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Tai Chiang Ching said, “Since we are born with left-brain and right brain, why don’t we try to make the most of all the brain’s potential? In order to develop the overall function of the brain, both the left and right brain should be trained at the same time. Both sides of the brain should co-operate closely. This is the belief of ‘Two-handed Abacus Manipulation’ as it applies to the abacus mental arithmetic teaching that I’m promoting.”

Everyone has use of the right brain, with its great imagination function, but most people in Taiwan use their right hand to hold chopsticks, write, play ball, open the door, etc. As such, the left-brain needs more chances to be stimulated.

This is particularly important for children who are five and above, who have already started to learn how to count, since they are very malleable. Therefore, it’s helpful for them to develop their brain function through learning abacus mental arithmetic using both hands. Tai even planned to teach children at the age of three and even two. Since he believes that children nowadays are maturing early, many educators even emphasise educating children from the age of zero. Under the situation of a lower birth rate, a new generation of parents are attaching great importance to children’s education. Therefore, Tai hopes to develop another set of more lively and enlightening teaching methods for children to learn abacus and mental arithmetic in order to inspire their potential and development.

Examples of Two-handed Abacus Manipulation: Su Wan-ting’s story

In September 1991, Su Wan-ting attended Jenher Kindergarten in Tainan. She was a quiet and gentle girl. Su’s parents found that her math skills were lacking. One day, Wan-ting’s grandfather asked her what was the answer to seven plus two. Wan-ting tried to figure out the answer by counting her fingers but couldn’t do so. Her parents felt worried and decided to find an institute for her to improve her learning. Later, they heard that a neighbour’s son also attended kindergarten and had already learned mental arithmetic for ten

months, even passing the level 4 exam. Wan-ting's mother admired this and started to find an institute that offered an abacus mental arithmetic class in Tainan. She took a trial lesson at every institute she could find and collected all of the registration forms and flyers. Finally, she chose Tai's CMA.

After Wan-ting's mother talked to Tai Chiang Ching about his teaching philosophy, and also took a trial lesson on the teaching method of "Two-handed Abacus Manipulation," she came to believe that this teaching method was systematic, lively and creative. She also believed that Mr. Tai would be a caring teacher with great patience. She trusted CMA's teaching philosophy and method and believed that this was a suitable place for Wan-ting to learn abacus mental arithmetic. Besides, the difference between CMA and other tuition centres was that

Tai Chiang Ching emphasised parent-child teaching. During kindergarten, children are too young to attend alone so he asked their parents to attend the class with their children in order to provide them with the sense of safety and confidence to help them enhance their learning abilities.

Therefore, Mrs. Su accompanied Wan-ting on the difficult but interesting road that is the "long march of abacus mental arithmetic." Through supervision and companionship, Mrs. Su encouraged her daughter. Sometimes, when Wan-ting encountered setbacks and almost gave up, her mother would give her advice so Wan-ting would give herself another chance to practise at least two hours every day. Indeed, the mother and the daughter worked together to establish an "unprecedented" achievement in abacus mental arithmetic.