

Principles of Education

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

Donald W. Sung

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PREFACE

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.

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.

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.

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.

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.

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.

Donald W. Sung, J.D., M.B.A.

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Principles of Education

Part I - Learner's State

1) Body Function Curve Principle

Each body part or condition has its own function curve.

Corollaries to Body Function Curve Principle

- (A) A person's heart functions vary with the time.
- (B) A newborn baby first learns to breathe, then learns to drink.
- (C) A newborn baby spends most of his time and energy in growth and rest.
- (D) During infancy, a baby learns how to use ears, eyes, arms, legs, and the rest of the parts of his body.

2) Gross Capacity Principle

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

Corollaries to Gross Capacity Principle

- (A) A person's gross capacity is limited.
- (B) A person's gross capacity may be reduced by fatigue and increased with a proper rest.

3) Free Capacity Principle

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

4) A Person's State Principle

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.

Corollaries to Person's State Principle

- (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.
- (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.

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

5) Potential of a Person Principle

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.

6) Learning and Physiology Correlation Principle

Learning correlates with a person's physiology.

Corollaries to Learning and Physiology Correlation Principle

- (A) A person's sense organs input information for learning.
- (B) The information inputs into a person's short-term Memory.
- (C) The information is organized and stored into a person's long-term Memory.

7) Trammel State Principle

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.

Corollaries to Trammel State Principle

- (A) When a student's learning is handicapped by nearsightedness, the trammel state can often be removed by wearing a pair of eyeglasses.
- (B) When a student's learning is handicapped by loss of hearing, the trammel state can often be removed by wearing a pair of hearing aids.
- (C) When a toddler's reluctance to learn number counting is due to his belief that "math is hard," an educator may avoid using the word "math" and take another occasion to show him how to count cookies or something the toddler is interested in.

8) Principle of Physical and Mental State Co-Relationship

A person's physical state may change with a change in his mental state, and vice versa. There exists a relationship between a person's change in physical and mental state.

9) Principle of Latency in a person's change of Physical and Mental State

There is a time delay for a person's physical state to change due to a change in mental state, and vice versa.

10) Dominant State Principle

A person's dominant state varies with time, existing physical and mental state, and his environment.

11) Recessive State Principle

A person's recessive state varies with time, physical and mental state, environment, and becomes noticeable in the absence of an overshadowing dominant state.

12) Critical State of Existing Knowledge Principle

When a person reaches and exceeds the critical state of his existing knowledge, he may recognize the retained input information, learn from it, and organize it into a newly organized information.

Corollaries to Critical State of Existing Knowledge Principle

- (A) When an athlete reaches his critical state of existing knowledge regarding muscle control, the athlete may improve his performance.
- (B) When a musician reaches his critical state of existing knowledge regarding muscle control and musical understanding, the musician may improve his performance.
- (C) When a student reaches his critical state of existing knowledge with respect to a course, the student may progress in the study.

13) Information Management Principle

A person may use his capacity to manage his information input in all or part of the following ways:

- (1) ignore the information;
- (2) place the information in a temporary memory;
- (3) preliminarily interpret the information;
- (4) discard some of the interpreted information;
- (5) retrieve existing knowledge;
- (6) compare the retained information to the existing knowledge;
- (7) filter or discard the retained information;
- (8) recognize patterns in the retained information;
- (9) apply preset routine associated with the pattern if the retained information is in the existing knowledge;
- (10) organize the retained information into a useful newly organized information if the retained information is not in the existing knowledge; and
- (11) store the newly organized information into the person's long-term memory.

Corollaries to Information Management Principle

- (A) Information which does not belong to information inputs is ignored by the recipient.
- (B) The retained information, unless incorporated into the long-term memory, will disappear in the future.

- (C) The newly organized information may be incompatible with or contradict the person's existing knowledge.
- (D) The person may modify his existing knowledge and incorporate all or part of the newly organized information into that existing knowledge.
- (E) The person may also discard or reject the newly organized information due to its incompatibility with his existing knowledge.
- (F) When a child doesn't know how to join other children's play, he may play by himself, observe, and learn until he feels comfortable to communicate with other children.
- (G) A child learns information pieces first, before he learns the relationship between these pieces.
- (H) A child may learn causes and effects between information pieces after he has opportunities to learn all necessary pieces of information.
- (I) It may take less learning capacity for a person to learn from information previously organized by other people.
- (J) Children often learn from mistakes.

14) Ideal Education Principle

If the state of a person and the potential of a person are known, it is possible to create a process for an ideal education.

Corollaries to Ideal Education Principle

- (A) At the first meeting with a client, a lawyer needs to assess his client's legal position, i.e., the relevant facts, the applicable laws, and the potential consequences the client may encounter, to formulate a strategy to help the client.
- (B) When meeting with a patient, a physician needs to review history of his patient, examine the patient, and/or run laboratory tests to make a diagnosis, i.e., assess the state of the patient and, if necessary, review the patient's records. With the diagnosis and prognosis, the physician will be able to prescribe a treatment plan.
- (C) An educator needs to know his student's level, potential, and educational goals. With such knowledge, the educator will be able to design the most appropriate curriculum for his student.

15) Pursuance of Betterment Principle

If there are options, a person will choose the one which seems to be the better choice for him or her.

Corollaries to Pursuance of Betterment Principle

- (A) People often find benefits in planning their tasks.
- (B) People often find benefits in living in a society.
- (C) People often find benefits in peace and avoidance of unnecessary conflicts.
- (D) People often find benefits in education.

