

考試科目	教育行政	所別	教育行政與政策研	考試時間	3月15日 星期日	第 / 節
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- 一、教育行政以提振教育效能為要旨，前些年教育主管部門先後實施各級學校評鑑、教師專業發展評鑑，近幾年則大力推展 InnoSchool 學校創新經營獎、優質學校獎、校長領導暨教學卓越獎等獎勵。試舉前述一項評鑑和一項獎勵為例，比較分析此一教育行政策略運用之優劣。(25分)
- 二、教育領導理論，過去大致以「特質論」、「行為論」和「情境論」為範疇，1980年代之後，新的領導論如雨後春筍般出現。臺灣的教育領導，1994年教改大力推展之前較偏重「行政領導」(administrative leadership)，教改推展之後，「課程領導」(curriculum leadership)、「教學領導」(instructional leadership)等隨之而起，最近則有「空間領導」(space leadership)之述。試就所知，說明空間領導的涵義與策略。(25分)
- 三、臺灣中小學校長遴選已行之有年，對校園民主化和學校革新也有一定程度的影響，惟每年總有幾個衝突事件，造成辦理校長遴選之紛擾。試說明高中(或國中、國小)的校長遴選制度，並舉一衝突事件評述之。(25分)
- 四、教育設施規畫(educational facilities planning)是教育行政的重要議題，尤其是校舍的規畫與設計，其優劣良窳對教學活動、行政運作、學生學習和身心健康，以及師生間之互動有很大的影響。試就校舍的形式、方位、空間、樓層、耐震、採光、色彩、噪音、通風等，臚列其規畫或設計要點。(25分)

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1. Please summarize the following essay in Chinese. (25 pts)
2. Please make comments on the following essay in Chinese. (25 pts)

Inevitably without better research evidence any discussion about distributed leadership will remain one of positioning rather than empirical fact. The associated methodological difficulties cannot be underestimated but we need to ask whether distributed leadership makes a difference to students learning. There are two studies which offer a useful starting point in exploring this relationship. These first study was undertaken by (Leithwood & Jantzi, 2000) in Canada and was a large scale quantitative study of leadership practice in schools. The second piece of research by Silins and Mulford (2002a) was undertaken in schools in Tasmania and was also a quantitative study.

The study by Leithwood and Jantzi (2000) concluded that distributing a larger proportion of leadership activity to teachers has a positive influence on teacher effectiveness and student engagement. They also note that teacher leadership has a significant effect on student engagement that far outweighs principal leadership effects after taking into account home family background. In Australia, Silins and Mulford's (2002a) comprehensive study of leadership effects on student learning also provided some cumulative confirmation of the key processes through which more distributed kinds of leadership influence student learning outcomes. Their work collected survey data from over 2,500 teachers and their principals and concluded that student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them.

Other smaller scale studies also highlight a positive relationship between distributed leadership and student learning outcomes. For example, a study of teacher leadership conducted in England found positive relationships between the degree of teachers' involvement in decision-making and student motivation and self efficacy (Harris & Muijs, 2004). This study explored the relationship between teacher involvement in decision making within the school and a range of student outcomes. The findings show a positive relationship between distributed leadership and student engagement. In addition, both teacher and student morale improved where teachers felt more included and involved in decision-making within the school.

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The 'Distributed Leadership Study' (Spillane et al., 2001) remains the largest contemporary study of distributed leadership practice in schools. This 4 year longitudinal study, funded by the National Science Foundation and the Spencer Foundation, was designed to make the 'black box' of leadership practice more transparent through an in-depth analysis of leadership practice. The central argument underpinning the study is that distributed leadership is best understood as distributed practice, stretched over the school's social and situational contexts. The research, which focused on 13 elementary schools in Chicago, found that the task of instructional improvement engaged multiple leaders and that understanding the interplay between different leaders is crucial to understanding leadership practice. Their study concluded that the school rather than the individual leader is the most appropriate unit for thinking about the development of leadership expertise. It also concluded that intervening to improve school leadership may not be most optimally achieved by focusing on the individual formal leader and may not offer the best use of resources.

A study by Copland (2003) focused on improvement in 86 schools that were engaged in data-driven, whole school reform. All of the schools had a strong commitment to introducing and implementing participatory leadership. The study found extensive staff involvement in the leadership of the schools and involvement at all levels in decision making. While the data remains too limited to confirm any significant impact on student achievement, the study found that the early evidence from the third year of data collection is revealing positive trends in performance resulting from the large scale move towards more participatory and distributed patterns of leadership.

