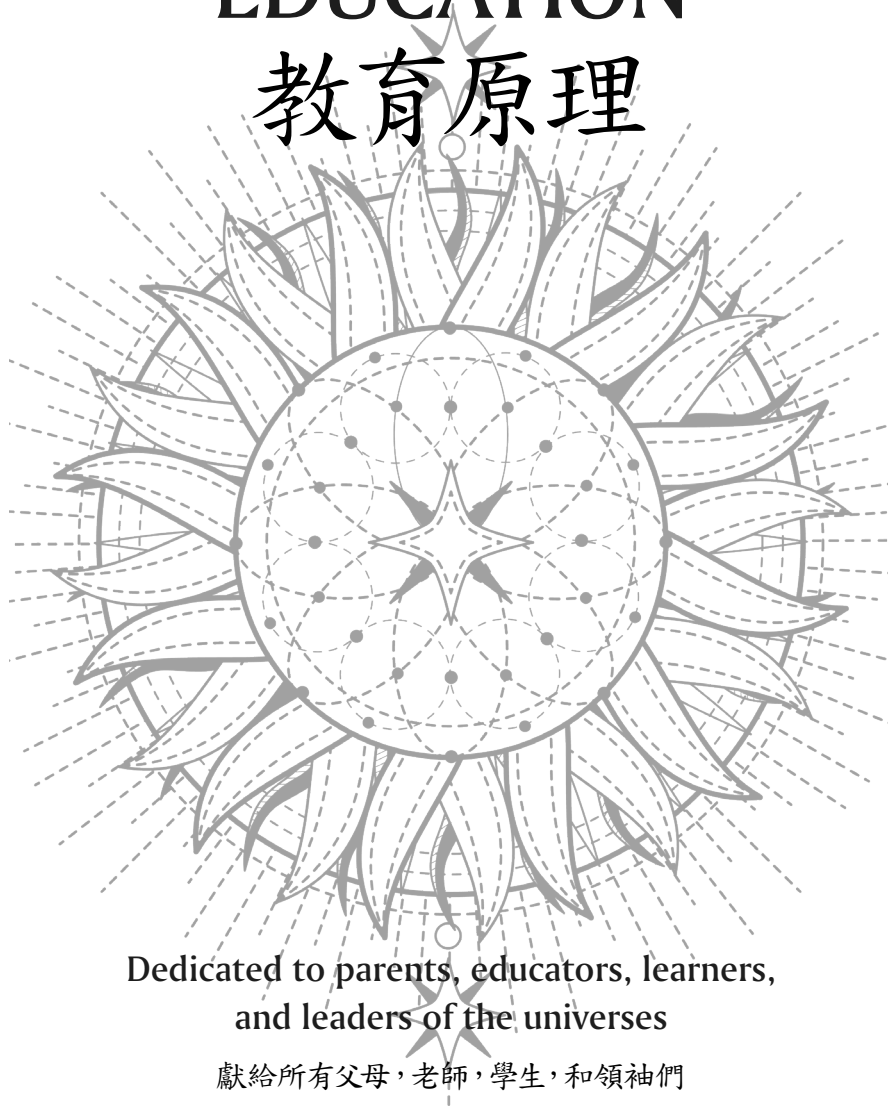


PRINCIPLES of EDUCATION 教育原理



Dedicated to parents, educators, learners,
and leaders of the universes

獻給所有父母，老師，學生，和領袖們

Donald W. Sung

宋武峰

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First edition, 2022

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雙語英漢版, 2022

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Acknowledgments

致謝

I am very grateful for the guidance and mentorship of

Dr. George E. Forman

and

Dr. Charles J. Sung.

throughout my study and in the preparing and writing of this book on childhood education.

