



CRN成立十周年纪念专辑

10th ANNIVERSARY

特别访谈录

儿童·媒体·教育

石井威望 (CRN顾问、东京大学名誉教授)

Special Interview

采访人: 河村智洋 (CRN外聘研究员)

Children, Media and Education

Takemochi Ishii, Honorary Director, Child Research Net; Professor Emeritus, The University of Tokyo
Interviewer: Tomohiro Kawamura, Researcher, Child Research Net

网络“儿童科学”研究所

CRN
Child Research Net

回顾 CRN 的十年

Child Research Net (CRN) 成立已经十年了。成立的契机始于1992年5月,我参加了在卑尔根“挪威国立儿童学中心”(the Norwegian Centre for Child Research)召开的国际学术会议“Children at Risk”。在20世纪初期,瑞典教育学家“爱伦·凯(Ellen Key)”就曾发出过“让20世纪成为儿童的世纪”的呐喊,可是,即便到了20世纪末,全世界的儿童面临着各种危机的情况仍然存在,于是我们应该为此做些什么的思考就成了创立CRN的目的。

我应邀在那次大会上作了题为“Child Ecology, Perspectives on Child Health”的特别演讲。我谈到,为了解决当今世界广泛存在的“儿童问题”(children's issues),不仅仅需要考虑自然、物理、生物因素,而更应该包括作为信息的社会文化因素,从生态学的生物学理论的角度去思考。

会议结束后,各国有代表性的研究人员、实践家们20多人受到邀请,入住到能眺望到美丽的挪威峡湾的宾馆,首先商议了应该做些什么。结果我们达成共识,就是要用网络将世界各地儿童研究的专家和实践家联系起来,相互交流,以寻找更好的方法。并且我们还在挪威成立了其中心机构Childwatch International (CWI)。

儿童,作为“生物学的存在”诞生于世;又作为“社会性的存在”长大成人。我个人从70年代中期起就一直认为,思考儿童问题时,需要跨学科的、综合了人文科学和自然科学的新科学——“儿童科学”(Child Science)。卑尔根的一系列活动,促成了我将“儿童科学”体系化并创办日本儿童学会(成立于2003年)的愿望。为了能够应对“儿童科学”的普及化和其国际动向,1996年我从国立小儿医院退休后,借当时倍乐生公司总裁福武总一郎先生之力,建立CWI的核心机构——儿童研究网“Child Research Net”(CRN)。

设立之初,在系统工学专家石井威望先生的指导下,CRN作为福武教育振兴财团事业的非盈利性组织展开了活动。承蒙大家厚爱,现在CRN每天的点击数已近3万,其中日文版最多,英文版和中文版也都因得到多方支持正在不断地发展壮大。

在迎来CRN成立10周年之际,希望能趁此良机,让我们真正以把21世纪建设成儿童的世纪为目标,努力进取,迎来更辉煌的发展!

CRN 所长

小林登

Looking Back Over the Past Ten Years of CRN

Noboru Kobayashi,
Director, Child Research Net

It all started in May 1992 at the international conference, "Children at Risk," held in Bergen by the Norwegian Centre for Child Research. At the beginning of the twentieth century, Ellen Key had called for making it the "Century of the Child," but unfortunately her aim had not yet been realized. There were still children at risk throughout the world and the purpose of the conference was to consider the problem and possible initiatives. I was invited to attend and gave a special lecture entitled "Child Ecology, Perspectives on Child Health." In my view, the diverse "children's issues" throughout the world needed to be considered in light of biological theories within the framework of ecology.

After the conference about twenty of us from various countries got together to discuss what to do. And it was agreed that researchers and practitioners all over the world in the field of child research should be linked via the Internet to discuss and find solutions. That is how Childwatch International (CWI) was established in Norway.

Children are born as "biological beings" and grow up as "social beings." I had been thinking since the 1970s that we needed to address children's issues by integrating the human sciences and natural sciences in an interdisciplinary manner—we needed "Child Science." A series of events in Bergen made me think about developing Child Science and forming a society. Responding to the interest in Child Science and international trends, Child Research Net (CRN) was established in 1996, with the support of Mr. Soichiro Fukutake, then President of Benesse Corporation.

I am happy to say that thanks to the support of many people, our site has grown enormously. Together, our Japanese, English and Chinese sites have a daily access of about 30,000. This is one step closer to making the twenty-first century "The Century of the Child."





CRN成立十周年纪念专辑

c o n t e n t s



创造21世纪的网络儿童科学研究所

Child Science Cyber Research Institute in the 21st Century

2

特别访谈录

儿童·媒体·教育

石井威望 (CRN顾问、东京大学名誉教授)

Special Interview

采访人: 河村智洋 (CRN外聘研究员)

Children, Media and Education

Takemochi Ishii, Honorary Director, Child Research Net; Professor Emeritus, The University of Tokyo

Interviewer: Tomohiro Kawamura, Researcher, Child Research Net

4



CRN History 10年的足迹

8



「儿童科学」的扩展

CRN 的“儿童科学”研究支援

Growth of Child Science

CRN Supports Child Research

14



跨国境开展活动

中文版开设后的“儿童科学”

Transcending Borders

Child Science since the start of our Chinese-language website

16

中日英三种语言网站介绍

运用多种语言, 向世界传递信息

CRN websites in three languages: Japanese, English and Chinese

World communication through multilingual websites

18



CRN用户心声

CRN Japanese Website Users

20

创造21世纪的 网络儿童科学研究所

进入Web 2.0的时代，
怀着以网络连接世界的梦想，
我们将继续为实现卑尔根国际会议
理念而努力开展活动。

CRN诞生之初

儿童研究网（CRN）就是通过网站把关心儿童问题的人们组织起来的网络儿童科学研究所。所长小林先生接受了1992年挪威卑尔根国际会议「通过网络，把世界上关心儿童问题的人们组织起来」的提案，成立了该研究所。研究所成立于国际会议召开四年之后，于去年迎来了第十个春秋。

1996年CRN开展活动之时，日本电脑的家庭普及率为16%，网络的普及率亦不过3%。当时的利用者多为研究人员和商贸工作者，并未渗透到对儿童问题关注度较高的主妇群体。那时我们工作的中心任务是提高网站的点击率。

然而，从1999年开始，网

络利用者剧增，CRN的点击率也随之增加。到了2001年，电脑和网络的家庭普及率皆超过了50%，本网站的月点击率也突破了80万次。

使网站充满活力的原动力是我们的论坛。尤其是当涉及到欺辱、许多学校整个学年的崩溃以及青少年犯罪等社会话题时，参与者之间总会产生激烈的争论。现代青少年正身陷危机，激烈的讨论是建立在这样的共识上的。能够听到人们真实的声音是很有意义的，但遗憾的是，这些声音几乎没有能形成有建设性的讨论。这让我们看到网络的可能性的同时，也感到了其局限性。于是，我们刻不容缓地转变方向，使网站的经营有利于青少年成长环境的改善。

寻找共通语言资源

自2002年以来，CRN开始投入大量精力提供信息资源。我们坚持收集「国内外学者的研究论文」、「问卷调查数据」、「学术会议

及研讨会的相关情报」等与儿童有关的基础材料，并建立了数据库。除此之外，我们还自主举办了各种各样的活动，建立与孩子们近距离接触的平台，开展「尽情游戏」(playful)研究和「学科」演习会及其它宣传活动，并将研究成果登载于网站。进而，定期召开儿童科学研究会，来自发展心理学、进化生物学、大脑神经学和儿科学等各学界的学者共聚一堂，理论层面的研究也得到了深化。

「儿童科学 / Child Science」作为CRN的关键概念，它不偏重于某一特定专业领域，是集各科学者的目光于一点，将知识投之于生活，并充分发挥其作用的创造性学问。要使这种儿童科学自由的构想得以实现，网络是最便捷的手段。可是，这并非只是多元化视角的学者的简单集合，还需要对话双方相互尊重，同时，也需要作为讨论前提的共通语言。CRN是作为提供探求儿童科学的信息资源平台而发展起来的。

一直以来，有关儿童研究的宗



Child Science Cyber Research Institute in the 21st Century

Child Research Net (CRN) is cyber research institute that brings together people who are concerned about children and interested in Child Science. In response to an appeal made at an international conference in Bergen, Norway in 1992, Dr. Noboru Kobayashi, Director, established CRN with the idea of linking those concerned about children all over the world via the Internet.

When CRN started its activities back in 1996, only 16% of all the households had personal computers and only 3% of them were using the Internet. At a time when the Internet was not yet popular among the general public, most users were researchers and businesspeople. However, from around 1999, the number of Internet users started to increase dramatically. By 2001, more than 50% of households had PCs and Internet access, and the CRN website was receiving 800,000 hits per month.

The Forum or Message Board was the one of the key factors behind the burst of our website activity. In particular, issues such as bullying, classroom collapse and children's crimes drew much public attention, but few of the heated discussions on the CRN Forum turned out to be productive, which made us rethink the potential and limits of the Internet. Improving the child-raising environment became our main concern as we clarified our priorities and changed direction.

Starting in 2002, CRN began focusing on providing information resources on its website. Our databases of basic materials on children include research papers, survey data, symposia information, and the research results of our original events and workshops that have become unique opportunities to interact with children. In addition, our regularly held study sessions on Child Science bring together experts in various fields such as developmental psychology, evolutionary biology, neuroscience, and pediatrics. These events have been instrumental in laying a theoretical foundation for Child Science.

Child Science is the concept that is fundamental to CRN's work on and with children. Its interdisciplinary scope appeals to people from different fields because it transcends specialized domains to open up and bring creative energy and perspectives to the study of children. Considering the Internet to be a prime vehicle for this sort of dynamic exchange, CRN has transformed itself into a site rich in resources for the development and pursuit of Child Science.

