed me asking, “…. Checking the meaning of the word ‘irresolution’ in a dictionary, its meaning is not salutary; what do you mean by this title?” In response I emailed the following: “IRRESOLUTION means the state of something unresolved, even after many trials to get to some resolution, such as in the process of painting. Often no conclusion is found. Admitting that a solution is yet to happen is also to experience progress. That title can also be interpreted to be my self-reflection. Professor Lippit, the curator of the exhibition, agreed with my choice of the title, and it went to press with full capitalization.” My response has not been acknowledged by my classmate yet. One may give a metaphorical and perhaps caustic reading of our lives being often full of incompleteness.

A trajectory for reviewing my life may divide my career into three phases. The first phase includes the early ten or so years from 1953 to 1967 that spans my first years in the States that began with my education at St. Paul’s School and later at Harvard where I became aware of art’s attractions. The first two undergraduate years at Harvard taught me that art’s practice was not compatible with academic education on campus. Four years of leave from Harvard followed, from 1957 to 1961, allowing me to attend various art schools in Boston, Hamburg, and New York as I did everything to allow my painting to move forward. When I eventually returned to the university to complete my undergraduate education, I majored in Fine Arts, which today means Art History. The fall after I completed my undergraduate education, I went back to Tokyo, exactly ten years since my first arrival in America.

I continued to paint, not in Tokyo, but in Kyoto, where I lived for four years. In 1967, I came to realize that I could not make a living from painting. In December of that year, I returned to America and began my graduate study in art history, first for three semesters at the University of Kansas, and later for seven years at Princeton, where I eventually received a doctorate. Career appointments followed, first teaching at the University of California, Berkeley, followed by Curator of Japanese Art, the Smithsonian Institution, Washington, D.C., a Federal employee, from 1979 to 1984.

In my fifth year in Washington, D.C., I accepted an opportunity to return to Princeton to teach, and thus began my third and last phase lasting twenty-five years, from 1984 to 2009, the year I retired. During this period a cultural exchange between the US and Japan took place when Prime Minister Nakasone of Japan and Presi...
dent Reagan agreed to bring a major art exhibition to America to be hosted by the National Gallery of Art in Washington, D.C. Having worked as curator of Japanese art at the Freer Gallery, the only national art museum showing Japanese art in the nation's capital, the curatorial work for this exhibition landed on my lap. The exhibition was entitled JAPAN: THE SHAPING OF DAIMYO CULTURE 1185-1868, which opened on October 30, 1988 and closed on January 29, 1989.

For finalizing the list of loans from the Japanese collections, including over a dozen designated National Treasures and Important Cultural Properties, I coordinated with the Fine Arts Division of the Agency of Culture, or Bunka-cho, represented by Nobuyoshi Yamamoto, an alumnus of Seikei, three years my senior or senpai, a fortuitous encounter in America. Mr. Yamamoto told me that, while commuting to Seikei every morning he sometimes jogged along past my home in Kichijoji. Experiences like the above are only a small portion of my life that involved art schools, universities and different employment, all related to art, through which I found my life's emotional and psychological satisfaction. I often wonder whether I could have had similar reward in Japan had I not come to the US.

During my first year at St. Paul's, I lived in a single room at Drury House. After classes and the required sports activity during weekdays, I ensconced myself in this room. There I was able to focus on what was most essential to me then, studying and doing my best to adjust to the new culture that the school offered. A room like this, a space to call my own, would have been difficult to have, had I remained in Japan then where such space would have been a hard-won luxury.

After the initial year at school, where my English improved enabling me to have a few close friends, I still continued to live in a single room at a new dorm. As a gift of the privacy I enjoyed, and encouraged by the school's art teacher, Bill Abbe, I became increasingly drawn to art, inspired to make drawings and watercolors. I might say that this was a moment of self-awareness about the power of art. Mr. Abbe would occasionally take us students to the Currier Art Museum in Manchester, near Concord. Through these visits I also discovered the expressive quality of American art that had been unknown to me. I became acutely aware of the importance of the art museums, an epiphany of sorts, that would point my future in art, in both the practice and in the study of art history.

