

國立中山大學九十一學年度碩士班招生考試試題

科目：邏輯【哲學所】

共 / 頁 第 / 頁

壹、解釋名詞(共八題選答五題，每題8%，共40%)

- (1) 思想三律
- (2) 同語反復
- (3) 白馬非馬
- (4) 類比推理
- (5) meta-language
- (6) 內涵(intension)與外延(extension)
- (7) 兩難(dilemma)
- (8) 謬誤(fallacy)

貳、問答題(共三題，每題20%，共60%)

一、請用真值表判斷下列各論證是否為語句邏輯的有效論證？

- (1) $((P \rightarrow Q) \wedge P) \rightarrow Q$
- (2) $(\neg P \wedge \neg Q) \vee (\neg P \rightarrow Q)$

二、請指出下列三段論式的大前提、小前提，以及大項、中項和小項是甚麼？

- (1) 所有雲遊詩人都是劇作家，凡有親身經歷故事的人是雲遊詩人，所以凡有親身經歷故事的人也是劇作家。
- (2) 若在蘭嶼睡一夜沒有死則核廢料無害，某調查員在蘭嶼睡一夜沒有死，所以核廢料無害。

三、如果「甲和乙任何一人都比丙、丁年齡大」這句陳述為真，則再加上下列哪一句陳述，可以得出「丁比戊年齡小」的結論？試說明之

- (1) 戊比甲年齡小
- (2) 乙比甲年齡大
- (3) 乙比甲年齡小
- (4) 戊比丙年齡大
- (5) 戊比乙年齡大

圖書館

國立中山大學九十一學年度碩士班招生考試試題

科目：哲學史【哲學所】

共 / 頁 第 / 頁

以下為兩組申論題，第一組涉及西方哲學史，第二組涉及中國哲學史。請在每組中各選擇兩題作答，毋須抄題，但請註明題號。每題佔 25%。

第一組

- 1) 亞里斯多德如何批評柏拉圖的 theory of ideas?
- 2) 請闡述西方中世紀末期唯名論 (nominalism) 與實在論 (realism) 關於共相 (universals) 問題的爭論。
- 3) 試述近代歐陸理性主義與英國經驗主義間的爭論之要點，並說明你對此一爭論的看法。
- 4) 在西方哲學史中，Plato, Berkeley, Kant 和 Hegel 的哲學觀點都被稱為 Idealism。請分別說明並比較這四種形態的 Idealism。

第二組

- 5) 請闡述並比較孟子、告子、荀子關於人性論的爭論。
- 6) 請就王弼「聖人體無」及「聖人有情」之義申論其會通孔老之道。
- 7) 唯識宗如何說明萬法之起源？請加以闡述。
- 8) 就發展過程而言，宋明儒學可區分為那幾個基本的義理系統？此種區分之判準為何？

國立中山大學九十一學年度碩士班招生考試試題

科目：中、英文閱讀能力測驗【哲學所】

共 5 頁 第 1 頁

國語文能力測驗

** 本試題共兩項，合計五十分。

一、請選擇方框中適合各題空格處之詞語；依序注明題號，將答案寫於試卷上。（每題二分，共三十分。）

有	省	責	惹	怨	獲	弛	異	半	點	正	經	有	色	有	味	有	趣	妙	道	狂	放	貪	心								
拂	拭	星	星	洗	滌	蕭	瑟	荒	唐	詛	咒	毀	謗	該	死	壽	延	摩	拳	虧	心	鬆	弛	懶	散	他	故				
只	睡	一	床	本	末	倒	置	老	病	無	援	事	事	盡	力	孤	苦	伶	仃	矜	寡	孤	獨	展	現	笑	容	晚	霞	燦	爛
貽	禍	子	孫	節	外	生	枝	歌	聲	響	起	價	值	數	億	暮	色	蒼	茫	窮	愁	潦	倒	燈	火	輝	煌				