With the 21st century and broadband Internet, the Internet has become more a medium for entertainment and commercial purposes than simply a communications tool linking the world. It risks, however, degenerating into a tool for inward-focused, idle chatting. But, if we think about it, doesn't it really present us with the fortuitous means to do joint research with people all over the world, free from the constraints of time, space, or cost? We seem to have forgotten this. It then becomes all the more important to recall the proposal made at the international conference in Bergen to bring together people concerned about children all over the world via the Internet.

With Web 2.0, comprehensive websites such as CRN may have fulfilled their role as we come to the end of an era. But we should never lose sight of our philosophy: to establish new frameworks to explore children's lives and the ecological system in which they live and to share this information and knowledge with people all over the world. Child Science and the Internet—both are essential to CRN. A child-friendly society is also an adult-friendly society. To think about children is to think about the future. The 21st century has been called the "century of the child," and CRN would like to pursue a world where all the children can grow up healthy and happy.

坚持活动理念， 面向新时代

旨往往为对儿童的期待和教育观所左右，易产生意见分歧，且带有浓厚的国家政治和文化色彩。然而，20世纪后期，随着人类科学的显著发展，我们更容易找到儿童问题研究的共通语言了，其研究成果也正逐步反映在CRN的活动过程中。

21世纪，随着网络宽带的普及，与其当初连通世界的工具特征相比，传递娱乐、商业信息的媒体特征开始得到强化。另外，由于网络如其它家电一样成了日常生活用

品，它开始变为茶余饭后的「闲聊工具」。相反，人们开始忘却，网络还是一种几乎不受时间、空间和成本的限制，全世界的人们可以通过文字和声音自由地进行交流——可以进行共同研究的理想工具。

正因为身处这样的时代，我们才有必要重新唤起人们的记忆，让人们想起小林所长参加的卑尔根国际会议「通过网络把世界上关心儿童问题的人们组织起来」的提案。那次国际会议的主题是「Children at Risk（身陷危机中的儿童们）」，在全球范围的环境问题、贫富悬殊和地域纠纷问题日趋严峻的今天，

这样的问题意识愈显重要。

Web 2.0时代，也许像CRN这样内容充实的综合网站将逐渐完成它的使命。因为博客和高级搜索系统的出现大大减轻了个体网站的体积。面对这样的信息环境的变化，我们今后必须进行一些新的尝试。

但是，即便如此，今后我们也决不能丢失网络儿童科学研究所的活动理念——「构建一种崭新的研究范畴，探求儿童的生命结构和理想的儿童生存生态系统的根本」，「与全球儿童问题的研究者进行信息和知识的交流」。关于儿童科学

和网络的想法是CRN不可或缺的重要组成部分。

除日语外，CRN还设置了英文和中文网站，积极地与海外学者进行交流，正在逐步实现我们超越国境，连接世界的初衷。发自一台小小电脑的信息有可能对人类做出贡献。多么朴素的理想！我们难道不应该继续拥有这样的梦想吗？

对儿童充满关爱的社会，同样对成人也是温暖的。关心儿童就是关心未来。CRN今后仍将怀着21世纪是儿童的世纪这一宗旨，建立一个让所有儿童都茁壮成长的世界。



特别访谈录

儿童·媒体·教育

Special Interview

Children, Media and Education

Takemochi Ishii, Honorary Director, Child Research Net; Professor Emeritus, The University of Tokyo

Interviewer: Tomohiro Kawamura, Researcher, Child Research Net

石井威望 (CRN顾问、东京大学名誉教授)

采访人: 河村智洋 (CRN外聘研究员)

媒体如何改变孩子? 媒体又给教育带来了什么样的影响? 我们这些大人尚未找到答案。本次专访将回顾 CRN 成立至今的 10 年历程, 思考“儿童·媒体·教育”的未来。

How do media change children? How can they be used in education? We adults have not found out the answers to these questions. By looking back the past ten years of CRN, I would like to think about the future of children, media and education.

必须重视创新教育的时代

河村 今天, 请从 10 年前 CRN 成立之初就开始担任顾问的石井教授首先预测一下 10 年后的媒体, 然后再请您谈谈今后应该推行什么样的教育。

石井 预测未来可是一件十分困难的事情啊(笑)。置身于现代社会, 技术革新的速度越来越快, 10 年后整个社会可能已经发生了翻天覆地的变化。

1991 年, 我离开东京大学, 来到了庆应义塾大学湘南藤泽校园 (SFC)*1。当时, SFC 拥有最尖端的信息设备, 系统之完善甚至超过了许多一流企业。你作为 SFC 的首届学生, 应该知道当时每天都有很多企业和大学从全国各地到我们学校来参观。可是现在, 不仅仅是企业, 连一般的大学也都具备了 SFC 那样的信息环境。

在日本, 90 年代中期以后的 10 年被称为「失去的 10 年」, 那 10 年中我们经历了各种各样的困难。可是, 尽管落后于美国 and 韩国, 宽带也终于在 2005 年走进了日本的家庭, 普及率甚至超过了美国。正如这样, 10 年后的发展状况总是超出我们的想像。

对于今后 10 年中可能发生的情况, 任何人都很难做出确切的预测。但是, 考虑到现代社会世界经济的存在方式, 可以断言今后 10 年教育的价值将进一步提高。

由美国 IBM 总裁 (CEO)

Samuel J. Palmisano (塞缪尔帕尔米萨诺, 中文名: 彭明盛) 先生担任委员长的美国竞争力评议会撰写的报告《创新美国 (Innovate America)*2》中提到, 全球化社会中最受重视的就是人才 (创新教育)。Palmisano 先生强调, 新兴小虎*3 们 (新兴工业国) 的迅速崛起并不是因为拥有廉价劳动力, 而是他们努力推进以科技教育特别是信息化为中心的创新立国战略的成果。

该报告之所以提出这样的观点, 是因为 9·11 恐怖事件发生之后, 美国限制以亚洲为主的各国科技人员入境, 结果造成美国产业发展停滞不前, 报告对此深感担忧。也就是说, 支撑着今日美国的并不是廉价劳动力, 而是来自亚洲等地区各新兴国家的受过高等教育的科技人员。报告得出结论, 认为要想不过份依赖那些科技人员, 必须在美国国内重振创新教育, 以最平衡的方式获取人才。

现在, 日本的宽带基础设施已经达到了世界一流水平。为了充分发挥这一潜力, 我认为今后最为关键的就是培养人才。基于这样的观点, 正如美国提出「创新美国」那样, 日本也越来越意识到「创新日本」的重要性。

*1 SFC

庆应义塾大学湘南藤泽校园。建于 1990 年, 综合政策系和环境信息系这两个系最先在此起步。为了培养适应全球化时代的人才, 校内实现了智能化, IT 设施齐全, 作为未来大学的典范备受关注。

*2 创新美国

Innovate 即指创新, 意为对技术以及社会结构进行彻底改革的活动。该报告还提出, 今后美国要想在竞争中继续保持优势, 必须构筑最有利于革新的社会结构。该报告又以竞争力评议会委员长的名字冠名, 被称为「Palmisano 报告」。

*3 新兴小虎

专指中国、印度、韩国等以亚洲为中心的各地区迅速崛起的新兴工业国。

彻底发挥落后的优势

河村 尽管世界各国都开始强调创新教育,但是日本的教育界好像尚未意识到创新的重要性。

我一直在CRN从事儿童与媒体的研究,我觉得,这10年来随着媒体环境的剧烈变化,孩子们本身也在不断进步。大约5年前,孩子们多半是在进初中或高中以后才

开始体验网络生活,而现在很多小学生已经能够熟练地上网了。他们不仅会处理文字信息,还能游刃有余地处理图像或音乐信息,甚至可以通过博客传递自己想要传递的信息。

孩子们似乎对学校的电脑教育不抱任何希望,学校和孩子之间出现了一条难以填补的鸿沟。您认为应该怎样缩短公共教育领域和其它

领域之间的这种差距呢?

石井 如果真是像你说的那样,那么承认落后的现状,毫不犹豫地从头做起也不失为一种方法。希望学校不要再做表面文章,坦率地面对现实,认识到孩子们在电脑学习方面已经走在前面,不要再进行没有意义的、不适合孩子的电脑教育。但是,我本人对于公共教育并不感到悲观,因为以前的老师自己都从

未接触过电脑,只能现学现教。但是今后的老师们都是从小就熟练运用电脑的人,他们肯定会在灵活运用电脑、提高教学效果方面有很多好的创意。到那个时候,公共教育自然而然地就会跟上时代的步伐。

另外,可能落后也有落后的好处。最近,电脑的危害已经得到证实,而使孩子们免受其害的原因也

Innovation Training Becomes Important

Kawamura: Professor Ishii, you have been Honorary Director and advisor at CRN since it was founded ten years ago. First, what is your vision of the media ten years from now, and what kind of education should we provide to prepare children for this future?

Ishii: It is quite difficult to foresee the future. I can't tell you exactly what will happen in the next ten years. However, looking at the current global economy, I can say that the value of education in the next ten years is going to be very high.

A report called "Innovate America" was issued in 2004 by the Council of Competitiveness' National Innovation Initiative in the U.S., co-chaired by Samuel Palmisano, CEO of IBM, which says that human resources, or innovation training, are the most important in a global society. Mr. Palmisano emphasizes that one reason that emerging economies in Asia are catching up is not their low wages but their national strategy and strong initiative to strengthen science and technology education, in particular, information-oriented innovation.

