

2018年度 特別選抜 I 英語等有資格型

(自己推薦入試)

適 性 検 査

英 語

下の文を読んで、第1問と第2問に答えなさい。

It is said that changing a curriculum is like moving a cemetery. Yet change does happen. In 2013 US schools dropped cursive writing from the list of skills required of schoolchildren. Idaho state representative Linden Bateman was very angry. “Modern research indicates that more areas of the brain become active when children use cursive handwriting than when they use a keyboard,” he said. “It’s beyond belief to me that states have allowed cursive writing to slip from the curriculum.” Bateman added that he wrote 125 letters a year using cursive writing.

At seventy-two, Bateman was far older than the nation’s schoolchildren. But he wasn’t alone in his views. The curriculum change was quickly criticized. The objectors had enough influence in seven states, including California and Massachusetts, to get cursive writing back into the state curricula.

The question is not whether cursive writing has some value. It’s whether it’s got more value than what could be taught instead of it. Every hour spent teaching cursive writing is an hour not spent teaching something else.

An eternal dilemma of education is whether to teach facts or skills. At one extreme is memorization of multiplication tables, dates, and important works. At the other is an emphasis on how to think and on skills (such as how to look up facts on the Internet, should you ever need a fact). When the issue is presented in this simple way, most of us lean towards the skills approach. Better to teach someone to fish than to supply a fish dinner.

(1) “Should schoolchildren be taught the capital of Colombia?” In 2009 journalism professor Brian Cathcart of Kingston University in the UK put that question to David Fann of Britain’s National Association of Head Teachers. Fann’s answer was a strong “No.” “They just don’t need to learn the capital cities of the world,” he said. “The capital of France, yes, but not the capital of Colombia. It will be much better for them to learn to use an atlas as a skill.”

Consider what it means to “look up” the capital of Colombia. That requires not just atlas-reading or Web-searching skills but also knowledge of a couple of facts:

- (1) There is a country called Colombia.
- (2) Almost every country has a capital.

Fact 1 is taught in school. Fact 2 is rarely taught directly, in school or anywhere else. It is a piece of information that students find out on their own, after learning of many countries and many capitals. Unless you know both 1 and 2, you’re not going to know that there is a capital of Colombia to be looked up. In practice, facts and skills are not so readily separated. An

educational program that favors either one too strongly risks running against the way the learning mind operates.

(Adapted from William Poundstone, *Head in the cloud*. New York: Little, Brown and Company, 2016, pp. 15–17)

第1問

- (1) Bateman は、なぜ筆記体 (cursive writing) を教えるのは重要だと考えているのですか。日本語で説明しなさい。

- (2) 下線部 (1) の問題について、筆者はどのように考えていますか。日本語で説明しなさい。

第2問

論じられている話題に関して、自分の考えを 400 字以内の日本語 (横書き) で述べなさい。(これは考えの良し悪しを見る問題ではなく、自分の考えを日本語で展開する能力を見る問題です。書く内容は、本意でも架空でもかまいません。)