To backpedal a bit to 1953, my first year in America, the Japanese government had sent Exhibition of Japanese Painting and Sculpture to five US cities, Washington, D.C., Boston, Chicago, Seattle, and San Francisco. The exhibition came to Boston in December, propitiously during my first term at St. Paul's School. Mr. Abbe took some
of us to see the exhibit, to view the art treasures from Japan. During my high school years while training as a pupil of the calligraphy teacher at Seikei, Kamijo Shinzan (1907-1997), I had visited more than once the Tokyo Municipal Museum at Ueno. Encouraged by Mr. Kamijo, I had submitted my calligraphy examples to the All Japan Junior and Senior High School Calligraphy Exhibitions. Taking part in the museum exhibitions and sometimes earning a silver prize at these occasions, I had become familiar with art museums, but I had never personally viewed Japan’s cultural patrimony, until I saw them at the Boston Museum of Fine Arts, the third venue of the traveling exhibition in the US. Some years later, I learned that one of the curators who had traveled with this exhibition was Ogushi Sumio (1912–1955), a well-known art historian, who, many years earlier, had taught us junior high school students at Seikei. Mr. Ogushi, serving in the Japanese military in Manchuria, had been repatriated at the end of World War II, and as an alumnus of Seikei, he taught English once a week as a lecturer, while employed as a researcher at the Tokyo National Institute of Art Historical Research at Ueno. He reportedly passed away not long after the traveling exhibition returned to Japan. More than two decades later, as a graduate student in art history at Princeton University, I learned that Mr. Ogushi’s many scholarly contributions included a study of the early Kamakura period scroll, Kokawadera Engi Emaki, designated as National Treasure. My first published work in Japanese on this scroll relied heavily on the insightful work by Mr. Ogushi. Another work is a Heian period Emakimono, Shigisan Engi (ca. 1160s), a National Treasure. Mr. Ogushi’s work, “On Shigisan Engi Scrolls” was indeed a pioneering and authoritative work that presented the historical context of this Heian work, and has been read internationally among scholars specializing in Japanese art. The paper I wrote on the same subject in English and read at an academic conference was later published, and Mr. Ogushi’s trailblazing contribution was most instructive.

As part of the Ph.D. requirement at Princeton, I wrote a doctoral
thesis on the Kamakura period Japanese Zen monk, Mokuan Reien (active in mid-14th century), a talented painter who, as a pilgrim, went to China, and is known only by his scant biography and a small number of his paintings. One of the works my thesis discussed was among the treasures that I saw at the Boston exhibition of the treasures from Japan in 1953. A major incentive for picking Mokuan as my thesis topic was to understand the cultural transfer between China and Japan during the Kamakura period that laid lasting cultural foundations for Japan, the artistic ones among them, between the two countries. My career in art, most recently one at Princeton from which I retired in 2009, would not have been so fortuitous had it not been for that rare opportunity that landed on my lap to view the Japanese art treasures in Boston in 1953, just as I began my first term at St. Paul’s School.
セントポールズ校について

セントポールズ校は1856年、ボストン在住の医師ジョージ・シャタック博士がニューハンプシャー州コンコードの中心から西に2マイルほどのところにあったご自身の避暑地を寄贈して設立された。最初は男子校であったが、1971年に全寮制の学校としては他に先駆けて共学化された。セントポールズ校は今日、ターキー池とターキー川の上流3分の1を囲む土地のほぼすべてを含む2,000エーカー以上の広大な敷地を誇る（成蹊学園キャンパスの約30倍）。

主な施設としては19棟の寮、図書館、コミュニティセンター、舞台芸術センター、天文台、教会、数学・科学棟、改装されたビジュアルアーツ棟とアートギャラリーなどがある。またスポーツ施設にはアスレチック・フィットネスセンター、屋内プール、クライミングウォール、アイスリンク、スカッシュコート、テニスコート、全長2kmのポートコースとポートハウス、そして照明付き人工芝グラウンドを含む9つの運動場がある。

セントポールズ校は全米でも数少ない共学の全寮制学校のひとつである。毎年平均約525人の生徒と100人の教員が9ヶ月間を構内で過ごす。授業は週6日、週4回教会で朝礼を行い、生徒は週3回以上スポーツや演劇、音楽等の活動に参加する。

セントポールズ校は、60年にわたって続いているアドバンスト・スタディーズ・プログラム（ASP）でも定評がある。州内の公立高校や教区高校の2年生約240人を対象に、5週間半の夏期集中学習プログラムを提供している。ASPの卒業生はすでに1万人を超える。

セントポールズ校は米国聖公会系の学校として創設されたが、同時にあらゆる人を歓迎しその尊厳を尊重している。

学校生活

セントポールズ校の学業プログラムは、単に知識を吸収することにとどまらず、新たな知の創出を促すものである。6分野のカリキュラム（人文科学、数学、自然科学、外国語、宗教学、芸術）において、ハイレベルな授業が行われる。生徒には常に高い水準の学業成績と知的成長、人格形成が求められる。

