

都說三三四學制下的新鮮人比以前更稚嫩，可不是？學期初，校園到處是一張張未脫中學生氣質的臉孔，帶點好奇與陌生，追趕着校巴，在飯堂排着長隊。

然而，唸大學畢竟是催人成熟的過程。才十八歲的醫科一年級生，甫開學便白袍加身，給提醒行醫的責任。未進病房，先進解剖室，與死亡面對面。孔聖說「未知生，焉知死」，看來也不盡然。與死者打交道多年的防腐師伍桂麟和大家談談如何由死悟生。

任何專業和大能，欠缺制衡，後果堪虞。大學深明此道，設立生命倫理中心，為醫療相關專業以及其他學科的學生開設生命倫理課程。霍泰輝和陳家亮兩位教授向我們解釋背後理念。

無論職場要求的技能怎樣日新月異，修養始終是成就事業的基石，不容忽略。Mr. H. 今期說的是審言慎行的重要。



Under the 3+3+4 curriculum, freshmen tend to be younger. At the start of the academic year, the campus brims with curious adolescents looking like they're barely out of secondary school, chasing school buses or lining up outside cafeterias.

The university will be where they grow up and mature. Year 1 medical students, only 18 years old, don their white coats and take the oath to uphold professional ethics. But before entering the ward, they stop in the autopsy room. Confucius said, 'If you do not know life, how can you know death?' The reverse can also be true. Working face to face with death on a daily basis, the University's embalmer Ng Kwai-lun Pasu shares how he gets inspiration for life from the eternal sleep.

The University knows that any profession needs checks and balances. CUHK founded Hong Kong's first bioethics centre to provide ethics education to medical students and students of other disciplines. Professors Fok Tai-fai and Francis Chan talk to us about the vision and mission of the centre.

Job requirements may change but real substance remains the foundation of any career. Mr. H. discusses the importance of discretion in this issue.



照顧「無言老師」寶貴身軀的防腐師伍桂麟（頁10）
Ng Kwai-lun Pasu, caretaker of 'Silent Teachers' (p. 10)



醫學院在9月6日舉行首屆「白袍典禮」，逾二百名新入學的醫科生在院長帶領下宣讀誓詞，承諾恪守醫者的最高專業操守。
Led by the Dean of Medicine, over 200 newly admitted medical students took the oath to uphold the highest professional ethics in the inaugural 'White Coat Ceremony' held on 6 September.

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廿一世紀生命倫理

The Ethics of 21st Century Medical Practice

在 新生兒深切治療病房外，一位父親難以接受自己的先天畸形早產兒，跪地哭求**霍泰輝**教授（左）了結孩子的痛苦。「求我結束嬰兒的生命等於求我去殺人，我不可能破壞道德，但實際處理起來的確不容易。」霍教授憶述道。

新世代的醫護人員除了應付疑難雜症，同時要面對醫療科技進步引發的道德矛盾。人人都說如今醫學昌明，但昌明到甚麼程度？霍教授說，最厲害的要數延續生命的科技。「植物人無知無覺，無生活意義可言，但生命仍可以維持很久，只是不一定符合倫理道德。」

香港的生命科技發展緊隨世界步伐，有全球最大的基因組測序實驗室，然而，隨之而來的倫理問題卻一直未有統一平台討論、研究。這個局面最近有所突破，中大成立了全港首間由醫學院管轄的跨學科生命倫理中心。霍教授是中心的暫任總監：「香港兩大醫學院一向有道德課，但並非系統的訓練；很多非醫學院同事的工作也和生命倫理息息相關，之前未有機會結合到一起。生命倫理中心的成立可以統合倫理教育和研究，凝聚中大醫學院、其他學院、校外同仁三股力量，共同壯大生命倫理的發展。」