(Excerpted from Distributed leadership and organizational change: Reviewing the evidence)

3. Please summarize the following essay in Chinese. (25 pts)

4. Please make comments on the following essay in Chinese. (25 pts)

Drawing from the empirical literature on principals' leadership in general and, specifically, their effectiveness as technology leaders, five primary dimensions of principals' technology leadership will be examined and serve as the conceptual framework for this study: vision, planning, and management; staff development and

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命 題 委 員 :

張 炎 華

張 國 華

(長 中)

98 年

3 月

15 日

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training; technology and infrastructure support; evaluation and research; and interpersonal and communication skills. The aforementioned five dimensions were chosen because they are the principals' core tasks in dealing with teaching and learning as well as administrative operations with technology in their schools.

Vision and planning have been demonstrated to be very important technology leadership characteristics. Effective technology leadership develops and articulates a vision of how technology can produce school change (Cory, 1990). Developing such a vision requires principals to clearly understand district, state, and national trends and movements taking place with new and developing technologies. Inkster (1998) noted that creating a vision of how technology should be used by teachers and students is a significant indicator of a principal's technology leadership. Principals must have a clear technology vision and understand technology implications for the classroom. Without vision, staff members who lack direction and guidance for technology integration will not succeed (Ross & Bailey, 1996). Stakeholders (e.g., parents, community members, teachers, students) must also be involved in the school's technology vision. The greater the stakeholders' consensus and commitment, the more likely it is that the principal's technology vision and planning will become a reality (Jewell, 1998).

Staff development and training are important aspects of technology leadership. The most important responsibility identified by technology leaders was the ability to describe and identify resources for staff development (Ford, 2000). Effective staff training must consist of describing and identifying resources, and planning and customizing development programs based on individual and school needs. For example, the in-service plan should include listings and schedules of technology workshops and courses available to all administrators, educators, and support staff. Curriculum guidelines and effective technology leadership are also critical to the planning and designing of educational staff development activities (ISTE, 1998). To achieve an optimum staff development plan, principals need to identify key resources and players who can provide formal and informal leadership and technology support at every grade level and within every discipline to accomplish an effective instructional technology plan (Moursund, 1992).

Acquiring technology and supporting the infrastructure are crucial areas of technology leadership. Technology leaders need to provide service and technical support to their schools (Bailey, 1997). Principals, as technology leaders, must

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張美華 (A) 陳 3 4 / 11

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provide access to and the opportunity to acquire technology resources, as well as ensuring that appropriate facilities for technology are well supported (Collis, 1988). Assisting staff with a variety of issues such as purchasing appropriate software applications, troubleshooting equipment problems, installing equipment and infrastructure, maintaining and repairing equipment, understanding a variety of operating systems, and managing and allocating resources fairly and effectively are desired skills suggested for technology leaders (Aten, 1996; Ford, 2000). Providing and ensuring access to technology and maintaining infrastructure support were two areas most often identified as critical elements of principals' technology-related behaviors (Inkster, 1998).

Evaluation and research should be of primary concern to technology effectiveness. Effective principals implement evaluation procedures that allow for growth assessment of teachers and staff members toward established technology standards and help guide their professional development plans (ISTE, 2001). Principals should also include the learning and teaching process as a criterion in assessing instructional staff performance in the use and application of educational technology (ISTE, 2001). Cory (1990) suggests that because of the rapidly evolving nature of instructional and learning programs, it is particularly important that these programs are evaluated annually and the results incorporated into ongoing and future planning and assessment processes. Effective technology leadership should include evaluations of new and existing technology in terms of cost, benefits, and educational impact (Aten, 1996). Such evaluations provide principals with the appropriate information to effectively assess and improve technology plans in their schools.

Interpersonal and communication skills can impact principals' effective technology leadership. The ability to interact and communicate well is an important technology leadership characteristic (Aten, 1996; Inkster, 1998; Kline, 1993). Leaders must be able to get along with teachers and staff members as they begin to integrate new learning technologies (Bailey & Lumley, 1994; Jewell, 1998). A principal can be an effective leader without technological expertise; however, without interpersonal and communication skills, principals cannot be effective technology leaders. Technology leadership requires refined interpersonal and communication abilities, as well as technological competency (Ray, 1992). Principals' communication skills are often closely tied with their effective technology leadership (Inkster, 1998).

