

日本語字幕+補足

1. Margaret: What she is suggesting is in violation of our union charter. She may not move on with her students to teach them junior year. She's only been here two years. There are teachers here **(1)who have tenure**, who have worked and committed themselves far longer to attain a position of seniority, not to mention their experience in teaching **(2)students of a higher caliber**. The Distinguished Scholars Program is under our jurisdiction.
2. Ms. Gruwell: I don't want to replace the Distinguished Scholars Program. I just want to stay with my kids next year.
3. Brian: She can't. I have the juniors.
4. Margaret: The Board of Education will not allow this. **(3)Teaching rotations will be disrupted**, retirement schedules will be reevaluated, disrespecting teachers who have earned their way far longer and who focus on the classroom, not on public relations and newspaper articles.
5. Ms. Gruwell: Well, I didn't ask for those articles to be written.
6. Brian: She's **(4)in the middle of** a divorce.
7. Margaret: Note, they stay late in her class, they're eating, they're playing games!
8. Carl: All right, let's all just take a breath here. All right? Now I had hoped that we could talk this out, maybe come to **(5) some kind of arrangement**.
9. Margaret: There is no arrangement.

彼女の提言は組合規約に反します。3年生でも教えるために一緒に進級するなんて。彼女は2年しかここにはいません。**(1)終身在職権を持つ**教師や上級職の地位を得るためにはるかに長く働き、身を捧げてきた教師がここにはいます。**(2)より高いレベルの学生**を教えた経験があるのは言うまでもありません。特別奨学生プログラムは私たちの管轄です。

プログラムを変えたいとは思っていません。来学年も今の生徒と一緒にいただけです

ダメだ 3年生は私の担当だ

教育委員会も困るでしょう。**(3)教師のローテーションが乱れますし**、退任スケジュールも見直すことになる。他の先生に失礼です。授業に集中していらっしゃるから、そう表には出ませんけど。マスコミへのアピールに忙しい先生とは違って

頼んで書いてもらったんじゃないでしょうか

彼女は離婚**(4)調停中だ**

クラスは生徒のたまり場です。教室で食べたリゲームをしたりとか...

一息入れましょう **(5)何らかの妥協が**できると思った

妥協なんて...

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1. Principal: Margaret. Carl, look. **(6)Putting aside all obvious resentments** for the moment, even if an arrangement were made, and she could teach them as juniors, there isn't an accredited course in the curriculum for her to teach unless Brian trades one of his junior classes for a sophomore.
2. Brian: No.
3. Principal: Then there's nothing I can do.
4. Ms. Gruwell: So that's it?
5. Margaret: Well, believe it or not, Ms. Gruwell, there are other capable teachers in this school. If you've made the progress you say you have, your students should be ready to move on. **(7) They might even gain something** from more experienced teachers.
6. Ms. Gruwell: You can't teach them. **(8) You don't even like them.**
7. Brian: What does that have to do with teaching?
8. Margaret: I've been an educator for over 30 years. I have students that still **(9)remain in touch with me.** I know what it is to be loved by a classroom. You have no idea how many battles I've had fighting to be a better teacher, and now, now what? Suddenly I'm incapable of educating your students? You know, if they move on to our classes and they fail, it'll be because they weren't prepared. **(10) It'll be because you failed,** not them.

マーガレット、冷静に。学区長、**(6)意見の衝突は置いておとして、**彼女が3年生を教えるにしても、カリキュラム上教えるコマがない。ブライアンが3年と2年の授業を交換するなら別だが

断る

では打つ手なしだ

これで終わりですか？

ご存じないようだけど、わが校には他にも有能な先生がいるのよ。生徒たちが成長したのなら、進級の準備はできているはず。より経験豊富な教師から**(7)得られることもあるでしょう**

あなた方には無理 **(8)好きでもないせに**

教えるのと何の関係がある？

30年以上も教育者をしてる。今も**(9)交流がある**生徒がいる。教室で愛されるということがどういふことか知っている。私がどれだけ戦ってきたか、あなたにはわからないでしょう。それなのに、突然、あなたの生徒を教えられないうって？ もし彼らが私の授業を受けて落第したら、それは彼らが力不足だったから。でもそれは**(10)あなたのせいであって、**彼らの失敗じゃない。