

2021 年度 早稲田大学 文学部 学士入学試験問題

【科目名： 専攻科目 英文学 コース】 ※解答は別紙（縦・横書）

【1】以下の文章を読み、設問に答えよ。

(9) Perhaps the dominant tone of American fiction in the 1920s was its mood of flamboyant decadence, an air of transitional sensibility expressed as a desperate hunger for new style. (1) decorated *The Sun Also Rises* with the famous tag 'You are all a lost generation', saying he got it from (2) (she in turn ascribed it to a petrol attendant in Spain). The important word here is perhaps less 'lost' than 'generation', for one of the great marks of the Twenties was its strong generational sense. In an age that seemed to have withdrawn from politics and ideology, the form in which the Twenties consumed themselves was through 'style', drawing on a general youthful excitement with the fast-changing experiment of modern life. Fitzgerald's Amory Blaine is a classic decadent hero, the golden boy of the time 'hallowed by the haze of his own youth', and the expatriated characters of *The Sun Also Rises* are all more period stylists, Bright Young Things of an age marked by changed youthful manners and mores. In most decadent writing, the rules of gender transform and sexual relations grow ambiguous; so they do in Hemingway, with his boy-girl heroines, in (3), the supposed fictional inventor of the "flapper", and in (4), where sterile sexual relations and incest are characteristics of a dislocated historical condition, brought about not only by the First World War but by the collapse of social and dynastic order in the Old South. (10) In these novels history is persistently consumed as fashion, the music, the hair-dos, the note of the season have to be captured, for time races and it is important to grasp small moments of arrest. As (5) once said, *The Great Gatsby* is one of the great novels of the Twenties precisely because of its sense of the power and pleasure with which we consume the evanescent instant of fashion: 'it grasps a moment in history as a great moral fact.'

This strong sense of decadence came not just from the impact of the First World War but from the nature and pace of post-war American development. The compromises of (6)'s Versailles Treaty, rejection by the US Senate of the proposed League of Nations, the Red Scare, Prohibition, the return to what President Harding called 'normalcy', a state of commercial energy coupled with political inertia—all this helped intensify that sense of ideological vacuum, purposelessness, and cultural sterility coupled with the endless vigorous excitement of social and technological change which characterized the American Twenties. In *U.S.A.*, the vast three-volume novel in which (7) sought to capture the American history of the first quarter of the century, he made 1919 the fulcrum—the year of anti-Bolshevik feeling and defeat for progressive expectations that opened the way to cynicism, flaunted capitalism, pure materialism, isolationism, and intolerance. (11) The paradox was that the Twenties was a conservative decade which none the less set

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in train some of the most decisive changes of modern American history, changes in personal psychology, moral expectation, national dream and illusion. As credit ran free and personal spending boomed, as the middle class expanded and new highways and mass production homogenized the nation, modernity moved at an ever-accelerating pace. While some looked nostalgically to the rural past, others turned to the excitements of the high-rise city, and this mixture of American nostalgia and hunger for change and innovation seemed exemplified in all the crises and dramas of the period—the Scopes ‘Monkey’ trial, the Sacco and Vanzetti case, (8)’s solo flight across the Atlantic, the revival of the Ku Klux Klan.

(Adapted from Malcolm Bradbury, *The Modern American Novel*, 1992, pp. 78-80.)

※ページ下部に出典を追記しております。

問1. 空所 [1] ~ [8] に入れるべき人物名を以下から選び、記号で答えよ。

- a. T. S. Eliot
- b. William Faulkner
- c. F. Scott Fitzgerald
- d. Ernest Hemingway
- e. Charles A. Lindbergh
- f. John Dos Passos
- g. Theodore Roosevelt
- h. Gertrude Stein
- i. Lionel Trilling
- j. Woodrow Wilson

問2. 下線部(9)、(10)、(11)をそれぞれ和訳せよ。

II. 次の英文を読んで、(1)~(8)の空所に入る最も適切な文を下の(a)~(h)から選びその記号を所定の解答欄に記入しなさい。

I often despair about my students – whether they’re attending the University of Tokyo or whatever – and, by extension, about the education system generally. As I mentioned earlier, I seriously think we have to begin teaching basic things first if we want to educate young people properly, such as how to understand other people. By saying that, I’m not particularly urging more moral education. This concerns the essential elements of studying. (1)