- (E) Babies often practice motor movements.
- (F) Toddlers often enjoy imitative play.
- (G) Artists are often motivated by ways to improve their painting.
- (H) Musicians are often motivated by ways to improve their performance.
- (I) A person may be his own educator.

16) Motive Principle

A person uses his capacity for what he sees fit.

Corollaries to Motive Principle

- (A) A person may enjoy reclining to rest, seeking safety, fulfilling needs, improving environment, having better performance, becoming a better person, or acquiring better personality traits.
- (B) If newly organized information is unfamiliar to a person, he may want to find out whether the information will have a good or bad consequence.
- (C) A newborn baby cries when he feels hungry.
- (D) A baby cries when he feels that is the only way for him to communicate.
- (E) When a child is attracted to something interesting, he may want to learn more about it.
- (F) A child may be guided to discover a new motive.

17) Desire Principle

A person may wish to have something which is not currently in his possession, or he may wish to have someone else's services.

18) Motivation Principle

A person is inclined to act when there is a strong motive to do so.

Corollaries to Motivation Principle

- (A) A person may be motivated by needs.
- (B) A person may be motivated by desires.
- (C) A baby's motivation for milk is reduced after feeding.
- (D) A person may be motivated by external rewards.
- (E) External rewards may lead to positive or negative motivation.
- (F) A motivation may contain multiple motives and varies with time.
- (G) Proper guidance may motivate a learner.

19) Action Principle

A person may take an action when he has the necessary capacity and is motivated to do so.

Corollaries to Action Principle

- (A) A professional is motivated to work efficiently and may create an effective way to handle routine or similar tasks.
- (B) When a person is motivated to do multiple tasks, he may have to arrange the order or sequence of the tasks, or prioritize them.
- (C) When the tasks are beyond a person's capacity, he may have to let go of some tasks, or he may not complete them.

20) Self-Sufficiency Principle

A person in a state of self-sufficiency has a motive to act at will.

Corollaries to Self-Sufficiency Principle

- (A) The feeling of self-sufficiency may yield confidence for what the person is about to act.
- (B) A state of self-sufficiency varies with time.
- (C) A self-sufficient person may encounter newly organized information which may impact positively or negatively on his feeling of self-sufficiency.
- (D) The feeling of self-sufficiency is one of the reasons why a person does not feel the need to communicate with other people.
- (E) A child may play by himself alone when he doesn't know how to join other children's play.
- (F) Self-sufficiency may be a motivation for learning.
- (G) A person may or may not like to communicate with other people when he reaches a self-sufficiency state.

21) Confidence Principle

A person feels confident when he believes that all necessary resources and capabilities needed for a particular task is fully under his control, directly or indirectly.

Corollaries to Confidence Principle

- (A) A person's confidence is based on the dominant state of his existing knowledge.
- (B) A person's confidence may change with newly organized information.

22) Principle of Comfort Zone

A comfort zone is a situation when a person is confident that he will be safe and without stress.

Corollaries to Comfort Zone Principle

- (A) A child may feel comfortable to play by himself when he doesn't know how to join other children's play.
- (B) A person's comfort zone may change with newly organized information.
- (C) New information may bring motives for a person to leave his comfort zone.

23) Effect of Education Principle

The effect of education is determined by the appropriateness of source information, the fidelity in transmission, and the acceptance by the recipient.

Corollaries to Effect of Education Principle

- (A) An imperfect education may create unintended impacts on the learners.
- (B) A less than appropriate education may create positive, negative, or mixed impacts on the learners.
- (C) Prior negative learning may impede the effectiveness of the current education.
- (D) Physical disorder, imperfect or less-than-appropriate prior education, or a combination of these factors may cause a learning disorder.

24) Act in Time Principle

An event must take place in a particular time and environment to cause a particular impact.

Corollaries to Act in Time Principle

- (A) An untimely education may miss the window of opportunity for learning.
- (B) Learning from an information input which is not connected with the learner's existing knowledge is less effective.
- (C) To provide effective guidance, an educator needs to know the state of the learner.
- (D) Time is of the essence of early childhood education.

25) Limited Resources Principle

A person realizes that he does not have unlimited resources.

Corollaries to Limited Resources Principle

- (A) When a person's information input comes to near temporary memory capacity, he may experience shortened temporary memory or loss of memory on some recent events.
- (B) When a person retrieves a lot of long-term memory into temporary memory, he may experience shortened temporary memory or loss of memory on some recent events.
- (C) When a person faces too many factors to consider at one time, he may consider only some of the factors.

26) Relevant Factors Principle

A person considers only a subset of factors which may also be limited by the person's resources.

Corollaries to Relevant Factors Principle

- (A) When schooling is no longer relevant to the student's needs or goal, a student may consider dropping out of the school.
- (B) A marketer may consider how, when, where, and to whom an advertisement should be targeted to maximize its probable impact on the target audience.

27) Learning Path Principle

Learning path is a relevant factor to the effectiveness of a person's learning.

Corollaries to Learning Path Principle

- (A) An educator often finds that the sequence of his teaching material presentation impacts students' learning.
- (B) It could be effective for a person to learn from information previously organized by other people.

28) Priority Principle

If a person wants to do several things and it is better to do one thing at a time, then he will create an arrangement in accordance with the order of his preferences.

Corollaries to Priority Principle

- (A) When a student has one week to study for final exams on multiple subjects, he may decide which subject to study first, second, etc.
- (B) When a new patient is rushed into an emergency room, a triage team and/or ER doctor may decide which injury or condition has the highest priority and requires immediate treatment, and which will be next, etc.