現時零散分布於六年醫科課程的四十小時倫理課將系統化，由2015新學年開始，醫學、公共醫療、護士、中醫和藥劑的本科生，都須上正規的生命倫理課。醫學院院長**陳家亮**教授（右）認為：「無論是醫生、護士抑或藥劑師，醫護人員最重要的責任是守護生命。如果道德標準、法理規範都尚未樹立正確觀念的話，就難以成為守護生命的專業醫護人員。」

生命倫理本身是個跨學科課題，因此中心的教學團隊也橫跨多個學科，包括哲學、社會學、人類學、心理學、媒體研究、生命科學等。學生也不限於醫科生。一部分的倫理課程會納入通識科，予其他本科生修讀。「學習生命倫理不局限於未來醫護人員。怎樣認識生命、尊重生命，是每個大學生應有的質素。能聚合哲學系、法律系、社會學系的學生一同上課，從不同角度表達看法，效果會比單純一班醫科生要好。」陳教授說。

中心剛於今年7月邁出第一步，與四十五年前在紐約創立的先導機構海斯汀斯中心合辦了生命倫理工作坊，出席人士有醫生、科學家、學生、哲學家和醫管局人員，研討生命開端與盡頭的倫理挑戰，以及倫理教學的關鍵技巧和工具。現階段正在設立辦公室，聘用及培訓教員，邀請國際專家加盟，以及設計生命倫理課程，迎接明年1月的正式成立。

於課堂探討複雜的生命倫理課題，陳教授說有不同授課形式。「基本的理論、概念、學說會用大課堂形式講授。但牽涉到深入案例分析，就要小組討論，讓學生內化對實際案例的理解。此外還有工作坊，學生要假設面臨一個倫理困境，設身處地從不同角度分析，再簡報出最好的處理方法。」

兩位教授以「超級嬰兒」的例子示範倫理課題的分析。陳教授說：「以往透過產前檢查只能得知嬰兒的性別，現在的基因技術已可檢測嬰兒是否患唐氏綜合症，在可見將來更可以知道嬰兒的智商、未來患各種嚴重疾病，如癌症、糖尿病、心臟病的風險有多高，因而有可能觸發倫理道德後果。若夫婦得到未如理想的檢驗結果，就可能會認為，既然還未生下來，就代表自己還有權利選擇不要孩子，直至等到下次有更理想的數據組合，才製造高智商又健康的『超級嬰兒』。」

霍教授補充道：「而且一定會和經濟掛鉤。這樣的技術肯定價值不菲，有錢人才負擔得起，中產也未必可以，窮人更加只能望洋興歎。那是否意味着超級富豪的兒女就有資格超級聰明，窮人的孩子就注定智商健康低人一等？這樣符合道德嗎？」

讓香港社會全面認知生命倫理，是中心的一大理想。「除了醫生，其實病人也一樣需要懂生命倫理，不少醫患矛盾正是源於病人或家屬對這方面了解不足。譬如醫生覺得不應該施用某種藥，認為只會增加病人痛苦，但病人可能誤會是醫生不盡力，放棄自己，見死不救。倘若雙方對倫理標準有足夠認識，就能理智地判斷何為正確做法。」霍教授說。

Outside the neonatal intensive care unit, a father, whose premature baby was born with deformities, dropped to his knees and pleaded with Prof. **Fok Tai-fai** (left) to end his child's suffering. 'To ask me to end the baby's life is tantamount to asking me to kill. I cannot go against my morals, but I also know it's not something that's easy to deal with,' said Professor Fok.

With advances in medicine and biotechnology, health practitioners of the new age face a whole new raft of moral and ethical issues besides treating diseases. We all know medical technologies are well developed nowadays, but how well exactly? Professor Fok said the best is in sustaining life. 'Even patients in a vegetative state can live on for years, though this is not necessarily an ethical practice.'