履修可能な外国語は中国語、フランス語、ドイツ語、日本語、スペイン語、ラテン語、ギリシャ語の7つ。芸術プログラムはレベル別に音楽、ダンス、演劇、美術から選択する。3学期制で、1学期に5単位以上を履修し、最終2学年で25単位以上を取得することが卒業要件である。

学業に加えて、集団生活、社会参画、スポーツ、チャペルの活動に参加することも必須である。さらに、興味のある専門分野を伸ばすためにの各種プログラムもある。

スポーツは低学年では必修選択科目である。学校対抗のスポーツ17種（ラクロス、テニス、サッカー、クロスカントリー、アイスホッケー、スキー、スカッシュ、レスリング、ボートなど）と、11種目のクラブ（校内）スポーツやフィットネスプログラム（ヨガ、ロッククライミング、ゴルフ、水泳等）がある。

70を超える生徒主体のクラブや団体（ディベート、ロボット工学、ゴルフクラブ、フライフィッシング等）にも積極的な参加を求められる。

セントポールズ校の現況

2019年9月現在

■教員数：フルタイム111人、パートタイム9人、教育助手7人。
81%が修士号以上の学位を持つ。1クラス平均11人。生徒と教員の比は5:1。

■平均ACT-SAT スコア換算：1415（1600点満点中）（2019年卒業生実績）

■進学　近4年間の主な進学先：ジョージタウン大学、ブラウン大学、コーネル大学、ハーバード大学、ペンシルベニア大学、コロンビア大学、ダートマス大学、イェール大学、ボストンカレッジなど

■外国人生徒等：外国人の生徒17%、有色人種の生徒41%（アフリカ人・アフリカ系アメリカ人9%；アジア人・アジア系アメリカ人16%；ラティーノ、ヒスパニック、メキシコ系アメリカ人6%；その他10%）

■費用：2019-2020年授業料・寮費$62,000；その他必要諸費用$1,220（それ以外の追加費用概算$2,640）

■奨学金を受ける生徒の割合：39%；奨学金平均額56,182ドル；奨学金の数213；奨学金の合計額約1,220万ドル

■著名な卒業生：アメリカ合衆国大統領候補3名、上下院議員6名、合衆国大使13名、合衆国の政権リーダー10名、ニューハンプシャー州知事1名、ノーベル賞受賞者1名、議会名誉勲章受賞者1名、ビューリツァー賞受賞者3名、ニューヨーク市長1名、世界銀行総裁1名、書籍・新聞・雑誌の編集長多数、Fortune 500企業のCEO多数、プロホッケー選手、米国聖公会主教を含む聖職者多数

St. Paul's Schoolウェブサイト(https://www.sps.edu)より抜粋
Dr. George Cheyne Shattuck, Jr., a Boston physician who donated his summer home as the site for the new school two miles west of Concord’s center, founded St. Paul’s School in 1856. St. Paul’s was a boys’ school until 1971, when it became one of the first boarding schools to become co-educational. The School has grown to encompass more than 2,000 acres, including almost all of the land surrounding both Turkey Ponds and the upper third of the Turkey River.

Among its facilities are 19 dormitories, Ohrstrom Library, Friedman Community Center, Performing Arts Center, Hawley Astronomy Center, the Chapel of St. Peter and St. Paul, the Lindsay Center for Mathematics and Science, and a newly renovated Visual Arts Building and Crumpacker Gallery. Sports facilities include the 95,000-square-foot Athletic & Fitness Center, an 8-lane indoor pool, 2 climbing walls, 2 hockey rinks, squash and tennis courts, a 2,000-meter rowing course with boathouse, and 9 athletic fields, including a lighted artificial-turf field.

St. Paul’s School is one of the few co-educational fully residential high schools in the United States. An average of approximately 525 students and over 100 faculty members live for nine months each year at the School. Students attend classes six days per week, have morning chapel four days each week, and engage in athletics, performing arts or music activities at least three times weekly.

The School’s familiar program in New Hampshire is the 60-year-old Advanced Studies Program, a five-and-a-half-week intensive study program for about 240 juniors in the state’s public and parochial high schools. There are now more than 12,000 alumni of the ASP.

The School was founded in the Episcopal tradition, but at the same time, it welcomes and affirms the dignity of all human beings.

**Academics and Activities**

The School’s academic program invites students not just to absorb knowledge, but even to create it. The core curriculum includes challenging courses in humanities, mathematics, sciences, languages, religion, and the arts. Through rigorous academic standards, students are encouraged to attain the highest level of scholarship and intellectual growth and development.

Foreign languages taught are Chinese, French, German, Japanese, Spanish, Latin, and Greek. A performance-based arts program ensures that students at all levels in music, dance, theatre and the fine arts can develop and grow. Students are required to enroll in a minimum of 5 credits per term and complete at least 25 credits during the last 2 years.

