

令和2年3月3日
琉球大学

令和2年度琉球大学一般入試（前期日程）試験問題の出題ミスについて

令和2年2月25日（火）に実施した一般入試（前期日程）における英語の試験問題において、出題ミスがあることが判明しました。

この点に関し、受験者をはじめ関係者の皆様に多大なご迷惑をおかけしたことを深くお詫び申し上げます。

今回の事態への対応について、下記のとおりお知らせいたします。

今後、このようなことが起こらないよう、チェック体制の強化、再発防止に取り組んでまいります。

- 1 期 日 令和2年2月25日（火）一般入試（前期日程）
- 2 試験科目 英語
- 3 対象学部 人文社会学部・国際地域創造学部・教育学部・医学部
- 4 当該科目の受験者数 516名
 - ① 人文社会学部 国際法政学科 101名
 - ② 国際地域創造学部 国際地域創造学科（国際的思考系）
 - 昼間主コース 131名
 - 夜間主コース 46名
 - ③ 教育学部 学校教育教員養成課程 中学校教育コース 教科教育専攻 英語教育専修 3名
 - ④ 医学部医学科 235名
- 5 内 容 大問2の問4（1）において、選択肢の中から1つ選んで解答することになっているが正答選択肢が複数存在する設問となった（配点2点、別紙参照）。
- 6 経 緯 採点時に発見した。
- 7 対 応 当該設問については正答を1つ選ぶことができないため、受験者全員に対して正答として取り扱うこととした。

琉球大学長
西 田 睦

別紙

令和2年度入学試験問題（前期日程） 抜粋

英 語

注 意 事 項

1. 受験番号を解答用紙の所定の欄（4カ所）に記入すること。
2. 解答はすべて解答用紙の所定の欄に記入すること。
3. 解答用紙の他に、下書き用紙を配付するので、取り違えのないように注意すること。
4. 解答時間は100分である。

2 次の英文を読んで、以下の各問に答えなさい。(30点)

Baby Love

At the base of infants' social life is their first experience of love. During the first two years, infants normally acquire a basic sense of attachment*1. By attachment, we mean a feeling of dependence, trust, and the desire to be physically close to the major caregiver*2, usually the mother. Developmental psychologists believe that the basic trust formed during this period provides the foundation for all other social and emotional development.

We do not know how quickly infants develop attachment. Psychologists had once believed that infants in the first few weeks of life were not yet able to distinguish their mother from other people, but recent research indicates that they are able to. By six months or so, they have clearly developed attachment. One indication of this is that many infants will cry if their mothers disappear from sight. Also, children often will show fear and distress in the presence of a stranger. The presence of a caregiver will comfort them.

What is the basis of the infants' attachment to their mothers? Some learning theorists believe that the attachment between mother and child develops because of the child's ability to cry and smile. Crying and smiling are natural responses in infants; these responses reflect the children's need states, which the children communicate in a primitive way to parents. The children cry when afraid and their parents comfort them. At this point, the children smile, which in a sense rewards the parents' actions. The infants provide smiles and the parents provide food and care. These behaviors mutually support each other and both parties become attached.

For some time, psychologists thought that the food provided by the parents was the infants' principal cause for attachment, but research suggests that the physical comfort provided by parents may be even more important. Harry and Margaret Harlow conducted several experiments on infant monkeys who were separated from their mothers at birth and raised with surrogate mothers*3. In some cases, the surrogate mother was made of wire with a wooden block for a head. In other cases, the surrogate mother had a soft, cuddly*4, terry-cloth*5 body. In one experiment, the infant monkeys were raised in a cage with both the terry-cloth "mother" and the wire "mother." However, only the wire mother was equipped with a milk bottle, so food came from the wire mother alone.

The Harlows and their associates observed the behavior of the infants and discovered an important tendency. The infant monkey had become attached to the terry-cloth mother, even though the wire mother provided the food. If an infant monkey was frightened, for example by

sounds, lights, or a new object, it would seek the security of the terry-cloth mother. It would feed from the wire mother's bottle, but it spent most of its time with the cloth-covered mother. Also, when an infant monkey proceeded to investigate the cage, it would keep one foot on the terry-cloth mother and would return and cling to this surrogate mother whenever frightened. These results suggest that contact comfort is in many ways more important for attachment than food.

However, even though the terry-cloth mothers provided the infant monkeys with security, these monkeys did not develop into normal adults. While they were not as bad as monkeys raised only with wire mothers, as adults they exhibited uneasy behavior. They constantly rocked, sucked on themselves, and behaved in an aggressive*⁶ manner when released into a group of monkeys. This behavior lasted⁽¹⁾ through their adult lives.

Obviously, the terry-cloth and wire mothers were not enough. Attachment to real monkeys seemed important for the young monkeys to develop into proper adults. However, need the mother be present for this to occur? Harry Harlow looked at this question as well. He found that infant monkeys that were separated from their mothers and raised with other infants showed more clinging behavior and tended to be more nervous as adults than normally raised monkeys. These infants showed some negative effects of being raised without their mothers, but they were not so badly affected as infants who were raised completely isolated from other monkeys.

Of course, you may have doubts about generalizing to humans from experiments with monkeys. This is a reasonable doubt. (A), we should note that apes*⁷ and monkeys are our closest nonhuman relatives. Thus, we may be similar in some ways. Also, studies of children brought up in orphanages*⁸ show that those who are not given the opportunity to form strong attachments to caregivers suffer from social and emotional difficulties.

Harlow also tested whether or not the effects of early isolation could be reversed. In one study, he placed young monkeys who had not been isolated with older monkeys that had been isolated. The younger monkeys showed a lot of clinging behavior, and very little aggressive behavior. The usual response of the younger monkeys was to cling and attach themselves to the older monkeys. Over time, the isolates⁽²⁾ responded similarly, and after six months the isolates behaved much like the younger monkeys. The younger monkeys apparently provided non-threatening models to the isolates.

Moreover, studies of young children in orphanages have shown that giving loving attention and care to the children who were neglected as babies improves their lives significantly. These babies became lively, normal children when they were lovingly cared for. In one study, the children without loving care, did not fully develop mentally and remained in institutions all of

their lives, while the others who were cared for developed into normal adults living in the community. We should point out that this series of studies merely observed some orphanages; it was not an experiment. Nevertheless, it would appear that the effects of the early experience of isolation may be corrected. Recently, a review of twenty studies on early separation of mothers from their children indicated that children do not usually suffer permanent harm from this experience. What seems to matter is that someone give loving care to the infants.

We have emphasized attachment to the principal caregiver, but typically, by one year of age children extend their attachments to others, such as the father, grandparents, and other caregivers. Also at this time, the fear of strangers, which peaks around eight months, begins to decrease and will be reduced significantly by the time the child is eighteen months old. The attachment to others provides the foundation for future social relationships.

*1 attachment 愛着

*2 caregiver 世話をする人, 面倒を見る人

*3 surrogate mothers 母親代わり, 母親代理

*4 cuddly 抱き心地の良い

*5 terry-cloth タオル地の

*6 aggressive 攻撃的な

*7 apes 類人猿

*8 orphanages 児童養護施設

Adapted from "Baby Love" by Mary M. Gergen et al. in *Ten Steps to Advancing College Reading Skills* (1998).

問4 次の(1), (2)について, 本文の内容と一致するように, 下線部にあてはまる最も適切なものを, 選択肢 a ~ d の中から一つ選び, 記号で答えなさい。(4点)

- (1) The main idea of paragraph 1 is expressed in the _____ sentence of the paragraph.
- a. first
 - b. second
 - c. third
 - d. last