

前

平成 20 年度 入 学 試 験 問 題

外 国 語

英 語

150 点 満 点

(聞き取りテストは別記)

《配点は、学生募集要項に記載のとおり。》

(注 意)

1. 問題冊子および解答冊子は係員の指示があるまで開かないこと。
2. 問題冊子は表紙のほかに 6 ページ、解答冊子は表紙のほかに 12 ページある。
3. 問題は全部で 3 題ある(1～5 ページ)。ただし、総合人間学部及び医学部(医学科)志願者は、このほかに聞き取りテスト(6 ページ)を行うので指示に従うこと。
4. 筆答開始後、解答冊子の表紙所定欄に学部名・受験番号・氏名をはっきり記入すること。表紙には、これら以外のことを書いてはならない。
5. 解答は、すべて解答冊子の指定された箇所に記入すること。
6. 解答に関係のないことを書いた答案は無効にすることがある。
7. 解答冊子は、どのページも切り離してはならない。
8. 問題冊子は持ち帰ってもよいが、解答冊子は持ち帰ってはならない。

**I**

次の文の下線をほどこした部分(1), (2), (3)を和訳しなさい。

(50点)

No presidency was more crisis-ridden and hectic than Lincoln's. His surface calm and good-natured demeanor do not suggest how totally engaged he was by the job. While never well organized or systematic, he was an energetic, hands-on, detail-oriented administrator. If any president's performance in office deserved the overused epithet *indefatigable*, it was his. He is famous for his willingness to make time for hearing the personal requests of ordinary members of the public. Though the demands of the patronage system drove him almost to distraction, he insisted on involving himself in the contentious process of sorting out the competing claims of hundreds of applicants for government posts.

One has only to peruse his personal papers to get some idea of the amazing number of details that received his attention. The testimony of those who saw him regularly is overflowing with evidence confirming Lincoln's exertions. As is often pointed out, the physical toll that these efforts exacted is visible in the photographs taken over the course of his four years in office. He kept longer hours and in almost every way outworked his subordinates, which prompted an old friend and frequent visitor to ask him when he slept. Lincoln's answer was, according to this friend, "just when everybody else is tired out."

In the midst of all this exertion, Lincoln found an astonishing amount of time to write. Published items in the *Collected Works* from his hand as president run into the thousands, and recent searches in the National Archives indicate that there are many more writings that have gone unrecorded. As these discoveries show, Lincoln not only sent a constant stream of small notes and endorsements to various government offices and officials, but he sometimes drafted complicated documents that were issued over the signature of subordinates. He wrote frequently to his generals, as a way of keeping in

touch and offering advice. <sup>(2)</sup> After his first taste of military defeat in a disastrous major battle of the Civil War, his reaction was to take up his pen and stay up all night to set down on paper what needed to be done to make up for the situation. In short, he responded in writing to almost every important development during his presidency, and to many that were not so important. Except for ceremonial proclamations, he seems to have delegated relatively little official writing. It becomes apparent that writing — both the activity and its products — was indispensable to Lincoln’s way of performing his office.

But the drafting of a consequential text usually requires time, quiet, and an absence of interruptions, the very things that Lincoln most often lacked. How did he manage? The recollection of a friend helps to explain how so much writing was possible. “Lincoln had a wonderful faculty in that way,” recalled this friend. “He might be writing an important document, be interrupted in the midst of a sentence, turn his attention to other matters entirely foreign to the subject on which he was engaged, and take up his pen and begin where he left off without reading the previous part of the sentence.” <sup>(3)</sup> But the record also reveals that Lincoln frequently sought sanctuary to immerse himself in his writing. Indeed, there is more than a little evidence to suggest that writing was often a form of refuge for Lincoln, a place of intellectual retreat from the chaos and confusion of his duties, where he could sort through conflicting options and order his thoughts with words.

## II

次の文の下線をほどこした部分(1), (2), (3)を和訳しなさい。

(50 点)

I am often asked, “What did you gain from your psychiatric training? Was it profitable for your career as a neural scientist?”