Students are also required to participate in four other areas of community life: living in community, community outreach, athletics, and chapel. The Advanced Studies, Honors, and Independent Study Programs provide additional opportunities for students to dive deeper into subjects they find most compelling. Seventeen interscholastic sports including lacrosse, tennis, soccer, cross country, ice hockey, skiing, squash, wrestling, and crew; eleven club (intramural) sports and fitness programs such as yoga, rock climbing, golf, and swimming.

More than 70 clubs and societies, ranging from debate and robotics to gospel choir and fly-fishing.

**SPS Facts**

- **Number of teachers**: 111 full time, 9 part time, 7 teaching fellows; 81% have advanced degrees; average class size: 11; 5:1 student-teacher ratio
- **Average SAT/converted ACT score**: 1415 (Form of 2019; 1600 scale)
- **Colleges and universities most attended by students after graduation over the past four years**: Georgetown University, Brown University, Cornell University, Harvard University, University of Pennsylvania, Columbia University, Dartmouth College, Yale University, and Boston College
- **Students of color and international students**: 17% international students and 41% students of color (9% African and African American; 16% Asian and Asian-American; 6% Latino, Hispanic and Mexican American; 10% other)
- **Cost to attend**: 2019-20 tuition, room and board $62,000 and mandatory fees $1,220 (estimated additional fees $2,640)
- **Percentage of students who receive financial awards**: 39%; average award $56,182; number of awards 213; total financial aid approximately $12.2 million
- **Well-Known alumni**: Graduates of St. Paul’s School have included three candidates for U.S. President, six senators or congressmen, 13 U.S. ambassadors, and 10 leaders of various U.S. administrations; one governor of New Hampshire; one Nobel Prize winner, one Medal of Honor recipient, three Pulitzer Prize winners; a mayor of New York City; a president of the World Bank; numerous editors of books, newspapers, and magazines; CEOs of numerous Fortune 500 companies; professional hockey players; and many members of the clergy, including the former presiding bishop of the Episcopal Church.

Excerpt from St. Paul’s School website (https://www.sps.edu)
成蹊学園について

高等師範附属中学（現在の筑波大附属高校）で知り合った3人が成蹊学園の創設に関わった。中村春二、岩崎小弥太、そして今村繁三である。

その後、中村春二は東京帝大を経て教育界に身を投じたが、当時の知識偏重の公教育に飽きたらず、1906年、本郷の自宅に「成蹊園」という私塾を開設し、これが1912年に成蹊実務学校となった。入学希望者は約170名いたが、選抜されたのは43名、成蹊学園はこの43名から始まった。

成蹊という名は、司馬遷『史記』「李将軍列伝」にある「桃李不言、下自成蹊」という一句に由来する。フルーツ「桃」を校章とするのは珍しいが、李（すもも）将軍に因んでいる。「桃や李は何も言わないが、その実に魅かれて多くの人が訪れ、木の下には自然と蹊（こみち）ができる。人格的に優れた人物のまわりには、自然と人が集まってくる」という意味である。中村は教育においては精神力の涵養が必要であると考え、その手段として雑念を払い、集中力を高める「凝念」を考案し、親友の小林一郎が「心力歌」を作成。いずれも現在まで引き継がれている。

さて、岩崎小弥太は東京帝大を経て、イギリスのケンブリッジ大学ペンブルックカレッジで学んだ。今村繁三はペンブルックのリーズ校を経て同大トリニティカレッジに進んだ。帰国後、岩崎は三菱、今村は今村銀行の総帥となったが、日本にも英国のパブリックスクールのような私立学校が肝要と考え、「心力歌」「凝念」などを掲げる旧友中村の教育実践に惜しみない財政的支援を行った。

こうして始まった成蹊教育は当時の教育界に新風を吹き込み、後に大正自由教育と称される運動の一翼を担った。各界の要請から、成蹊中学校、成蹊小学校、成蹊女学校、成蹊実業専門学校が相次いで設立され、その後、池袋から吉祥寺に移転、1925年には学校が統廃合され旧制七年制高等学校が設置された。敗戦後の教育制度改革にともない、旧制高等学校は廃校となり、男女共学の小学校から大学・大学院を擁する総合学園としての歩みを始めた。

現在は、「未来を切り拓く蹊を成す」を目標に、教育・研究環境の充実につとめている。

学校生活

吉祥寺キャンパスだけで27万㎡以上あり、小学校から大学院、運動施設（400メートルトラック、ラグビー場、馬場、プール、野球場、サッカー場、テニスコート、体育館、合宿所など）までを同じキャンパスに含み、国際交流会館、留学生用の寮、さらに箱根寮などの施設を含めて48万㎡以上ある。

