

2023年度大学院博士前期課程学内選考試験問題

研究科名	科目名
教育学研究科 教育学専攻 教育学専修	英語 (No.1)

1. 次の英文を読んで、以下の設問に答えなさい。

At this point we may finally allow ourselves to generalize and underscore a very important theoretical conclusion derivable from the study of self-actualizing people. At several points in this chapter—and in other chapters as well—it was concluded that what had been considered in the past to be polarities or opposites or dichotomies were so only *in less healthy people*. In healthy people, these dichotomies were resolved, the polarities disappeared, and many oppositions thought to be intrinsic merged and coalesced with each other to form unities. See also Chenault (1969).

For example the age-old opposition between heart and head, reason and instinct, or cognition and conation was seen to disappear in healthy people where they become synergic rather than antagonists, and where conflict between them disappears because they say the same thing and point to the same conclusion. In a word in these people, desires are in excellent accord with reason. St. Augustine's "Love God and do as you will" can easily be translated "Be healthy and then you may trust your impulses."

The dichotomy between selfishness and unselfishness disappears altogether in healthy people because in principle every act is *both* selfish and unselfish. Our subjects are simultaneously very spiritual and very pagan and sensual even to the point where sexuality becomes a *path* to the spiritual and "religious." Duty cannot be contrasted with pleasure nor work with play when duty *is* pleasure, when work *is* play, and people doing their duty and being virtuous are simultaneously seeking their pleasure and being happy. If the most socially identified people are themselves also the most individualistic people, of what use is it to retain the polarity? If the most mature are also childlike? And if the most ethical and moral people are also the lustiest and most animal?

出典：Maslow, A.H. , Frager, R. D. & James, F.(Eds.) (1987) *Motivation and Personality* 3rd Edition, Pearson.

【設問】なぜ自己実現的人間には二分性の解消が可能なのかについて説明しなさい。

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教育学研究科 教育学専攻 教育学専修	英語 (No.2)

2. 次の英文を読んで、以下の設問に答えなさい。

Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is "schooled" to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work. Health, learning, dignity, independence, and creative endeavor are defined as little more than the performance of the institutions which claim to serve these ends, and their improvement is made to depend on allocating more resources to the management of hospitals, schools, and other agencies in question.

出典 : Illich, I. (2002) *The Deschooling Society*, Marion Boyars.

【設問】 "schooled" の問題性はいかなることであるのかを考察しなさい。