In Hong Kong, biotechnology is developing at a similar pace to the rest of the world. While the city has one of the biggest genome sequencing centres in the world, there was no integrated platform for research and education in bioethical issues arising from the fields of health care and life sciences. That changed, however, when CUHK established Hong Kong's first multidisciplinary bioethics centre under its medical school. Professor Fok is the interim director of the new centre. 'The two medical schools in Hong Kong have always had ethics education in their curriculum, but it was not offered systematically. Many of our colleagues are doing research on ethics, but we haven't been able to integrate their work. The establishment of the bioethics centre brings together ethics education and research. It serves as a platform for the Faculty of Medicine, for other disciplines, and for interested parties outside the University to work toward a common goal.'

The existing 40-hour ethics classes dispersed over the six-year medical curriculum will be restructured. Starting from the next academic year, undergraduate students of medicine, public health, nursing, Chinese medicine

and pharmacy will receive structured ethics training. 'The most important duty of a health care provider, whether a doctor, a nurse, or a pharmacist, is to take good care of life. Without proper understanding of moral standards and codes of conduct, it's impossible to become health care professionals,' said Prof. **Francis Chan** (right), Dean of the Faculty of Medicine.



Just as the field of bioethics is intrinsically interdisciplinary, the Centre for Bioethics requires a teaching team of scholars and researchers from a variety of disciplines who are working on bioethics. These include philosophy, sociology, anthropology, psychology, media studies and life science. The target students are not limited to the Faculty of Medicine, as part of the course will be included in University General Education which is open to all undergraduate students. 'To study bioethics is not the sole prerogative of future health care providers. To know life and to respect life are essential to each university student. When students of philosophy, law, and sociology are brought together to contribute their different points of view, the impact is better than the same with a class of only medical students,' observed Professor Chan.

The centre made its first move in July by hosting a workshop jointly with the Hastings Centre which pioneered the setting up of a bioethics centre in New York 45 years ago. Doctors, scientists, students, philosophers and Hospital Authority staff discussed the ethical challenges that occur at the beginning of life and those at the end of life, as well as the tools and critical skills for the teaching of bioethics.

At present, the centre is setting up its office, recruiting and training the trainers, enlisting big-name bioethicists, and developing a new curriculum to prepare for the inauguration of the centre next January.

Complicated ethical issues, Professor Chan said, can be taught by different means. 'Basic theories, concepts and schools of thoughts will be taught through lectures. When it comes to in-depth case studies, tutorials can help students internalize their understanding of actual cases. By means of workshops, students are given a chance to scrutinize hypothetical situations, analyse the ethical dilemmas involved from various perspectives, and present an optimal solution.'

The professors demonstrated how to approach ethical

issues using the strive for a 'designer' baby as an example. 'Prenatal examinations in the past could only tell the baby's gender. Nowadays, prenatal genetic testing is being used to screen for Down syndrome. In the foreseeable future, people may even be able to find out the baby's IQ and likelihood of suffering from serious illnesses such as cancer, diabetes, and heart disease. This could entail moral and ethical consequences. Couples dissatisfied with the test results may consider it their right to abort the pregnancy, and have another shot at having a "designer" baby who would ace the IQ and health prediction tests,' said Professor Chan.

'Complicating the matter is financial resources,' Professor Fok added.

'Technologies like this cost a fortune, which only the super rich could afford. Does it mean that the progeny of the rich are entitled to being smarter, while those of the poor are meant to be inferior? Is that ethical?'

One of the centre's core aims is to raise awareness of biomedical ethics within the Hong Kong community. 'Not only doctors but also patients need to know bioethics. Many conflicts between the two are due to a lack of common understanding of this issue. For example, a doctor decides not to use a certain medication to avoid increasing the patient's suffering. However, the patient might be under the impression that the doctor is giving up on him/her. If there's understanding between both parties, they can figure out the right thing to do in a rational way,' said Professor Fok. 📧



Letters to a Young Executive

Letter 2: On Discretion

11 September 2014

Dear K.,

I was so glad to receive your second letter, and thank you for giving me glimpses of how you were received at the VC's reception, inducted at induction courses, met new people at meetings and, what amounts to the same thing, lunches.

