

九十一學年度 歷史研究所 系(所) 乙、丙 組碩士班研究生招生考試

科目 國文與英文 科號 4204 共 3 頁第 1 頁 \*請在試卷【答案卷】內作答

一、明末士大夫金聲在致徐光啓的函中有云：

聲思路本粗莽疏闊敬服西儒嗜其實學乃在理道及修行法律至于象數全所未諳即太老師所譯幾何原本一書幾番解讀必欲終集曾不竟卷輒復迷悶又行掩真沉曆法淵浩對以淺思狹識將若編簣移山卷葉竭海此其所不能也聲近發薄願不自揆度欲倡明大法盡區區筆舌將次第譯授西學流布此土并為人廣細宣說此非十年不仕優閒專精未易卒辦。

1. 請將前引文抄錄並標點；
2. 請將前引文翻譯成白話文，其中「實」同「置」字，「簣」則為盛土的竹筐。

(40%)

二、設若你是本所的老師，請試擬一篇約五百字的文章介紹本所乙組（科技史與科技傳播組）或丙組（科技與社會組），希望能吸引更多優秀同學來報考。（僅需介紹其中一組即可）(35%)

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1. G.E. R. Lloyd, *Adversaries and Authorities* 40%

This is not to deny that argument has an important role in China too, not least as a means of maintaining and defending the position of the *Jia* (家), even sometimes a position within one. But it is certainly not fundamental to the activity of the *Jia*, whose primary role, as I noted, was the preservation and transmission of a body of learning. That role places the principal emphasis on the authority of the text. . At the same time, some features of the operation of most Greek schools or sects diverge sharply from what we know of China. First, it is clear that Greek pupils could and did pick and choose between teachers and between institutions. They could and did attend the lectures of more than one teacher before deciding which group to join, or they could join different groups in succession, or they could go it alone and set up one of their own. Secondly, direct criticism of teachers is possible, and even quite common: this will lead us into the question of orthodoxy. Thirdly N the crucial question for this study N argument and debate take on two important roles; first they are one of the means of attracting and holding pupils and secondly they serve to mark the internal and external boundaries of groups.

2. Evelyn Fox Keller, *The Century of Gene* 35%

The aim of this book is to celebrate the surprising effects that the successes of the Human Genome Project (HGP) have had on biological thought. Contrary to all expectations, instead of lending support to the familiar notions of genetic determinism that have acquired so powerful grip on the popular imaginations, these successes pose critical challenges to such notions. Today, the prominence of genes in both the general media and the scientific press suggests that in this

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new science of genomics, twentieth-century genetics has achieved its apotheosis. Yet, the very successes that have so stirred our imagination have also radically undermined their core driving concept, the concept of gene. As the Human Genome Project nears the realization of its goals, biologists have begun to recognize that those goals represent not an end but the beginning of a new era of biology.