29) Time Factor Principle

Time is always a relevant factor.

Corollaries to Time Factor Principle

- (A) Teaching science today is totally different than it was in the early 19th century.
- (B) A military plan will have to be modified to reflect changing circumstances in a war, such as new and/or unanticipated developments.
- (C) A person's existing knowledge varies with time.
- (D) Some long-term memory may vary with time.
- (E) The dominance of some long-term memory may decrease with time.

30) Knowledge Accumulation Principle

A person's existing knowledge is an accumulation of all educations received and adjusted with the changes in time.

Corollaries to Knowledge Accumulation Principle

- (A) Advanced education is appropriate to learners who have accumulated sufficient existing knowledge.
- (B) An educator may provide bridging education to learners who do not have sufficient existing knowledge for an advanced education.
- (C) There is no age limitation for the constant changes in a person existing knowledge.

31) Personal Condition Principle

A student's personal condition (e.g., health, physical condition, and psychological issues) affects his ability to learn.

Corollary to Personal Condition Principle

An educator should consider his learner's physical condition in planning the learner's curriculum and workload.

Part II - Learner's Interactions with Environment

32) Environment Principle

Environment is a relevant factor in education.

33) Trust Factor Principle

When a person believes or finds thru experience that a particular source of information is reliable and/or beneficial, he may trust that information source. Conversely, if a particular source of information is seen or experienced as unreliable and/or detrimental, he may distrust that source.

Corollaries to Trust Factor Principle

- (A) Trust factor relates to a person's existing knowledge.
- (B) Trust factor correlates with a person's capacity in accepting a new information input.
- (C) A person's self-trust on a particular matter correlates with his self-confidence.
- (D) A person's trust in an educator correlates with his learning capacity.
- (E) Trust is a factor in association with another person.
- (F) Educational environments, including but not limited to parents, siblings, relatives, friends, school, church, communities, associations, society, government, and the broader world correlate with a person's trust in them.
- (G) The length of time in negotiation and resolution of a conflict correlates with the parties' trusts in one another.
- (H) Mutual trusts are built upon mutual positive educations and eliminations of negative existing knowledges.
- (I) Foundation of a lasting peace is built upon the trusts of all parties.

34) Critical State for Learning Principle

A person's critical state for learning varies with time.

Corollaries to Critical State for Learning Principle

- (A) When a baby needs sleep, he is too tired to learn.
- (B) A person in pain may not reach the critical state for learning.

35) Window of Opportunity for Learning Principle

A person or group's window of opportunity for learning varies with time.

36) Dwindling Window of Opportunity for Learning Principle

A window of opportunity for learning dwindles with lapse of time.

Corollaries to Dwindling Window of Opportunity for Learning Principle

- (A) Through passage of time a learner becomes tired or distracted, and the window of opportunity for learning may be gone.
- (B) A party's window of opportunity for learning is diminishing with the approaching of deadline.
- (C) A student's window of opportunity for learning decreases along with the decrease of his free capacity.

37) Development of Learner's Potential Principle

There exists a sequence of ideal educations which may be infinitely close to a targeted potential of a learner.

Corollaries to Development of Learner's Potential Principle

- (A) A learner's state is often not in a perfect educational condition.
- (B) The targeted potential of a learner is often measured without a perfect condition.
- (C) If a sequence of ideal educations are aimed toward a learner's targeted potential, and one ideal education is followed by another more effective ideal education, then the sequence is moving closer and closer to the learner's potential.
- (D) As conditions of an educational sequence approach perfect conditions, the sequence may be infinitely close to the potential of a learner.
- (E) If a biased condition is used in a sequence of development of a potential learner, then the result of the development process is unpredictable.

38) Education Priority Principle

The process of an education is conducted in accordance with priority principle.

Corollaries to Education Priority Principle

- (A) The priority conditions often change with time.
- (B) An educational process often changes when there is a change in priority conditions.
- (C) Many students have higher energy at the beginning of a class, and their ability to learn declines after a long class.
- (D) It may be better to have a break between two classes.
- (E) It may be better for a student to take a short break before starting another long self-study.

39) Bond Principle

A simple bond relationship is unilateral.

40) Distancing Principle

A simple distancing relationship is unilateral.

Corollary to Distancing Principle

A party may distance itself from another party whether the other party has a bond with him or not.

41) Family Tie Principle

A family tie is a combination of a person's multiple bond relationships and multiple distancing relationships with members of the person's family.

42) Family Education Principle

A person receives education from family members all the time.

Corollaries to Family Education Principle

- (A) A family provides environments for members to learn from one another.
- (B) Family bonds are often created through family education.
- (C) A disagreement between two family members provides an education for all members.
- (D) A family often provides children with educational programs, such as schooling, private tutoring, sport programs, etc.

43) Total Education Principle

A person constantly receives educations from available information.

Corollaries to Family Education Principle

- (A) A person often learns from information in his environment.
- (B) A person prioritizes learning from available information.
- (C) A child may be alert to, and will learn from, new information, either taught or untaught.
- (D) A child can be influenced by his surrounding environment, including family, neighborhood, school, church, friends, media, and so on.

44) Connection Principle

Connection is a relevant factor in education.

Corollaries to Connection Principle

- (A) A person becomes attached to an organization when he forms a connection with the organization, or with at least one of the organization members.
- (B) A person becomes attached to a church when the person forms a connection with the church or with a church member.
- (C) A student connects to a school when he registers to study in the school.

45) Attachment Principle

Attachment is created by prior experience.

