

(2015年度)

# 1 英語問題 (90分)

(この問題冊子は21ページ、5問である。)

## 受験についての注意

1. 監督の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、監督から指示があったら、解答用紙の右上の番号が自分の受験番号と一致することを確認し、所定の欄に氏名を記入すること。次に、解答用紙の右側のミシン目にそって、きれいに折り曲げてから、受験番号と氏名が書かれた切片を切り離し、机上に置くこと。
3. 監督から試験開始の指示があったら、この問題冊子が、上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は、HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能、計算機能、辞書機能などを使用してはならない。
5. 解答は、解答用紙の各問の選択肢の中から正解と思うものを選んで、そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき、マーク欄からはみ出したり、白い部分を残したり、文字や番号、○や×をつけてはならない。
7. 訂正する場合は、消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり、破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

- 1 以下の英文を読み、(1)～(15)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)から1つ選びなさい。なお\*印がついている語句には、本文の後に注が与えられている。

Malthus\* owes his fame to a book he first published in 1798, *An Essay on the Principle of Population*. In it, he argued that growth in population always tends to outrun food production. This is because agricultural productivity only increases (1) slowly, adding a few per cent each year, whereas human population tends to increase exponentially—the more people there are, the more children they have, who then go on to have more children. One plus one quickly equals eight. The balance is usually restored by disease, famine or war. ‘The power of population is (2) \_\_\_\_\_ the power of the earth to produce subsistence\* for man,’ he wrote, ‘that premature death must in some shape or other visit the human race.’ Malthus’s arguments were influential in nineteenth-century Britain and were used to oppose intervention in Irish and Indian famines. These events could be interpreted as the checks needed to keep population within natural limits.

(3) For 200 years, Malthusian fears have receded and resurfaced according to the preoccupations of the time. The last upsurge\* was in the late 1960s and early 1970s when world population was growing at its fastest. In 1967 William and Paul Paddock wrote an exclamatory book entitled *Famine 1975!* in which they predicted massive food shortages in India within a decade. They advised the USA against giving more food aid because it would only allow more children to be born who were certain to starve. A year later the American biologist Paul R. Ehrlich published his best-selling *The Population Bomb*. It began with a chilling statement: ‘The battle to feed all of humanity is over. In the 1970s hundreds of (4) millions of people will starve to death in spite of any crash\* programs embarked upon now.’ The most extreme Malthusians predicted a ‘Great Die-Off’ in which 4 billion people would perish by the end of the century. The Malthusian outlook was given a more sophisticated presentation by the Club of Rome think tank\*, (5)

which used an early form of computer modeling to show that a rapidly growing population was about to run into the brick wall of finite natural resources. The resulting *Limits to Growth* report, released in 1972, sold 12 million copies in 30 languages.

However, for as long as there have been Malthusian warnings there have been equally strong ripostes<sup>(6)</sup> from scientists and economists who have more faith in the human capacity for technological progress and social organization. In the 1970s, debates raged between these 'Malthusians' and 'Cornucopians'. The problem for the Malthusians is that they made specific predictions of what would happen in the near future. As time passed, it was obvious they had got it very wrong. For example, India in 1975, far from experiencing famine, was self-sufficient in food, even with a rising population. The first decade of the new millennium passed without an ecosystem collapse. Rather than experiencing a<sup>(7)</sup> 'Great Die-Off', the world's population is seven times greater than when Malthus wrote his treatise\*. People live longer and are better fed than before. Reality has repeatedly confounded\* the apocalyptic\* predictions—so far.<sup>(8)</sup>

<sup>(9)</sup>\_\_\_\_\_, forty years later, we are living through another revival of Malthusian fears. The mood change can be detected in the titles rolling off the printing presses: *The End of Food, Famine in the West, Climate Change Peril, The Coming Famine*. Some of the earlier prophets of disaster have seized upon the recent food crisis as evidence that their predictions are finally coming true. Paul R. Ehrlich, now professor of population studies at Stanford University, is more pessimistic than ever, telling the *Guardian* newspaper that there is only a one in ten chance of avoiding a collapse of global civilization. Lester Brown, one of the pioneers of the American environmental movement and a champion of population control in the 1970s, writes in his most recent book that 'if we continue<sup>(11)</sup> with business as usual, civilizational collapse is no longer a matter of whether but when', mainly because of the difficulty of growing enough food. After being almost taboo for two decades, population control is starting to appear in the

mainstream media as a valid subject for debate.