The terrorist attacks on September 11, 2001 led to a restriction on the influx of knowledge workers, mainly from Asia, which has made it difficult to keep U.S. industries going. The report was published amid this sense of crisis. It concludes that, in order to avoid becoming too dependent on knowledge workers from Asia, the U.S. must enhance innovation training and attain an optimum balance of human resources.

Now that Japan has a world-class broadband infrastructure, in order to make use of it, we will need to give top priority to human resources development. In this respect, there has been an increasing awareness of "Innovate Japan" as a response to "Innovate America."

Taking Advantage of Lagging Behind

Kawamura: So, the business world has started to emphasize innovation training, but I am afraid that is hardly recognized in school education. I've been studying children and media for the past ten years at CRN. Up until about five years ago, children had their first experience with network communications on a mobile phone after entering junior or senior high school. Now, even elementary school children have broadband internet access on their computers and send e-mail. It's clear that these children don't expect anything from computer classes at school. They have given up on the idea. The gap between school and children is too wide to bridge.

Ishii: If this is really the case, we should acknowledge the current situation: we are definitely lagging behind and we need to start from scratch. Actually, I am not that pessimistic about public education because up until now we had teachers with almost no computer experience and superficial knowledge, but from now on, we will have teachers who have been using computers since childhood. This means they will have a higher level of experience and knowledge. This is one way that public education adjusts itself to the times without any intervention.

Learning Backwards is Better

Kawamura: I think that there are more ways to make media a part of general education. The other day I read a comic book called "History of the Three Kingdoms." I suddenly started to love Chinese history, a subject that I had hated before. Then I started looking for something on ancient to modern history, and I ended up reading a school textbook. This made me think that order of learning in school education is backwards. First, we have to let children have interesting experiences, encourage them to explore, and then

Takemochi Ishii

许正是在于电脑教育的落后。网络社会既有光明的一面，也有阴暗的一面，研究证明电脑本身对孩子们的思考能力产生了极大的影响。最近NHK「聚焦现代」节目中也提到，总是敲打键盘却不用手写的话，孩子们将很难记住汉字，也记不住汉字的写法。如果真是那样的话，现在看来，孩子们没有在学校沉溺于电脑的世界倒是一件好事了。

学习顺序的颠倒

河村 毫无疑问，在巩固基础方面应该慎重行事，但是在素质教育方面，我认为可以更多地发挥媒体的优势。

前不久，一部分高中为了应付高考擅自废除历史、地理等副科课程的问题受到了全社会的关注，在这样一个宽带时代，我希望能够重新探讨历史、地理等学科的学习方式。

石井 在宽带诞生以前，我们只接触过别人编好的内容。由于不了解该知识产生的背景，所以很难理解透彻。所谓学习，原本应该将未经整理的信息传递给学生，激发他们的兴趣，让他们自己整理归纳。但是现在的教育并没有这样做，所以学生们被迫机械性地死记硬背各种知识，学习也变得枯燥乏味。当然，背诵也是学习的一个重要因素，没有必要刻意走弯路，但是我认为不能过于偏重于某种方法。

前些日子，我的秘书因公去泰国出差，不巧碰上了军事政变。她用Type U*4将政变发生时的图像传回日本，那些图像和电视新闻里的图像差别甚大。看到电视画面上满街都是坦克，我以为一定是出了大事。但是，秘书从当地机场发回的图像看上去十分平静，机场大厅里好像什么事都没有发生过一样。由此可见，同样的军事政变，可以因为传送的图像不同而给人造成完全不同的印象。

自己的熟人第一时间将图像传给我，这样的个人体验是令人难忘的。它既不同于看报纸或看电视，也不同于阅读教科书或其他书籍，可以说是网络孕育的全新的体验。

今后，对孩子们来说，这样的实时体验无异于家常便饭，他们可以编辑自己或朋友的体验，像自己驾车那样熟练地驾驭媒体。

日常体验因为没有系统化，所以不可能马上成为知识，但是它肯定会留在人们的记忆中。用这样的材料来学习的话，历史和地理的学习也会有丰厚的成果的。

河村 卢梭在《爱弥尔》*5中说「成年人总是习惯先教结果，所以孩子们才会不知所措。如果想要培养孩子们扎实的判断能力，就该先让他们体验知识是怎样产生的、通过感性认识最终掌握知识。」
石井 从这个意义上讲，可能就是指要返朴归真，回到教育的原点。另外，即使是成年人，也很难以

仅通过文字这种记号来真正理解知识。人类只有在身边发生的各种事情中才可能学到知识。

孩子们不需要说明书

河村 在与孩子们的接触中，最令我吃惊的是孩子们掌握媒体机器使用方法的速度的快。他们不需要看说明书，在和小伙伴们一起玩耍的过程中一眨眼就掌握了机器的特征和使用方法。真是不可思议。

石井 其实孩子们本身就具备了那样的能力，只是大人们没有意识到这一点。以我的经验来看，越是年轻适应性越强，掌握新机器所需要的时间越短。

河村 孩子们脑子里根本没有说明书这一概念，他们总是直接开始操作。

石井 类似卢梭在《爱弥尔》中强调的那样，大人们往往先介绍机器特征和使用方法的说明书。他们喜欢在开始体验之前对机器有一个大致的了解，所以会觉得媒体机器很复杂、很难掌握，记住使用方法的难度也比孩子们慢。

每次我带着新的媒体机器去演讲时，大人们总是马上要求我讲解机器的原理。机器的原理并不是一解释就能明白的，抠原理还不如先用得快，或者在一旁看别人是怎么使用的。但是，大人们还是希望听到解释。

媒体教育中最重要的就是无意

间想要伸手摆弄机器的感觉。学习说明书的愿望并不符合这种感觉。再说，过份拘泥于工具本身就不是一件好事，应该先培养操作的欲望。现在，正是由于过份拘泥于工具，所以一提起电脑教育就强调操作，手段反而成了目的。

通过媒体培养孩子的潜在意识

河村 有人说过份热衷于媒体会成为信息的奴隶，但是我觉得我反而因此意识到了学校的传统教育的价值。

石井 一提起媒体，大人们就会联想到新事物，其实人类想干的事情、想知道的事情并不一定都是新事物。有些事情过去因为技术上的限制无法实现，现在我们可能只是在实现过去就有过的梦想。

现在拥有儿童手机的孩子越来越多，儿童手机还搭载了确保安全的GPS功能。有了这一功能，甚至可以站在宇宙范围确认自己所在的位置。这是一种新的感觉，但又绝不是过去从未有过的感觉，古时候遥望星空的游牧民族和船夫都曾有过这样的感觉。总之，人类的梦想自古有之，媒体时代只不过是重新认识人类的时代。

教育在德语中叫「erziehen」，原意为发挥、培养。如果能够通过媒体培养孩子的潜在意识，一定会对教育产生积极的影响。

好奇心促使人发生转变。人们

*4
Type U

索尼开发的袖珍型移动电话，是全世界尺寸最小、重量最轻的Windows电脑。内部搭载了摄像机和麦克风，所以还可以免费打可视电话（利用事先安装的IP电话软件Video skype）。



*5
《爱弥尔》

卢梭于18世纪以故事形式撰写的教育改革论。主张保护孩子免受社会的不良影响，让孩子在自然状态下成长才是教育应当承担的责任。

last, go to a textbook for a summary of knowledge. This makes the learning experience very exciting. In the classroom today, children have to study very hard without any background knowledge; they simply have to remember everything. They don't attain a deep understanding because they lack background knowledge. As a result, they forget almost everything by the time they are supposed to use what they've learned. I find that really useless.

Ishii: Before broadband became available, we only had access to information edited by others. But this organized information wasn't very helpful without a good understanding of the background. Learning is all about giving children unorganized information, stimulating their curiosity and then letting them organize the information. But that is not the way it is done and rote learning is forced upon them. While my secretary was on a business trip in Thailand, a military coup took place, and she sent me images from her mobile personal computer. A real-time image sent by someone you know is a powerful and unforgettable personal experience. This is not like reading a newspaper or watching TV, or reading books or textbooks. It is new type of experience generated by networks. Children in the future will take such a real-time experience for granted and they will self-edit their own experiences or their friends' experiences and use media as if they were driving a car.

Not being organized, such day-to-day experiences may not become knowledge right away, but they will certainly be stored as memory. With resources like this as a basis, history and geography will become more meaningful subjects.

Kawamura: According to Henri Rousseau in "Emile," adults always try to teach from the end result and that is why children don't understand. If we want our children to make good judgments, we have to feel and experience many things that will become the basis for knowledge. Knowledge should come at the very end.

Ishii: In that respect we may have to get back to the starting point of education.

Drawing out the Potential of Children

Kawamura: What is surprising for me when I associate with children is the speed with which they master the use of media equipment. In no time, they learn the features of the equipment and how to operate it while playing and without even reading a manual.

Ishii: Children have that natural ability, but adults misunderstand it. Grown-ups start with a manual of organized knowledge. They try to understand the whole thing as knowledge before having the experience. That is why they find media equipment cumbersome or very hard to handle.

What is really important in media education is to have the feeling that you want to pick it up and play around with it. Studying a manual is not the same as feeling. Furthermore, it is strange to be so obsessed with a tool. The desire comes first, not the tool. Focusing too much on the tool turns computer education into a matter of learning how to operate the equipment so the method becomes the objective.

Kawamura: It is said that getting too absorbed in media leads to being controlled by the endless flow of information, but it makes me appreciate the value of studying the conventional way at school.

Ishii: Adults may think that media are always something new, but human beings don't necessarily want to do or know something new. Something may have been infeasible because of technological constraints and maybe what people are doing now is what they have wanted to do for a long time. In this respect, the media age enables us to rediscover what it means to be human.

