福岡教育大　2013年

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次の英文は，neuroscience (神経科学)の分野で博士号をもち，スタンフォード大学で教えているTina Seeligが，自分の学生時代の体験について語っている文章です。英文を読んで，後の問いに答えなさい。星印(\*)の語句は注を参照しなさい。

When I was in my early twenties, it was surprisingly difficult for me to separate what I wanted for myself and what others wanted for me. I know (1)this is true for many of my students as well. They tell me they’re getting so much “guidance” from others that they have a tough time figuring out what they want to do. (2)I remember clearly that I sometimes had the urge to quit or to avoid things that others strongly encouraged me to do. By doing this, I could have the space to figure out what I wanted, independent of what they wanted for me. For example, I started graduate school\* at the University of Virginia right after I graduated from the University of Rochester. My parents were thrilled. They were so proud of me and were comforted that my path for the next few years was set. But after only one semester of graduate school I decided to take a break and go to California. The hardest part of the entire process was telling my parents I was taking a leave of absence. (3)My decision was extremely hard for them. I appreciated their support and encouragement, but it made it difficult for me to truly know if being in school was the right decision for me. I drove across the country to Santa Cruz with no idea of what I was going to do next.

Looking back, taking a break from school turned out to be a great choice. (4)My time in Santa Cruz was completely unstructured. I felt like a leaf in the wind, ready for anything. It was exciting and scary. It was the first time I didn’t have a specific assignment, a focused goal, or a clear plan. Although often stressful, it was the perfect way to figure out what I really wanted to do. I took odd jobs so I could support myself and spent a lot of time thinking at the beach. After a while I started going to the University of California at Santa Cruz’s biology library to keep up on neuroscience research. At first it was monthly, then weekly, then daily.

After about nine months in Santa Cruz, I was ready to get back into the laboratory, but not ready to go back to graduate school. (5)With that objective, I tracked down a list of the neuroscience faculty members at Stanford University, which was not far away, and wrote each one a letter. I told them about my background and asked if they had a research job for me. Over the next few weeks, I got letters back from all of them, but no one had an open position. However, one faculty member passed my letter on, and I received a call from a professor in the anesthesia department\*. He asked if I would like to work in the operating room testing new medical equipment on high-risk patients. This seemed interesting, so I jumped at the chance.

Within days I was at Stanford, getting up very early in the morning, wearing a laboratory coat, and monitoring surgical patients. (6)This experience was fascinating in a million unexpected ways. Once the project was over, I managed to negotiate a job as a research assistant in a neuroscience laboratory and eventually applied to graduate school at Stanford. I took a long path to reach my goal that might look to others like a waste of time. (7)But this wasn’t the case at all. Not only did the twists in my path give me a fresh perspective on my goals, they also gave me time to experiment with options that helped confirm what I wanted to do. Also, this time I was going to graduate school for myself, not for others.

[Tina Seelig (2009). *What I Wish I Knew When I Was 20: A Crash Course on Making Your Place in the World*, Harper One] (一部変更)

\*注

graduate school：大学院

the anesthesia department：麻酔学科

(問1) 下線部(1)が示していることを日本語でまとめなさい。

(問2) 下線部(2)を日本語になおしなさい。

(問3) 下線部(3)が示していることを，第一段落(Whenからdo next.まで)の内容にそくして，具体的に日本語で説明しなさい。

(問4) 下線部(4)のときに著者がしたことを，第二段落(Looking backからthen daily.まで)の範囲で，三つ日本語で書きなさい。

(問5) 下線部(5)の内容を具体的に日本語でまとめなさい。また，それを達成するために著者がしたことについて日本語でまとめなさい。

(問6) 下線部(6)が示していることを日本語でまとめなさい。

(問7) 下線部(7)を日本語になおしなさい。