

科目：專業英文 適用：比較系二

編號：162

考生注意：1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
3. 試題隨卷繳回。

| | | |
|---|---|---|
| 本 | 試 | 題 |
| 共 | / | 頁 |
| 第 | / | 頁 |

一、請將下述英文摘要翻譯為中文：(七十分)

The early foundations of comparative education have been described as "travellers' tales" because they consisted of little more than observations about how young people were educated or trained in different societies. For example, the ancient Greeks and Romans admired the discipline of Sparten education. The Romans marvelled at the debates in ancient Persia concerning what future government employees should learn and how they should be assessed. Indeed, there is a remarkable contemporaneity about many of these specific topics. The Italians of the early medieval period were intrigued by the tales brought back by Marco Polo (1254-1324) of how the Chinese taught their children and administered their vast country.....Brickman has described these early developments and insights as the "prehistory" of comparative education, yet they reveal that man's ongoing curiosity about what happens in different parts of the world has very deep roots.....

The roots of comparative education as an academic field, however, are generally acknowledged to go back only to the beginning of the nineteenth century, as, also, do the origins of international education. Because these two parallel and somewhat complementary sub-fields have traditionally had different foundations and purposes, their approaches to research have often been predicated on different sets of assumptions. These differences can generate both confusion and misunderstanding. Moreover, since the two fields have become so closely entwined that they are now often seen as one, it is even more patinent for their different foundation to be well understood by those engaging in such work today.

二、請以英文摘要敘述你此次報考轉學至暨大比較教育學系之原因：(三十分)