Corollaries to Attachment Principle

- (A) A child may not want to separate from the person he is attached at the first day of school.

- (B) Attachment may help or distract a person from windows of opportunities for learning.

46) Transmission Principle

A transmission of information is a special type of education process.

Corollaries to Transmission Principle

- (A) A marketing campaign is a special type of education
- (B) Interactive teaching is a communication between teachers and students.
- (C) Misinformation may cause a positive, negative, or neutral education, or a combination of various educations.

47) Imperfection Principle

Education often occurs under imperfect educational conditions.

Corollary to Imperfection Principle

Perfect conditions appropriate to a learner in all dimensions rarely exist.

48) Education Limit Principle

One goal of an education is the limit or end of the education.

49) Approaching an Education Goal Principle

It is possible to find an ideal education sequence that is infinitely approaching the goals of the education.

Corollaries to Approaching an Education Goal Principle

- (A) An education can be more effective if at least some of the relevant conditions are appropriate conditions.
- (B) If every ideal act of education in a sequence is followed by another more effective ideal act of education, then the sequence may approach closer and closer to its goals of education.
- (C) If the conditions of an education sequence approach a Perfect Condition, the sequence may approach infinitely close to the goals of the education.
- (D) If a biased condition is used in an approaching an education goal process, the result of the educational process is unpredictable.

50) Principle of Tool

The effectiveness of an educational tool varies with educators, learners, time, and environments.

Corollaries to Tool Principle

- (A) It may be beneficial to adjust a tool with respect to the educator, the learner, the environment, and time frame.
- (B) A tool may be less effective or create unintended consequences in education.

51) Principle of Guidance

A guidance may lead to positive or negative learning. A positive guidance may be achieved by providing proper assistances.

Corollaries to Guidance Principle

- (A) A teaching assistant may explain problems brought by students.
- (B) A teaching assistant may guide a student to study a particular section in the textbook.
- (C) Guidance might include, but is not limited to, understanding a targeted person as well as the goals and implications of the targeted education; observing the targeted person; preparing curriculum; and communicating with the targeted person.
- (D) A negative guidance may lead to a negative education.
- (E) An inappropriate guidance may lead to inappropriate or unintended education.
- (F) A good guidance takes into consideration various dimensions of the learner now and in the future.
- (G) Guidance varies with the person targeted by it.
- (H) Guidance, as well as its targeted person and goals of education, varies with time.
- (I) Organizing information for effective learning is a guidance tool.
- (J) Dividing a larger amount of information into smaller pieces of information, suitable for a learner's free learning capacity, is a guidance tool.
- (K) Arranging the order of a sequence of the input information may be a guidance tool.

Part III - Introducing a Learner to the World

52) Group Principle

A group functionality is an integration of its members' functionality. Human existence depends on groups.

Corollaries to Group Principle

- (A) Every individual will die, but his group may survive.
- (B) An isolated person must work extremely hard to provide his own food, clothing, shelter, etc.
- (C) It is very difficult for an isolated individual to make scientific advancement.
- (D) A family can provide living necessities, guidance, and education to family members.
- (E) A family can provide external connections to other people and groups.
- (F) Each person in a group is unique.
- (G) The difference in skills among the members of a specific people group is observable.
- (H) When one person finds out that another person possesses a tangible or intangible property of his critical need, there is a motivation for him to calculate whether he can obtain that property.
- (I) When two members in a group mutually discover that the other has something which can satisfy his critical need, there is a motivation for a trade.
- (J) A society is formed when members of people groups find out they can benefit from an integration of their groups due to trade and economic of scale.
- (K) When a person finds the knowledge of another person beneficial, there is a motivation to establish teacher student relationship.
- (L) When multiple persons find the knowledge of another person beneficial, there is a motivation to establish a group teaching.
- (M) Each student in a teaching group has his own unique existing knowledge.
- (N) Due to trade and economies of scale, it is possible for a group member to achieve more than an individual alone.
- (O) Group members trade part of their individual volition for their group rule.
- (P) Each group member has his unique view regarding behaviors in the group.
- (Q) Conflicted views often exist in a larger group.
- (R) Each group has a conflict resolution mechanism.

53) Principle of Stage

Stage varies with the underlying person and time.

Corollaries to Stage Principle

- (A) Stage of a person correlates to the state of person at a given period.
- (B) Stage of a group varies with the underlying group and time.

54) Principle of Growing Stage

The learning capacity of a person in the growing stage is reduced by his time and capacity spent in growth, and his immaturity in communication skills.

Corollaries to Growing Stage Principle

- (A) A newborn baby has less capacity for learning and memory.
- (B) An infant constructs his own memories after learning to differentiate various persons and objects.
- (C) An infant constructs his own preferences after learning to distinguish various people and objects.
- (D) Improving a child's communication skills may increase the child's learning capacity.
- (E) Understanding a child's expressions and his existing knowledge is a guidance tool for a child's education.
- (F) Selection of information suitable for a child's existing knowledge is a guidance tool in a child's education.
- (G) Introducing an appropriate mentor to a child is a tool.
- (H) The more acceptable a mentor's existing knowledge is, the more the child may learn from the mentor.
- (I) Children like to play with and learn from other children close to their ages.
- (J) Children refresh their existing knowledge with creativities learned from other children.
- (K) A mentor learns how to communicate with his mentee, refreshes and enhances his own existing knowledges.
- (L) Providing bridge information to connect a child's existing knowledge with a new information to be learned is a guidance tool for a child's education.
- (M) Dividing a larger piece of information into smaller pieces of information suitable for a child in growth stage is a guidance tool for a child's education.
- (N) Arrange the order of a proper information sequence suitable for a child's existing knowledge is a guidance tool in a child's education.
- (O) Assistance for a child to fulfill his needs for food and attention may free up his capacity for learning.
- (P) Guidance for a child to develop properly is a tool to increase the child's free capacity for learning.
- (Q) Understanding and developing a child's senses and channel of information input is a guidance tool in child education.
- (R) Understanding and supplying information to a child's learning environment is a guidance tool.
- (S) Understanding a child's motives and motivating him is a guidance tool.
- (T) Understanding and developing a child's learning skills is a guidance tool.