Neo-Malthusian arguments are based on the idea that we are using up the finite resources of our planet and approaching hard ecological limits. Figures are<sup>(12)</sup> thrown around about how we are running out of land, water, biodiversity, fertilizer or fossil fuel. Climate change is cited as the great new threat, multiplying all the others. Some argue that mankind's environmental footprint is already so big that it would take one and a half earths to sustain current levels of consumption.

How seriously should we take these warnings? The first step is to assess the biophysical potential of our planet for food production. If the laws of biology and physics prevent us from growing enough food to satisfy everyone's nutritional needs we have a major problem,<sup>(13)</sup> \_\_\_\_\_ how this food is distributed or priced. So let's put economic and political considerations to one side. Imagine that there are no borders, no economic disparities\*, no unequal power relationships within society. Instead, pretend that the planet is a single system that can be optimally\* managed to deliver food and other services for humanity. In this fantasy world,<sup>(14)</sup> how much food can be sustainably produced? Do we have enough land, water, energy and climatic stability to feed 9 billion people by 2050? The good news<sup>(15)</sup> is that scientists have been mapping, sampling and modeling the planet like never before, so we are now in a much better position to answer this question.

出典：Paul McMahon, *Feeding Frenzy: The New Politics of Food* (London: Profile Books, 2013), pp. 73-76. 一部改変

〈注〉

Malthus: マルサス (Thomas Robert Malthus, 1766-1834) 英国の経済学者

subsistence: 食糧

upsurge: 急激な高まり

crash: 応急的な

think tank: シンクタンク(各分野の専門家からなる総合研究組織；特に政府の助成を得て，軍事，社会面での問題解決や，将来の予測を行う)

treatise: 論文

confound: 裏切る，くじく

apocalyptic: 破滅的な

disparity: 不均衡

optimally: 最適の状態で

(1) The word "outrun" could be replaced by \_\_\_\_\_.

- (a) run out before
- (b) require more
- (c) increase more quickly than
- (d) follow the same pattern as

(2) Which expression could best fill the gap?

- (a) so proportional to
- (b) so superior to
- (c) so much more beneficial to
- (d) so much weaker than

(3) Which has the closest meaning to the underlined word?

- (a) ways of testing
- (b) conditions
- (c) warnings
- (d) means of control

- (4) The underlined sentence could be rephrased as \_\_\_\_\_.
- (a) it is useless to try to feed all of humanity
  - (b) too much effort has been given to feeding all of humanity
  - (c) all the efforts to prevent famines have been successful up to the present
  - (d) all the food problems have finally been solved
- (5) What did the Club of Rome think tank do?
- (a) It developed a sophisticated computer system to distribute finite food resources.
  - (b) It correctly predicted the coming population crisis.
  - (c) It argued that, because the population was growing, it was necessary to increase the supply of natural resources.
  - (d) It tried to prove that the earth's resources could not support the earth's growing population.
- (6) In this context, the word "ripostes" indicates that some scientists and economists \_\_\_\_\_.
- (a) supported Malthus's theories
  - (b) disagreed with Malthus
  - (c) were influenced by Malthus's theories
  - (d) improved on Malthus's theories
- (7) The underlined sentence suggests that \_\_\_\_\_.
- (a) the population would have risen much more if there had not been events like wars and famines to keep it under control
  - (b) in recent years the population has grown much faster than in Malthus's time
  - (c) the Malthusians have been proved wrong
  - (d) the population has grown because countries are self-sufficient in food

