問題Ⅰ，Ⅱは解答を一つずつ選び，マークシートに記入しなさい。

Ⅰ. Read the following article, and answer the questions as indicated.

"Making Sense of Secrecy" by S. Kaane (2007)

① Nearly 2500 years ago, Sophocles urged his fellow citizens, "Do nothing secretly; for Time sees and hears all things, and reveals all." [1] For secrecy is just as much a part of our lives as it was in ancient Athens.

② Why do most humans want to conceal information from certain other individuals or groups? At root, such behavior might be genetic—that is, inherited from long ago. [2], animals hide the location of their dens or nests from enemies. Dogs, for example, bury bones to keep them safe, and try to remember their locations later.

③ However, most explanations of secrecy [3] its social origins. One such explanation arises from people's wish to conceal aspects of themselves from others due to shame or from fear. This is usually referred to as the desire for privacy. Individuals may not wish for details about their religion, sexual preferences, political views, family history or personal activities to be revealed. People desire privacy because disclosure might result in violence, unemployment, or loss of acceptance. Families can also maintain "family secrets", [4] family members refrain from discussing unpleasant problems.

④ Even though it is difficult to define them clearly, secrecy and privacy should not be confused. For example, depending on who you are and where you live, you might have very different ideas about [5] privacy a person has a right to expect. What might be considered reasonable protection of privacy in one situation might be considered very secretive behavior in another. Nor can we rely on technology to clarify the distinction between secrecy and privacy. Technology plays little part in either area. In fact, [6] its relationship with secrecy and privacy.

⑤ Privacy seems somehow connected to us—both to our physical selves and to our identity in society. Thus, most people desire to hide information [7] their finances, since this is important [8] the avoidance of crimes such as identity theft. Similarly, people also want to keep their medical records [9] being revealed to others.

⑥ Unlike privacy, however, secrecy is often problematic. Clearly, some groups or individuals choose secrecy in order to deceive. For example, someone might take advantage of secrecy to obtain a benefit illegally, or to avoid punishment for something they did. When this happens, secrecy becomes a way of gaining power over others. That is quite different from privacy, which involves neither harm to others, nor selfish gain.

⑦ The desire to keep secrets is very powerful. Certain clubs and societies use secrecy to attract members by [10] a sense of mystery and importance. Groups of bullies keep their bullying secret at school, and criminal gangs make secrecy seem honorable. Moreover, both private and public companies make use of

secrecy. Keeping secrets thus gives a wide range of organizations, from multinational corporations to nonprofit charities, an advantage over their rivals. It helps them to remain legal or sometimes to conceal crimes.

⑧ Nevertheless, government secrecy causes more controversy than any other type. Governments often attempt to turn certain types of information into "state" secrets, which are hidden from other governments and from the public. State secrets can include weapon designs, military plans, or the tactics being used in diplomatic negotiations. The information is purposely hidden from potential enemies; thus, it is not hard to see why most nations have laws that justify state secrecy. This seems to me to be rather unfortunate. The result has been an international "secrecy race," in which large amounts of taxpayer money has been wasted. Wasted, because as a result of spying, most governments' secrets come out anyway. Moreover, citizens' access to government information has often been reduced.

⑨ To what degree is state secrecy really needed? Opinions vary. Even the people most outspoken [11] state secrecy do not question the necessity of keeping nuclear weapon designs secret for national security reasons, but many ask whether government secrecy has not expanded too far in recent years. Governments can, and too often do, keep secrets for political reasons. To prevent this, many countries have laws to limit government secrecy. The Freedom of Information Act is a well-known American one. Wikileaks has made public many official secrets, some of which appear to have been hidden merely to protect the honor of individual politicians, rather than to protect the state itself. In a truly open democracy, such secrecy in government would be a contradiction. This same problem was recognized long ago by the English philosopher Jeremy Bentham. He denounced all government secrecy as extremely undemocratic and immoral, claiming that, "secrecy [12] accepted by citizens who want a good government." In an age which knew no nuclear weapons, that assertion was admirable; today, however, it appears naïve.

⑩ Indeed, the extent to which secrecy should be permitted or encouraged by a state has become increasingly controversial. Modern technologies have forced states to invest more and more effort towards keeping things secret. Over the

course of the twentieth century the range of information which required protection expanded. However, the effort required to keep so many state secrets has consumed large amounts of time, labor and trust—and thus distracted officials from the job of governing itself. Moreover, trying to keep state secrets has necessitated further secrecy, creating an endless chain of deception.