Of the above *rites de passage*, lunches are perhaps of first-order importance. Don't believe the 1987 film *Wall Street* when it says, 'Lunch is for wimps!' *Wall Street* may value lynching over lunching. But in this not-so-convenient part of the territory, a convenient truth is that a cordial and unhurried meal is the barometer, even guarantor, of collegiality.

I can feel your eagerness in starting in your new role, from your asking why I wrote in my last letter to the effect that it is discretion that defines an executive. Let me explain.

Discretion is often taken to be synonymous with care and caution, a desirable pause or hesitation in action or decision, leading sometimes to inaction and indecision. 'Restricted', 'stiff upper lip' and 'need-to-know basis' are among its many guises.

Though not semantically off the mark, it is not the entire story. To be discreet is also to be prudent, to know what is and is not appropriate and good under the circumstances, and act accordingly.

Its proactive side is captured very well in the proverb, attributable to Shakespeare, that *Discretion is the better part of valour*. Valour necessarily takes courage and strength.

Discretion is not to withdraw, abstain or put one's head in the sand.

To exercise discretion is to find a solution not found in any statute book but most apposite under the circumstances. It is said that all bureau workers act in accordance with precedents, procedures and protocols. Well, following the three p's would make one an artisan. But knowing how to exercise discretion makes one an artist. Rules are rarely carved in stone. To apply them judiciously and expeditiously, even when there are no rules, distinguishes a real professional from a mere charlatan.

Can discretion be learned?

In 1902, a 19-year-old student named Franz Xaver Kappus wrote to Rainer Maria Rilke for advice on a literary career. The correspondence that ensued between the two resulted in *Letters to a Young Poet*. In his letters, Rilke advises the novice poet to look inward, 'to say what you see and feel and love and lose', and to embrace solitude for 'your solitude will expand and become a place where you can live in the twilight.'

Whereas Rilke prescribes solitude for Herr Kappus, I prescribe solicitude to you, that is, to look to others, to those you come across in your daily work—superiors, subordinates, students, academic staff of sundry disciplines and persuasions, fellow executives with different responsibilities and portfolios, other stakeholders... Always have these interlocutors or addressees, or any combination of them, in mind, see what they see and feel and want and not want before you pick up the phone or pen a paper.

A word of caution, though. While no properly functioning citizen of the global village today can do without e-mails, this form of



communication is in fact the least discreet. This is true even if you flag an e-mail as confidential. I have enough to say about e-mails to fill another letter. Suffice it to say that this freight train simply loads too fast, takes off too soon and in too many directions that it inevitably would run over some toes and knock things down.

But I should really stop here. Drawing comparison to Rilke's famous letters is already encroaching upon the biggest indiscretion. I wish you a flourishing start to a great career!

Yours sincerely,

H.



尋找耐鹽大豆

Growing Soybeans Worth Their Salt

世界愈來愈缺乏足夠耕地生產糧食應付人口所需。按聯合國資料，全球人口將由2013年的七十二億增至2050年的九十六億，然而可耕地面積預計由2005年至2050年只增加百分之五，一個重要原因是全球逾九億公頃土地受鹽漬化影響，而當中一成位於中國。

The world is running out of farmland to feed its people. According to the UN, the world's population will grow from 7.2 billion in 2013 to 9.6 billion in 2050, yet the area of arable land will only increase by 5% between 2005 and 2050. One major problem is that over 900 million hectares of land is salinized and 10% of this is in China.