- (8) The expression "so far" in this context could be replaced by \_\_\_\_\_.
- (a) to such a degree
  - (b) up to now
  - (c) so much
  - (d) such a long way
- (9) Which expression could best fill the gap?
- (a) Even so
  - (b) As a result
  - (c) On the contrary
  - (d) In addition
- (10) Paul R. Ehrlich \_\_\_\_\_.
- (a) suggests that there is only one chance left to prevent his earlier prediction from coming true
  - (b) now has definite proof that his original predictions were correct
  - (c) thinks that humanity is facing a more uncertain future than was predicted in the 1960s
  - (d) believes it is impossible to avoid a complete breakdown of global civilization

- (11) The underlined sentence means that \_\_\_\_\_.
- (a) civilization will certainly come to an end unless we change our way of doing things
  - (b) whether we change our business practices or not will certainly affect how long civilization will last
  - (c) the future of civilization now depends not on whether but rather on when we can start making changes in the food-producing business
  - (d) whether civilization will continue or not will be determined by when we can start controlling population growth by changing the way we live
- (12) The underlined sentence means that \_\_\_\_\_.
- (a) a variety of reasons is suggested as to what causes the shortage of water, biodiversity, fertilizer and fossil fuel
  - (b) people are beginning to panic about the shortage of land, water, biodiversity, fertilizer and fossil fuel
  - (c) no one knows for certain which will run out first—land, water, biodiversity, fertilizer or fossil fuel
  - (d) there are various predictions about how soon land, water, biodiversity, fertilizer and fossil fuel will run out
- (13) Which expression could best fill the gap?
- (a) without respect for
  - (b) depending on
  - (c) because of
  - (d) irrespective of



- (14) In the “fantasy world” the writer speaks of, \_\_\_\_\_.
- (a) the realities of food distribution are not important; all that matters is whether there is enough food for everyone
  - (b) even if there is enough food for everyone for a while, that situation will not last long
  - (c) everyone will be properly fed; there is enough food for everyone, and there are the means to deliver it
  - (d) there are no borders or power relationships, but some people will go hungry because there is not enough food for everyone
- (15) The author feels there is “good news” because \_\_\_\_\_.
- (a) Malthus’s predictions have not come true
  - (b) much more scientific research is being done on this subject
  - (c) there will be enough resources to feed the planet by the middle of the 21st century
  - (d) resources are better controlled than ever before

**2** 以下の英文を読み、(16)～(30)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)から1つ選びなさい。なお\*印がついている語句には、本文の後に注が与えられている。

The university started as a single community—a community of masters and students. It may even be said to have had a soul in the sense of a central animating principle. Today the large American university is, rather, a whole series of communities and activities held together by a common name, a common governing board\*, and related purposes. This great transformation is regretted by some, accepted by many, gloried in, as yet, by few. But it should be understood by all.

The university of today can perhaps be understood, in part, by comparing it with what it once was—with the academic cloister\* of Cardinal Newman\*, with the research organism of Abraham Flexner\*. Those are the ideal types from which it has derived, ideal types which still constitute the illusions of some of its inhabitants.<sup>(16)</sup> The modern American university, however, is not Oxford nor is it Berlin; it is a new type of institution in the world. As a new type of institution, it is not really private and it is not really public; it is neither entirely of the world nor entirely \_\_\_\_\_ it. It is unique.

<sup>(17)</sup> “The Idea of a University” was, perhaps, never so well expressed as by Cardinal Newman when engaged in founding the University of Dublin a little over a century ago. His views reflected the Oxford of his day from which he had come. A university, wrote Cardinal Newman, is “the protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation.” He favored “liberal knowledge,” and said that “useful knowledge” was a “deal of trash.”

Newman was particularly fighting the ghost of Bacon\*, who some 250 years before had condemned “a kind of adoration of the mind . . . by means of which men have withdrawn themselves too much from the contemplation of nature, and the observations of experience.” Bacon believed that \_\_\_\_\_.