(Excerpted from *Teachers' Perceptions of the Dimensions and Implementation of Technology Leadership of Principals in Taiwanese Elementary Schools*)

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一、試就教育政策行銷的理論與觀點分析以下兩岸消費券新聞事件，並申論教育部想減少失業人口的教育券政策行銷失敗之主因。(25%)

今年二月中國大陸杭州市正計劃啟動消費券第二階段的發放工作，新的消費券使用範圍將有所擴大，其中還特別增加了教育培訓消費券，由政府出錢為民眾“充電”培訓。教育培訓消費券的發放的對象有停產、減產企業的職工，應屆畢業生，登記失業人員，參加杭州市社會保險的外來務工人員，失去工作的返鄉農民工等。同樣發生在二月，我國行政院計畫發放「教育(訓練)券」，以搶救大專失業族！針對九十八年度擴大公共建設特別預算案已編列三百億元，做為發放教育券與提供大專校院畢業生職場實習薪資補貼的費用，希望減少國內十萬個大專學歷失業人口；其中，教育券將用來協助失業者進修研習第二專長或精進職場技能。沒幾天光景教育部的教育券成為眾矢之的，接著行政院將政策改為失業勞工訓練券，由行政院勞工委員會修訂產業人才投資方案補助要點，確定要將原本針對在職勞工三年五萬的進修補助，擴大適用至「非自願性失業勞工」。

二、隨著出生率降低、新生兒人口減少導致生源不足現象所衍生的超額教師問題，試就政策工具的觀點分析各縣市採取教師員額管控與降低班級規模等作法，申論對教師人力供需所產生的政策效益。(25%)

三、新公共管理的兩層意義中，包括管理主義與新制度經濟學；前者強調專業管理、績效

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標竿與評估、結果導向以及顧客導向等理念的實踐，後者則將誘因結構(如市場競爭)引入公共服務領域，強調分權、簽約外包、准市場機制以及使用者付費等觀點。試就該趨勢分析教育領域中受到新公共管理主義的影響所衍生的政策與行政作為，並評述之。(25%)

四、根據西班牙國家研究委員會 (The Spanish National Research Council) 網路計量研究中心 (Centre for Scientific Information and Documentation) 之網路實驗室 (Laboratorio de Internet) 的「世界大學網路排名」評比 (Webometrics Rankings of World Universities) 排序前 400 名結果，台灣大學排名 55 名、交通大學排名 179 名、台灣師大排名 273 名、成功大學排名 274 名、中山大學排名 282 名、清華大學排名 308 名、中央大學排名 370 名、中正大學排名 384 名、政治大學排名 391 名。試就該大學排名的相關作法(請參閱附件一)，申論應如何提升台灣地區大學的競爭力。(25%)

附件一

A) Purposes and Goals of Rankings

1. *Assessment of higher education (processes, and outputs) in the Web.* The Web indicators and we are already publishing comparative analysis with similar initiatives. But the current objective of the Webometrics Ranking is to promote Web publication by universities, evaluating the commitment to the electronic distribution of these organizations and to fight a very concerning academic digital divide which is evident even among world universities from developed countries. However, even when we do not intend to assess universities performance solely on the basis of their web output, Webometrics Ranking is measuring a wider range of activities than the current generation of bibliometric indicators that focuses only in the activities of scientific elite.
2. *Ranking purpose and target groups.* Webometrics Ranking is measuring the volume, visibility and impact of the web pages published by

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universities, with special emphasis in the scientific output (referred papers, conference contributions, pre-prints, monographs, thesis, reports, ...) but also taking into account other materials (courseware, seminars or workshops documentation, digital libraries, databases, multimedia, personal pages, ...) and the general information on the institution, their departments, research groups or supporting services and people working or attending courses.

There is a direct target group for the Ranking which are the university authorities. If the web performance of an institution is below the expected position according to their academic excellence, they should reconsider their web policy, promoting substantial increases in the volume and quality of their electronic publications.

Faculty members are indirect target groups as we expect that in a near future the web information could be as important as other bibliometric and scientometric indicators for the evaluation of the scientific performance of scholars and their research groups.

Finally, candidate students should not use this data as the sole guide for choosing university, although a Top position means that the institution has a policy that encourages new technologies and it has resources for their adoption.

3. *Diversity of institutions: Missions and goals of the institutions.* Quality measures for research-oriented institutions, for example, are quite different from those that are appropriate for institutions that provide broad access to underserved communities. Institutions that are being ranked and the experts that inform the ranking process should be consulted often.

4. *Information sources and interpretation of the data provided.* Access to the Web information is done mainly through search engines. These intermediaries are free, universal, and very powerful even when considering their shortcomings (coverage limitations and biases, lack of transparency, commercial secrets and strategies, irregular behaviour). Search engines are key for measuring visibility and impact of university's websites.