大豆和鹽漬化

中國是全球人口最多的國家，鹽漬化可耕地有六百七十萬公頃，位列世界第四。鹽漬化往往是由於灌溉不當、高鹽度地下水蒸發和海水倒灌造成。耕地鹽漬化會影響作物的產量和品質，因此，培植耐鹽作物是當務之急。

生命科學學院教授兼大豆研究中心主任**林漢明**成功發現能令大豆耐鹽的基因。

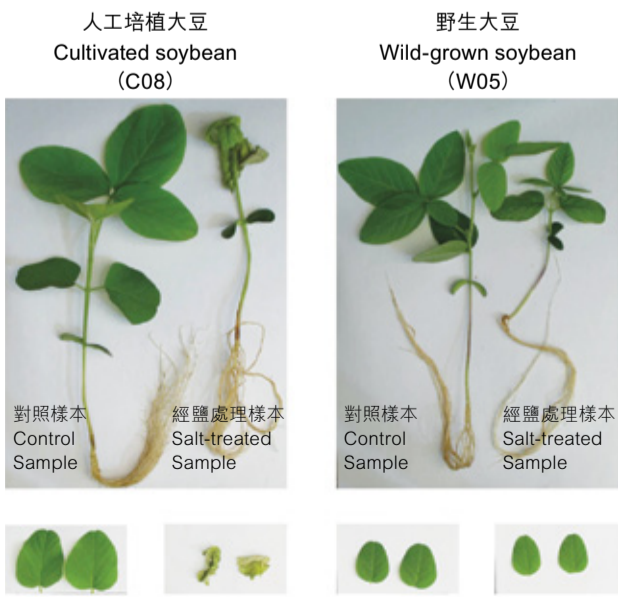
這研究乃以林教授2010年的發現為基礎，當時他和研究團隊破解了三十一種大豆基因組密碼，揭示野生大豆比人工培植大豆有更高生物多樣性，並保存了耐逆基因，以利於自然環境中生長；而人工培植的大豆則已失去適應惡劣環境的基因。

利用野生種源

林教授應用了基因組學、遺傳學和分子生物學的最新技術，抽取野生大豆的耐鹽基因。實驗對象是一種已證實耐鹽程度極高的野生大豆，現稱之為W05，在鹽處理實驗下，W05抵受住高鹽環境存活下來，而對鹽分敏感、稱之為C08的大豆，葉子則皺起來，最後枯萎。

遺傳種群

研究人員以人工授粉方法為W05和C08繁殖後代，這是很漫長的過程，因為要建立一個基因結構穩定的種群，並非繁殖一代便能成事，而是要經歷多代。七年之後，繁殖的後代的馴化程度已達到99.99%，即基因變化已趨於完全穩定，研究人員可用來作可靠和反覆的比較。



基因測序過程

林教授的團隊以先進的全基因組測序技術，對W05的基因組和基因型進行解碼，亦即找出這個種群的基因結構差異。

「譬如說我們選了九十六種大豆，每種有二十條染色體，是否每條都帶有父母基因呢？」他解釋，「以往的遺傳學研究會採用分子標記方法，這種方法分辨率很低。現在我們可以透過基因測序，更準確知道該大豆的父母基因分布。」

那麼又如何從浩繁的基因資料找到耐鹽基因？科學家得花多年在農田和溫室蒐集數據。「這是另一個冗長乏味的過程，我們要摒除自然環境的影響，因為自然環境每年都可能不同。」林教授續指出：「我們觀察和測量大豆的特徵，例如種子大小、抗鹽程度等，然後以生物信息學方法分析數據，找出那些植物的基因結構與其在田間表現有何關聯。」

聚焦目標

研究人員觀察到大豆的十一種特徵，成功找到與它們相關的主效基因所處位置，又發現在W05的三號染色體中有一個區域專門主宰大豆的耐鹽程度，該區域有幾十個基因，他們利用多種不同方法，終於找到目標基因。

要確定他們所觀察到的現象不限於W05和C08，研究人員對其他野生和培植品種進行相同測試，發現所有耐鹽大豆均含有該基因，而在對鹽分敏感的大豆內，該基因已突變而永久失去該功能。植物生長於肥沃和灌溉充分的土地上，會經歷基因突變，棄掉無用基因以節省資源。