Many thanks to the people who have educated or influenced me in my pursuance of educational study, especially

非常感謝喬治福爾曼博士

宋查爾斯J博士

在我學習過程中，

以及準備和寫作這本兒童教育書籍的過程中，

給我指引與輔導。

Prof. Tom Chiaromonte

Prof. Ala Samarapungavan

Prof. Helen Patrick

Prof. David Sears

Prof. Katheryn McGuthry

Dr. Shian-jung D. Chen

Prof. Monica E. Lee

and

Dr. James J. Sung.

非常感謝在我攻讀教育的旅途中

教導我或影響我的人，

特別是

湯姆·基亞羅蒙特教授

阿拉薩馬拉蓬文教授

海倫·帕特里克教授

大衛·西爾斯教授

凱瑟琳·麥格思裡教授

陳猷忠博士
莫妮卡E. 李教授
和
詹姆士 J. 醫師

Many thanks to people who have supported and contributed to the writing of this book, especially

Peggy C. Wong
Michael Kelso
Diana Chu
Shelly Dowden
Allen Tsai
Lisa D. Wang
Robert Treister
Zerlina Wong
Paul Nicholson
Ginnie Lo
and
Barbara Scott.

非常感謝支持和貢獻本書寫作的人們，

特別是
佩吉・C・黃
邁克爾・凱爾索
戴安娜朱
雪莉・道登
艾倫蔡
麗莎・D・王
羅伯特・特里斯特
澤琳娜黃
保羅・尼科爾森
金妮羅
和
芭芭拉・斯科特。

Preface

前言

The human brain and the human body are very complicated, and so is human education. This book presents a childhood educational theory with a system of principles of a learner's conditions, environment, and educational processes.

人的大腦和身體結構非常複雜，因此人的教育也不容易一蹴可幾。本書介紹一套兒童教育理論，它是根據和學習者自身條件、生長環境以及學習過程有關的各種原理所發展出來的一套思想體系。

The system recognizes that a child's intelligence, emotions, and social interactions continue to develop in tandem with his growth and bio-physical conditions. This is a system with dynamic principles, such as the time factor principle, the pursuance of betterment principle, and the latency in a person's change of

physical and mental state principle. These principles may vary with time and should be applied in tandem with the changes in the learner's condition as well as his learning environment.

這個思想體系考慮到孩子的智力、情感以及人際關係會隨著他的成長和生理狀況的變化而不斷同時發展。它的原理常常是動態的，如時間因素原理、追求改善原理、人的身心狀態變化潛伏期原理等。這些原則可能會隨時間而變化，應與學習者狀況和學習環境的變化同步推出應用。

The system attends to the negative impacts and other side effects of an educational process. These unwanted side effects may accumulate and cause potential difficulties and problems in the future.

該系統關注教育過程的負面影響以及其他副作用。這些不必要的副作用可能會累積並在未來造成潛在的困難和問題。

Education impacts a child throughout his life, which is why this system presents principles, such as maintenance stage principle and conflict resolution principle, that may be consistently applied throughout children's lives.

教育會影響孩子的一生，這就是為什麼該系統提出的原則，例如維持階段原則和衝突解決原則，可以應用在孩子的一生中始終如一。

More than one principle in the system may be applied to a learner's situation. An effective guidance may be created by applying a combination of these principles.

可以同時應用系統中一個以上的原則以應付學習者的情況。可以通過應用這些原則的組合來創建有效的指導。

The principles are divided into three groups: learner's state (functions and conditions), learner's interactions with environment, and introducing a learner to the world. These principles are interdependent. Hopefully the readers may internalize and combine them into a complete educational theory.