⑪ Decisions about whether or not to make something secret are rarely easy, either for societies and organizations or individuals. Like transparency, its opposite, secrecy can offer both advantages and disadvantages in personal and group relations, depending on the circumstances. In the short term, secrecy gives those with knowledge an advantage, by allowing them to gain power as a result of what they alone know. The disadvantage is that those who lose power because they have been deprived of knowledge will be full of anger and distrust. By contrast, transparency has the short-term disadvantage of weakening those who make everything public. This is because they may be criticized or betrayed by those who keep secrets. Yet in the long term, transparency has the advantage in that it fosters trust and cooperation. <u>Thus, secrecy presents a conundrum.</u>_Z

⑫ In the end, secrets, as Sophocles said, usually come out. Keeping secrets undoubtedly can bring rewards. That explains why secrets are part of the modern world. However, many secrets are costly to maintain, and if they become revealed, all that effort is wasted. Transparency, by contrast, requires no extra effort to keep facts hidden, and is much less bothersome. In that sense, I believe that secrets become like many other burdens in life; and to quote the historical Buddha: "Three things cannot long stay hidden: the sun, the moon and the truth".

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Answer the questions [1]—[17] as indicated.

1. Which sentence would best fill the gap at [1]? Answer by filling in the corresponding slot under the number (1) on the mark sheet.

    1. Today, his wisdom has been fully understood.
    2. His words seem today to have been in vain.
    3. Modern societies have clearly followed Sophocles' advice.

2. Which of the following would best fill the gap at [2]? Answer by filling in the corresponding slot under the number (2) on the mark sheet.

    1. After all
    2. Afterwards
    3. Although
    4. Altogether

3. Which of the following would best fill the gap at [3]? Answer by filling in the corresponding slot under the number (3) on the mark sheet.

    1. derive
    2. derive on
    3. emphasize
    4. emphasize on

4. Which of the following would best fill the gap at [4]? Answer by filling in the corresponding slot under the number (4) on the mark sheet.

    1. however
    2. whatever
    3. whenever
    4. whoever

5. Which of the following would best fill the gap at [5]? Answer by filling in the corresponding slot under the number (5) on the mark sheet.

    1. how far
    2. how few
    3. how many
    4. how much

6. Which of the following would best fill the gap at [6]? Answer by filling in the corresponding slot under the number (6) on the mark sheet.

    1. as technology evolves, so does
    2. since technology evolved, as well did
    3. to make technology evolve, it also makes
    4. the more technology evolves, the more goes

7, 8, 9. From the group of words below, choose the best word to fill each of the gaps [7], [8], and [9]. Fill in the corresponding slots under the numbers (7), (8), and (9) on the mark sheet.

    1. about
    2. because
    3. by
    4. for
    5. from
    6. with

10. Which of the following would best fill the gap at [10]? Answer by filling in the corresponding slot under the number (10) on the mark sheet.

    1. created
    2. creating
    3. creation
    4. creativities

11. Which of the following would best fill the gap at [11]? Answer by filling in the corresponding slot under the number (11) on the mark sheet.

    1. in opposition to
    2. on behalf of

12. Which of the following would best fill the gap at [12]? Answer by filling in the corresponding slot under the number (12) on the mark sheet.

    1. could preferably be
    2. ought hardly to be
    3. should always be
    4. would necessarily be

13. Which of the following sentences is closest in meaning to the underlined sentence at **Z**? Answer by filling in the corresponding slot under the number (13) on the mark sheet.

    1. Therefore, it is difficult to decide secrecy levels, because secrecy both harms and helps.
    2. Therefore, secrecy levels are usually inversely proportional to transparency levels.
    3. Therefore, secrecy makes it possible to choose who will receive the advantage.
    4. Therefore, secrecy usually creates problems, while transparency helps to solve them.

14. Which of the following sentences best describes what the author says about the relationship between secrecy and privacy in paragraph ⑥? Answer by filling in the corresponding slot under the number (14) on the mark sheet.

    1. Secrecy differs from privacy because of its use by groups.
    2. Secrecy is based on lies, whereas privacy asserts honesty.
    3. Secrecy often aims for undeserved gains, but privacy does not.
    4. Secrecy, unlike privacy, rarely involves unlawful behavior.

15. Based on paragraphs ⑧ and ⑨, which of the following statements most accurately describes S. Kaane's opinion about the "secrecy race"? Answer by filling in the corresponding slot under the number (15) on the mark sheet.