“What happens when you get married?” Now it’s not unusual for someone to come up with that question, but I don’t think there’s much point in anyone trying to explain what does happen. You can only understand it if you try it once yourself. (2)

I guess it was probably a kind of feeling of entrapment about education that was drive for this way of thinking. In recent years, concepts like ‘an education free from pressure’ or ‘nature studies at school’ have increasingly been bandied around. This bandwagon may look as if it’s designed to remind us of ‘the body’, ‘unconsciousness’ and ‘nature,’ rather like the things I’ve mentioned so far. However, it has no meaning at all in really, It’s over-theoretical.

(3) But in reality it’s only a sort of emasculation. For example, the children at a day nursery I have some connection with visit a potato field once a year; the nursery has a contract to dig up potatoes from it. One day when we arrived there, we noticed that there was a similar potato field next to the nursery’s field, but all the leaves of the potato plants in it were drooping.

I asked the farmer, “What goes on in that field?”

He answered, “Well, like your field, kindergarten kids come and dig up the potatoes.”

“OK, but why are all the leaves drooping?” I replied. “Oh,” said the farmer, “the potatoes in that field have been dug up first so that the children will be able to pull them up easily. The leaves are drooping because they’ve been dug up once and planted again!”

Now I think this as a form of deception. (4) It’s the same as Tokyo Disneyland or other theme parks. But there are people today who don’t regard this kind of thing as being abnormal at all – they think it’s right, in fact. A certain type of person – and, what’s more, they’re involved in education – are proud to call it ‘nature education.’ But this is a good example of that annoying phenomenon of the incompetent who thinks he or she is right.

In any case, this kind of education is meaningless.

(5) As a result, nothing very productive is being achieved. Very strict teachers are usually disliked by their students at the time, but later tend to earn their gratitude. Even if those teachers give them the wrong kind of education, at least they can become good examples of what not to do. But recently, there are fewer teachers like this. The reason is that teachers are taking the attitude that it’s better to do nothing rather than do something unacceptable

and then be criticized by the Board of Education and the Parent-Teacher Association. Teachers no longer believe in the idea of not minding being disliked by students or being a good example of what not to do.

Why is this happening? (6) The teachers look right into the faces of the School Vice-Principal, the Principal, the PTA and even right up to the Ministry of Education, Culture, Sports, Science and Technology, but they don't face the children.

It's often said that teachers these days have become 'salaried workers'. Salaried workers are loyal to the source of their salary, rather than to their occupation, whereas craftsmen can't earn a living unless they are loyal to their occupation, because they're responsible for the work they produce. (7) Teaching has indeed become a salaried workers' job. 'A teacher by default' is a phrase that ironically suggests that teachers turn their faces towards the source of their salary rather than look at the children they are teaching. All they care about is having a job and being paid. They have become a teacher for want of anything better to do, or teaching is all they could do.

(8) The parents would complain, the principal would get angry, and the PTA would complain as well. It would be impossible for the teacher to remain loyal to their beliefs. And that's why they do whatever seems appropriate.

(Adapted from Yoro, T. (2005), *The Wall of Fools*, IBC Publishing, pp.126-130, ISBN 4-89684-026-7)

- a. At elementary school, for example, the students are taken out to the countryside perfunctorily under the pretext of doing some nature study.
- b. However, today you can no longer find an awareness that the students who are produced as the result of the education process are in fact 'the work'.
- c. I'm sure there would be chaos if a teacher really faced the children earnestly and did something in this kind of school society.
- d. It's hardly necessary to say that hearing about that without actually doing it yourself is not much use.
- e. The reality is that people involved in education today are not allowed to do extreme things.
- f. There is a mountain of things that we may not understand unless we at least experience everything that humans normally do.
- g. Well, it seems to me that the present education system doesn't care much about children.
- h. What is in that field is not nature at all, but just an artificially-prepared environment.