以分子生物學驗證

研究人員接着以分子生物學來證明該基因確實負責控制植物的耐鹽程度。他們以轉基因方法將目標基因放進植物細胞，發現與沒有目標基因的植物相比，注入該基因的植物較能抵受鹽處理而存活。他們也將目標基因注入C08的根部，同時將一個不相干的基因注入另一棵C08樣本中，比較兩者，他們發現目標基因在鹽處理中表現較優，並為帶有該基因的植物提供更好的保護。

林教授解釋：「這有兩個意義，一是我們可在細胞層面令植物免受鹽害，二是我們可影響鈉離子的積聚。鈉離子是鹽的重要成分，是有毒性的，一旦進入植物細胞，會影響植物機能。我們發現目標基因可降低植物的鈉離子水平。」

展望未來

林教授希望可與中國西北或東北的研究單位合作，取得耐旱和適應力強的大豆，並加入耐鹽基因，培育出能在極惡劣環境生長的「超級大豆」，改善貧農的生活。

研究結果刊登於2014年7月的《自然通訊》。

研究大豆的原因

Motivation to Study Soybeans

- 大豆源於中國，但現時卻要從美國、巴西和阿根廷入口
China is the home of the soybean, yet currently it is importing most of it from the US, Brazil and Argentina
- 中國大豆的品種繁多，包括野生品種
China has the most soybean germplasms, including wild varieties
- 大豆有固氮作用，使土地回復肥沃，可減少使用化肥
The soybean has the ability to fix nitrogen, restoring soil fertility and reducing the need for chemical fertilizers

Soy and Salinization

China, the world's most populous country, has 6.7 million hectares of saline arable lands, ranking fourth worldwide. The causes of salinization are usually improper irrigation, excessive evaporation of salty underground water, and intrusion of seawater. Salinization hampers both the productivity and quality of crops. Developing salt tolerant crops, therefore, is a pressing issue.

Prof. **Lam Hon-ming**, professor in the School of Life Sciences and director of the Centre for Soybean Research, has succeeded in identifying the gene that makes soybeans salt tolerant.

Professor Lam's present research is built on a significant discovery he made when he and his team decoded 31 soybean genomes in 2010—wild soybeans have much higher biodiversity than cultivated ones and they may have retained genes that help them to fend for themselves in the natural environment. On the other hand, plants pampered by humans may have lost the genes that enable them to cope with adverse conditions.

Making Use of Wild Germplasm

In this research, Professor Lam and his team extracted the salt-tolerance gene from wild soybeans using the latest technologies in genomics, genetics, and molecular biology. Their target was a wild-grown soybean that's been proved to be highly tolerant to salt. They named it W05. In salt treatment experiments, W05 survived, while its salt-sensitive counterpart, which the researchers named C08, had crumpled leaves and eventually wilted.

Genetic Population

The researchers tried to get W05 and C08 to produce offsprings through artificial pollination. This is a hugely time-consuming process because they need a population that is stable in its genetic makeup. This means breeding not one, but multiple generations. After seven years, the researchers observed that the descendants had reached a level of acclimatization of 99.99%, which means that their genetic changes had stabilized almost completely, allowing the researchers to make reliable and repeated comparisons.

The Genomic Process

Professor Lam and his team then applied state-of-the-art whole genome sequencing to decode the W05 genome and to genotype, in other words, to determine the differences in the genetic makeup, of the population.

'Say we selected 96 types of soybean. Each type has 20 chromosomes. Does each chromosome carry the father's gene or the mother's?' he explains. 'Genetic research in the past used molecular markers, which had very low resolution. But now we can do genetic sequencing on the soybean and find out with far greater accuracy how the father's and the mother's genes are distributed in the offsprings.'