1. 文章做到極處，無有他奇，只是恰好；人品做到極處，無有【 】，只是本然。
2. 有喜有憂，有笑有淚；有花有實，有香【 】；既須勞動，又長見識。這就是養花的好處
3. 良田千畝，只端一碗；豪廈千幢，【 】。人生能平安度日就好，不必為身外錢財招惹無限煩惱；當以身作則多布施——有錢的人幫助沒有錢的人，有力量的人幫助沒有力量的人。
4. 一個人若是凡事都懷有做得最早、最好和最快的壓力，那麼，將很難有效完成任務。諷刺的是，最終能夠完成事情的人，往往都是那些能夠在從事任務時，心情【 】的人。
5. 風息是溫馴的，而且往往因為他是從繁花的山林裡吹度過來，他帶來一股幽遠的澹香，連著一息滋潤的水氣，【 】著你的顏面，輕繞著你的腰肩，就這單純的呼吸已是無窮的愉快。
6. 想想，人是多麼脆弱，健康是最寶貴也最難挽回的。因此，一個人在生龍活虎、健步如飛時，真要多多愛惜自己，更要多多體恤【 】之人。
7. 在那年秋天一個陰鬱、黑暗、闐寂的日子，空際溼雲低垂，我一人獨騎經過一片異常寂寥的所在；【 】的時候，我便望見阿瑟那座黯淡的屋子。
8. 如果有人說：「你很有福。」我們要回答：「感恩，感恩！」接受對方的祝福。若有人對你說：「你很好命。」千萬不要說：「哪有？我苦死了。」把祝福推掉，還自我【 】，這就不對了。”
9. 寶玉笑道：「我是個多愁多病的身，你就是那傾國傾城的貌。」黛玉聽了，不覺連腮帶耳的通紅了，登時豎起兩道似蹙非蹙的眉，瞪了一雙似睜非睜的眼，桃腮帶怒，薄面含嗔，指著寶玉道：「你這【 】的，胡說了！好好兒的，把這些淫詞豔曲弄了來，說了這些混賬話欺負我。我告訴舅舅、舅母去！」
10. 少年聽雨歌樓上，紅燭昏羅帳。壯年聽雨客舟中，江闊雲低，斷雁叫西風。而今聽雨僧廬下，鬢已【 】也。悲歡離合總無情，一任階前點滴到天明。
11. 認半句錯，【 】千般累；忍一時怒，保百年身。”
12. 某財神廟的門聯：「頗有幾文錢，你也求，他也求，給誰是好；不作【 】事，朝也拜，暮也拜，教我為難。」
13. 你不能決定生命的長度，但你可以控制它的寬度。你不能左右天氣，但你可以改變心情。你不能改變容貌，但你可以【 】。
14. 有日月朝暮顯，有山河今古監。天也卻不把清濁分辯，可知道錯看了盜跖顏淵；有德的受貧窮更命短，造惡的享富貴又【 】。天也做得箇硬軟欺軟，不想天地也順水推船。地也你不好分好歹難為地；天也我今日負屈銜冤哀告天。空教我獨語獨言。
15. 為政者既不能將沉船古物挖掘收存於先，又未能有效防範盜竊毀損亡佚於後；是人民之過小而有所司之【 】大，更是全民之損失、文化之遺憾。

二、請將下文譯為語體文。（二十分）

揚誠齋云：「人皆以饑寒為患；不知所患者正在於不饑不寒爾。」此語殊有味。乞食於野人，疊重耳之所以霸；燎衣破灶而啜豆粥，漢光武之所以興。沉下此者，其可不知饑寒味哉！（鶴林玉露卷十五）

國立中山大學九十一學年度碩士班招生考試試題

科目：中、英文閱讀能力測驗【哲學所】

共 5 頁 第 2 頁

Reading Test

I. Vocabulary: Choose the best word or phrase to complete the sentence. 20%

1. The scientist refused to _____ the details of his discovery.
a. disclose b. uncover c. expose d. betray
2. I can't keep _____ what he's saying because he's talking so fast.
a. on with b. time with c. track of d. out of
3. The jungle was so _____ that it was impossible to see for more than a few yards.
a. substantial b. dense c. condensed d. opaque
4. The job was _____ -- it couldn't have been easier.
a. fine how-do-you-do b. a piece of cake c. a piece of the pie d. the icing on the cake
5. The best-selling magazine had clearly found a winning _____.
a. pattern b. design c. formula d. scheme
6. He told his daughter to _____ because she was going to be late for school.
a. chase after b. make away c. catch time d. make haste
7. Doctors are desperately working to find _____ to the poison.
a. a response b. a cure c. a remedy d. an antidote
8. The theatre is _____ the bank -- it's just next door.
a. across from b. adjacent to c. away from d. opposite
9. I would always _____ a clear impression of the accident.
a. return b. revise c. retain d. reflect
10. After a lot of practice, the team was _____ on winning the cup.
a. determined b. intense c. intent d. definite
11. The streets were full of _____ after the earthquake.
a. waste b. debris c. debt d. damage
12. They're always having arguments, but the bad feelings soon _____.
a. blow over b. go over c. turn away d. blow up
13. The leaders have reached a _____ in their talks and can make no further progress.
a. deadness b. deadline c. deadlock d. deadbeat
14. The gray whale is a species which is _____ so we must try to protect it.
a. dying out b. turning down c. dropping out d. dying down
15. Although I don't know him well, he is always _____ when we meet.
a. eager b. earnest c. cordial d. critical
16. Strikes caused massive _____ to the train service.
a. disruption b. disturbance c. derangement d. derailment
17. Our vacation plans are still _____ -- we'll decide where to go later.
a. on the air b. out in the open c. under wraps d. up in the air
18. She is such _____ to the company that they will be sorry to see her go.
a. benefit b. an asset c. an assistant d. an advantage
19. He was _____ by artists such as Picasso.
a. generated b. improvised c. conceived d. inspired
20. Charles was _____ attending training because he had recently completed a similar course.
a. removed from b. exempt from c. unnecessary for d. excused for