- (U) Understanding a child's relationship and interactions with other people is a tool for an educator to develop guidance for a child's education.
- (V) Showing resources available for outreach is a guidance tool.
- (W) Building friendship and joining a group is a tool to expand a child's learning opportunity.
- (X) Joining an organization gives a child an opportunity to learn under a structured environment.
- (Y) A pre-school teacher may adjust his curriculum according to the state of children from time to time.
- (Z) When a class size is too large for a regular teacher to communicate effectively, it may be beneficial to have multiple teachers or divide the class into multiple classes.
- (AA) When a class includes children of various ages, mentorship may be a tool in a child's education.
- (BB) Collaborative communication may be a useful tool in a class studying various topics.

55) Principle of Maintenance Stage (Dedicated to Dr. George Forman on 12/24/2021)

The learning ability of a person in maintenance stage is reduced by the time and functions spent to recover, restore, or maintain his body functions.

Corollaries to Maintenance Stage Principle

- (A) An infant is a person in maintenance stage.
- (B) The learning ability of an infant is reduced by infant's needs to grow, and the infant's immature communication skills.
- (C) A sick student is in maintenance stage.
- (D) An adult with illness is in maintenance stage.
- (E) A person taking remedial actions toward his disability is in maintenance stage.
- (F) A person in senior state is a person in maintenance stage.
- (G) The learning ability of a person in senior state is reduced by the person's physical degeneration, precautions taken, and the time and functions spent to recover, restore, or maintain his body functions.
- (H) The learning ability of a person in maintenance stage is reduced, not impaired.

56) Principle of Open Communication

Although open communication may be made deliberately, it is most often used for convenience.

Corollaries to Open Communication Principle

- (A) A child may make confidential communications to someone whom he trusts.
- (B) A child may make private communications to close friends or relatives.
- (C) A child often makes open communications due to limited communication skills.

- (D) After a child becomes more sophisticated, he may also learn how to make deliberate open communications.

57) Principle of Over-Expressive

A person who has strong desires to express his feeling frequently often make unnecessary expressions.

Corollaries to Over-Expressive Principle

- (A) A baby may cry as loud as he can to express his need of attention.
- (B) An unnecessary expression may be annoying or unwelcoming by the audience.
- (C) When a child learns a new expression, he may be excited and overuse that expression.
- (D) Children often look like over-expressive people due to limited communication skills.
- (E) An over-expressive person often is preoccupied with how to express himself and pay less attention to other matters.

58) Outreach Motive Principle

A person's outreach motive varies with time.

Corollary to Outreach Motive Principle

Babies often cry for attention after showing signs of discomfort.

59) Principle of Outreach

When a person feels he is not self-sufficient, it has a motive to outreach.

60) Principle of Demand

A person has a motive to request someone else's services or something not under his control for which he desires strongly; when the motive is strong enough, then the person will demand another person or party to fulfill his desires.

Corollaries to Demand Principle

- (A) Some children's outreach looks like demands due to limited communication skills.
- (B) Newly organized information from an outreach that fails to fulfill the original motive may turn into a new motive to make demands.
- (C) A demand can only be fulfilled with another party's cooperation.

61) Principle of Conflict

There exists a conflict when the party to whom a demand is made does not fulfilled the demand within a time frame.

Corollaries to Conflict Principle

- (A) If a person desires to fulfill two incompatible motives, he has an internal conflict.
- (B) If an organization receives two incompatible demands from members, the organization has an internal conflict.

- (C) When a demand is not fulfilled by the other party, an external conflict arises.

62) Partial Conflict Resolution Principle

Partial resolution may lead to a new confrontation, remain in status quo, or a total resolution.

Corollaries to Partial Conflict Resolution Principle

- (A) A counselor in students disputes needs to balance the window of opportunity for conflict resolution against a total resolution.
- (B) When a partial resolution is beneficial, a follow-up total resolution may be beneficial too.
- (C) A party's position on a proposed partial resolution may become more aggressive or regressive over time.
- (D) The parties need to weigh the window of opportunity for a partial resolution against a total resolution.
- (E) A unilateral effort to resolve a group's differences with others in the conflict does not lead to a total resolution.

63) Conflict Duration Principle

Conflict duration varies with time and the advancement in technology.

Corollaries to Conflict Duration Principle

- (A) A third-party intervention may shorten or prolong an existing conflict.
- (B) A current technological innovation may shorten or prolong an existing conflict.

64) Principle of Conflict Resolution

A conflict may be resolved by adjusting the demanding party and the demanded party's positions.

Corollaries to Conflict Resolution Principle

- (A) Adjustments of positions by the parties in a conflict follow the parties' learning or self-education processes.
- (B) Communications between the parties may serve as a mutual education.
- (C) A total resolution may vary with time and the environments.
- (D) The parties may use a window of opportunity for conflict resolution.
- (E) People often self-educate and resolve their motive conflicts by:
 - (i) seeking advice from others;
 - (ii) giving up one of more of his motives;
 - (iii) scheduling the fulfillments in different time frames;
 - (iv) shifting priorities to other objectives;
 - (v) putting off the fulfillments for future resolution;
 - (vi) living with the conflicts; or
 - (vii) suffering consequences of the conflicts.

