

注意：考試開始鈴響前，不得翻閱試題，
並不得書寫、畫記、作答。


國立清華大學 111 學年度碩士班考試入學試題

系所班組別：歷史研究所
甲組

科目代碼：3404

考試科目：國文與英文

— 作答注意事項 —

1. 請核對答案卷（卡）上之准考證號、科目名稱是否正確。
2. 考試開始後，請於作答前先翻閱整份試題，是否有污損或試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。
3. 考生限在答案卷上標記「 由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。
4. 答案卷用盡不得要求加頁。
5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清（含未依範例畫記）致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。
6. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「國立清華大學試場規則及違規處理辦法」，無法因本試題封面作答注意事項中未列明而稱未知悉。

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*請在【答案卷、卡】作答

壹、國文

閱讀以下幾段文字並回答其後的問題：

一、（佔 35 分）

自古受命及中興之君曷嘗不得賢人君子與之共治天下者乎及其得賢也曾不出閭巷豈幸相遇哉上之人不求之耳今天下尚未定此特求賢之急時也孟公綽為趙魏老則優不可以為滕薛大夫若必廉士而後可用則齊桓其何以霸世今天下得無有被褐懷玉而釣于渭濱者乎又得無盜嫂受金而未遇無知者乎二三子其佐我明揚仄陋唯才是舉吾得而用之

夫有行之士未必能進取進取之士未必能有行也陳平豈篤行蘇秦豈守信邪而陳平定漢業蘇秦濟弱燕由此言之士有偏短庸可廢乎有司明思此義則士無遺滯官無廢業矣

昔伊摯傳說出於賤人管仲桓公賊也皆用之以興蕭何曹參縣吏也韓信陳平負汙辱之名有見笑之恥卒能成就王業聲著千載吳起貪將殺妻自信散金求官母死不歸然在魏秦人不敢東向在楚則三晉不敢南謀今天下得無有至德之人放在民間及果勇不顧臨敵力戰若文俗之吏高才異質或堪為將守負汙辱之名見笑之行或不仁不孝而有治國用兵之術其各舉所知勿有所遺

1. 上述三段文字是著名的「魏武三詔令」，請說明三段文字的共通意旨？（15 分）
2. 請將第三份詔令（畫底線者）的原文抄錄於答案卷上，並斷句及白話翻譯該詔令。（20 分）

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二、（佔 40 分）

有人焉視于無形聽于無聲以事其君可謂之臣乎曰否殺其身以事其君可謂之臣乎曰否夫視于無形聽于無聲資于事父也殺其身者無私之極則也而猶不足以當之則臣道如何而後可曰緣夫天下之大非一人之所能治而分治之以羣工故我之出而仕也為天下非為君也為萬民非為一姓也吾以天下萬民起見非其道即君以形聲強我未之敢從也況于無形無聲乎非其道即立身于其朝未之敢許也況于殺其身乎不然而以君之一身一姓起見君有無形無聲之嗜慾吾從而視之聽之此宦官宮妾之心也君為己死而為己亡吾從而死之亡之此其私暱者之事也是乃臣不臣之辨也世之為臣者昧于此義以為臣為君而設者也君分吾以天下而後治之君授吾以人民而後牧之視天下人民為人君橐中之私物今以四方之勞擾民生之憔悴是以危吾君也不得不講治之牧之之術苟無係于社稷之存亡則四方之勞擾民生之憔悴雖有誠臣亦以為織芥之疾也夫古之為臣者于此乎彼乎蓋天下之治亂不在一姓之興亡而在萬民之憂樂是故桀紂之亡乃所以為治也秦政蒙古之興乃所以為亂也晉宋齊梁之興亡無與於治亂者也為臣者輕視斯民之水火即能輔君而興從君而亡其於臣道固未嘗不背也……君臣之名從天下而有之者也吾無天下之責則吾在君為路人出而仕於君也不以天下為事則君之僕妾也以天下為事則君之師友也夫然謂之臣其名累變夫父子固不可變者也

1. 這是黃宗羲《明夷待訪錄·原臣》中的一段文字，請說明黃宗羲反對甚麼？主張甚麼？（20分）
2. 請在答案卷上抄下畫線的部份之後，斷句並白話翻譯該段落。（20分）

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貳、英文

A. Reading Comprehension (25 points)

Please read the following passage adopted from Thomas H. C. Lee's *Education in Traditional China: A History* (pp. 420-421), and answer the following questions in English.

“While individual book collections flourished in the 17th century, the Chiang-nan (lower Yangtze valley) region reached its height of wealth and grew to become the major center of both intellectual and commercial activities. Many magnificent libraries were built and they helped make the region an important center for scholarship. For the powerful elite of the Ming this is a great age of brilliant literati paintings, splendid gardens and beautiful woodblock printed books and illustrations, made possible by the enormous commercialized forces at work in the region. The most famous of the book collections built at this time was the T'ien-i ko library of Ning-p'o (modern Ningpo, Zhejiang). The library traces its beginning to the 11th century when the prominent Feng family from Ming-chou (also modern Ningpo) began to collect books. The family built a Tower of Ten Thousand Volumes (*Wan-chiiian lou*) and maintained the collection over three centuries. The collection was turned over to a Fan Ch'in in the mid-16th century. Fan Ch'in built a library, T'ien-i ko, to house the collection and started to purchase new books, eventually building an extraordinary collection teeming with editing and collating activities. It became the envy of scholars. Indeed, it grew to become a very important legacy in China's scholarly life and history of scholarship. In a sense, the idea of 'retaining scholars' (*yang-shih*) acquired a new dimension; private collectors could now afford to employ scholars to work in their libraries. Many scholars were able to choose not to take the examinations and lived a life of scholarship working in the libraries, patronized by wealthy book collectors. The educational significance is evident; even though private sponsorship of scholars was never the goal of the civil service examination system which was the real mechanism affecting the course of education and scholarship. Now private libraries through their patronage of scholarship offered for the first time another possibility for education to develop.”

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Question 1: What is the main point of this passage?

Question 2: Why did the private libraries in the lower Yangtze valley since the 16th century provide another possibility for education in China? Explain in your own words.

B. Translation (25 points)

Please translate the following passage, adopted from A. Clulow's *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan* (pp.200-201), into Chinese.

“The long-term effect of this Japanese edict was to ensure the Dutch had little choice but to compete peacefully with merchants attached to the Zheng maritime network. With the threat of violence removed, a trade boom ensued between Taiwan and Nagasaki. Between 1663 and 1673 a total of 111 ships arrived in Nagasaki from Taiwan, then under the control of Coxinga's son Zheng Jing, bringing large quantities of goods and disrupting profits for the Dutch East India Company. In other words, the Zheng network profited from the legal protection of Japan.”

C. Composition (25 points)

Please write a short essay in English explaining the topic in history that you are most interested in, and why you are interested in it.

(完)