成蹊中高には天文気象部や吹奏楽部、演劇部などの文化部が19、テニス部、ラグビー部などの運動部が20あり、中には全国大会に出場して好成績を残しているものもある。

さらに中高、高等学校それぞれに生徒会があり、選挙で選ばれる会長のもとさまざまな活動に従事している。中高合同で年に一度開催される文化祭（蹊祭）は、実行委員会が組織され、自主的に運営されている。

成蹊学園高等学校の現況

2019年4月現在

■生徒：中学生792名、高校生954名
■教員：専任93名、非常勤57名
■海外の交流校：セントポールズ・スクール（米）、カウラ高校（豪）、フィリップス・エクセター・アカデミー（米）、ローズマリー・ホール（米）、カリフォルニア大学デービス校（米）
■主な進学先：成蹊大学、東京大学、一橋大学、京都大学、東京藝術大学、慶應義塾大学、早稲田大学、同志社大学、上智大学、国際基督教大学、東京慈恵会医科大学など
■卒業生団体：一般社団法人 成蹊会 会員数約10万名
■活躍する出身者：西原春夫（早稲田大学元総長）、権原稔（SPS卒業、三菱商事元特別顧問）、すぎやまこういち（作曲家）、有馬龍夫（SPS卒業、元外交官、元日本国政府代表）、入江昭（ハーバード大学名誉教授）、清水義明（SPS卒業、プリンス頓大学名誉教授）、城戸毅（東京大学・名古屋大学名誉教授）、黒川清（政策研究所大学院・東京大学名誉教授）、坂茂（建築家）
■進学先：成蹊大学、東京大学、一橋大学、京都大学、東京藝術大学、慶應義塾大学、早稲田大学、同志社大学、上智大学、国際基督教大学、東京慈恵会医科大学など
About Seikei Gakuen

Haruji Nakamura founded Seikei with the help of Koyata Iwasaki and Shigezo Imamura, who were Nakamura’s high school classmates. Nakamura, who was not satisfied with Japan’s public education, set up a private supplementary school called Seikei-en at his home in Hongo in eastern Tokyo in 1906, which was later transformed into Seikei Business School in 1912. There were some 170 applicants, and the history of Seikei started with forty-three students who got accepted to the school.

The name Seikei, which literally means “the forming of a path,” is derived from a proverb used in “The Life of General Li” in Shi Ji by Sima Qian, one of the most prominent ancient Chinese historians. Some may find it strange to have a peach as a school emblem, but it comes from General Li, whose name literally means a plum. The proverb means that peaches and plums may lack the gift of speech, but because of their beautiful blossoms and sweet fruit, people naturally flock to them and soon a beaten path leading to them forms. Here, the peaches and plums symbolize a person of character who attracts people by the strength of his/her virtuous deeds and wins their admiration even in silence.

Nakamura’s fundamental idea about education was that it should be much more than mere, uniform imparting of knowledge and information. He also invented Gyonen, i.e. a method of Zen-like concentration of sense and his intimate friend Ichiro Kobayashi wrote down Shiryoku-ka, i.e. ‘The Power of the Soul,’ to promote Nakamura’s idea, both of which have been Seikei’s tradition ever since. Nakamura advocated that it should be so programmed as to meet the needs of individual students and develop their potentials in accordance with their respective abilities and aptitudes.

Iwasaki and Imamura later went to Cambridge in England, where they continued their studies and got inspired by the educational system there. After returning to Japan, they became CEOs of Mitsubishi and Imamura Bank, respectively, but they believed in their old friend’s ideas about education and gave financial support to Seikei.

The Seikei education breathed fresh life into the educational world in Japan at that time. In response to requests by various groups of people, a boys’ middle school, an elementary school, a girls’ school and a business college were established. Then, Seikei moved from Ikebukuro to the current location of Kichijoji in western Tokyo, and in 1925 it was remodeled and unified into a pre-university, seven-year system high school. After the disorganization of some zaibatsu companies like Mitsubishi and the country’s education system reforms in the wake of Japan’s defeat in WWII, the seven-year high school system was abolished and the new Seikei Gakuen began, offering co-educational elementary, secondary and higher educations on one campus.

Now Seikei is intensifying its effort to enhance the educational and academic environment “to beaten a path for the future.”

Academics and Activities

The campus comprises of more than 270,000 square meters, including an elementary school, junior high school, senior high school, and university. It also has a track field with a rugby ground, a horse riding ground, a baseball field, soccer fields, swimming pools, tennis courts, and gyms. Including the seminar house in Hakone, it totals some 480,000 square meters.