- (F) Organizations often resolve their internal conflicts by one or more of the following ways:
 - (i) fulfilling only one or neither of the demands;
 - (ii) scheduling the fulfillments in different time frames;
 - (iii) adjusting demands to make them compatible to each other;
 - (iv) shifting priorities to other objectives;
 - (v) putting off the fulfillments for future resolution;
 - (vi) seeking helps from a third party;
 - (vii) accepting the co-existence of conflicting issues; or
 - (viii) suffering from damages, divisions, splits, or destructions to the organization.
- (G) External conflicts are often resolved in one or more of the following ways:
 - (i) finding that some of the underlying motives of their demands are no longer in existence;
 - (ii) some demands will not be enforced;
 - (iii) some demands are being put off for future resolutions;
 - (iv) some demands may be fulfilled with alternatives;
 - (v) some demands may be put on hold for negotiations;
 - (vi) the demands may be satisfied through a negotiated resolution;
 - (vii) the parties bring themselves to a third-party arbitration; or
 - (viii) the parties fight one another.
- (H) Social responsibility education, if properly administrated, may reduce potential social conflicts in the future.
- (I) The Principle of Act in Time applies to conflict resolution.
- (J) Early childhood education provides the best opportunity for prevention of future conflicts.

65) Principle of a Window of Opportunity for Conflict Resolution

A window of opportunity for conflict resolution exists when the parties take the window of opportunity for learning to study possible resolutions and adjust their positions.

Corollaries to Window of Opportunity for Conflict Resolution Principle

- (A) Each party's position in a conflict varies with time.
- (B) Both window of opportunity for learning and window of opportunity for conflict resolution vary with time.
- (C) Each party in a conflict should take its window of opportunity to learn the parties' positions and intentions so that it may reevaluate whether or how its demands can be fulfilled.
- (D) The Principle of Act in Time applies to conflict resolution.
- (E) When a country receives another country's ultimatum, there is a window for resolution.

- (F) The action of issuing an ultimatum signifies the gravity of the conflict and the approaching end of window for resolution.
- (G) The window of opportunity for conflict resolution may decrease in the future due to advancement in technology.

66) Principle of Setback

When a party realizes that its demand is not attainable, the party has a setback.

Corollaries to Setback Principle

- (A) A setback may turn into a motive to search for the causes of the setback.
- (B) A person's newly organized information from a setback may turn into an adjustment to the person's or party's original motive.
- (C) If a person's motivational underlying original demand has not been changed, a newly organized information from the setback may turn into a new motive for alternative ways to fulfill its desires.
- (D) A setback may create a sense of resentment.
- (E) A setback may cause a person to take a holdback position on some issues.

67) Principle of giving

A party confers outright benefits to another.

Corollaries to Giving Principle

- (A) A partial gift is made which equals to the difference between the value of gift deducted by the value received in exchange of the gift.
- (B) Things under a giving party's control are not an outright gift.

68) Principle of Negotiation

When the first party desires the second party to change position, the first party may reach out to the second party for negotiation.

Corollaries to Negotiation Principle

- (A) An underlying motive for a negotiation to reach an agreement is a common ground among the parties.
- (B) "The benefits outweigh the costs" is often a party's motive to seek a common ground.

69) Principle of Holdback

The newly organized information from a setback may turn into a motive to hold back.

Corollaries to Holdback Principle

- (A) A child in holdback position might be intimidated by previous setbacks.
- (B) A prolonged period of holdback state may lead to introversion.

70) Principle of Incentive

An incentive may be a motive for a party to act.

Corollaries to Incentive Principle

- (A) An incentive may bring a person out of holdback state.
- (B) Repetitive attention to an incentive may lead to a motivation focused on the incentive itself.

71) Principle of Competition

A party enters a competition with others for the purpose of winning rewards associated with the winning of the competition.

Corollaries to Competition Principle

- (A) Each party in a competition has its own objectives or rewards associated with the competition, which may or may not be limited to the official prize of the competition.
- (B) Participation in a competition may serve as a motivation for the participant to become better.
- (C) A conflict may arise when one participant demands another participant to act (or not act) in a certain way.

72) Principle of Association

People associate themselves for a joint purpose.

Corollaries to Association Principle

- (A) Each association member's support of the joint purpose varies with time.
- (B) The joint purpose of the association as well as the members may vary with time.

73) Principle of Sharing

A person gives some of his resources, works, services, and performance to someone of his choice.

Corollaries to Sharing Principle

- (A) People often share things with other people who they love.
- (B) A team member may share his resources and work to other team members who work with him.
- (C) Sharing team resources on need basis may impact their teamwork positively.
- (D) Sharing too many resources may overwhelm other team members with wastes and the unnecessary burden of managing the extra resources.

74) Principle of Round Robin

A round robin communication lets each team member take turns for presentation.

Corollaries to Round Robin Principle

- (A) A round robin gives each team member an equal opportunity for participation.

- (B) A round robin may be effective for a small team but may be cumbersome for a larger team.

75) Principle of Cross-Communication

Cross-communication allows a team member to communicate directly with another person or a bunch of people.

Corollaries to Cross-Communication Principle

- (A) A Cross-communication allows a team member to avoid waiting time for other team members' presentation in a round robin.
- (B) A team leader needs to manage cross-communication if it is used; the cross-communication may create chaos otherwise when more than one team member tries to make presentation simultaneously.