這些原則分為三組：學習者的狀態（功能和條件），學習者與環境的互動以及引導學習者踏入社會。這些原則是相互依存的。希望讀者可以將它們內化並組合成一個完整的教育理論。

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2022 年 5 月 25 日

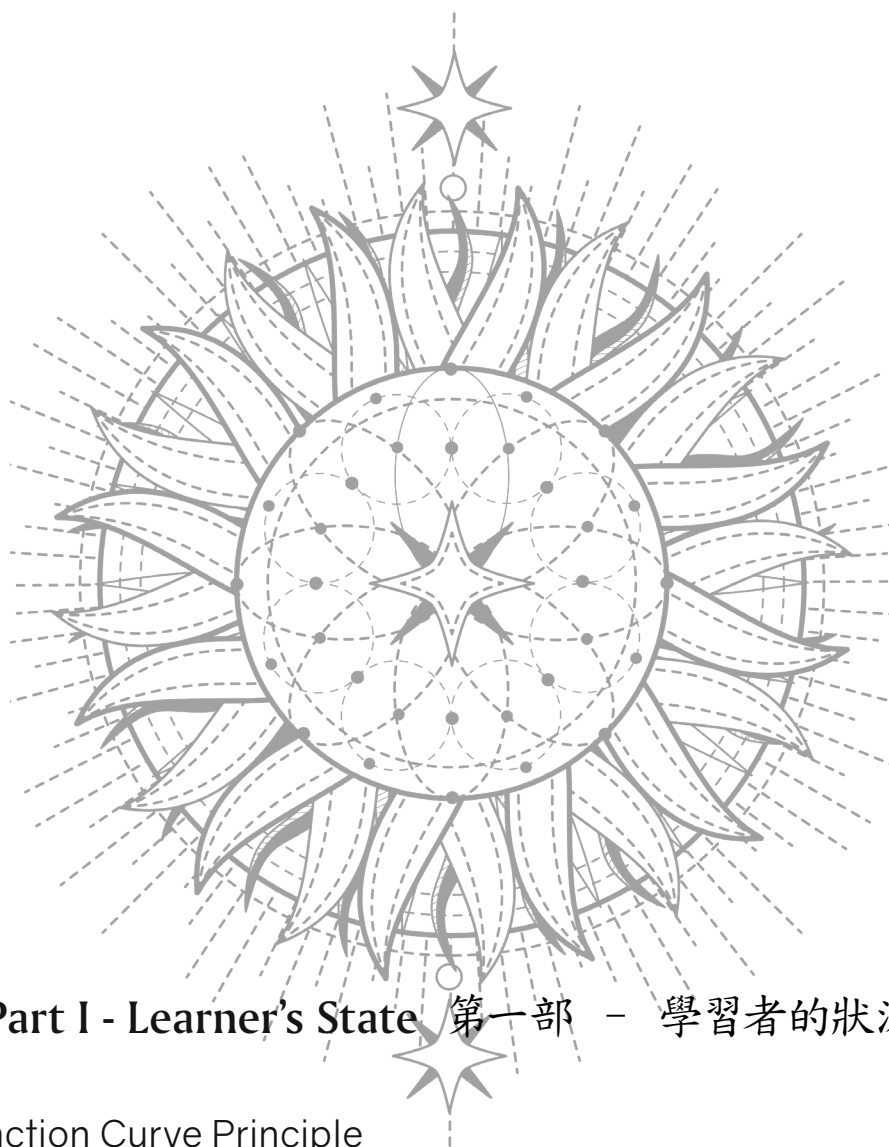
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Part I - Learner's State 第一部 - 學習者的狀況

1. Body Function Curve Principle

身體功能發展原理

Each body part or condition has its own function curve.

每個身體部位或狀況都有它們自己的功能發展曲線。

Corollaries to Body Function Curve Principle

身體功能發展曲線原理的推論

A. A person's heart functions vary with the time.

人的心臟功能會隨時間而變化。

B. A newborn baby first learns to breathe, then learns to drink.

剛出生的嬰兒先學會呼吸，然後才學會喝奶。

C. A newborn baby spends most of his time and energy in growth and rest.

新生嬰兒大部分時間和精力都花在成長和休息上面。

D. During infancy, a baby learns how to use ears, eyes, arms, legs, and the rest of the parts of his body.

人類在嬰幼兒期間，學習如何使用耳朵、眼睛、手臂、腿和身體的其他部位。

2. Gross Capacity Principle

整體能力原理

A person's gross capacity varies with time, physical and mental state, and his environment.