The junior and senior high schools have thirty-nine student activity clubs, ranging from astronomical observation, theatrical unit and brass band to tennis and alpine ski and rugby teams, doing well at national championship competitions.

The school has its own student council under a chairperson annually elected by the student body, and they are involved in various activities such as fund-raising, volunteering, and diversity awareness projects. The Komichi Festival, the biggest students’ event, is managed by an autonomous committee of volunteers.

Seikei Facts

As of April 2019

**Number of students:** 792 at junior high school and 954 at senior high school

**Number of teachers:** 93 full time and 57 part time

**Affiliated foreign schools:** St. Paul’s School (USA), Cowra High School (Australia), Phillips Exeter Academy (USA), Choate Rosemary Hall (USA), Calmare Internationella Skola (Sweden), Rungsted Gymnasium (Denmark), Eaglebrook School (USA), Pembroke College, University of Cambridge (UK), University of California, Davis (USA)

**Colleges and universities most attended by students after graduation:** Seikei University, the University of Tokyo, Hitotsubashi University, Kyoto University, Tokyo University of the Arts, Keio University, Waseda University, Doshisha University, Sophia University, International Christian University, the Jikei University School of Medicine, etc.

**Alumni association:** Seikei-kai, of about 100,000 alumni of Seikei Gakuen

**Well-known alumni:** Haruo Nishihara (Former President of Waseda University), Minoru Makihara ’50 (Former CEO of Mitsubishi Corporation), Koichi Sugiyama (Composer), Tatsuo Arima ’53 (Former Special Envoy of the Government of Japan), Akira Irie (Professor Emeritus of Harvard University), Yoshiaki Shimizu ’55 (Professor Emeritus of Princeton University), Takeshi Kido (Professor Emeritus of the University of Tokyo and of Nagoya University), Kiyoshi Kurokawa (Professor Emeritus of the National Graduate Institute for Policy Studies and of the University of Tokyo), Go Kajitani (Former President of the Japan Federation of Bar Associations), Katsuhisa Hattori (Composer), Akira Uehara (Chairman of Taisho Pharmaceutical), Kaoruho Suzuki ’67 (Senior Council at Paul Hastings, LLP), Shinzo Abe (Prime Minister, Member of the House of Representatives), Shigeru Ban (Architect), Hideki Togi (Gagaku musician), Kiichi Nakai (Actor), Shingo Tsurumi (Actor), Aya Takashima (Freelance newscaster).

Excerpt from Seikei High School website (https://www.sekei.ac.jp/jsh/)
## Seikei Scholars to SPS

### As of September 2019

<table>
<thead>
<tr>
<th>氏名 Name</th>
<th>成蹊高校卒業年 Class</th>
<th>セントポールズ校在学期間 Attended SPS</th>
<th>その後の学歴 Further Education</th>
<th>現在 Current</th>
</tr>
</thead>
</table>
|槇原 稔 Minoru Ben Makihara |1950 |1949-50|ハーバード大学 (B.A.)|東洋文庫 理事長
(The Oriental Library and Museum) |
|有馬 龍夫 Tatsuo Arima |1953 |1951-53|ハーバード大学 (B.A.)|ハーバード大学大学院 (政治思想・比较政治専攻) 
ハーバード大学 (B.A.)|

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|清水 義明 Yoshihito Shimizu |1955 |1953-55|ハーバード大学 (B.A.)|ハーバード大学大学院 (政治思想・比較政治専攻) 
ハーバード大学 (B.A.)|

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|平井 隆道 Toshihiko Hirai |1956 |1955-57|ハーバード大学 (B.A.)|東洋文庫 理事長
(《The Oriental Library and Museum》) |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
<table>
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<tbody>
<tr>
<td>大久保 基 Motoi Okubo</td>
<td>1958</td>
<td>1957-59</td>
<td>ハーバード大学 (B.A.)</td>
<td>ハーバード大学 (B.A.)</td>
</tr>
</tbody>
</table>

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|松本 八郎 Hachiro Nakamura |1960 |1959-61|ハーバード大学 (B.A.)|ハーバード大学 (B.A.)|心臓病専門医師 
Cardiologist, Mt. Sinai North Shore Medical Group |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
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<tr>
<td>赤羽 義治 Yoshiharu Akabane</td>
<td>1962</td>
<td>1961-63</td>
<td>ハーバード大学 (B.A.)</td>
<td>ハーバード大学 (B.A.)</td>
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</table>