76) Principle of Structured Organization

When an organization has a large number of members, it is beneficial for the organization to restructure itself into several divisions.

Corollaries to Structured Organization Principle

- (A) Division of works may be assigned along the divisions of a structured organization.
- (B) Channel of commands may be implemented in a structured organization.
- (C) Ranking and levels may be established in a structured organization.
- (D) Vertical communications, horizontal communications, and collaborative communications may be implemented for effective operation of a structured organization.

77) Training Principle

A training program must be appropriate to the trainee.

Corollaries to Training Principle

- (A) The same training program appropriate to a trainee at one point of time may not be appropriate at another point of time.
- (B) The same training program appropriate to one trainee may not be appropriate to another trainee.
- (C) When a training program is too large for a trainee, segmentation of the training program may be beneficial for the trainee.

78) Principle of Team

A group of people are organized for the purpose of performing specific tasks together.

79) Principle of Teamwork

Teamwork is the collective achievements of all team members.

Corollaries to Teamwork Principle

- (A) Each member of a team performs a part of the teamwork assigned to him.
- (B) Team members and the assignment of tasks vary with time.
- (C) Specialization may improve the effectiveness of a teamwork.
- (D) The foundation of teamwork is the existence of some common existing knowledge and agreements among the team members.
- (E) Childhood education sets the stage for all education that follows throughout a person's life. It is important to guide children with common educational background and prepare them for teamwork later in life.
- (F) Time is of essence. It is crucial to provide common educational background in childhood.
- (G) Specialized education may be appropriate in higher education.

80) Principle of Team Leader

A team is led by a team leader at a given time. A team leader may be a person, a team, or organizations co-leadership in a larger team.

Corollaries to Team Leader Principle

- (A) The vision and efficiency of the team's leadership may impact the team's performance.
- (B) Team leadership may lead the team into peace or conflicts.
- (C) The efficiency of communications between a team leader and the team members may impact the teamwork.
- (D) The efficiency of communications among the team members may impact the teamwork.
- (E) Team members, teamwork, and team leader may vary with time.
- (F) Parents may be a team leader.
- (G) An example of organizations acting in co-leadership is the government, where different branches work together to serve the nation.
- (H) Peaceful succession of a team's leadership is critical to the team's ongoing concern.
- (I) It is the team and the team leader's responsibility to utilize prudently the resources of the team for the benefit of the team.
- (J) A team leader's recognition of the state of each team member is critical to effective team communication.
- (K) A team and its members are continually educated by the constant changes in the universe.
- (L) Appropriate adjustments may be beneficial to a team and its members from time to time.
- (M) One of the team's most crucial potential benefits is the team's relationship to its environments, including but not limited to the relationship with other groups in the environments.

- (N) Training team members may improve team performance.
- (O) Team members' training in total person approach to human relationship is the most critical factor for a team's long-term survival.
- (P) Specialized training for team members may contribute to the team's effectiveness.

81) Adjustment Principle

Adjustment is an educated change to a prior establishment.

Corollaries to Adjustment Principle

- (A) A person may update and adjust his existing knowledge.
- (B) An inappropriate adjustment may not be beneficial and may worsen an existing condition.
- (C) A plan may be adjusted along the course of execution.
- (D) Rehabilitations may contribute to adjustments of a person's physical functions.
- (E) Medications may be used to adjust a person's physical condition.
- (F) Surgeries may be beneficial to remove or repair damaged or injured body parts.
- (G) In some cases, a society may find healing by separating some people from society for a period.
- (H) It may be more efficient to take corrective actions than to spend a person's limited capacity on resentment.
- (I) Corrective actions may be positive or negative.
- (J) Examples of positive corrective action include: to recover from a setback; to find out the cause of the setback; to avoid similar setback in the future; to review and improve the process of corrective actions; and to review and plan for guidance and resources needed for future corrective actions.
- (K) Guidance and education may contribute to a person's adjustments.
- (L) The act in time approach may be critical to the effectiveness of the adjustments.

Glossary

Action

Doing something.

Association

A group of people organized for a joint purpose.

Attachment

When one relies emotionally on another party, he is said to have an attachment.

Biased Condition

A set of conditions which excludes some relevant factors in an experiment.

Body Function Curve

A multi-dimensional function which denotes a person's emotional, spiritual, and bodily conditions, organ functions and senses, such as sensory functions, motor functions, organ functions, memory functions, analytical functions, emotion functions, chemical functions, immune mechanism, defense mechanism, tiredness, sickness, restoration functions, growth, aging, bonding, and connection, etc.

Bond Relationship ("Bond")

A simple bond relationship ("bond") exists when a person trusts another person on a particular matter for a particular period.

Collaborative Communication

Ways of communication to provide workflows to create experiences for disparate teams inside or outside a structured organization.

Comfortable Zone

How an individual chooses to act in order to make himself feel well at a given point of time.

Communication

When information is transmitted back and forth between individuals or parties.

Competition

An event in which two or more participants present their works or performances for comparison.

Confidence

A person's feeling that he possesses the capability to handle a task at a given point of time.

Conflict

The condition where more than one motivation or desires cannot co-exist without modification.

Conflict Duration

The period begins from creation of the differences among the parties and ends with a total resolution.

Conflict Resolution

A process to resolve the conflict.

Connection

The result of mutual bonds between two parties.

Critical State of Existing Knowledge

When a person's existing knowledge reaches a minimum condition beyond which the existing knowledge may have positive impact on a learning target.

