



潭子藝術校區



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活出天賦 激發潛能

找出上天藏在你身上的禮物

Live Out Your Talents
Inspire your Potential

Discover The Gifts Hidden in You by Mother Nature

校長 宋一芬

「每個孩子都是一個潛在的天才，只是經常表現為不同形式。」這是美國心理學家加德納(Howard Gardner)所言，指出每個人都有與生俱來的天賦，他提出了「多元智能理論」，以全人教育的觀點，去理解人天生賦有的潛能，認為人的稟賦擴及記憶力、抽象力、形象力、創造力、信仰力，並且以八大面向劃分智能：語文智能、邏輯數學智能、空間智能、音樂智能、肢體動覺智能、人際智能、內省智能、自然觀察智能。加德納也指出，人類的天生智能可以由獨特的方式組合分類，不全然要以這八種面向為分類方式。

從廣大的教育思潮發展至今，許多人認為：人的聰明、智力高低與否，不再只有智力測驗評量結果的高低，而是包含了眾多的層面：對形狀與空間的敏銳度、運用身體四肢的靈活度、自我意識的洞察力、人際互動的交流能力、自然環境的辨別能力...等等，都是構成智能稟賦的條件。學校教育的導向，也逐漸地從一元化的智能測驗，逐步開展成多樣化的適性教育，這種因材施教概念的深耕，來自於許多如今在社會中非高學

歷出身成功人士、他們親身經歷的生命故事，我們能看見善用個人天賦的美好，也能瞭解到：職業不論貴賤，「行行出狀元」，每個人都能夠是一顆鑽石。於是一個人是否活出命定的專長，就成了現今教育最關切的事情之一。

然而，這些隱藏於每個人生命之中的天賦，有些人能經過一連串的追尋與探索而找到，但也有人終其一生未識其貌。如何找到天賦、活出自我，端看你是否有一顆願意的心，是否願意在不同領域中作出嘗試？是否在遇到瓶頸時能保持耐心、不放棄去尋求？「有為者亦若是。」當你有了熱情，以及正確的態度，你就能堅持下去，立定志向，努力不懈。在大明高中這個大家庭之中，除了學校體制中的技職教育、培養專才，我們也開始於國中部規劃發展多元特色課程，為了能讓每一位同學，在學習旅程之中提早發現自己的熱情所在、激發潛能。

你認識自己嗎？曾經留心瞭解自己的熱忱所在嗎？是否在經歷某一項事物過後，心中又燃起一份熱情，呼喚你繼續去探索它？不要泯滅那份感動，這是一個極好的機會帶

領你找到自己的恩賜、激發生命的潛能。以敞開的態度為自己製造機會，去尋找那一份專屬於你的禮物。從揚名國際的麵包師傅吳寶春、勇於夢想懂得取捨的魏德聖、人生不設限的力克·胡哲...在這些家喻戶曉的人物的生命歷程之中，我們能夠看見：路途中有艱苦、有挑戰，會有懷疑、挫折，甚至灰心喪志的時刻，然而若你能堅持到底，這份禮物就會如芥菜種子，以十倍百倍的力量成長茁壯，成為你自己、甚至是他人的祝福。學習，是帶領你發掘自己天賦的一個機會。幸運，是懂得善用機會，用正向的心態看待各種處境。期許同學們能在學習之中，發掘潛能，活出自我。



Live Out Your Talents; Inspire your Potential – Discover The Gifts Hidden in You by Mother Nature

"Every child is a potential genius, just they often presented themselves in different ways," said Howard Gardner, an American psychologist who believed that no person is born without some talents. Gardner initiated the "Theory of Multiple Intelligences", using the concept of Holistic Education to recognize human natural talents, believing that human natural endowments encompass the abilities of memorizing, abstracting, imaging, creating, and having faith. He classified human intelligences into eight categories: linguistic, mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic. He also pointed out that human natural intelligences can be grouped and classified in other unique ways, not necessarily to be done in the eight-category way.

Up to now, as the broader educational thoughts evolve, many people has come to believe that: we can no longer feature human cleverness or intelligence just by I.Q. scores, instead, we should do it by more measures: how reactive we are

towards shapes and spaces, the agility of maneuvering limbs, the acuteness of self-awareness, the ability of interpersonal interaction, the recognizing ability in natural environments etc. -- all can be the composing qualities of natural endowments.

The school education has also been oriented, gradually, from monolithic I.Q. tests to multiple adaptabilities. Thanks to those who are now successful but neither coming from noble blood nor having higher degrees, this concept of adaptive education has been solidified. Thanks to their personal life stories, we can see the value of making good use of one's talents, and we can also realize that: occupations are equal, but "one may still distinguish him- or herself in any trade", -- i.e. everyone can be a diamond. Thus, the question of whether one can live out his or her talents or not has now become one of the most concerned issues in education.

Nevertheless, while there are some who can easily discover their natural talents in their lives by serial

searching and explorations, there also are some who can hardly discover their talents throughout their lives. Can you discover your natural talents and live out your own selves? It all depends on whether you have a willing heart, and on whether you are willing to try in different areas and never stop seeking? "Ambitious people should aim as high as other ambitious people do." When you have the right passion and attitude, you can firmly hold on, set goals, and work relentlessly. In Tai-Ming High School as a big family, other than using institutional vocational education to train and foster specialists, we have also begun to plan and develop Curricula for Multiple Specialisms, -- for the purpose of leading students to discover as early as possible what and where their enthusiasms are, so as to inspire their potentials.

Do you know yourself? Have you ever attentively tried to find out where your enthusiasms are? Have you ever experienced that, after experiencing a certain event, a passion has reemerged in your heart -- summoning you to keep exploring it? Please don't

Ignore this touching emotion, because it is an excellent chance to lead you to discover your endowments, to inspire potentials in your life. Be sure to create opportunities for yourself with an open attitude, and to seek the gift specifically of yours. From the worldwide known baker Wu Bao Chun, the daring dreamer Wei De Sheng who can also wisely tell when to pick up and when to give up, Life without Limbs' Nicholas James "Nick" Vujicic, etc., from these popular celebrities' life stories, we could see that: In our lives, there will be moments of hardship, challenge, doubtfulness, frustration, or even desperation, yet, if you could hold on firmly to the end, the "Gift" will sprout, just like what the mustard seeds do, in forces that are ten- and hundred times stronger, and then will become a blessing to you, or even to others as well. You are lucky, if you are aware of making good use of opportunities and facing various situations with a positive mind. Hereby sincerely expect that all students can discover their potentials and live out their own selves.

高中菁英班 繁星計畫 優異表現 成績亮眼 錄取率 100%

王嘉瑜	國立臺灣大學	中國文學系
紀采媚	國立臺灣師範大學	特殊教育學系
陳冠吟	國立臺灣海洋大學	海洋法政學士學位學程
陳欣妤	國立屏東大學	科普傳播學系
紀汝謹	國立東華大學	歷史學系
賴郁潔	中國文化大學	法律學系
劉芷妤	淡江大學	資訊管理學系
周昇成	世新大學	經濟學系
陳夢真	銘傳大學	經濟與金融學系
蕭愉璇	輔仁大學	護理學系
林昌霖	實踐大學	時尚設計學系
劉嘉元	東海大學	資訊工程學系
林念樺	逢甲大學	國際經營與貿易學系
高友廷	靜宜大學	法律學系
孫彩綾	亞洲大學	保健營養生技學系
洪沅愷	亞洲大學	光電與通訊學系
辜亭毓	大葉大學	視覺傳達設計學系
陳楷倫	大葉大學	工業工程與管理學系
楊千儀	義守大學	醫務管理學系