一個人的整體能力會隨時間、身體與心理狀況、以及他所處的環境而改變。

Corollaries to Gross Capacity Principle

整體能力原理的推論

A. A person's gross capacity is limited.

一個人的整體能力有限

B. A person's gross capacity may be reduced by fatigue and increased with a proper rest.

一個人的整體能力會因為疲倦而降低，也會因為得到充分休息而增加。

3. Free Capacity Principle

可供自由使用的能力原理

A person's free capacity is the difference by deducting the person's committed capabilities from his gross capacity.

一個人可供自由使用的能力指的是他的整體能力扣掉他先前運用所剩的能力。

4. A Person's State Principle

個人狀況原理

A person's state at any point of time is the accumulation of the person's conditions in all dimensions, or areas, including but not limited to the person's physical and mental conditions, educational background, experiences, the surrounding environment, connections, and communications with other people.

一個人在某一時刻的個人狀況指的是他在各方面或各領域條件的總和，包括但不局限於他本人的身體與心理條件、教育背景、經歷、周遭環境、人際關係以及跟別人的溝通情形。

Corollaries to Person's State Principle

個人狀況原理的推論

A. Physical illness may affect a person's learning, depending on the toll of the illness on the person and on the subject matter to be learned.

身體疾病可能會影響一個人的學習，影響多大要看該疾病對他的損傷程度以及他所欲學習的科目性質而定。

B. Positive existing knowledge may help a person's learning, the effectiveness of which depends on the direction, depth, lapse of time, and other relevant factors regarding the existing knowledge.

一個人現有的正面知識可幫助他的學習。是否有效就要看現有知識的方向、深度、學習間隔時間以及其他因素而定。

- C. A person's relationship with family or community members may affect that person's learning positively, negatively, or in a way of partially positive in some dimensions and partially negative in other dimensions.

一個人與家人或鄰居的關係會對他的學習有正面的、負面的影響或者某些方面有正面影響，而其他方面則有負面作用。

- D. A person's state is different from one another's, and his state changes from time to time.

一個人的狀況不同於他人的狀況，而個人的狀況會隨時間而異。

5. Potential of a Person Principle

個人學習潛力原理

A person's potential for learning at any point of time depends on the intended target, the suitability of the information available, the transmission of the information, and the state of the person.

在任何時間點一個人的學習潛力會依學習要達成的目標性質，能取得的資訊是否合適，該資訊的傳輸是否理想，以及個人的狀況是否良好而定。

6. Learning and Physiology Correlation Principle

學習與生理相關性原理

Learning correlates with a person's physiology.

學習與個人的生理現象互有關聯。

Corollaries to Learning and Physiology Correlation Principle

學習與生理相關性原理的推論

- A. A person's sense organs input information for learning.

一個人透過感覺器官輸入學習所需的訊息。

- B. The information inputs into a person's short-term Memory.

訊息先傳輸到個人的短暫記憶。

- C. The information is organized and stored into a person's long-term Memory.

訊息經過整理後才會儲存到個人的長期記憶。

7. Trammel State Principle

阻礙狀態原理

To effectively educate a person who is in a trammel state, an educator must find out the causes of his being in the trammel state and the body functions affected by the trammel state.

要能有效教育一個處於受阻礙狀態的人，教育者必須找到阻礙他的原因，以及他受到阻礙的身體功能。

Corollaries to Trammel State Principle

阻礙狀態原理的推論

- A. When a student's learning is handicapped by nearsightedness, the trammel state can often be removed by wearing a pair of eyeglasses.

當一個學生的學習因為近視而受到阻礙時，通常讓他戴近視眼鏡就可能移除此一阻礙。