    1. It is understandable, but the results have been largely negative.
    2. It is unjustifiable for governments to keep any secrets.
    3. It succeeded in most respects apart from its costs to taxpayers.
    4. It was mainly used by governments to exclude their own citizens.

16. Does S. Kaane offer a clear personal opinion on secrecy in his article? Answer by filling in the corresponding slots under the number (16) on the mark sheet.

    1. No
    2. Yes

17. Does S. Kaane assert that state secrecy has changed over time? Answer by filling in the corresponding slots under the number (17) on the mark sheet.

    1. No
    2. Yes

Ⅱ. Read the following article, and answer the questions as indicated.

"Privacy at School: Choices Ahead" by S. M. A. Foane (2010)

Introduction

Can American schools respond to changes in technology, as they attempt to protect students' privacy? The jury is still out; however, several programs adopted in the state of Colorado can shed light on some of the challenges involved.

① In Colorado schools, three areas of serious concern have been the focus of attention: cell phones, student use of the Internet, and the introduction of fingerprint identification systems. In a statement setting out policies on these areas, Jackie Lemmon, director of the Colorado Education Board, said, "Safety is first and foremost." It is an admirable priority, but upon closer examination, in each of these policy areas, even Colorado has yet to draw a clear line between schools' responsibility for safety and students' rights to privacy.

Cell phones

② Cell phones have been causing increasing problems in schools over the past decade. They have spread to the extent that at least 75 percent of American high school students now have one. This trend in itself is not necessarily a problem, but unfortunately students have found them to be useful [18] mere talking. At school, cell phones have become a tool for cheating on exams: email messages and camera phones can easily be employed to enhance grades.

③ In Colorado, every school has its own way of dealing with cell phones, but the basic rule is the same: when the first bell rings, electronic devices should be [19]. If the rule is violated, the phones are collected and kept by the teachers until the end of the school day.

④ "What we try to do is protect the school environment, and still allow students to use their phones between classes. So [A] bring cell phones, but [B] allow them to be seen in the classroom," Ms. Lemmon said. But the rules do not

openly state that the teachers have the right to search a cell phone after it has been confiscated.

⑤ Parents at one high school think they definitely do not. "Cell phones are private property, and all students should have privacy rights even when in school. Personal cell phones are none of their [21] business," one parent stated. Another added, "If students are using them during class, then the phones should be confiscated. But school officials should never look at the content of a student's cell phone while it's in their possession." High school principal Martin Johnson agrees. "Looking at the cell phones' content is overstepping the boundaries." Devon Suzuki of the American Civil Liberties Union (ACLU)* strongly supports Mr. Johnson's position. "Rules about the use of cell phones at school may be necessary, but officials should never ignore students' rights to privacy. Whatever the situation might be, reading the email of a student, or recording it in some way, is undoubtedly a serious violation of that student's human rights."

⑥ However, many school officials oppose the ACLU's position. For example, the principal at Centennial High School, Joseph Simon, said he searches the contents of every cell phone that he finds in school. He claims to be checking for two things: whether the student has been using the phone during class time, and if he or she has been using the cell phone to cheat during exams. In the latter case, a severe punishment is given.

⑦ Regardless of whether or not schools have the right to search phones, more and more are doing so. And unfortunately, the rules governing how and when to enforce privacy policies in the case of cell phones are becoming increasingly unclear. That is the major cause of many recent disputes.

The Internet
⑧ While most schools make it possible for students to access the internet via classroom computers, they have adopted policies to ensure that it is only used for educational purposes. In order to [C] this kind of policy, schools have [D] filters that block out many websites and pages, such as Facebook or Mixi. This censorship （検閲） may be reasonable in order to protect the learning environment.

⑨ However, many schools also monitor email messages sent to and from their email system, and closely watch which websites students visit. Director Lemmon explains: "For each and every user, our security systems are capable of recording each website visit, the amount of time spent actively using the web, each chat, each email message, and every file transfer into and out of our internal networks to the internet. As long as they are using school computers, students should not expect privacy in their use of either the internet and the web or electronic messaging." She justified the policy as necessary to ensure that the school's computer system is used exclusively for educational purposes.

⑩ Yet what about the case of Hartford High School student Bernard Lim? During an investigation into the incorrect use of school computers, Lim's mail was used as "evidence" for another student's misdeeds. Subsequently, all of Lim's emails and web-viewing history were also made public, though Lim himself had done nothing wrong. Some school officials became concerned by mails that Lim sent to another student in which he complained about poor conditions at the school, the careless attitudes of staff as well as students, and widespread racial bias. To everyone's surprise, he was punished by being forbidden to attend school for ten days. Only after intervention by the ACLU did the principal lift the punishment.