To this Newman replied that “Knowledge is capable of being its own end. Such is the constitution of the human mind, that any kind of knowledge is its own reward.”<sup>(20)</sup> And in a sharp jab\* at Bacon he said: “The Philosophy of Utility, you will say, Gentlemen, has at least done its work; and I grant it—it aimed low, but it has fulfilled its aim.”<sup>(21)</sup> Newman felt that other institutions should carry on research, for “If its object were scientific and philosophical discovery, I do not see why a University should have any students.”<sup>(22)</sup> A University training, said Newman, “aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations, at giving enlargement and sobriety\* to the

ideas of the age, at facilitating the exercise of political powers, and refining the intercourse\* of private life." It prepares a man "to fill any post with credit, and to master any subject with facility."<sup>(23)</sup>

This beautiful world was being shattered forever even as it was being so beautifully portrayed. By 1852, when Newman wrote, the German universities were becoming the new model. The democratic and industrial and scientific revolutions were all well under way in the western world. Science was beginning to take the place of moral philosophy, research the place of teaching.

"The Idea of a Modern University,"<sup>(25)</sup> to use Flexner's phrase, was already being born. "A University," said Flexner in 1930, "is not outside, but inside the general social fabric of a given era. It is not something apart, something historic, something that yields as little as possible to forces and influences that are more or less new. It is, \_\_\_\_\_, an expression of the age, as well as an influence operating upon both present and future."<sup>(26)</sup>

It was clear by 1930 that "Universities have changed profoundly—and commonly in the direction of the social evolution of which they are part." This evolution had brought departments into universities, and still new departments;<sup>(27)</sup> institutes and ever more institutes; created vast research libraries; turned the philosopher on his log into a researcher in his laboratory or the library stacks; taken medicine out of the hands of the profession and put it into the hands of the scientists; and much more. Instead of the individual student, there were the needs of society; instead of Newman's eternal "truths in the natural order," there was discovery of the new; instead of the generalist, there was the specialist. The university became, in the words of Flexner, "an institution consciously devoted to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement and the training of men at a really high level." No longer could a single individual "master any subject"—Newman's universal liberal man was gone forever.<sup>(28)</sup>

But as Flexner was writing of the "Modern University," it, in turn, was

ceasing to exist. The Berlin of Humboldt was being violated just as Berlin had  
violated the soul of Oxford.<sup>(29)</sup> The universities were becoming too many things.  
Flexner himself complained that they were “secondary schools, vocational  
schools, teacher-training schools, research centers, ‘uplift\*’ agencies, businesses  
—these and other things simultaneously.” They “needlessly cheapened,  
vulgarized and mechanized themselves.” Worst of all, they became “‘service  
stations’ for the general public.”

出典：Clark Kerr, *The Uses of the University* (Cambridge, MA: Harvard  
University Press, 1963), pp. 1-4. 一部改変

〈注〉

board: 委員会, 役員会

cloister: 隠遁の場

Cardinal Newman: ニューマン枢機卿 (John Henry Newman, 1801-90) 英国の  
神学者

Abraham Flexner: フレクスナー (1866-1959) 米国の教育学者

Sir Francis Bacon: ベーコン卿 (1561-1626) 英国の哲学者・政治家

jab: ひと突き

sobriety: 重み

intercourse: 交流

uplift: 社会的地位の向上

- (16) The underlined expression refers to \_\_\_\_\_.
- (a) the unrealistic view of life that existed in the past and which some university teachers are still teaching to students today
  - (b) the false belief of some members of modern universities that the ideals of Newman and Flexner are still alive in universities today
  - (c) the fantasy that some university teachers have that universities may, at some time in the future, come to reflect the ideals of Newman and Flexner
  - (d) the mistaken ideas that some people working in universities today have about the universities of the past
- (17) Which expression could best fill the gap?
- (a) in
  - (b) different from
  - (c) belonging to
  - (d) apart from
- (18) Which of the following is correct?
- (a) Newman's ideal of a university was not fully realized at the University of Dublin until Oxford University was reformed a century later.
  - (b) Both Oxford University and the University of Dublin in Newman's generation reflected his ideal of a university as a place for liberal knowledge.
  - (c) Newman thought while Oxford University was devoted to liberal knowledge, the University of Dublin leaned more toward scientifically useful knowledge.
  - (d) Newman reformed the University of Dublin after the model of Oxford University, which was a hundred years older than the University of Dublin.