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|松木 薫彦 Kaoru Suzuki |1965 |1964-65|ハーバード大学 (B.A.)|ハーバード大学 (B.A.)|ポール・ヘイスティングス法律事務所 シニアカウンセル
(Senior Counsel, Paul Hastings LLP) |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
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<tr>
<td>山内 英二郎 Eijiro Yamauchi</td>
<td>1968</td>
<td>1967-69</td>
<td>メンロ大学 (B.A.)</td>
<td>ハーバード大学 (B.A.)</td>
</tr>
</tbody>
</table>

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|抜木 (松見) 淳 Kiyoshi Matsumi|1970 |1969-71|トリニティ大学 (B.A.)|トラストマネジメント法人 
財務会計士
(Financial Advisor, Truist) |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|山内 (飯田) 薫 Kiyoshi (Matsumi) Minakawa |1974 |1972-75|国際基督教大学教育学部経済科|国際基督教大学 教育学部経済科 
International Christian University (B.A.) |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
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<tr>
<td>皆木 治樹 Haruki Minaki</td>
<td>1979</td>
<td>1976-79</td>
<td>プリンストン大学 (B.A.)</td>
<td>プリンストン大学 (B.A.)</td>
</tr>
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</table>

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
|山下 俊一 Toshikazu Yamashita |1981 |1979-81|東京慈恵会医科大学 (B.A.)|東京慈恵会医科大学大学院 (Ph.D.)|株式会社 東京海上日動火災保険
(Tokio Marine & Nichido Fire Insurance Co., Ltd.) |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
|---|---|---|---|---|
Deceased on December 7, 1982 |

### 氏名 Name| 成蹊高校卒業年 Class| セントポールズ校在学期間 Attended SPS|その後の学歴 Further Education|現在 Current|
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<td>姓名</td>
<td>Name</td>
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<tr>
<td>寺谷(山下) 宏子</td>
<td>Hiroko (Yamashita) Teratani</td>
<td>(1984)</td>
<td>1980-81</td>
<td>1984-90</td>
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<tr>
<td>橋本 眞子</td>
<td>Akiko Higaki</td>
<td>(1984)</td>
<td>1981-84</td>
<td>1984-86</td>
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<td>回中 美樹</td>
<td>Miki Tanaka</td>
<td>(1983)</td>
<td>1982-84</td>
<td>1985-89</td>
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<tr>
<td>作田(水田) 和希</td>
<td>Rika (Hayashi) Sakuta</td>
<td>(1986)</td>
<td>1983-86</td>
<td>1987-91</td>
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<tr>
<td>福本(杉本) 華子</td>
<td>Hana (Sugimoto) Fukuto</td>
<td>(1992)</td>
<td>1990-92</td>
<td>1992-96</td>
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<tr>
<td>藤井 (川崎) 浩</td>
<td>Aki (Kawashima) Iwai</td>
<td>(1995)</td>
<td>1993-95</td>
<td>1996-97</td>
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<tr>
<td>岩井（久保田）俊子</td>
<td>Ayako (Kubota) Watari</td>
<td>(1997)</td>
<td>1994-97</td>
<td>1997-00</td>
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<tr>
<td>サイモンズ(渡邉) 寿子</td>
<td>Hikako (Watanabe) Simonson</td>
<td>(1997)</td>
<td>1996-98</td>
<td>1998-02</td>
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<tr>
<td>氏名</td>
<td>Name</td>
<td>出身高校</td>
<td>Seikei Class</td>
<td>セントポールズ校 在学時期</td>
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<tr>
<td>筒池 薫</td>
<td>Kaoru Chikushi</td>
<td>(2000)</td>
<td>1999-01</td>
<td>コーネル大学（ホテル経営学部）</td>
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<tr>
<td>塚本 宣幸</td>
<td>Nobuyuki Tajima</td>
<td>(2003)</td>
<td>2000-03</td>
<td>東京大学</td>
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<tr>
<td>高木 航</td>
<td>Wataru Takagi</td>
<td>(2005)</td>
<td>2002-03</td>
<td>東京大学経済学部</td>
</tr>
<tr>
<td>尾村 佳枝子</td>
<td>Akiko Nishimura</td>
<td>(2006)</td>
<td>2003-06</td>
<td>スタンフォード大学（数学専攻）</td>
</tr>
<tr>
<td>松本(安田)恵衣</td>
<td>Ai F. (Yasuda) Matsumoto</td>
<td>(2007)</td>
<td>2004-07</td>
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<td>Caroline E. Kenney</td>
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この70周年記念誌の準備・編集作業は、2016年に始まった。最初に行われた会議では、編集方針について話し合わされ、まず、この稀有で貴重なプログラムの成り立ちを大きな枠組みの中に位置づけて記録することが決まった。それは槇原氏と有馬氏の願いと重なり、両氏の意向を快諾されたSPSでの学友お三方の寄稿を含めて、ひとまとめのものとなって「特集」の扱いとなった。「歴史の下に新しいものは何一つない」といわれるものの、20世紀史を見渡したタイムスパンでは、ようやく最近になって日ごろ語られるようになった多様性の受け入れと寛容の模範がここにあることは、一読すればおわかりになるだろう。一人の青年の勇気と信念が大きな流れを生み出した例である。