I am always surprised by such questions, for it is clear to me that my training in psychiatry and my interest in psychoanalysis lie at the very core of my scientific thinking. They have provided me with a perspective on behavior that has influenced almost every aspect of my work. Had I skipped residency training and gone to France earlier to also spend time in a molecular biology laboratory, I might have worked on the molecular biology of gene regulation in the brain at a slightly earlier point in my career. But the overarching ideas that have influenced my work and fueled my interest in conscious and unconscious memory derive from a perspective on mind that psychiatry and psychoanalysis opened up for me. Thus, my initial career as an aspiring psychoanalyst was hardly a detour from the main path; rather, it was the educational bedrock of all I have been able to accomplish since.

Often, newly graduating medical students who want to do research ask me whether they should take more basic coursework or go into research right away. I always urge them to get into a good laboratory. Obviously, coursework is important — I continued to take courses throughout my years at the National Institute of Mental Health, and I continue to this day to learn from seminars and meetings, from my colleagues, and from students. But it is much more meaningful and enjoyable to read the scientific literature about experiments you are involved in yourself than to read about science in the abstract.

Few things are more exciting and stimulating to the imagination than making a new finding, no matter how modest. A new finding allows one to see for the first time a part of nature — a small piece of the puzzle of how something functions. Once I have gotten into a problem, I find it extremely

helpful to get a complete perspective, to learn what earlier scientists thought about it. I want to see not only what lines of thought proved to be productive, but also where and why certain other directions proved to be unproductive. So I was very much influenced by the psychology of Freud and by the early workers in the field of learning and memory. Their thinking, and even their errors, provided a wonderfully rich cultural background for my later work.

I also think it is important to be bold, to tackle difficult problems, especially those that appear initially to be messy and unstructured. One should not be afraid to try new things, such as moving from one field to another or working at the boundaries of different disciplines, for it is at the borders that some of the most interesting problems reside. Working scientists are constantly learning undiscovered things and are not inhibited from venturing into a new area because it is unfamiliar. They follow their interests instinctively and teach themselves the necessary science as they go along. Nothing is more stimulating for self-education than working in an unexplored area. I had no useful preparation for science before I began with Grundfest and Purpura; I knew very little biochemistry when I joined forces with Jimmy Schwartz; and I knew nothing about molecular genetics when Richard Axel and I began to collaborate. In each case, trying new things proved anxiety-provoking but also exhilarating. It is better to lose some years trying something new and fundamental than to carry out routine experiments that everyone else is doing and that others could do as well as you.

**Ⅲ**

次の文の(1), (2)を英訳しなさい。

(50 点)

- (1) 子供のころに、本を読んで感動したり、わくわくしたりした思い出は、一生消えることのないほど強烈なものである。子供は未知の世界に対して新鮮な好奇心を持ち、想像力が豊かであるため、本の世界のなかで生きることができるのだ。成長してさまざまな試練に出会ったときに、そのような経験が思わぬ力を発揮する場合がある。
- (2) コンクリートの建物に囲まれ、機能第一主義の無機質な都会で生活していると、鳥や虫の鳴き声に耳をすませたり、名も知らぬような草木に目をやったりしながら、季節の微妙な移り変わりを実感するようなことがめっきり少なくなってきたように思う。もっと心に余裕を持ち、一回きりのかけがえのない人生をうるおいのあるものにしたいと考えて、田舎に移住することを決断する人が近年増えてきているのも無理からぬことである。

**総合人間学部及び医学部(医学科)志願者以外の問題は、このページで終わりである。**

以下は、総合人間学部及び医学部(医学科)志願者のみの問題である。

**IV** テープを聞いて、セクション1, 2の問題に答えなさい。

総合人間学部(50点)

医学部(医学科)(30点)

セクション 1

セクション 2

- (1) According to the new study, how can four-month-old babies tell the difference between two languages?
- (2) How do infants react when speakers change languages?
- (3) Which group of babies was able to identify different languages visually at the age of eight months?
- (4) What makes this study unique?
- (5) What does this study imply?

問題は、このページで終わりである。