The German word for "education" is *erziehen*, which comes from the word "to draw out." Education will benefit if media can draw out children's potential and their latent thoughts. People change when they become curious. When you are shown something interesting, you want to try it and learn how to do it. That's why we need to make sure that children have a lot of memorable experiences.

Kawamura: Children will make use of media to find out what they want to know regardless of the curriculum or the tool. Children will need to approach things with this kind of open attitude in the world of the future. Thank you very much for today.

(Edited by Makoto Kinoshita)

石井威望 Takemochi Ishii

专攻系统工学、多媒体等。1930年出生。毕业于东京大学医学系和工学系后曾供职通产省，后任东京大学教授，现为东京大学名誉教授。同时担任过庆应义塾大学教授，现为该大学客座教授、东京海上研究所研究顾问、NTT Docomo移动通信社会研究所所长。并曾历任国土审议会会长和其他政府专门委员会委员。现在还是IT推进本部信息安全专门调查会的负责人。撰写过《移动通信革命》、《I生物技术的启示》(均由PHP研究所出版)等多部学术著作。

Professor Emeritus, The University of Tokyo. Currently, Visiting Professor, Keio University. Chairman/CEO, Tokio Marine Research Institute, and Managing Director, Mobile Society Research Institute of NTT DoCoMo, Inc. Specializes in system engineering, multimedia, and related fields. Born in 1930. Graduated from the Faculty of Medicine and Faculty of Engineering, The University of Tokyo. Served in the Ministry of International Trade and Industry before entering academia.

河村智洋 Tomohiro Kawamura

庆应义塾大学研究生院政策·媒体专业研究员。1971年出生。毕业于庆应义塾大学研究生院政策·媒体专业并取得硕士学位。作为CRN外聘研究员，负责“儿童与媒体研究室”的工作。参加了利用已被关闭的学校开展教育活动的“新的学习场所的实验”，还参加了“媒体时装”的研究工作，从时装和生活模式的观点思考可穿戴电脑。另外，还参与创建了名为“原宿BOX”的原宿地区信息网站。

CRN researcher in charge of CRN Research on Children and the Media. Researcher, Keio University Graduate School of Media and Governance. Born in 1971. M.A., Media and Governance, Keio University.

接触到新鲜事物时一定也想尝试、也想学会。因此，我认为培养孩子的关键在于让他们拥有更多印象深刻的体验。

河村 社会的发展要求今后的孩子们不再受课程和工具的束缚，他们应该自然地去了解自己想知道的和正在思考的事情，并为此灵活运用媒体，他们应该拥有这样的自由的精神。CRN今后仍将继续进行有关儿童与媒体的研究。感谢您接受我们的采访。

(撰稿、整理 木下真)



1997

座谈会

“中学生的媒体交友”

召开了儿童研究网第一届儿童科学座谈会。当时在中学生之间，BP机、手机及贴纸照片之类的多媒体是交友不可缺少的工具。会上展望了今后的网络社会，还思考了孩子的未来和人际关系问题。

Symposium:

Children's Use of Multi-Media to Make Friends

The first CRN symposium on Child Science addressed multi-media, such as pocket pagers, mobile phones, and print club stickers that junior high school students used to make friends. Other topics included the future network society and its effect on children's relationships and future.



发言人:

- Awaya nobuko (异文化记者)
- 香山 Rika (精神科医生)
- 河村智洋 (庆应义塾大学大学院石井研究室)
- 竹村真一 (东北艺术工科大学助教授)
- 藤田英典 (东京大学教授)

Speakers:

- Nobuko Awaya (Cross-cultural Journalist)
- Hidenori Fujita (Professor, The University of Tokyo)
- Tomohiro Kawamura (Keio University Graduate School, Ishii Laboratory)
- Rika Kayama (Psychiatrist)
- Shinichi Takemura (Assistant Professor, Tohoku University of Art and Design)

1996

7月

July

CRN 日文版开通

当时处于网页的新兴时期。在摸索中运作的第一代儿童研究网网站。

Launched CRN website

The first website was a trial-and-error effort in the early stages of Internet.



7月

July

座谈会

“媒体社会中的孩子们”

1996年7月26日召开了儿童研究网 (CRN) 建立纪念座谈会。以“媒体社会中的孩子们”为题，通过电话会议的形式连接座谈会现场与学校的教室，使多地讨论会得以实现。

Symposium:

Children in Today's Multi-Media Society

Held on July 26, this symposium commemorated CRN's website launch. Entitled "Children in Today's Multi-Media Society," it used a teleconferencing system to link the conference venue with a school class.

发言人:

- 石井威望 (庆应义塾大学教授)
- 稻增龙夫 (法政大学教授)
- 内田伸子 (御茶水女子大学教授)
- 久保田竞 (日本福祉大学教授)
- 坂本昂 (放送教育开发中心所长)

Panelists:

- Tatsuo Inemasu (Professor, Hosei University)
- Takemochi Ishii (Professor, Keio University)
- Kiso Kubota (Professor, Nihon Fukushi University)
- Subaru Sakamoto (Director of Development Center for Educational Broadcasting)
- Nobuko Uchida (Professor, Ochanomizu University)



CRN History

1996 ~ 2002

10年的足迹

儿童研究网的诞生~成长阶段

A decade of growth

回顾从1996年儿童研究网成立以来所走过的十年。最初的六年，通过各种集会和座谈会进行了儿童科学的普及活动。其结果，国内外的研究者们之间建立了信赖关系，近几年，受“日本儿童学会”及中国研究者之邀进行共同研究。

CRN was established in 1996, and for the first six years, our main focus was promoting Child Science, a new interdisciplinary perspective on children. Over the years, we have held events and symposia to build strong relationships with researchers in Japan and abroad. We also undertake joint research and cooperate in other ways with the Japanese Society of Child Science and research institutes in China.

注释：出场人员按日语 50 音图顺序排列，职务为当时的任职。

Note: Speakers are listed alphabetically. All titles are accurate as of presentation date.

1998

11月

November

演讲

“大猩猩和自然的对话”

由儿童研究网策划的第二次演讲。向小学六年级的孩子们讲述了三十八年间与大猩猩相处的研究生活。

Lecture meeting:

Chimpanzees and the Natural Environment

At this second lecture organized by CRN, Dr. Jane Goodall talked to sixth-graders about her life researching chimpanzees for over 38 years.

演讲人:

● 珍·古道尔博士
(冈比野生生物研究所所长)

Speaker:

● **Dr. Jane Goodall** (Director, Gonbe Research Center of Wildlife)



1月

January

国际座谈会

“多媒体在儿童成长中所起的作用”

“在不断变化的儿童时期，多媒体对儿童的成长起什么作用呢？”世界八个国家的代表，围绕这个主题，就在多媒体社会里生活的人们所必需的知识及今后的方针等相互交换了意见。

International symposium:

Evolution of Child Development in the Multimedia Environment

On the theme, "Augmented Childhood—Evolution of Child Development in the Multimedia Environment," participants from eight countries exchanged views on the knowledge necessary for living in a multimedia environment and its future direction.

发言人:

- Anura Goonasekera (亚洲媒体情报交流中心研究责任人)
- 石井威望 (庆应义塾大学教授)
- Idit Harel (妈妈媒体代表)
- 如月小春 (已逝剧作家)
- 西蒙·派珀特 (Seymour Papert) (麻省理工学院媒体实验室教授)
- 广濑通孝 (东京大学副教授)
- 三宅 Naomi (中京大学教授)
- 山根一真 (现实主义作家) 等

Speakers and Panelists:

- **Anura Goonasekera** (Head of Research, Asian Media Information and Communication Centre (AMIC))
- **Idit Harel** (Founder and President, MaMaMedia)
- **Michitaka Hirose** (Associate Professor, The University of Tokyo)
- **Takemochi Ishii** (Professor, Keio University)
- **Koharu Kisaragi** (Playwright)
- **Naomi Miyake** (Professor, Chukyo University)
- **Seymour Papert** (Lego Professor of Learning Research, Massachusetts Institute of Technology (MIT))
- **Kazuma Yamane** (Journalist) and others.

10月

October

演讲

“大猩猩的世界与自然的对话”

邀请世界著名的灵长类研究科学家珍·古道尔 (Jane Goodall) 博士为孩子们作了演讲。孩子们认真地听博士讲演，踊跃地问了很多问题。

Lecture meeting:

Chimpanzees and Natural Environment

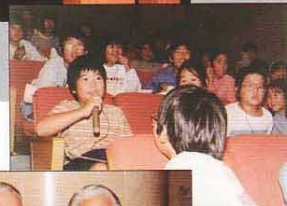
CRN invited Dr. Jane Goodall, the world-renowned primatologist, and organized a lecture meeting for children who were fascinated and asked many questions.

演讲人:

● 珍·古道尔博士
(冈比野生生物研究所所长)

Speaker:

● **Dr. Jane Goodall** (Director of Gonbe Research Center of Wildlife)



10月

October

演讲

“儿童的发展与家族研究”

Jay Belsky博士指出:“保育的质量取决于保育者对孩子的关爱和对每个孩子需求的对应。母亲以外的高质量保育，无碍孩子的成长。”

Lecture meeting:

Message to Moms & Dads

Dr. Jay Belsky's message to working parents: "High quality child care is defined as care that gives the child supportive, attentive and individualized attention. Thus, parents who rely upon routine, nonmaternal care should make sure their children get the highest quality care."

