4. Grammar School Days

In September 1952, John entered Quarry Bank Grammar School. He told his aunt and uncle he was looking forward to having a "smashing good time" and to learning a lot. Quarry Bank had a fine reputation. It was a hard school, but many of its boys went on to the top universities in Great Britain. As John found out, it was hard in more ways than just schoolwork.

Quarry Bank was an all-boys' school. Most of the teachers had been in military service during World War Two. They treated the students like new soldiers. The rules were very strict. Any boy who broke them was punished. Punishment could mean just being kept after school. But more often it was "caning."

A boy who was to be caned reported to the headmaster's office. There, the headmaster hit the student's hand with a stick. The number of hits depended on what the boy had done. At Quarry Bank, boys were caned for being late, looking sloppy, being fresh, and talking out of turn in class, among other offenses.

There was one rule that especially bothered John. The boys had to do every lesson and solve every problem in only one way. That was the teacher's way. If they thought of a different way to do the work, they were almost always caned for it. John was really creative and different. This kept getting him into trouble --- and into the headmaster's office for caning.

Something else about Quarry Bank bothered John a lot. The boys were divided into five groups for sports and other activities. The groups were called "houses." This was how Quarry Bank copied England's finest upper-class boarding schools. At boarding schools, students live in different houses. Each house has its own teams, which play against teams of other houses.

At Quarry Bank, the boys didn't live at school. They went home every day. So they were grouped in "houses" according to the neighborhood where they lived. That way, the boys from the richest neighborhood were kept together. The boys from the poorest neighborhood were kept together. And all those in-between were separated in the same way.

John Lennon's house at Quarry Bank was called Woolton, for the neighborhood where he lived. It was a middle-class group because Woolton was a middle-class neighborhood. John liked most of the boys in his group. What he objected to was the system of separation. He felt it was wrong to divide the boys according to their family incomes. He didn't believe that rich boys were any better than poor boys.

John wasn't afraid to show how he felt. He spoke up about the way school sports were run, even though it got him into trouble. Sports were important at Quarry Bank, but not simply for the fun of playing. Winning was what mattered. Boys who didn't do well at sports were laughed at. John thought this was unfair, and he refused to take part in school sports.

When John saw that the boys with lower-class accents were being made fun of, he started to speak the way they did. Years later, some people were sure John Lennon came from the slums of Liverpool because of the way he talked. He didn't let them know he was using the accent he picked up in his Quarry Bank days.

English and art were John's best subjects at Quarry Bank. He wrote poetry and short stories that showed great imagination. He also drew many cartoons that were wild and funny. In his other classes, he did not do well at all. It wasn't that he didn't care about school. John was very nearsighted, and he could not see the blackboard. But he didn't say anything about it.

Nothing was done until Aunt Mimi took John for an eye test. The test showed that he had very poor eyesight. At first, John did not want to wear eyeglasses. But he gave in when he understood how important eyeglasses were. In his years as a Beatle, John was famous for wearing different styles of eyeglasses. And whatever style of eyeglasses he wore was soon worn by thousands of his fans.

During his Quarry Bank years, from the ages of 12 to 17, many changes took place in John Lennon's life. His loving uncle George died suddenly in 1955. George Smith had been a true father to John, and the teen-ager felt a great loss at his death. John's unhappiness grew worse three years later. His mother was struck and killed by a swerving car as she walked across a road.

As a teen-ager, John always wanted to be close with his mother. He used to visit her after school and on weekends. Around this time, John started to play the guitar. He also liked to play rock records. This music bothered Aunt Mimi, but Julia Lennon enjoyed it as much as John did. She told him the music he listened to and played was fantastic!

４　EXERCISES A (内容理解)

１　( )に適切な日本語を入れ、本文のあらすじを完成させなさい．

　1952年、ジョンはクオーリー・バンク・グラマー・スクールに入学した．クオーリー・バンク校は、多くの生徒が(ア　　　　　　　)で有名だが、いろいろな点で厳しい学校だった．教師の大半が軍人経験者で生徒を(イ　　　　　　)のように扱った．規則を破った生徒は多くの場合(ウ　　　　　　　)の罰を科せられた．独創的だったジョンは(エ　　　　　　　)で学習しなかったためにその罰をいつも受けるなどし、入学当初は学校生活を楽しみにしていたのに、学校に反発するようになっていった．

　クオーリー・バンク校はイギリスの(オ　　　　　　　　)の学校にならい、生徒を(カ　　　　　　　　)にしたがって別々の集団に分け、互いに競わせるやり方をとっていた．ジョンはこうした差別的なやり方にも反発し、(キ　　　　　　)出身なのに下層階級なまりで話すようになり、のちにリバプールの(ク　　　　　　)出身だと確信する人もいるほど身につけた．

　想像力豊かな(ケ　　　　　　　)やショート・ストーリー、(コ　　　　　　)なマンガに彼の芸術的才能が発揮されたが、学業成績は全般的に不振だった．これは(サ　　　　　　)なのに放っておいたことも大きな原因だった．

　クオーリー・バンク校に在学中おじさんが急死し、さらに(シ　　　　　)年後、母を(ス　　　　　　　)で亡くした．(セ　　　　　　)代わりだったおじを失っただけでも心の痛手だったが、習い始めたギターや(ソ　　　　　　)のレコードをいっしょに楽しんでくれた母の死は、計り知れない悲しみだった．

２　本文の内容に合うものにはT、合わないものにはFを書きなさい．

(1) At Quarry Bank, students were not free to talk in class. ( )

(2) John's friends were all from the poorest neighborhood. ( )

(3) John realized he had to wear glasses soon after he took an eye test. ( )

(4) Julia and John enjoyed rock music together. ( )

４　EXERCISES B (文法・語い)

１　( )内の語句のうち正しいほうを選びなさい．

(1) I'm looking forward to (ア．see イ．seeing) you again.

(2) I used to (ア．go イ．going) fishing, but now I don't.

(3) The baby kept (ア．to cry イ．crying) all night.

２　日本文の意味に合うように、( )に１語を入れなさい．

(1) たとえ雨が降っても試合は行われます．

　　The game will be played ( ) though it rains.

(2) 私たちは６時に劇場の前で会うことになっています．

　　We are ( ) meet in front of the teacher at six.

(3) 彼は彼女のほほえみ方が好きだった．

　　He liked the ( ) she smiled.

(4) 何年にも及ぶ研究によってそれが正しいことがわかった．

　　Years of study ( ) that it was true.

(5) 彼女は手紙を受け取り、それを何度も読み返した．

　　She received a letter, ( ) she read again and again.

３　( )に前置詞を入れなさい．

(1) Everyone laughed ( ) his funny costume.

(2) The teacher divided the class ( ) five groups.

(3) According ( ) today's paper, it will be fine all day.

(4) The success of the event depends ( ) the weather.

(5) I hate him because he makes fun ( ) others.

(6) I'm not afraid of snakes ( ) all.

(7) Let's take part ( ) the recycling movement.

４　( )内の指示にしたがって派生語を書きなさい．

(1) imagine(名詞形) (2) punish(名詞形)

(3) create(形容詞形) (4) fantasy(形容詞形)