There are a limited number of sources that can be useful for webometric purposes: 7 general search engines (Google*, Yahoo Search*, Live (MSN) Search*, Exalead*, Ask (Teoma), Gigablast and Alexa) and 2 specialised scientific databases (Google Scholar* and Live Academic). All of them have very large (huge) independent databases, but due to the availability of their data collection procedures (Apis), only those marked with asterisk are used in compiling the Webometrics Ranking.

5. *Linguistic, cultural, economic, and historical contexts.* The project intends to have true global coverage, not narrowing the analysis to a few hundreds of institutions (world-class universities) but including as many organizations as possible. The only requirement in our international rankings is having an autonomous web presence with an independent web domain. This approach allows a larger number of institutions to monitor their current ranking and the evolution of this position after adopting specific policies and initiatives. Universities in developing countries have the opportunity to know precisely the indicators' threshold that marks the limit of the elite.

Current identified biases of the Webometrics Ranking includes the traditional linguistic one (more than half of the internet users are English-speaking people), and a new disciplinary one (technology instead of biomedicine is at the moment the hot topic) Since in most cases the infrastructure (web space) and the connectivity to the Internet already exists, the economic factor is not considered a major limitation (at least for the 3.000 Top universities).

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B) Design and Weighting of Indicators

6. *Methodology used to create the rankings.* The unit for analysis is the institutional domain, so only universities and research centres with an independent web domain are considered. If an institution has more than one main domain, two or more entries are used with the different addresses. About 5-10% of the institutions have no independent web presence, most of them located in developing countries. Our catalogue of institutions includes not only universities but also other Higher Education institutions following the recommendations of UNESCO. Names and addresses were collected from both national and international sources including among others:

Universities Worldwide	univ.cc
All Universities around the World	www.bulter.nl/universities/
Braintrack University Index	www.braintrack.com
Canadian Universities	www.uwaterloo.ca/canu
UK Universities	www.scit.wlv.ac.uk/ukinfo
US Universities	www.utexas.edu/world/univ/state

University activity is multi-dimensional and this is reflected in its web presence. So the best way to build the ranking is combining a group of indicators that measures these different aspects. Almind & Ingwersen proposed the first Web indicator, Web Impact Factor (WIF), based on link analysis that combines the number of external inlinks and the number of pages of the website, a ratio of 1:1 between visibility and size. This ratio is used for the ranking but adding two new indicators to the size component: Number of documents, measured from the number of rich files in a web domain, and number of publications being collected by Google Scholar database. As it has been already commented, the four indicators were obtained from the quantitative results provided by the main search engines as follows:

Size (S). Number of pages recovered from four engines: Google, Yahoo, Live Search and Exalead. For each engine, results are log-normalised to 1 for the highest value. Then for each domain, maximum and minimum results are excluded and every institution is assigned a rank according to the combined sum.

Visibility (V). The total number of unique external links received (inlinks) by a site can be only confidently obtained from Yahoo Search, Live Search and Exalead. For each engine, results are log-normalised to 1 for the highest value and then combined to generate the rank.

Rich Files (R). After evaluation of their relevance to academic and publication activities and considering the volume of the different file formats, the following were selected: Adobe Acrobat (.pdf), Adobe PostScript (.ps), Microsoft Word (.doc) and Microsoft Powerpoint (.ppt). These data were extracted using Google and merging the results for each filetype after log-normalising in the same way as described before.

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Scholar (Sc). Google Scholar provides the number of papers and citations for each academic domain. These results from the Scholar database represent papers, reports and other academic items.

The four ranks were combined according to a formula where each one has a different weight:

WEBOMETRICS RANK		
VISIBILITY (external inlinks) 50%	SIZE (web pages)	20%
	RICH FILES	15%
	SCHOLAR	15%

7. *Relevance and validity of the indicators.* The choice of the indicators was done according to several criteria (see note), some of them trying to catch quality and academic and institutional strengths but others intending to promote web publication and Open Access initiatives. The inclusion of the total number of pages is based on the recognition of a new global market for academic information, so the web is the adequate platform for the internationalization of the institutions. A strong and detailed web presence providing exact descriptions of the structure and activities of the university can attract new students and scholars worldwide. The number of external inlinks received by a domain is a measure that represents visibility and impact of the published material, and although there is a great diversity of motivations for linking, a significant fraction works in a similar way as bibliographic citation. The success of self-archiving and other repositories related initiatives can be roughly represented from rich file and Scholar data. The huge numbers involved with the pdf and doc formats means that not only administrative reports and bureaucratic forms are involved. PostScript and Powerpoint files are clearly related to academic activities.