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科目：中、英文閱讀能力測驗【哲學所】

共 5 頁 第 3 頁

II. Reading Comprehension: Read the passages and answer questions that follow. 30%

Knowing that their very survival can depend on the capricious ways of the weather, human beings have long sought to control the elements. Witches, shamans and druid priests, among others, have been credited with influencing the forces of nature - and in the view of some, such age-old powers continue into the 20th century.

In 1956, for example, a sixty-five-year-old London physician named Rolf Alexander claimed he could dispel clouds by focusing upon them "a new kind of energy by which the human mind can act at a distance." Later that year his psychokinetic skills were put to a public test when he arranged a cloud-breaking demonstration for members of the press.

Skeptical journalists gathered in Devon, England and watched as he began concentrating on a target cloud. Recorded in a timed series, of photographs, the cloud disappeared in about 4 minutes. One baffled reporter later concluded that he found it "difficult not to believe."

However, a review of Alexander's demonstration revealed no evidence of cloud-controlling abilities. Indeed, Alexander conceded that his powers worked only on cumulus clouds -- their equilibrium was so delicate, he claimed, that mind energy could readily neutralize their electrical charges. But people schooled in meteorology knew that cumulus clouds normally change, disappear and reform within about 15-20 minutes. In this case of alleged psychokinetic control, it was concluded that the credit for cumulus cloud-busting belonged to Mother Nature.

1. After watching the test, one reporter said he . . .
 - a. found it hard to understand.
 - b. thought it was probably a joke.
 - c. thought it had to be true.
 - d. didn't believe it was possible.
2. The London physician said he was able to . . .
 - a. remove the mental clouds from his brain.
 - b. remove clouds by concentrating his mind on them.
 - c. dramatically change the weather.
 - d. influence the minds of the press.
3. The author describes the weather as "capricious" because . . .
 - a. it is usually hostile.
 - b. it is changeable.
 - c. it is seasonal.
 - d. it is vital to life.
4. What is special about cumulus clouds?
 - a. They alter in appearance very quickly.
 - b. They are more difficult to move using the mind.
 - c. They have a denser make-up.
 - d. They are positioned higher in the sky.
5. What conclusion did the reviewer of the demonstration come to?
 - a. That the clouds had moved too quickly to be natural
 - b. That the physician had no physical powers.
 - c. That what happened had nothing to do with the physician's "powers."
 - d. That the physician could only move thin clouds.

Trial by Ordeal was a medieval technique for deciding the guilt or innocence of an accused person by appealing to divine judgment. The accused was subjected to one of a number of dangers, such as having his head or arm immersed in boiling water, or being thrown into a lake while chained or tied up. Guilt or innocence was then decided by the outcome. So if the boiled head or hand recovered well, it was deemed that God was showing a sign of the accused's innocence. If one survived being thrown in a lake, it was thought God had not accepted the accused into his kingdom, and he must therefore be guilty. In England the practice of Trial by Ordeal declined rapidly in the 12th century as royal justice became more effective, cheaper and easier to apply for.

Trial by Combat, on the other hand, was not officially abolished until 1817. This practice, introduced by William the Conqueror in 1066, allowed the accused to fight for his name. Fighting continued until one or the other party was killed. Violence of this type was condemned endlessly by the Church, and was discouraged for many years before finally being banned.

6. According to the passage, what was Trial by Ordeal?
 - a. A method of punishing criminals.
 - b. A method of deciding who was responsible for a crime.
 - c. A method of determining whether or not someone was guilty of a crime.
 - d. A torture for extracting information from traitors and spies.

國立中山大學九十一年度碩士班招生考試試題

科目：中、英文閱讀能力測驗【哲學所】

共 5 頁 第 4 頁

7. Trial by Combat . . .
 - a. ensured justice was always done.
 - b. was less violent than Trial by Ordeal.
 - c. was abolished before Trial by Ordeal.
 - d. ensured either the accused died or his name was cleared.
8. What happened to the practice of Trial by Ordeal in England in the 12th century?
 - a. It became more expensive because it was so popular.
 - b. It quickly became less popular because there was a better alternative.
 - c. It declined because the king disapproved of it.
 - d. It became more effective, cheaper and easier to apply for.
9. How was judgment made on someone who had been thrown in a lake while tied or chained?
 - a. If they drowned they were considered guilty.
 - b. If they did not drown they were cleared of the charge.
 - c. If they did not drown they were not put to death.
 - d. If they did not drown they were found guilty.
10. Regarding Trial by Combat, the Church . . .
 - a. disapproved of and frequently criticized it.
 - b. encouraged it.
 - c. banned its members from practicing it.
 - d. disagreed with the king about the justice of it.

