

河北大学 2011 年博士研究生入学考试试题

(套别: B)

学科、专业	研究方向	考试科目	备注
教育史	中外教育史	专业英语	

请将下列英文译成中文: (20分)

Herbart is the best historical representative of this type of theory. He denies absolutely the existence of innate faculties. The mind is simply endowed with the power of producing various qualities in reaction to the various realities which act upon it. These qualitatively different reactions are called presentations (*Vorstellungen*). Every presentation once called into being persists; it may be driven below the "threshold" of consciousness by new and stronger presentations, produced by the reaction of the soul to new material, but its activity continues by its own inherent momentum, below the surface of consciousness. What are termed faculties—attention, memory, thinking, perception, even the sentiments, are arrangements, associations, and complications, formed by the interaction of these submerged presentations with one another and with new presentations. Perception, for example, is the complication of presentations which result from the rise of old presentations to greet and combine with new ones; memory is the evoking of an old presentation above the threshold of consciousness by getting entangled

with another presentation, etc. presentation above the threshold of consciousness by getting entangled with another presentation, etc. Pleasure is the result of reënforcement among the independent activities of presentations; pain of their pulling different ways, etc.

The concrete character of mind consists, then, wholly of the various arrangements formed by the various presentations in their different qualities. The 'furniture' of the mind is the mind. Mind is wholly a matter of "contents." The educational implications of this doctrine are threefold. (1) This or that kind of mind is formed by the use of objects which evoke this or that kind of reaction and which produce this or that arrangement among the reactions called out. The formation of mind is wholly a matter of the presentation of the proper educational materials. (2) Since the earlier presentations constitute the "apperceiving organs" which control the assimilation of new presentations, their character is all important. The effect of new presentations is to reënforce groupings previously formed. The business of the educator is, first, to select the proper material in order to fix the nature of the original reactions, and, secondly, to arrange the sequence of subsequent presentations on the basis of the store of ideas secured by prior transactions. The control is from behind. from the past, instead of, as in the unfolding conception, in the ultimate goal.