8. *Measure outcomes in preference to inputs whenever possible.* Data on inputs are relevant as they reflect the general condition of a given establishment and are more frequently available. Measures of outcomes provide a more accurate assessment of the standing and/or quality of a given institution or program. We expect to offer a better balance in the future, but current edition intend to call the attention to incomplete strategies, inadequate policies and bad practices in web publication before attempting a more complete scenario.

9. *Weighting the different indicators: Current and future evolution.* The current rules for ranking indicators including the described weighting model has been tested and published in scientific papers. More research is still done on this topic, but the final aim is to develop a model that includes additional quantitative data, especially bibliometric and scientometric indicators.

C) Collection and Processing of Data

10. *Ethical standards.* We identified some relevant biases in the search engines data including under-representation of some countries and languages. As the behaviour is different for each engine, a good practice consists of combining results from several sources. Any other mistake or

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error is unintentional and it should not affect the credibility of the ranking. Please contact us if you think the ranking is not objective and impartial in any way.

11. *Audited and verifiable data.* The only source for the data of the Webometrics Ranking is a small set of globally available, free access search engines. All the results can be duplicated according to the describing methodologies taking into account the explosive growth of the web contents, their volatility and the irregular behaviour of the commercial engines.

12. *Data collection.* Data are collected during the same week, in two consecutive rounds for each strategy, being selected the higher value. Every website under common institutional domain is explored, but no attempt has been done to combine contents or links from different domains.

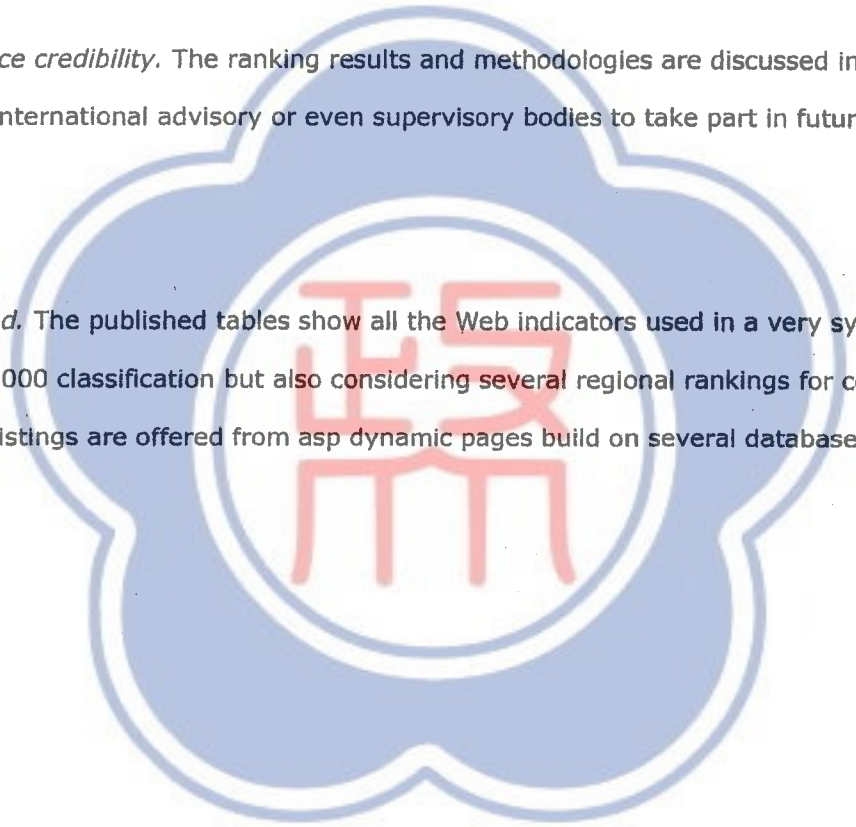
13. *Quality of the ranking processes.* After automatic collection of data, positions are checked manually and compared with previous editions. Some of the processes are duplicated and new expertise is added from a variety of sources. Pages that linked to the Webometrics Ranking are explored and comments from blogs and other fora are taken into account. Finally, our mailbox receives a lot of requests and suggestions that are acknowledged individually.

14. *Organizational measures to enhance credibility.* The ranking results and methodologies are discussed in scientific journals, and presented in international conferences. We expect international advisory or even supervisory bodies to take part in future developments of the ranking.

D) Presentation of Ranking Results

15. *Display of data and factors involved.* The published tables show all the Web indicators used in a very synthetic and visual way. Rankings are provided not only from a central Top 4000 classification but also considering several regional rankings for comparative purposes.

16. *Updating and error reducing.* The listings are offered from asp dynamic pages build on several databases that can be corrected when errors or typos are detected.



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