⑪ Devon Suzuki, the ACLU lawyer for Lim's case, remarked, "In my opinion, the school was wrong; in fact, more and more schools are going too far in their invasions of privacy." He said that courts are still struggling to find a suitable balance between privacy and security. Nevertheless, they have been supporting schools in cases where the email has a direct impact on the school. But are emails sent via a school computer the property of the school or the property of the writer, be it a staff member or a student?

Fingerprinting
⑫ In September 2009, Centennial High School in Colorado began a voluntary fingerprinting system for students buying cafeteria meals. A similar system is already in place in several nearby school districts. Under the system, electronic cafeteria accounts are linked to student fingerprints. The machine instantly [23] the fingerprint and confirms payment for the meal.

⑬　Director Lemmon believes that fingerprinting has several advantages. Obviously, it reduces the amount of time spent in purchasing a cafeteria meal; moreover, it protects the privacy of those poorer students who qualify for the special discount program, since no one knows how much they are paying for their lunches. The school lunch database also contains information about food allergies, food restrictions, or student preferences such as vegetarianism. Like the company which developed the system, Ms. Lemmon insists that it is [24] way to run the school lunch program. She also has no worries about privacy. "To ensure student privacy, the program remains voluntary. No student is required to participate. Furthermore, fingerprints are encoded as a series of numbers before being stored in the database, and the database is not accessible to the general public."

⑭　Nevertheless, the program is not without its disadvantages. Clearly, large fingerprint databases present a remarkable opportunity for identity theft. And it is hard to describe the program as truly voluntary. [25] students are often unable to make wise decisions about their own privacy. Few teenagers realize that there is no way to "erase" the fingerprint database, so that their personal information could become part of a permanent government record. One clever hacker could expose all of the private information in the database. Few schools are prepared to take full responsibility for data security. This is why some schools have refused to adopt the fingerprinting system. In fact, on this issue, too, Colorado's policies may appear advanced, yet they could hardly be called superior to those of other states.

Closing Remarks

⑮　Concerns about privacy protection at school are growing. Yet clearly, controversy persists. ① An acceptable balance between students' rights and the rights of the school is hard to find. ② In cases of bullying, schools can establish restrictive policies, but policies about email must be more sophisticated. ③ Moreover, most schools are still working on how to respond to the challenges posed by the digital media revolution. ④ To summarize, the Colorado state policy seems to be the best in the U.S. right now.

⑯　If such a thing as student privacy exists at all, its definition is still far from agreed upon. In their scholarly study *In Private*, published in 2004, Grant and

Lee argued that most privacy policies, for example those published by school districts on their websites, are written in language that is above the reading level of the average student. In addition, the authors appeal for greater government definition and regulation of privacy standards. They argue persuasively that privacy policies should not be decided by individual school officials like Jackie Lemmon. This is a view which is shared by other scholars. According to Amitai Etzioni, in *The Limits of Privacy* (1999), privacy is a fundamental human right, whose social value is an important feature of democratic societies. He suggests that privacy should be determined socially, by communities with shared moral values—not by central governments or school boards.

* ACLU: An organization that aims to protect the rights of people living in the United States.

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Answer the questions [18]—[29] as indicated.

18. Which of the following would best fill the gap at [18]? Answer by filling in the corresponding slot under the number (18) on the mark sheet.

    1. as much as
    2. as well as
    3. for less than
    4. for more than

19. The five words below complete the sentence underlined at [19]. Which one must come **fourth** in order for them to form a grammatical sentence? Fill in the blank at the number (19) on the mark sheet.

    1. detected
    2. heard
    3. neither
    4. nor
    5. seen

20. Which of the following combinations would best fill the gaps at [A] and [B] in paragraph ④? Answer by filling in the corresponding slot under the number (20) on the mark sheet.

	[A]	[B]
1.	they can	we can
2.	they can	we can't
3.	they can't	we can't
4.	we can	they can't

21. Who or what is meant by "their", the underlined word at [21]? Answer by filling in the corresponding slot under the number (21) on the mark sheet.

1. parents
2. privacy rights
3. students
4. teachers

22. Which of the following combinations would best fill the gaps at [C] and [D] in paragraph ⑧? Answer by filling in the corresponding slot under the number (22) on the mark sheet.