演讲人:

● Jay Belsky 博士
(宾夕法尼亚州立大学教授)

Speaker:

● **Dr. Jay Belsky** (Distinguished Professor of Human Development, Pennsylvania State University)

December

12月

荣获 JWDA 网络设计银奖

CRN website awarded the Silver Prize of the Web Design Award.



1999

8月 公开座谈会

“可以用教育阻止学校学年的崩溃吗？”

“学校学年的崩溃”在社会上越传范围越广，究其原因，不仅仅是家庭和学校的教育造成的，与会者认为还应该从没有教育模式和其形骸化的角度去探索这个问题。

Panel Discussion:

Can Discipline Prevent Class Disruption?

The speakers discussed class disruption as a result not only of lack of discipline in the home, but also the lack of educational models.

发言人：

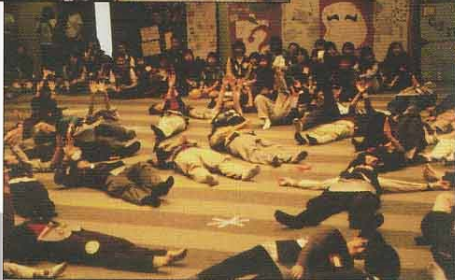
- 荒木肇（终身学习中心常任理事、川崎市立京町小学教员）
- 尾木真树（临床教育研究所“虹”所长）
- 木下真（编辑、主持）
- 广田照幸（东京大学大学院副教授）
- 宫台真司（东京都立大学副教授）

Panelists:

- **Hajime Araki** (Executive Director, Center of Lifelong learning; School Teacher, Kyomachi Elementary School, Kawasaki)
- **Syoukou Hirota** (Associate Professor, University of Tokyo Graduate School)
- **Shinji Miyadai** (Associate Professor, Tokyo Metropolitan University Graduate School)
- **Naoki Ogi** (Director, Practical Education Research Institute "Rainbow")
- Moderator: **Makoto Kinoshita** (Editor)



August



PLAYFUL

PLAYFUL

“playful”的“play”不单指“玩儿、高兴”，还有“运动”甚至“闪烁”的意思。“playful”是指在玩儿的最尽兴的状态，通过玩儿可以让孩子感到生存充满无限的喜悦。（小林登）

PLAYFUL

The “play” in “playful” refers to both “play” and “joy” as well as “movement” and “inspiration.” Joie de vivre is the biological basis for the playfulness that the child experiences when filled with the joy of living and playing. (Noboru Kobayashi)

“儿童研究网99国际尽情游戏活动室”

以小学五、六年级生为主，学生的家长和教师约150人参加了此项活动。家长跟孩子用五官“做-说-回顾”。

CRN International Playshop 99

More than 150 people, mostly children in the fourth and fifth grades, their parents and educators engaged their bodies and imagination in playful activities.

发言人：

- 上田信行（甲南女子大学教授）
- Edith Ackermann（麻省理工学院客座教授）
- 大森美弥（小儿心理指导员）
- Jogi Panghaal（设计顾问）
- Hillel Weintraub（同志社国际初中、高中交流部主任）
- Milton Chen（乔治布鲁斯教育财团执行理事）
- 宫田义郎（中京大学教授）
- Lehan Ramsay（同志社国际初中、高中教员）
- Ruth Cox（演员、教育家） 等

Guest Commentators and Artists:

- **Edith Ackermann** (Visiting Professor, MIT School of Architecture)
- **Milton Chen** (Executive Director, The George Lucas Educational Foundation)
- **Ruth Cox** (Actress, Educator, and Writer)
- **Yoshiro Miyata** (Professor, Chukyo University)
- **Miya Omori** (Child Counselor, Developmental Psychologist)
- **Jogi Panghaal** (Design Consultant at Lifetools)
- **Lehan Ramsay** (Artist; Teacher, Doshisha International Jr/Sr High School)
- **Nobuyuki Ueda** (Professor, Konan Women's University)
- **Hillel Weintraub** (Director, Communication Center; Teacher, Doshisha International Jr/Sr High School) and others.

11月

November

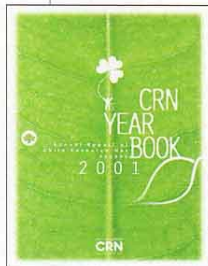
2001

3月 **《CRN YEAR BOOK》创刊**

CRN 年报创刊。在每期卷头对话栏目中，脑科学、人类学、经济学等多个领域的专家与 CRN 所长小林先生对话。创刊以来一直是受欢迎的栏目。

The first CRN YEAR BOOK published

The first CRN annual report was published. Special Interview features a discussion between Dr. Kobayashi and a different guest each year, ranging from leading authorities on brain science and anthropology to economists.

2001 “最先进的脑科学是如何改变儿童观的呢？”
泽口俊之（北海道大学教授）**How are Developments in Neurology Changing our View of Children?**

Toshiyuki Sawaguchi (Professor, Hokkaido University)

2002 “孩子用‘心和身体’来游戏”

麻生武（奈良女子大学教授）
斋藤孝（明治大学副教授）

Children Play with their Minds and Bodies

Takeshi Asao (Professor, Nara Women's University)
Takashi Saito (Associate Professor, Meiji University)

2003 “未来的阿童木能超越儿童吗？”

田近伸和（作家）

Can the Future Astroboy Surpass the Human Child?

Nobukazu Tajika (Freelance Journalist and writer)

2004 “微量的神经递质就可以控制身体和心智的平衡”

持田澄子（东京医科大学教授）

Neurotransmitters: Microscopic Substances at the Synapse Control the Balance between Mind and Body

Sumiko Mochida (Professor, Tokyo Medical University)

2005 “儿童期的延长源自人类大脑变大”

马场悠男（国立科学博物馆人类研究部部长）

Prolonged Childhood with Brain Enlargement

Hisao Baba (Curator and Chair, Department of Anthropology, National Science Museum)

2006 “创造一个重视儿童的国家——
从社会共有资本的角度出发”

宇泽弘文（经济学家）

The Perspective of Social Common Capital for a Nation that Values Children

Hirofumi Uzawa (Economist)

7月 **PLAYSHOP****在吉野“Feel the Media”**

这里以从幼儿至高中的家长们为对象，为他们能够和家人一起感受“媒体”并愉快相处建立了一个充满快乐的空间。

PLAYSHOP Feel the Media

In Yoshino, CRN created a playful space for infants to high school students and their parents to experience various media and enjoy themselves as a family.

**世界青年PLAYSHOP2000年
名古屋大会****PLAYSHOP at World Youth Meeting
2000 in Nagoya**

2000

1月 **公开座谈会“连接‘学校’与‘家庭’”**

此座谈会的题目是与“职业母亲的育儿支援”相关的策划。与会者以“孩子在哪儿学到了社会性和规矩？”为题，在学校、家庭和居住地区的合作以及重新构筑学校功能等方面交换了意见。

Panel Discussion: Bringing Family and School Together

Part of a project to support working mothers in child-rearing, this discussion was entitled “How do children learn social aptitude and rules?” Panelists discussed the relationship between school, family and the local community and how to restore the role of the school.

发言人：

- 木下真（编辑、主持）
- 藤田英典（东京大学教授）
- 牧野 Katsuko（御茶水女子大学教授）
- 渡边秀树（庆应义塾大学教授）

Panelists:

- Hidenori Fujita (Professor, The University of Tokyo)
- Katsuko Makino (Professor, Ochanomizu University)
- Hideki Watanabe (Professor, Keio University)
- Moderator: Makoto Kinoshita (Editor)

7月 **国际研讨会“探讨21世纪的育儿”**

与会者以美国 NICHD 进行的“育儿的方式、特别是早期保育会对孩子身体的成长和心智的发育产生什么样的影响？”研究为基础，对育儿的方式和早期保育等议题展开了活跃的讨论。

International symposium: Childrearing of 21st century

Participants discussed child rearing and early infant care based on a study by the NICHD in the United States, in particular, how early infant care affects growth and physical and emotional development of the child.

发言人：

- 今井和子（东京成德短期大学教授）
- 内田伸子（御茶水女子大学教授）
- Sarah L. Friedman（美国 NICHD 研究员）
- 高木友子（郡山女子大学讲师）
- 牧田荣子（育儿作家）
- 松本寿通（福冈市医师会婴幼儿保健委员会委员长）

Panelists:

- Sarah L. Friedman (Project Scientist/ Scientific Coordinator of NICHD)
- Kazuko Imai (Professor, Tokyo Seitoku Junior College)
- Eiko Makita (Writer on child rearing)
- Toshimichi Matsumoto (Chair, Japan Society for Well-being of Nursery-schoolers, Pediatrician)
- Yuko Takaki (Lecturer, Koriyama Women's University)
- Nobuko Uchida (Professor, Ochanomizu University)



4月
April

创办“永山活动小基地”

为了发展 playful，在东京郊外废弃的校园一角建立了“新学与玩儿实验场所——永山活动小基地”定期举办游戏展览，为小学低年级学生提供玩儿的场所，并进行了相关研究。

Nagayama Chi-kichi was established

CRN continued playful research and set up Chi-kichi Room as the community base for children to play and learn. CRN held playshops regularly and hosted a playground for schoolchildren in the lower grades.



PLAYSHOP

从①内容安排、②与人打交道、③工具（媒体）、④硬件环境等四个角度研究孩子尽兴玩耍的因素，就各种各样的主题，设计、实施并考察了小组活动情况。

PLAYSHOP

CRN planned, held and observed workshops to study what promotes playfulness in children, focusing on the following: 1) program content, 2) relationships with people, 3) tools (media), and 4) hardware environment.

