

英文和訳道場 第33回

組 () 番号 () 氏名 ()

What range of knowledge does it take to make an "educated person?" There was a time, once, when that question would have been unnecessary. (1)There was a common consensus that an educated person should feel at home with language, especially one's own language and its literature, with the principles of mathematics, with the basic concepts of the physical sciences, with an awareness of the progress of history and with the questions that have perplexed philosophers since antiquity. A learned person might be more learned in one field than another. But to be called educated one should at least have some familiarity with all areas of learning.

(2)Then, somewhere along the way, we lost the consensus of what constitutes an educated person. One reason for this has been the rapid increase of knowledge. It is almost impossible now to encompass all the knowledge in one field or to have more than a superficial acquaintance with fields outside one's area of specialization. In the fact of that problem, those who directed higher education threw up their hands and gave up even the concept of the educated person.

One consequence of the abandonment of this concept was the fragmentation of graduate-level education. American universities no longer have "a" graduate school; they have many. There are graduate schools of medicine, of law, of journalism, of engineering, of social work, and so on.

Now, I have no quarrel with specialization. I respect the truly expert in any field, from carpentry to computers. (3)But I know doctors — very competent ones — who couldn't be called educated by anyone's definition; so too with lawyers or engineers — not to mention journalists.

(1)

(2)

(3)

¶ 1

(1) What range of knowledge does it take to make an "educated person?"

It	takes	wide range of knowledge	to make an "educated person"
S	V	O	

* educated person = 教養人

* what range of knowledge の表現は英語にはない。たぶん日本人が考えた英語だろう。

【全訳例】教養人になるためにどの程度の知識が必要なのだろうか。

(2) There was a time, once, when that question would have been unnecessary.

There	was	a time	once
B	=	A	

when that question would have been unnecessary

* would = 過去の習慣で「以前は～であった」。

【全訳例】かつてはそんな疑問など無用であった時代があったのだ。

(3) There was a common consensus that an educated person should feel at home with language, especially one's own language and its literature, with the principles of mathematics, with the basic concepts of the physical sciences, with an awareness of the progress of history and with the questions that have perplexed philosophers since antiquity.

There	was	a common consensus
B	=	A

that an educated person should feel at home
with language, especially one's own language, and its literature
with the principles of mathematics
with the basic concepts of physical sciences
with an awareness of the progress of history
and
with the questions

that have perplexed philosophers since antiquity

* common consensus = 共通認識、広く意見が一致すること

* feel at home with A = A といるとほっとする

* a common consensus that ~ の that は同格

* basic concept = 基本理念

* physical science = 物理化学

* awareness of A = A の把握、認識、意識

* since antiquity = 大昔から

【全訳例】言葉、特に母国語とその文学、数学の原理、物理化学の基本理念、歴史の進展に関する認識、そして大昔から哲学者たちを悩ませてきた疑問があれば教養人たちは安心していったという共通認識があった。

(4) A learned person might be more learned in one field than another.

A learned person	(might) be	more learned	in one field than another
A	=	B	

【全訳例】別の分野よりもある1つの分野において教養人は教養があったかもしれない。

(5) But to be called educated one should at least have some familiarity with all areas of learning.

one	(should) (at least)	have	some familiarity	with all areas of learning
S	V	O		

* all areas of learning = あらゆる分野の学問

* have some familiarity with A = A をある程度知っている

【全訳例】教養があると言われるために、少なくともあらゆる分野の学問を一通り知っている必要があった。

¶ 2

(6) Then, somewhere along the way, we lost the consensus of what constitutes an educated person.

we	lost	the consensus of what constitutes an educated person
S	V	O

* somewhere along the way = 途中のどこかで

* constitute A = A を構成する

【全訳例】その後、教養人になるためのものに関する共通認識を僕らは途中でなくしてしまった。

(7) One reason for this has been the rapid increase of knowledge.

One reason	has been	the rapid increase of knowledge
A	=	B

for this

【全訳例】こうなった理由の1つは、急激な知識量の増加だった。

(8) It is almost impossible **now** to encompass all the knowledge in one field or to have more than a superficial acquaintance with fields outside one's area of specialization.

It	is	almost impossible	now
A	=	B	

{ to encompass all the knowledge in one field
 or
 to have more than a superficial acquaintance with fields
 outside one's area of specialization

* encompass = 網羅する、取り囲む、包含する

【全訳例】 1つの分野のすべての知識を自分の物にすること、あるいは自分の専門以外の分野で浅薄な知識以上のものを獲得することは現在ではほぼ不可能だ。

(9) In the fact of that problem, those who directed higher education threw up their hands and gave up even the concept of the educated person.

In the fact of that problem

those [people]	threw up and gave up	their hands
S	V	O

who directed higher education

- * the fact of that problem = この問題の実情
- * throw up one's hand = お手あげだとあきらめる
- * direct = 指示する、人を誘導する
- * concept of the educated person = 教養人を育てようという構想、教養主義

【全訳例】 この問題について実際のところは、高等教育の導き手たちは全くのお手あげ状態で、教養主義さえも捨ててしまったのだ。

¶ 3
 (10) One consequence of the abandonment of this concept was the fragmentation of graduate-level education.

One consequence of the abandonment of this concept	was	the fragmentation of graduated-level education
A	=	B

- * consequence of A = Aの結果
- * fragmentation of A = Aの崩壊
- * graduated-level education = 大学教養課程レベルの教育

【全訳例】 教養主義を捨ててしまった結果、大学教養課程レベルの教育（水準）が崩壊してしまった。

(11) American universities no longer have "a" graduate school; they have many.

American universities	no longer have	"a" graduate school
S	V	O

* graduate school = 大学院

【全訳例】 アメリカの大学には大学院はもはや1つではない。大学院の数は多い。

(12) There are graduate schools of medicine, of law, of journalism, of engineering, of social work, and so on.

There	are	graduate schools	{ of medicine of law of journalism of engineering of social work and so on
B	=	A	

- * medicine = 医学
- * social work = 社会福祉

【全訳例】 医学大学院、法科大学院、ジャーナリズムの大学院、工科大学院、福祉の大学院などがある。

¶ 4
 (13) Now, I have no quarrel with specialization.

Now

I	have	no quarrel with
S	V	O

【全訳例】 さて、僕は専門分化に抗（あらが）うつもりはない。

(14) I respect the truly expert in any field, from carpentry to computers.

I	respect	the truly expert
S	V	O

from carpentry to computers

* truly = 副詞のはずだが？

【全訳例】僕は木工からコンピュータに至るまで、本当の意味での専門家というものを尊敬している。

(15) But I know doctors — very competent ones — who couldn't be called educated by anyone's definition; so too with lawyers or engineers — not to mention journalists.

But

I	know	doctors very competent ones
S	V	O

who couldn't be called educated by anyone's definition

so too with A ?

* couldn't be called ~ = 仮定法。

【全訳例】だが、僕の知り合いには、とても優秀なのだが、誰の目から見てもとても教養があるとは呼べないような医者がある。医者だけではなく、弁護士や技術者、ジャーナリストもいることは言うまでもない。