- (19) Which expression could best fill the gap?
- (a) knowledge should be highly valued of and in itself
  - (b) knowledge should be pursued in the solitude of nature
  - (c) knowledge should be for the benefit and use of men
  - (d) knowledge should be based on reason rather than observation
- (20) The underlined sentence means that \_\_\_\_\_.
- (a) any kind of human knowledge should have a reward of its own
  - (b) building up the human mind is the reward for pursuing knowledge
  - (c) as any knowledge has its own purpose, the human mind can discern a reward
  - (d) gaining knowledge in itself is a reward for the human mind
- (21) Which best sums up Newman's position in the underlined sentence?
- (a) Bacon's philosophy is effective, but it is not admirable.
  - (b) Newman's philosophy has fulfilled its aim, whereas Bacon's has failed.
  - (c) Newman feels that Bacon's philosophy is ideal but unrealistic.
  - (d) Bacon's philosophy has achieved a remarkable success.
- (22) The underlined sentence could be rephrased as \_\_\_\_\_.
- (a) a university should not have any students because its sole aim is conducting research and experiments
  - (b) a university should be a place where professors help students broaden their minds
  - (c) a university should not have any students because professors advancing the frontier of human knowledge should not be disturbed by students
  - (d) students should not pursue scientific or philosophical studies at university

- (23) Which has the closest meaning to the underlined word?
- (a) Earning college credits is not as easy as you think.
  - (b) He should get more credit for his contribution to the project.
  - (c) Credits are listed at the end of the film.
  - (d) The bank has decided to extend credit to regular customers.
- (24) Which has the closest meaning to the underlined word?
- (a) These facilities have been designed to give maximum access to the handicapped.
  - (b) The jam jars were fitted with a newly-designed lid, for facility of opening.
  - (c) The library extension would have been a wonderful facility, but it was cancelled for lack of funds.
  - (d) This music player has an automatic download facility.
- (25) What does the underlined part suggest?
- (a) Universities were where scientific research was taught.
  - (b) Teaching in universities was being replaced by research.
  - (c) Universities started to pay attention to what is taught in classrooms.
  - (d) Universities, as academic institutions, need to be scientifically investigated.
- (26) Which could best fill the gap?
- (a) furthermore
  - (b) nevertheless
  - (c) by no means
  - (d) on the contrary

- (27) Which has the closest meaning to the underlined word?
- (a) We have still another important issue to talk about.
  - (b) You need to pay attention to the still, small voice of your heart.
  - (c) Please remain still until I come to get you.
  - (d) He is still a child when it comes to dealing with difficult situations.
- (28) What does NOT characterize “Newman’s universal liberal man”?
- (a) Somebody who has knowledge of a variety of subjects.
  - (b) Somebody who is specialized in a certain field.
  - (c) Somebody who appreciates the existing order of things.
  - (d) Somebody who knows the value of cultivating the individual.
- (29) What does the underlined sentence mean?
- (a) Universities were becoming more and more competitive with each other.
  - (b) The “ideal types” of university were disappearing.
  - (c) The “Modern University” was taking over the traditional universities.
  - (d) Universities continued to retain their distinct identities.
- (30) What is the purpose of this essay?
- (a) The author wants the reader to regret the changes taking place in universities.
  - (b) The author wants the reader to accept the changes taking place in universities.
  - (c) The author wants the reader to glory in the changes taking place in universities.
  - (d) The author wants the reader to understand the changes taking place in universities.



3

次の下線部の語句の意味にもっとも近いものを(a)~(d)から1つ選びなさい。

- (31) It dawned on me that, though he rarely speaks up, he has a unique way of thinking.
- (a) I was convinced (b) I was told  
(c) I knew (d) I realized
- (32) They told me about their past mistakes in order to keep me in line and out of trouble.
- (a) help me behave myself (b) keep me informed  
(c) help me stay strong (d) keep me protected
- (33) It was a great disappointment for me that I did not find any reference to my late father in the letter from my aunt.
- (a) respect to (b) mention of  
(c) relationship to (d) hint of
- (34) His defense lawyer challenged the validity of some of the evidence brought into the court by the police.
- (a) proved (b) tested (c) questioned (d) supported
- (35) Stanley Cohen's book explains why some people helped Jews escape from Nazis, despite the extraordinary risk to themselves. Cohen suggests that these people possessed a disposition towards inclusivity, a 'sense of self as part of a common humanity.'
- (a) a sense of duty (b) a culture  
(c) an arranged plan (d) an inclination