If the planet becomes a food-producing machine and humans adapt their diets and habits for survival, the world could conceivably sustain more than 33 billion people: six times the present population.

The results of the one serious scientific attempt to find out how much food the world could produce carried out by the United Nations Food and Agriculture Organization (FAO) - had results that varied according to levels of farming practiced.

If all agriculture in developing countries, like Africa, was low-input - using traditional methods and inferior crop varieties - those countries would feed only 3.9 billion people each. This is only about half of what their total population is expected to be by 2050. If, as other more developed countries do, they all used medium levels of chemical aids, improved seed varieties and conservation, they could feed 13.5 billion people, which is a larger population than any of those countries are likely to have. If they all practiced high-input agriculture - on a par with modern Europe and Japan - they could feed a massive 32.4 billion. With this, plus exploitation of all the farmland in the developed countries and China, the world just might be able to feed up to 50 billion people.

The main question about this theory is whether it would be in any way practicable. Every square meter of land would be needed to grow food crops, which would mean cutting down most forests, and the diet would be meager and almost entirely vegetarian, with virtually no meat or milk. Added to this, the lack of usable land in many countries would mean that vast numbers of people would have to be shifted around the globe.

11. To support more than 30 billion people, food-production methods in developing countries would have to be . . .
 - a. like those used in Africa.
 - b. better than those used in Japan.
 - c. completely traditional and chemical-free.
 - d. equal to those used in Japan.
12. According to the author, the results of the FAO study . . .
 - a. were unreliable.
 - b. depended on how intensively land was farmed.
 - c. could easily be put into practice.
 - d. depended on the types of crops grown.
13. To support a maximum population . . .
 - a. all forests would have to be cultivated.
 - b. unusable land would have to be farmed.
 - c. people would have to eat less.
 - d. meat would have to be eaten more often.
14. From your reading of the passage, which best describes medium-level agriculture?
 - a. It is traditional and very productive.
 - b. It is only practiced in Europe and Japan.
 - c. It involves some conservation.
 - d. It depends on intensive use of chemicals.
15. A maximum population could survive only if . . .
 - a. large population movements took place.
 - b. immigration to China increased.
 - c. better crop varieties were developed.
 - d. the FAO could put its theories into practice.

國立中山大學九十一學年度碩士班招生考試試題

科目：中、英文閱讀能力測驗【哲學所】

共 5 頁 第 5 頁

In the religion of the ancient Greeks, a hero was a mythical being to whom regular worship was offered. A hero was distinct from a god in that, unlike the latter, he was regarded as mortal: it was indeed his death alone, and an exceptional death at that, which made him capable of fulfilling the requests of those who worshipped him. The hero could ensure general good fortune, such as victory in war, prosperity in peace and success in all enterprises.

The stages in the development of the heroic myth began with the birth of the hero, due often to the intervention of one of the gods. Some scholars have wished to find in all stages of the hero's development elements corresponding symbolically to the stages through which youths about to undergo initiation had to pass, but it is chiefly in the educational phase of their development that this analogy would seem to have some truth. However, the main subject of mythical narration consisted of the heroic exploits of the central character: of wars and duels, of the slaying of giants and monsters, and of the liberation of regions from such scourges. During his lengthy wanderings, before achieving his final conquest, the hero founded cities, gave laws to the people and established cults. The hero's death, always under unusual circumstances, determined his status forever.

16. Before his final confrontation, the hero . . .
 - a. performed a variety of good deeds.
 - b. spent his time increasing his knowledge.
 - c. practiced his skills in preparation.
 - d. explored unusual parts of the world.
17. The benefit of worshipping heroes was . . .
 - a. immortality.
 - b. protection from evil spirits.
 - c. avoidance of war.
 - d. guaranteed luck.
18. According to the passage, what was it that established somebody as a hero worthy of worship?
 - a. The status of his parents.
 - b. The nature of his death.
 - c. His victory in battle.
 - d. His lifetime achievements.
19. According to the passage, how were heroes different from gods?
 - a. They had fewer powers.
 - b. Their sphere of influence was not as wide.
 - c. They did not live forever.
 - d. They lived on earth.
20. What is the connection between the way heroes grew up and the way boys generally grew up?
 - a. All stages are the same.
 - b. There is a similarity in their educational development.
 - c. There seems to be no similarity.
 - d. There are similarities until education begins.