	[C]	[D]
1.	betray	established
2.	follow	resisted
3.	prevent	relied on
4.	pursue	set up

23. Which of the following would best fill the gap at [23]? Answer by filling in the corresponding slot under the number (23) on the mark sheet.

1. realizes
2. recognizes
3. resembles
4. resends

24. Which of the following would best fill the gap at [24]? Answer by filling in the corresponding slot under the number (24) on the mark sheet.

1. an economic
2. an economical
3. a financial
4. a financier

25. Which of the following would best fill the gap at [25]? Answer by filling in the corresponding slot under the number (25) on the mark sheet.

1. Although young and inexperienced,
2. As young and inexperienced, since
3. Being young and inexperienced,
4. Young people know nothing because

26. Which of the following sentences best describes the writer's conclusion in paragraph ⑦ about why disputes over cell phones are increasing? Answer by filling in the corresponding slot under the number (26) on the mark sheet.

1. As schools are obliged to search for cell phones, they are increasingly disputing their own privacy policies.
2. As schools expand cell phone searches, their inconsistent privacy policies are increasingly exposed.
3. Schools are causing increased disputes, because they have very clear policies about students' rights to privacy.
4. Schools are increasingly unwilling to search for cell phones, because they are afraid of disputes about privacy.

27. Which of the following sentences best describes the privacy problem raised in the Bernard Lim case, as mentioned in paragraph ⑩ ? Answer by filling in the slot under number (27) on the mark sheet.

    1. By publicly forbidding Lim from attending school, school officials violated his right to privacy.

    2. Lim provided evidence about another student's misdeeds, and was punished for that.

    3. Lim was prevented from going to school for too long, given the seriousness of his crime.

    4. Lim was punished for the contents of his emails which the school officials had no right to read.

28. Which of the four sentences marked ① to ④ does **not** logically belong in paragraph ⑮ ? Choose the number of the **inappropriate** sentence, and answer by filling in the corresponding slot under the number (28) on the mark sheet.

29. Based on this article, which of the following phrases best describes the author? Answer by filling in the corresponding slot under number (29) on the mark sheet.

    1. A passionate campaigner for student privacy.

    2. An up-to-date, objective observer of privacy issues.

    3. A writer who is concerned about the goals of U.S. education policy.

    4. An author who objects to disputes about privacy in schools.

Ⅲ． 以下の日本語の問題文をわかりやすい英語にしなさい。解答は解答用紙BのⅢ．に，
それぞれ記入しなさい。

注意点：
(a) 問題文のKとMの会話の英訳を，解答用紙BのⅢ．の K1，M1，K2，M2
と記載されている行に書きなさい。
(b) 日本語の表現をうまく英語にできない場合は，別の言い方に変えてから英語
にしてみましょう。(例) 難解 → 分かりにくい → hard to understand

問題文：
K1： お姉ちゃん，大学に入ってから友達を作るコツを教えてくれる？
M1： そんなの簡単よ。キャンパスでいつも笑顔でいればいいのよ。
K2： えー，それって大変じゃない？
M2： ぜーんぜん！心配しないで，前向きでいるのが一番よ。

IV. 以下の設問 A), B) の中から一つ選んで, 問題 I または II をもとに, 自分の
意見を解答用紙 B の IV. 欄に収まるように書きなさい。注意点をよく読んでから
書きましょう。

A) Do you believe S. Kaane is right to claim that governments spend too
much money and effort protecting secrets? Why, or why not?

B) In protecting students' privacy, should Japanese schools follow the
examples of the high schools in Colorado discussed by S. M. A. Foane?
Why, or why not?

注意点：
（１） 箇条書きは不可。
（２） 問題 I または II で言及されている意見やことがらを最低一つ引用して,
自分の意見をまとめること。
（３） 引用する際には, 下の例を参考にすること。

引用例：

• In his 2007 article "Making Sense of Secrecy", S. Kaane writes, "Privacy ... ."
However, I strongly disagree with that statement, because ...

• I agree to a certain extent with Devon Suzuki, who says, "Schools ..." in the
essay by S. M. A. Foane (2010).

• According to Foane, many schools .... In my opinion, ...

平成24(2012)年度　経済学部　問題訂正

教科・科目	誤	→	正
英語	p.14　Answer the questions [18]–[29] as indicated. 19.　1行目 The five words below complete the sentence underlined at [19].	→	p.14　Answer the questions [18]–[29] as indicated. 19.　1行目 The five words below complete the sentence ~~underlined~~ at [19]. ↓ この一語を削除