

NYCU 國立陽明交通大學

113 學年度 特殊選才

百川學士學位學程

筆試題目

*注意事項：

-本次試題共有四題，請依各題題目描述答題。請盡量依題目順序作答，並且註明題號。

-答題時，請在答案卷上作答，答題語言依各題規定。在筆試題目卷上作答一律不計分。

-作答時間:100 分鐘。

一、

祖先
踏進新天地

從 asang daingaz
翻過山谷
翻過溪谷 稜線
翻過平原 翻過山頂

到達
祖先的新居地 馬西桑
早晨，太陽最慢照射、陰影籠罩的部落
後輩們的祖居地 馬西桑
來到

經過細竹
經過旁邊 黑熊
經過蕨 經過水蒸氣
從 asang

踏進尋根之行
後輩們

布農族詩人沙力浪，在這篇〈翻山越嶺至馬西桑〉(收錄於《笛娜的話》)詩作之中，描寫部落先人與後輩們遷移的過程。布農族語中，asang daingaz 是族人對「祖居地」的稱呼，asang 則是族語的「部落」。

請閱讀本詩文字，寫下以下兩種回應(以中文答題)：

1. 在詩文的內容與形式上，請寫下你的分析(約兩百字)。
2. 以這首詩作為啟發，請做一個文字創作(形式不均)。

二、Social media, including platforms like Facebook, Instagram, and X, tremendously influences human life. How has social media influenced politics and society? Share your viewpoints in a paragraph in English. Provide examples to support your viewpoints.

三、考慮一個無限的正整數數列 $1, 2, 3, 4, \dots$ ，第五項的空格應該填入哪個正整數？觀察前四項看起來像是依照「自然數的順序」，即符合規則：「第 n 項為 n 」，因此可依此規則在第五項的空格填入 5，也能依此規則寫出之後的每一項。

1. 給出 $1, 2, 3, 4, \dots$ 的第五項的空格可以填 5 但是跟「自然數順序」無關的規則（例如：「自然數的個位數」與「自然數順序」有關所以不算），並依此規則寫出後續三項（第六、七、八項）。
2. 對以下無限的正整數數列填入後續四項，並說明此數列的規則：
 - i. $1, 2, 3, 5, \dots$ 。
 - ii. $1, 2, 3, 6, \dots$ 。
 - iii. $1, 2, 4, 5, \dots$ 。
 - iv. $1, 2, 4, 6, \dots$ 。

*本題以中文或英文答題皆可。

(第四題請見下一頁)

四、Here are two contrasted views on education by two famous French philosophers. Please give your interpretation these paragraphs and offer your opinion on education. If possible, try to write your answer in English.

Foucault. *Discipline and Punish*. 1975 [1977:184-5]:

The power of the Norm appears through the disciplines. This is the new law of modern society. [...] The Normal is established as a principle of coercion in teaching with the introduction of a standardized education and the establishment of the Ecoles Normales (teachers' training colleges) [...]. Like surveillance and with it, normalization becomes one of the great instruments of power. For the marks that once indicated status, privilege and affiliation were increasingly replaced by whole range of degrees of normality indicating membership of a homogeneous social body but also playing a part in classification, hierarchization and the distribution of rank.

Rousseau, Jean-Jacques. *Emile, or Education*. 1762 [1914: 6]:

Plants are fashioned by cultivation, man by education. If a man were born tall and strong, his size and strength would be of no good to him until he had learned to use them; they would even harm him by preventing others from coming to his aid; left to himself he would die of want before he knew his needs. We lament the helplessness of infancy; we fail to perceive that the race would have perished had not man begun by being a child. We are born weak, we need strength; helpless, we need aid; foolish we need reason. All that we lack at birth; all that we need when we come to man's estate, is the gift of education.