- (36) Considering her influence upon other students, allowing her to come back to school is out of the question.  
(a) troublesome (b) unthinkable (c) no problem (d) a good idea
- (37) The president reminded us that the new rule was subject to change even though we had spent hours and hours discussing it.  
(a) forced to (b) adjusted to (c) open to (d) a topic for
- (38) John assumed an air of confidence in spite of his anxiety.  
(a) pretended to have (b) was supposed to possess  
(c) regained (d) recognized
- (39) All the reporters were asked that any information given today regarding the new mayor be treated confidentially.  
(a) with respect (b) cautiously (c) as a secret (d) separately
- (40) James is a withdrawn man. Nobody can make him out.  
(a) cheer him up (b) force him to talk  
(c) help him to be friendly (d) understand him

**4** 次の英文の空所に入れるのもっとも適切なものを(a)~(d)から1つ選びなさい。

- (41) The new president of our company impressed the employees with ( )  
he spoke English even though he had never lived abroad.  
(a) fluency which (b) fluency at which  
(c) the fluency in which (d) the fluency with which

- (42) Since he won the recent US Open tennis championship, everyone has been wanting to interview him. He is ( ) great demand.  
(a) in (b) on (c) at (d) for
- (43) It was quite fortunate that the company acknowledged their new internet security program ( ) defective before we started using it on our computers.  
(a) be (b) to be (c) being (d) has been
- (44) With our limited income, going out for dinner is a luxury we can enjoy ( ) a few times a year.  
(a) not (b) but (c) yet (d) even
- (45) It is no surprise that Mr. Ellsworth received a distinguished teaching award as he is ( ) the most competent teacher in our school.  
(a) very far (b) by far (c) far above (d) far from
- (46) Most people are, quite understandably, fairly ( ) of new ideas, especially when they sound too good to be true.  
(a) suspicious (b) suspected (c) suspecting (d) suspect
- (47) The way our English teacher taught didn't even help us engage in conversation, let alone ( ) our curiosity in whatever we were talking about.  
(a) arise (b) raise (c) arouse (d) rise
- (48) I cannot believe it. He would be the ( ) man to take bribes.  
(a) impossible (b) least (c) hardest (d) last

- (49) We were advised that, ( ) a little lower, our furniture would sell better on the market.
- (a) pricing (b) price  
(c) priced (d) to price
- (50) I had the misfortune to meet with a railway accident. However, my misfortune proved to be a blessing in ( ).
- (a) disguise (b) use (c) comparison (d) opposition

5

次の英文の下線部(a)~(d)のうち誤りがあるものを1つ選びなさい。

- (51) If you don't mind my saying so, I was sorely disappointed in your performance at the school concert. You played worse than never.
- (a) (b) (c) (d)
- (52) Now that the opening time has been pushed back by almost an hour, I wish you can make it to the party.
- (a) (b) (c) (d)
- (53) However terrible mistakes Mr. Lee may have made in his youth, he will be remembered for his commitment to the cause of aiding the underprivileged.
- (a) (b) (c) (d)
- (54) As she had no one to talk about her problems, it is no wonder that she felt utterly helpless.
- (a) (b) (c) (d)
- (55) When opening the door of the house, a strange sensation crept through my spine and I ended up to wake up the entire household with my loud scream.
- (a) (b) (c) (d)
- (56) It is still not known how much percentage of the students is in favor of the new school schedule.
- (a) (b) (c) (d)

- (57) In poor countries, which most people rely on the land for a livelihood, there are many ways to go about investment.
- (58) In the past century, it has become increasingly common for a surviving family to commemorate the life of a beloved person, especially one whose life was devoted in some way for the arts, by establishing a cultural prize in his or her honor.
- (59) Agriculture is one of the few bright spots in the USA's unbalanced economic relationship with China, helped to balance out a growing trade deficit in manufactured goods.
- (60) Sarah had always felt that, for the quality of work she produced to the company, she ought to have been paid more.