3月

March

“雪传递来的信息”

Messages in the Snow

6月

June

“Playful 魔术 1——生物之间的关联”

Playful Magic 1 - Relations between Living Things -

7月

July

“Playful 魔术 2——向星星许愿”

Playful Magic 2 - Wishing on a Star -

8月

August

“Playful 魔术 3——蝉的冒险”

Playful Magic 3 - Cicada Adventure -

12月

December

“冬天的故事——创造 Playful 的故事吧”

Winter's Tale - Let's Make a Playful Story -



2003~

11月

November

PLAYSHOP

“在彩色王国里玩儿吧”

假设在“彩色王国”这样一个虚构的舞台里，让孩子们自己成为“王国”的“公民”，去“建设”自己的“王国”。孩子们用各种材料和色彩随意涂画自己的着装(衣服、帽子和脸)，装点自己喜爱的装饰。这是一次从多方面刺激儿童想象力的主动尝试。

PLAYSHOP

Let's Play in the Colorful Kingdom!

Colorful Kingdom stimulated the children's imaginations on various levels. As residents of a kingdom they established together, they made their own clothes, hats, and masks out of colorful materials and decorative elements.



走向新的活动舞台

“儿童科学”研究与中国

To a new stage

Child Science research and China

CRN从设立之初起就不断开展多种多样的活动，重视在超越学术领域和职业差异的基础上，与关心儿童成长的人们建立信赖关系。在度过了以提高点击率和知名度为目的的实验性阶段，并确立了作为儿童科学信息据点的稳定的职能的同时，CRN也正在推开走向新领域的大门。

CRN活动的主要概念是儿童科学。儿童科学是在二十世纪后期“Human Science”急速发展的基础上出现的解决儿童问题之谜的富有创造性的学问。现在，CRN为了在全世界扩展儿童科学的研究范畴，从使用中文传播儿童科学做起，着手于建立能够联接东亚各国的信息交流网络。(详见14-17页)

Since its establishment, CRN has forged strong relationships with people and associations who care about children, transcending the boundaries of academic disciplines and occupations. In our early experimental days, we worked on increased website access and recognition. We have now earned our place and reputation as a reliable center of information on children's issues. And we are ready to open the door to a new area of activity.

Child Science is a key concept in all of CRN's activities. It is a creative discipline born out of the rapid advance of the human sciences in the latter half of the twentieth that seeks to unlock the mysteries of childhood. We have now started networking with researchers in China and other countries in East Asia. (See p. 14-17)



2002

1月

January

CRN实践保育研修会

“思考保育的质量——着眼于培育心灵与身体的角度”

除有关保育知识的课程以外，还有锻炼大脑发育的“运动保育支援课程”的实际演练，对与会者进行了培养孩子心灵与身体的实践性培训。

Practical Training Seminar for Childcare

Providers Hosted by CRN:

The Quality of Day Care for the Development of the Mind and Body

CRN held a practical training seminar on physical and emotional development in children. This included lectures on childcare, practical training, and programs on physical exercise in childcare to promote brain development.

讲师：

- 矶部赖子 (原日本全国公立幼儿园长会会长)
- 柳泽秋孝 (松本短期大学教授)

Speakers:

- **Yoriko Isobe** (Former Chairperson, The Japan National and Public Kindergarten Directors)
- **Akitaka Yanagisawa** (Professor, Matsumoto Junior College)



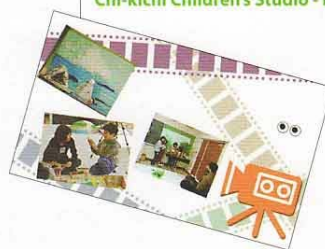
3月

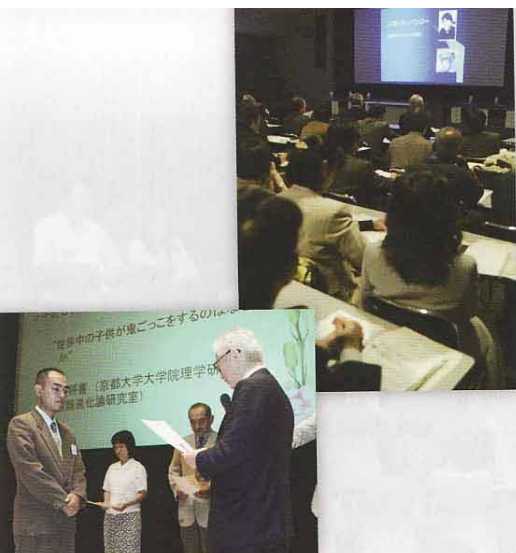
March

PLAYSHOP

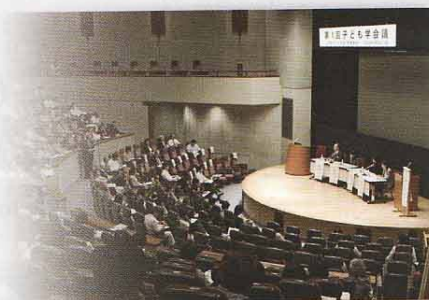
“活动小基地儿童摄影棚——制作电影！”

Chi-kichi Children's Studio - Let's Make a Movie!





CRN的“儿童科学”研究支援



CRN以网站为中枢据点，最大限度地发挥其优势开展各种活动，拓展支持儿童科学研究的范畴。

「儿童科学」的扩展

Growth of Child Science CRN Supports Child Research

Maximizing the Advantages of the Internet to
Expand our Research and Support Network

由CRN儿童科学研究会到日本儿童学会

日本儿童学会的前身“CRN 儿童科学研究会”成立于2002年春。各成员在育儿和相关教育理论研究和实践研究以及最新人类科学的基础上，通过儿童研究报告等形式，定期举办讲座。讲座选题广泛，其目的在于提供讨论的课题。作为研究会结出的硕果，我们围绕孩子们与科学的主题举办了“儿童科学谈话”交流活动，创办了记述研究会内容的刊物《儿童科学研究会报告2002》。

而后，随着研究活动的进展，我们萌生了成立“日本儿童学会”的想法，希望招集更多的专家学者，进一步推进儿童科学的跨学科研究。第二年，即2003年11月，研究会以兼创办筹备会的形式召开了成立大会。2004年4月开始征集学会会员，其后，学会以每年的学术集会和学会杂志的发行为主开展活动。

CRN 与日本儿童学会是各自独立的机构。但双方都是以小林所长的儿童科学理念为基础的，从创办伊始便有合作关系。例如，CRN 主办的“儿童科学有奖征文”是促进儿童科学启蒙的重要发展活动之一，每年都有大量作品应征。其优秀作品的颁奖仪式是在日本儿童学会的学术会议会场举行的。

From the CRN Study Session on Child Science to the Japanese Society of Child Science

Inaugurated in spring 2002, the CRN Study Session on Child Science conducts both theoretical and practical research on child rearing and education and publishes research on children based on the latest developments in the human sciences. Members give regular lectures on a wide range of subjects, contributing to a lively discussion. The Study Session has led to discussion groups on children and science as well as the publication of a booklet on its research findings.

The Japanese Society of Child Science (JSCS) was conceived as way to expand research activities and bring together more scholars to promote the interdisciplinary study of children. The first general meeting was held in November 2003, and it began accepting members in April 2004. CRN and JSCS are separate and independent organizations, but are both based on Child Science, the views of Dr. Kobayashi, CRN Director, and have cooperated since their establishment. For example, CRN holds an annual essay-writing contest to promote wider recognition of Child Science and the ceremony to award winners is held at JSCS.





充分利用网站，支持儿童研究

21 世纪成了任何一个人都可以轻松拥有网站的时代。但建立和经营网页需要人力和精力。于是，CRN 帮助相关网站，如：日本小儿综合医疗设施协会（JaCHRI）、日本婴儿学会、日本儿童学会、国际儿童科学研究中心的官方网站进行运作。CRN 利用自身现有的网站经营基础和技术对这些团体的普及活动做出了很大贡献。

向普通人推广研究成果的方法之一是举办讲演和召开研讨会，我们也在帮助他们向利用 CRN 的研究人员进行宣传推广活动。CRN 是会员制，在日本约有 7000 名与儿童相关者是我们的注册会员。利用 CRN 的活动指南页面或网络杂志，可以广泛、快捷地传递举办活动的信息。

而且，CRN 也大力支持年轻学者的科研活动，他们担负着学界的未来。研究生院的在校研究生中，也有向现存学问框架以外的新课题挑战的人，可供他们进行研究成果公布的机会很少。CRN 为了支持这些致力于另类研究的年轻学者们，给他们提供了网络发表平台。迄今为止支援了“导乐（Doula）”^{*1}，“阅读障碍（Dyslexia）”、“社会技能训练（social skill training）”和“学习环境设计”等研究。CRN 网站，成了邂逅从事相同研究的人的场所，也成了发现新研究课题的地方。

Website Support for Research

Today in the 21st century, having a website is easy, but starting and maintaining it can be difficult and time-consuming. CRN helps affiliated academic associations and research institutes operate their official websites. This website know-how, in turn, helps them expand their activities.

Holding lectures and symposia is one way to inform the general public of the latest research, and CRN can help affiliated researchers with publicity. Nearly 7000 people concerned about children or working in child-related professions are registered as members of the CRN network, and many access our website daily. Posting announcements on the event page and in the e-mail magazine is a sure way to communicate your message quickly and widely.

CRN also extends support to young, promising researchers. Graduate students researching new and exciting subjects that don't fit into conventional categories often lack venues to present their research. As a means of support, CRN has created a place on its website for young researchers who are working in areas of great interest. In the past, subjects

have included doulas^{*1}, dyslexia, and learning environment design. We hope this will lead to encounters with others working in the same area and new research topics.