Critical State for Learning

When a person's state reaches a minimum condition beyond which the person may have an opportunity for positive learning

Demand

A party's preemptory request to another party.

Desire

A strong motivation to obtain something or services.

Dominant State

The part of a person's state which is most influential or noticeable at a given point of time.

Education

A person's learning from available resources.

Education Goal

The objectives of an education.

Educational Tool ("Tool")

Information, instruments, curriculum, programs, ideas, algorithms, organizations, environments, rules, laws, and regulations, etc. which can be used to help education.

Existing Knowledge

Organized information which is either retrieved from a person's long-term memory or retained in the person's temporarily memory at a specific time.

External Conflict

A conflict involving another party.

Free Capability

A person's capability to perform tasks of his own volition at a given point of time.

Giving

When one party confers benefits to another.

Gross Capability

A person's total capability at a given point of time.

Group

Two or more persons classified together as a Group.

Group Member

A person in the group.

Growing Stage

When a person utilizes a substantial part of his time and functions to grow and development his body functions.

Guidance

Assistance leading to a targeted education and avoiding unintended consequence.

Hold Back

When a person does not want to express himself at a given point of time.

Horizontal Communication

Communications between two persons of the same or similar level or ranking in a structured organization.

Ideal Education

When all predetermined education goals have been attained with 100% effectiveness and no unintended information learned in the process.

Incentive

Material or services designed to induce or enhance a person's motivation.

Information

Any idea or matter which could be detected or learned in any way.

Information Environment

All information to which a person is exposed at a specific time.

Information Input

All information received by a person, either through internal and external sensory systems or retrieved from his long-term memory.

Information Management

Preliminary selection, temporary retention, pattern recognition, and functions initiation based on interpretations of the information.

Internal Conflict

A conflict within a person or within a group.

Intentional Misinformation

Incorrect information with the purpose of misleading a targeted audience.

Learning Path

The path or the collection of all events for a person to learn a piece of information.

Long-Term Memory

Organized information that is stored in a person's brain, or other parts of his body.

Maintenance Stage

The state of a person when utilizes a substantial part of his time and functions to recover, restore, or maintain his body functions.

Mental State

A person's mental state and conditions, such as intellectual, rational, cognitive, spirits, beliefs, etc.

Misinformation

Transmission of incorrect information.

Motivation

A reason to act in a particular way.

Motive

An inclination.

Multiple Distances

Multiple distances relationship ("multiple distances") exists when a person has multiple distancing at a particular point of time.

Negotiation

Two or more persons communicating with each other for the purpose of making an agreement.

Newly Organized Information

Organized information a part of which is not in existing knowledge.

Non-Priority Educational Condition ("Non-Priority Condition")

The dimensions or conditions of an education environment which are not chosen for considerations are called non-priority educational conditions.

Open communication

When a person communicates with another person without limitation on its further retransmission.

Over-Expressive

A characteristic of a person who often makes unnecessary expression.

Party

A person, an association, an organization, or any group of people who has a representative.

Outreach

A party's efforts to communicate with another party.

Outreach Motive

A person's reason for communicating with another person.

Partial Conflict Resolution ("Partial Resolution")

A confrontational or a recessive conflict has been turned into another recessive conflict.

Perfect Educational Condition ("Perfect Condition")

When all conditions of an educational environment are met to their full potential.

Physical State

A person's bodily state and conditions, such as arms, legs, heart, brain, etc.

Potential of a Learner ("Potential")

An educational potential of a learner, also called a potential, is the existence of a reasonable probability for the learner to attain a targeted goal of education.

Priority Educational Condition ("Priority Condition")

When only some dimensions or conditions of an education environment are chosen for consideration. .

Private Communication

A person's communication with someone who is close to him.

Prize

An award for winning in a competition

Recessive State

The part of a person's state that may be overshadowed by the person's dominant state.

Search

A person's efforts to collect additional information.

Self Sufficiency

The condition of a person thinking that all his needs can be fulfilled by himself alone.

Set Back

A person walks back some or all his previous demands.

Sharing

When a party gives some of his resources, works, or performance to another.

Simple Distancing Relationship ("Distancing")

When a person distrusts another person on a particular matter for a particular period.

Stage

A characteristic of a person standing out during a specific period.

Stage of a Group

A statistic of similar or common characteristics of a group at a specific period.

State of a Group

A collection of the states of the group members.

Strong Bond

A long-lasting simple bond or multiple bonds.

Strong Distancing Relationship

The moving away or against another person's wish due to a simple or multiple distancing.

Structured Organization

A group of which the members in the group are divided or subdivided into various subgroups or divisions in accordance with the group defined levels, rankings, and organizational structure.

Team

A group of people organized to work together.

Team Leader

A person who is in charge of the team for the purpose of achieving their goals.

Teamwork

Work conducted by a team in which the members are divided into a smaller subgroups and work on their respectively assigned parts of the work in collaboration with other team members.

Total Conflict Resolution ("Total Resolution")

When a confrontational or a recessive conflict has been eliminated, all parties' differences regarding the issue have been reconciled, and will not be a cause of another conflict in the future.

Trammel State

When a person's state shows that the person's learning efficiency are significantly less effective than average person's.

Training

A process of targeted learning.

Transmission

When a party conveys information to another party.

Vertical Communication

A direct communication between two persons of different level or ranking in a structured organization.

Window of Opportunity for Conflict Resolution

The time frame within which a conflict may be resolved without use of force.

Window of Opportunity for Learning

A time interval when a person is in a critical or more suitable state for learning.