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英文学

大 学部 学士入学試験問題

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Ⅲ. 次の英文を読んで、下の(1)~(8)の空所に入る最も適切な語を、本文中から見つけ、その語を所定の解答欄に書き入れなさい。

※この問題は、著作権の関係により掲載ができません。

(Adapted from *1100 Words You Need to Know*, 3rd Ed., M. Bromberg & M. Gordon, pp. 111-113, Barron's Educational Series Inc. ISBN 0-8120-1620-3)

- (1) As does everyone else, they () dignity, respect, and a sense that their labor is valuable.
- (2) Because Tom declined to () his philosophy, the directors decided to cancel his promotion.
- (3) Making a large profit is () to us - the important thing is to make the book available to the largest possible audience.
- (4) Successful economic development was () the key to national survival.
- (5) The museum is a mecca for auto (), but even those who don't live and breathe classic cars find it a fun place to visit.
- (6) The puppy and children () together in the yard when they had the first snow of

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the year.

- (7) There was () laughter when the clown fell down into the water pool.
 (8) We're trying to bring out the () artistic talents that many people possess without realizing it.

IV. 次の英文を読んで、(1) ~ (30)の空所に入る最も適切な語を書き入れなさい。

Once in the country of Denmark there lived a noble king named Hamlet. His queen was named Gertrude. They had a grown son, also named Hamlet, who was as noble and good as his father.

But King Hamlet died suddenly and unexpectedly, leaving Queen Gertrude a widow. Less than two months later, Queen Gertrude married her dead husband's brother, Claudius. Many people were shocked by this marriage. They thought it was wrong that Queen Gertrude had remarried so quickly. They thought it was also wrong and even unnatural that the queen had married her husband's own brother.

Also, Claudius was neither wise nor good, (1) the dead King Hamlet had been. Some (2) wondered if Claudius had secretly killed his (3) to become king. They thought that perhaps (4) wanted to take the place of the (5) king, young Prince Hamlet, the son of the dead king.

Prince Hamlet was extremely shocked by (6) mother's marriage to his uncle Claudius. Hamlet had (7) his father very much. He had a strong (8) of honor, and his mother's marriage (9) very wrong to him. Hamlet felt great sadness (10) his father's death. He also felt (11) shame about his mother's new marriage.

The young prince Hamlet was filled with (12). He never laughed anymore. He was never (13) anymore. Nothing he did gave him pleasure. He could find no relief in books or sport or other activities. To Hamlet, the world suddenly seemed to be a sad and worthless place. It was like a garden filled with weeds where no flowers could grow.

Hamlet was angry that his uncle Claudius (14) now king. But to this proud (15) honorable young prince, that was not the (16) thing. What made Hamlet most sad was his (17) behavior. He was shocked that Gertrude was (18) forgetful of her dead husband's (19). The dead King Hamlet had been so noble, kind, loving – the best of (20) husbands . And in times past, Queen Gertrude (21) seemed like such a loving and obedient (22) to him.

But now, less than two months (23) the king's death, she married again (24) the king's brother! To marry Hamlet's (25) seemed like a very improper and even unlawful

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(26).

The speed of the marriage made it seem even (27) proper to Hamlet. And Claudius was a man (28) little honor and nobility. He seemed so unkingly (29) to the dead King Hamlet. These (30) about his mother and her new husband made Hamlet very depressed and sad.

(Adapted from *Four Tragedies of Shakespeare*, C. Lamb & M. Lamb, pp. 3-5, IBCパブリッシング株式会社、2015; ISBN 978-4-7946-03185)

[以上]

受験番号					
氏名					

2021 年度 早稲田大学 文 学部

学士入試 解答用紙 英文学

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採点欄

【科目名： 専門科目】

【I】

問1

1 ___ 2 ___ 3 ___ 4 ___

5 ___ 6 ___ 7 ___ 8 ___

問2

9 _____

10 _____

11 _____

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学士入試 解答用紙

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解答欄

【 II 】

(1) _____ (2) _____ (3) _____ (4) _____ .

(5) _____ (6) _____ (7) _____ (8) _____ .

【 III 】

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

【 IV 】

(1) _____ (2) _____ (3) _____ (4) _____

(5) _____ (6) _____ (7) _____ (8) _____

(9) _____ (10) _____ (11) _____ (12) _____

(13) _____ (14) _____ (15) _____ (16) _____

(17) _____ (18) _____ (19) _____ (20) _____

(21) _____ (22) _____ (23) _____ (24) _____

(25) _____ (26) _____ (27) _____ (28) _____

(29) _____ (30) _____