そしてもう一つの編集方針が決まった。このプログラムのことをよく知らないでいる成蹊生やSPS生にその概要を読んでもらい、その長い歴史に参加してもらうきっかけの一つにしたいと願っている。将来のことが見えないばかりか、目の前で起きていることさえ手探りの状態という青年期特有の思いや悩みに立ちくらむ時、この歴史を担った皆さんの先輩たちの貴重な言行から一光を見つけてほしいと思う。

文伸の三浦玄紀さんは、言葉ばかりの世界を視覚的に大きくレイアウトしていただいた。また、原稿とともに写真の収集には手間がかかり、島野雅俊先生、Cindy Foote広報部副部長、Bryan Gearyさん、David LevesqueさんははじめSPSの皆様に大変助けていただいた。成蹊・SPS会の事務局の田中美樹さんは、ご自身のお仕事もこなしながら、実質的な編集長として多大な労力と時間を持っていただいた。成蹊中高元校長の吉崎純二先生と田中美樹さんとともに査読チームを立ち上げたが、お二人がいなければこの記念誌は目をなかなかったのではないかと思う。最後に、英文の作成とチェックを大急ぎでこなしてくださったマシュー・ライト先生、シンガポールから翻訳をお手伝いいただいた北野洋子さん、このプログラムを支えてくださっている両校の関係者、成蹊会、そして何よりプログラム参加者の皆様には、末筆ながら感謝の言葉を捧げたいと思う。

10年前の60周年記念誌に徳冨誠さんが書かれたことを繰り返して終わりにしたい。新たに10名の成蹊生とできれば多くのSPS生を加えて、10年後のレセプションでお会いしましょう!

桂 正人
成蹊中学高等学校国際教育部 元主任

Acknowledgements

Our editors’ first meeting was held in 2016 where we talked over our editorial policy to publish this booklet and decided to introduce and describe this prominent program in terms of its significant role within a greater framework. This policy overlapped with the desire of Mr. Makihara ’50 and Mr. Arima ’53, and this resulted in their prestigious three schoolmates eagerly contributing articles. As you read through this booklet, it is quite easy to read stories focused on the now commonplace ideas of the acceptance of diversity and tolerance from a historical perspective at a time when those issues were not so commonly announced. This is a quintessential example that a brave, young person with a vision can create a big and steady stream forward to the future.

We had another policy. We wanted the students of both Seikei and St. Paul’s School to read and know what this program has accomplished and to participate in its historical tradition. I would like students to find clues from the prominent careers of their predecessors so they can take a big step out into the wider world, even if they are now lost in a thick mist, to perceive what is going on around in front of their eyes, or in society.

I would like to express my thanks to many colleagues and friends: Mr. Takanori Miura of Bunshin designed the booklet to be very visually illustrating; I owe much for the pictures to Mr. Masatoshi Shimano, Ms. Cindy Foote, Mr. Bryan Geary, and Mr. David Levesque of SPS; Ms. Miki Tanaka ’84 of the Seikei-SPS Alumni Association has been very patient and devoted her time as a virtual editor with incredible efforts while busy with her work as a translator; Mr. Junji Yoshizaki, former Principal of Seikei High School, has been also a member of the editors’ reading team with Tanaka-san and I, and has helped us to avoid many mistakes and wrong facts through his long career as member of Seikei; Mr. Matthew Wright, who was kind enough to translate some articles and to proof the whole booklet at the last moment; and Ms. Yoko Kitano ’90, who helped us as a co-translator from Singapore. Without them, this booklet would have never been published. I would like to thank them again and to express my gratitude to those who contributed articles and updated their personal data. Finally, many thanks are due to those who have supported this program at both schools, the Seikei Alumni Association, and above all, to the program participants.

Ten years ago, Mr. Makoto Tokutomi ‘79 wrote in the Editor’s Note of the 60th anniversary booklet, ‘Let us meet at the reunion reception in ten years!’ I now follow him again to say ’Let us meet at the reunion reception in ten years, with ten or more students!’

Masato Katsura
Former Head of Department
Department of International Education, Seikei High School
SEIKEI-ST. PAUL’S
1949-2019
70th Anniversary