为学习“儿童科学”的人们创造交流圈

众所周知，在日本本科和专科学校中，以“儿童”或“儿童科学”冠名的系、学科、专业不断增加。2002 学年度，三所大学率先设置了相关学科。这几年每年有 10 所以上的高校新设了与儿童相关的专业院系。

2006 学年度，CRN 调查了 38 所大学和 25 所大专院校以“儿童”冠名的系和学科的现状，并在第三届儿童学会上作了报告。在这背后有着儿童问题日趋复杂严重的情况，社会要求儿童问题专家们提供超出现存研究范畴的知识的背景。另一方面，所谓“儿童科学”的学科领域以及以儿童为对象的跨学科研究方法仍未得以确立。同时，来自教育第一线的声音也对教育内容心存忧虑。

CRN 希望与那些有回应时代要求意向的高等教育机构携手，共同扩展儿童科学的交流圈。2006 年 4 月，我们与“日本儿童学会”合作，在与儿童相关的院系较多的关西地区共同策划了“关西高等院校儿童科学集会”。我们进行了多方面的支援活动，包括把“儿童科学”的研究信息传达给这些相关的大、专院校，试图为教授和学习“儿童科学”的人们搭建交流平台等。

Network for Child Science in Higher Learning

Did you know more and more universities and colleges have departments, courses or majors that use "child" or "Child Science" in their name? CRN conducted a survey of these institutions in FY2006. One background factor for the increase is the need for child specialists with knowledge that crosses the usual disciplinary boundaries. On the other hand, because Child Science as an academic field and interdisciplinary method to study children has yet to be established, the results indicated concern about educational content. CRN is now considering tie-ups with institutions of higher education to resolve this problem and to expand the Child Science network.

*1 Doula 指帮助妊娠、生产和育儿的女性。

*1 Doula is a woman who supports the mother in pregnancy, delivery and childrearing.

跨国境开展活动

中文版开设后的“儿童科学”

2005年2月(春节)开设CRN中文版。随着网站上中日交流的发展,两国研究儿童问题的学者之间的交流亦有所进展。



Transcending Borders

Child Science since the start of our Chinese-language website

Launched in February 2005, the CRN Chinese-language website promotes exchange between researchers in China and Japan



中日“儿童科学”学者的交流

网络是交换信息最好的手段。但是,面对面的沟通也是必不可少的。所以,CRN在加强网络经营管理的同时,也通过中日学者的互访,加强学术交流。

自2004年CRN中文版筹备期至2006年期间,小林所长四次访问中国进行演讲活动,亲自对中国儿童的现状进行考察,与中国专家们从多方面交换意见。而且还邀请中国学者赴日,为中日儿童科学的学者们搭建交流平台,筹划了很多活动。



Central source of information

CRN's Chinese-language website provides information on Child Science as well as academic papers by child education specialists in China. Based on solid science, its ideas and know-how on child-rearing and education attract Chinese parents concerned about how to raise their only child well and provide the best education possible. Access by researchers and others in the education field also continues to grow. The situation may be different in each country, but children's issues have much in common. Our goal is to provide useful content and better communication linking researchers, professionals and parents—to become a central source of information on children in China and Japan.



网站信息窗口

CRN中文版,在介绍来自日本的“儿童科学”信息的基础上,还登载了很多中国幼儿教育专家的文章。谁都希望自己唯一的爱子能接受到最好的教育。对于热衷教育的中国家长们而言,基于科学知识的育儿理念和方法是很有吸引力的。CRN应运而生,聚中日两国学者的真知灼见于一堂,也得到了家长及学者和教育工作者的支持,点击率不断攀升。

中日两国是“一衣带水”的邻邦,虽国情不同,在儿童问题上却存在很多共通之处。CRN中文版将进一步充实网页内容,充分发挥连接和沟通专家、父母亲和教育第一线的桥梁作用,同时,作为了解中日儿童问题研究的窗口,尽其所能。



在CRN主办的分组会上

2006年8月《中国学龄前儿童教育委员会健康教育专业委员会第六届学术会议》在中国吉林省长春召开。会上，小林所长作了基调演讲。下午，在CRN主持的分组会上，御茶水女子大学的榎原洋一教授就食育的重要性作了演讲。

在儿童肥胖问题日趋严重的中国，“食育”的话题引起了大家的关注。教授的发言从医学立场出发对儿童教育提出了很多有用的建议，也给了中国专家们很多启示。



CRN 所长的访中演讲

●在宋庆龄基金会主办的国际研讨会上

应中国福利会宋庆龄基金会之邀，2005年10月小林所长在上海举办的国际研讨会《多元文化共存背景下的幼儿教育》上作了基调演讲。题目是《Joie de Vivre—“生存之喜悦”是儿童永远之必需—情感儿童科学》。所长从生物学的视角出发探讨儿童问题，并与教育有机结合。他的“儿童科学”观点很大程度上启发了与会者。



●在人口计划生育委员会国际研讨会上的演讲

2006年10月，一个秋高气爽的日子，主管城市人口政策的人口计划生育委员会主办的《幼儿教育与早期发展》国际研讨会在上海举行。小林所长作为主要发言嘉宾应邀参会，并以《生物钟与婴幼儿的成长和发育》为题，从生物学的视角，对睡眠节奏、生物钟与婴幼儿的成长发育之间的关系作了学术演讲。



中国儿童研究人员的访日活动

2005年9月，日本儿童学会召开了“第2届儿童学会议”。配合会议日程，我们从中国邀请了两位学者来日，安排他们与日本热衷“儿童科学”的学者进行交流。来日学者是朱家雄教授（华东师范大学）和田辉研究员（中央教育科学研究所）。会议期间，他们就“东南亚地区学前早期关心和发展以及儿童权利保障的问题”作了演讲，为众多与会者提供了了解中国幼儿教育的机会。

会后的欢迎会上，发展心理学、脑神经学、机器人工学和认知学等领域的专家们就自身的研究和对儿童科学的关注点各抒己见，展开了激情洋溢的讨论。



“儿童科学”起源于日本，在很多研究人员和拥护者的合作下，它正走向近邻中国、东南亚及世界。无论哪个国家都有很多与儿童相关的问题。CRN今后将继续开展活动，希望它能够成为世界各领域专家交流对话的网络的核心。

China-Japan Exchanges in Child Science

In addition to Internet communication, CRN promotes academic exchange through mutual visits because we believe that face-to-face dialogue is also important. Dr. Kobayashi, CRN Director, has made four visits to learn firsthand about children in China and exchange views with child specialists.

* October 2005 International Forum on Early childhood Education in Multi-Culture Background, sponsored by the China Soong Ching Ling Foundation

* October 2006 International Symposium on Education and Early Development of Infants, sponsored by the National Population and Family Planning Commission

The Sixth Conference of the Association of Health Education for Young Children, an organization under the China Early Childhood Education Research Association held on August 2006. CRN sponsored a subcommittee where Dr. Noboru Kobayashi, CRN Director, and Dr. Yoichi Sakakihara, Professor of Ochanomizu Women's University, gave presentations on the importance of food education from a medical perspective, a major concern in China as the problem of child obesity grows.

CRN also invites researchers from China to Japan for academic exchanges. Two scholars from China participated in the Japanese Society of Child Science conference in September 2005, and we hope to continue our dialogue on Child Science in this way.

Child Science is gathering interest, from Japan to China and the countries of Southeast Asia. Each country has a number of child-related problems, and as this borderless network of researchers grows, CRN's activities will continue to promote dialogue.



CRN 于 2005 年开设了中文版, 现已成为拥有中、日、英三种语言版本的网站, 向世界传递信息。

今后, 我们仍将潜心致力于通过网络和全世界的专家、教师和家长们共有儿童问题, 并通过不断大容量化和高速化的因特网向您传递更高级、更权威的信息。

CRN has websites in three languages, Japanese, English and Chinese, launched in 2005. As the Internet increases capacity and speed, we are sharing information and discussing children's problems with a growing network of researchers, teachers and parents worldwide.

中日英三种语言网站介绍

运用多种语言, 向世界传递信息

CRN websites in three languages: Japanese, English and Chinese

World communication through multilingual websites

日语
Japanese

<http://www.crn.or.jp/>

推荐栏目 Recommended

Doula 研究室

Doula Laboratory

面临妊娠、生产、育儿的母亲和其家人需要情感支持。在思考这些问题的基础上, 我们注目于导乐, 向您介绍其历史、效果和现状等研究信息。

This site provides information on the doula's role in offering emotional support to mothers during pregnancy, delivery and child-rearing and introduces its history, effects and current practice.

儿童未来纪行

Reports for Children's Bright Future

这里有来自日本国内外很多研究人员和实践家的研究报告, 能接触到多角度的儿童研究。

Reports from researchers and practitioners in Japan and abroad on children's issues from various perspectives.

儿童与媒体研究室

Research on Children and the Media

10年前设立的该研究室, 结合媒体的变迁, 不断追寻孩子们利用媒体的实际情况。在这里, 我们为您登载了儿童访谈、Work Shop、网上调查等活动内容和研究报告。

One of CRN's oldest features, these reports follow actual media use by children and changes over time, including interviews with children, workshop information, surveys on Internet usage.

