

次の英文を読んで、あとの問いに答えよ。

There is an old, famous joke about a drunk man searching for his lost keys under a streetlight late at night. A police officer approaches the man and, joining the search, asks if he is absolutely certain that this is where he dropped them. " (A)," the man replies simply, pointing into the complete darkness halfway down the street, "I actually dropped them over there, but the light is much better here." This simple story, known to social scientists as the "Streetlight Effect," serves as a perfect illustration of a mental trap that has caught the modern world: (B)our overwhelming obsession with numbers and measurements.

We live in an era that worships data. We are told, directly and indirectly, that numbers do not (①). From the steps we walk and the calories we eat to the economic growth of nations and the "likes" on social media posts, we operate under the attractive assumption that if something exists, it can be measured, and if it can be measured, it must be improved. This data-driven approach has, without a doubt, improved global systems, advanced medical treatments, and made many industrial processes more efficient. However, when (C)this same logic is applied to the messy, subjective, and deeply complex reality of human experience, this focus on *metrics often leads us in the wrong direction. Like the man in the story, we find ourselves searching for answers where the data is easiest to collect—under the bright light of the spreadsheet—rather than where the truth actually lies, in the shadows of uncertainty.

Consider the current state of our education system. Standardized test scores are incredibly easy to track, collect, and compare across schools and countries. They (②) policymakers and parents alike with a comforting illusion of objectivity and control. Yet, anyone who has ever stepped into a classroom knows that these scores (③) to capture critical human qualities such as curiosity, resilience, empathy, and creativity. Because these traits are inherently difficult to measure—how does one assign a number to a student's kindness?—they are frequently ignored in school programs designed to maximize test performance. (D)In this situation, the metric ceases to be a measure of education and becomes the target itself, distorting the very process of learning it was meant to evaluate.

This tendency creates a dangerous blind spot in our collective understanding of the world. We prioritize "hard" data over "soft" intuition, dismissing personal stories or observation as unscientific or irrelevant. In the business world, companies may relentlessly try to improve short-term efficiency—a metric that is easily tracked on a quarterly report—while slowly destroying the long-term trust of their employees or

customers, a value that remains invisible until the moment it is completely broken. We confuse the map for the land itself, believing that the spreadsheet represents the world, when in fact it represents only a thin slice of reality that happens to be countable.

The problem, it must be stated, is not the data itself; data is a tool, and a powerful one at that. The problem is the arrogance with which we interpret it, and the dismissal of anything that cannot be reduced to a number. We must recognize that the most (④) aspects of life often cannot be calculated. You cannot calculate the precise value of a walk in the woods, the comfort of a friendship, or the cultural importance of a tradition. These things (E-1), in the most significant sense of the word, even if they cannot be (E-2).

To truly navigate the complexities of the twenty-first century, we need to venture (⑤) the safety of the streetlight. We must develop the intellectual courage to look into the darkness where the data does not reach. It is there, in the unmeasured and the unknown, that the keys to our well-being are most likely to be found. Only by acknowledging the limits of [F].

*metrics 測定基準

問 1

空所①～⑤に入れるに最も適当な語（句）を，それぞれの選択肢から1つずつ選び，記号で答えよ。

①の選択肢

ア help イ matter ウ lie エ pay off

②の選択肢

ア give イ lead ウ provide エ show

③の選択肢

ア fail イ miss ウ try エ stop

④の選択肢

ア meaningful イ objective ウ personal エ sophisticated

⑤の選択肢

ア beyond イ within ウ on account of エ regardless of

問 2

空所(A)に入れるのに、最も適当なものを以下のうちから選び、記号で答えよ。

ア Yes イ Maybe yes ウ Perhaps no エ No

問 3

下線部(B)の根底には、筆者のどのような考えがあるか。次のうちから筆者の考えに最も合致したものを一つ選び、記号で答えよ。

- ア 我々は世界を理解する際、数値やその測定という無益なものに執着しすぎている
- イ 数値やその測定は手段であるはずが、その収集が目的となってしまうている
- ウ 世界を理解する際の数値やその測定の意義を、現代人は見いだせるようになった
- エ 数値やその測定という、現代ではまだ完成していない手段に依存しすぎている

問 4

下線部(C)はどのような考え方を指すか、句読点を含めて 40~50 字以内の日本語で説明せよ。

問 5

下線部(D)を和訳せよ。その際、it が指す内容をわかるように訳すこと。

問 6

空所(E-1)および(E-2)には、同じ動詞が、必要に応じて活用された形で入る（必ずしも同じ形とは限らない）。その動詞の原形を答えよ。

問 7

以下の与えられた語を適切に並び替え、空所[F]に入れるのに、最も適当な表現を完成させよ。

be, calculated, can, can, hope, matters, to, understand, we, what, what