* 进入研究室的某些部分和会议时 (论坛) 需要事先登记成为CRN的会员。

*CRN member registration is required to use some features of the Research Room and Conference Room (Forum).



http://www.childresearch.net/

英语
English

推荐栏目 Recommended

Monthly Articles on Children

CRN工作人员和研究人员交替担当的栏目。从多角度提供有关儿童的各种话题。

Wide range of topics on children by researchers and CRN staff

Recent Research on Japanese Children

这里登载了有关日本儿童的调查研究、报告、读物等。
Research, reports and studies on Japanese children

Issues of Childhood and Parenthood in Modern Japan

教育学专家，从母亲的角度，向世界介绍日本的育儿情况。

Educational specialists report on current childcare and parenting issues in Japan from mothers' viewpoints



http://www.crn.net.cn/

推荐栏目 Recommended

“宝宝健康成长专栏” (图书馆)

Child Health (LIBRARY)

由小儿科医生、儿童保健专家万轶教授主笔的关于儿童保健的特别专栏。很多观点为育儿提供了有效的秘方。

Dr. Wang, pediatrician and specialist in children's healthcare, supervises this feature on health that is full of helpful information on child-rearing

“预防接种” (研究课题)

Immunization (LABORATORY)

可以将中日之间的预防接种作一比较，必定很有趣。满一周岁为止，中国孩子的接种疫苗种类和次数都要比日本多很多！

One-year olds and young children in China are immunized for a wider range of diseases and more frequently than in Japan.

皮皮在日本 (图书馆)

Pipi's stay in Japan (LIBRARY)

这是中国心理学专家在日留学期间的育儿体验，是通过孩子和父母的真实感受，介绍日本幼儿教育的栏目。

A Chinese psychologist introduces his family's experiences during a stay in Japan and child education in Japan from the viewpoint of children and parents.

中文
Chinese



CRN用户心声

CRN Japanese Website Users



Why I access CRN

我是一名教育工作者，研究哲学、思想等方面。因为未接触过发展心理学和临床等方面的研究。

(50-59岁 男性/大学教授)

主要利用这里有关母亲在育儿过程中产生不安情绪时的研究成果信息，受益匪浅。同时感到对本人教育咨询工作也有很大的参考作用。

(50-59岁 男性/个体经营者)

本人研究依恋情绪，同时也参与育儿支援活动。在这里能够得到许多关于儿童的最新信息和报告，不仅对我的研究和我的工作，而且对我自己的育儿都有很大帮助。

(30-39岁 女性/大学教授)

了解有关儿童的客观数据对正在育儿的母亲来说是一种精神上的帮助。并且，我还将对英语版的浏览看作是学习英语的好机会。

(30-39岁 女性/家庭主妇)

能够窥探到世界各地儿童生活的“图书馆”栏目非常有意义。里面的内容如果能借鉴于我的家庭使其快乐，我很愿意尝试。

(40-49岁 女性/暂无职业)

能够及时获取各类讲座和学术会议的举办信息，令人产生参加的意愿。报导的内容学术性高，很值得一读。

(40-49岁 男性/高中教师)

As a scholar of education, I do research in philosophy and the intellectual thought, so it is a good way to learn about developmental psychology and clinical research.

(Male university professor, 50s)

Mothers who are busy raising children need psychological support and looking at the objective data on children can help. I sometimes access the English-language website to study the translation into English.

(Housewife, 30s)

I research issues of attachment and am involved in activities to support child care. CRN's wide range of topics on children and latest information are helpful not only in my research, but also in my own experience of raising children.

(Female university professor, 30s)

Reading about upcoming events and conferences gets me interested and makes me want to attend. The articles are strong on academic content and worth reading.

(Male high school teacher, 40s)

Why I am interested in Child Science

以“儿童”为对象进行跨学科的研究。不拘泥于至今为止的学问框架，为充分理解“儿童”有弹性地引入各种研究。

(30-39岁 男性/大学教授)

近年来所有事物都被细分化、专业化，反而因此很难看清事物的全貌。从这个意义上来说，我认为CRN这种全方位研究儿童的宗旨非常好，我也在考虑这样做下去。

(40-49岁 男性/研究员)

CRN能从各个角度与时俱进地研究变化中的儿童以及使其变化的社会影响力，这些研究对我掌握儿童的整体情况起到了参考作用。

(30-39岁 女性/幼儿园教师)

CRN researches children from an interdisciplinary perspective and doesn't confine its scope to conventional frameworks—it is open to all types of research that will broaden our understanding of children.

(Male university professor, 30s)

Increasing specialization makes it difficult to grasp the whole picture these days. I like the fact that CRN views children comprehensively and that's the approach I try to take.

(Male researcher, 40s)

What I expect of CRN

希望能够让人们说到儿童就想到CRN。也就是提高知名度。

(10-19岁/高中生)

少子化问题、医疗问题等不仅仅是一个个单独的问题，而是跟社会构造、地域等紧密联系在一起的。希望CRN能够不仅与单个的领域息息相关，而且能广泛应用社会构造和国际性数据，从事向人们提供更多的信息和提议、能不断改变社会的基础研究活动。

(60-69岁 男性/研究员)

儿童的世界越来越多样化。希望CRN能够从不同的角度去尝试了解这种现实。特别是希望CRN能够成为连接理论和实践的桥梁。

(男性/公司职员)

The declining birthrate and medical issues are not simply private problems—they have a deep impact on the local community and social structure, too. I hope that CRN will continue to make use of data on private life, society and the international situation to provide information and new ideas and conduct basic research that will change the world we live in.

(Male researcher, 60s)

Children now live in an increasingly complex world. I want CRN to try to capture their reality from different perspectives and serve as a bridge between the theoretical and practical.

(Male company employee)

*摘自2006年1月CRN网上调查和2006年年报的读者来信。

*Source: Questionnaire survey on the CRN Japanese website in January 2006 and questionnaire by return postcard included in CRN Year Book 2006.



CRN成立十周年纪念专辑

..... 发行日 / Date

2007年2月3日 / February 3, 2007

..... 发行 / Publisher

Child Research Net (CRN)

邮编：101-8685 东京都千代田区神田神保町 1-105 神保町三井大厦 15 层

倍乐生培养下一代研究所内

c/o Benesse Institute for Child Sciences, Parenting, and Aging

Jinbou-cho Mitsui Bldg., 1-105 Kanda Jinbou-cho, Chiyoda-ku, Tokyo 101-8685, Japan

TEL : 81-3-3295-0293 FAX : 81-3-3518-2553

..... 编辑 / Editing Staff

刘 爱萍 / Aiping Liu

所 真里子 / Mariko Tokoro

岩崎 菜穗子 / Naoko Iwasaki

樱井 玲子 / Reiko Sakurai

王 亮 / Liang Wang

木下 真 (木下编辑事务所) / Makoto Kinoshita (KINOSHITA Editorial Office)

..... 版面设计・制图 / Design and Illustration

中村 Hiroyuki (Charlie's HOUSE) / Hiroyuki Nakamura (Charlie's HOUSE)

未经许可不得转载

No part of this publication may be reproduced or transmitted in any form without permission of the publisher.

本手册使用可再生纸印刷

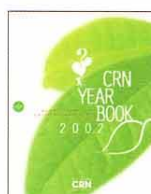
Made from recycled paper

已发行的 CRN 年报
B a c k N u m b e r



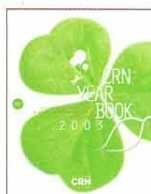
CRN YEAR BOOK 2001 (仅日英版)
Annual Report of Child Research Net FY 2000

卷首对话：泽口俊之 × 小林登
“最先进的脑科学是如何改变儿童观的呢？”
A Dialog between Toshiyuki Sawaguchi and Noboru Kobayashi
“How are Developments in Neurology Changing our View of Children?”



CRN YEAR BOOK 2002 (仅日英版)
Annual Report of Child Research Net FY 2001

卷首座谈会：麻生武 × 斋藤孝 × 小林登
“孩子用‘心和身体’来游戏”
A Dialog between Takeshi Asao, Takashi Saito and Noboru Kobayashi
“Children Play with their Minds and Bodies”



CRN YEAR BOOK 2003 (仅日英版)
Annual Report of Child Research Net FY 2002

卷首对话：田近伸和 × 小林登
“未来的阿童木能超越儿童吗？”
A Dialog between Nobukazu Tajika and Noboru Kobayashi
“Can the Future Astroboy Surpass the Human Child?”



CRN YEAR BOOK 2004 (仅日英版)
Annual Report of Child Research Net FY 2003

卷首对话：持田澄子 × 小林登
“微量的神经键物质就可以控制身体和心智的平衡”
A Dialog between Sumiko Mochida and Noboru Kobayashi
“Neurotransmitters: Microscopic substances at the synapse control the balance between mind and body”



CRN YEAR BOOK 2005 (中日英版)
Annual Report of Child Research Net FY 2004

卷首对话：马场悠男 × 小林登
“人类学与儿童：儿童期的延长源自人类大脑变大”
A Dialog between Hisao Baba and Noboru Kobayashi
“Anthropology and the Child: Prolonged childhood with brain enlargement”



CRN YEAR BOOK 2006 (中日英版)
Annual Report of Child Research Net FY 2005

卷首对话：宇泽弘文 × 小林登
“经济学与儿童：创造一个重视儿童的国家——从社会共有资本的角度出发”
A Dialog between Hirofumi Uzawa and Noboru Kobayashi
“Economics and Children: The perspective of social common capital for a nation that values children”

2005、2006年中文年报请从此处下载
To Order back issues:
<http://www.crn.net.cn/kanwu/index.html/>



网络“儿童科学”研究所

CRN
Child Research Net

日文版

Japanese-language website

<http://www.crn.or.jp/>

英文版

English-language website

<http://www.childresearch.net/>

中文版

Chinese-language website

<http://www.crn.net.cn/>

儿童研究网 (Child Research Net) 由倍乐生公司赞助运营

Child Research Net (CRN) is a non-profit, Internet-based child research institute and operated under the auspices of Benesse Corporation in Japan.



6CC0004