But how do they find the salt-tolerant gene from the haystack of genetic material? The scientists collected data over a number of years from both farmlands and greenhouses. 'It's another tedious process because we need to discount the effects of the natural environment which may change from year to year,' said Professor Lam. 'We observed and measured the traits of the soybeans, such as the size of the seeds and how salt-tolerant they are. Then we used bioinformatics to read the data and try to identify links between the genetic makeup of the plants and their performance in the field.'

Zooming in

The researchers managed to identify the positions of the main genes in 11 of the traits they observed. They also found an area in chromosome 3 of W05 that specifically

controls salt tolerance. However there are dozens of genes in that area. Using a variety of methods, the team finally found their target gene.

To make sure that the phenomenon they observed is not restricted to W05 and C08, the team applied the same tests to other soybean germplasms, both wild and cultivated, and found that all salt-tolerant soybeans possess the same gene while in salt-sensitive soybeans, the gene has undergone mutation and lost its function irrevocably. Plants that grow on fertile and well-irrigated lands, mutate to get rid of that gene in order to conserve resources.

Proving with Molecular Biology

The team's next step was to prove, using molecular biology, that the gene is in fact responsible for a plant's salt tolerance. They transferred the target gene into plant cells using a transgenic approach, and found that those given the gene survived the salt treatment much better than those that were not. They also inserted the gene into the roots of the C08 plant, and at the same time, added an unrelated gene into another C08 sample. Comparing the two, they found that the target gene performed much better in surviving salt treatment and offered far greater protection to its host.

This has two implications,' Professor Lam explains, 'First, it means we can protect plants from salt at a cellular level. Second, it means we can influence the accumulation of sodium ion. Sodium ion is one of the major components of salt, and it is toxic. Once it enters a plant cell, it affects

為何不只種植野生大豆? Why Not Just Grow Wild Soybeans?


農夫不喜歡野生大豆的好些特質:
Some characteristics of wild soybeans make them unattractive to farmers:

- 種子太小
The seeds are small
- 屬於攀緣植物·於地上四處蔓生·難以用現時的機器收割
They are creepers that grow laterally on the ground, which makes them impossible to harvest with existing machinery
- 含油量較培植品種少
They generally have a lower oil content than cultivated varieties

physical function. We discovered that the target gene was able to lower the level of sodium ion in the plant.'

Looking Ahead

Professor Lam hopes to collaborate with research units in northeastern and northwestern China to obtain drought-tolerant and highly adaptive soybeans and apply the salt-tolerant gene to them, making them 'super soy' that can grow in the most adverse environments and improve the lives of poor farmers.

The research was published in *Nature Communications* in July 2014. 



博文貫珍 The Galleria

聯合書院於1956年6月由廣僑、光夏、華僑、文化及平正會計專科學校五所私立書院合併組成，於同年10月正式開課。書院早期的經濟來源主要是學術機構的補助及學費。從第一學年預算所見，書院估計：孟氏基金會的補助加上學費收益達到港幣四十餘萬元，扣除教職員薪酬開支及校舍租金後，每月仍有盈餘二百五十元，應能達到收支平衡。

事實上，聯合書院開辦初年，實際收入遠未能達到預算，儘管一直縮緊開支，每月平均赤字竟達萬元，只好靠師生艱苦撐持。1959年，香港政府宣布資助聯合、崇基、新亞三所書院，以籌備成立中文大學，聯合書院的財政才有可觀的改善。

聯合書院慷慨借出第一學年預算原件，現於大學展覽廳展出。

Founded in 1956 through the amalgamation of five colleges: Canton Overseas, Kwang Hsia, Wah Kiu, Wen Hua, and Ping Jing College of Accountancy, United College commenced operation in October of the same year. In its early days, the College's revenue came mainly from tuition fees and financial support from educational organizations. The College's Proposed Budget for the First Academic Year shows that it expected to receive an income of about HK\$400,000 from funding from Mencius Educational Foundation and tuition fees. After paying salaries for teachers and staff as well as the rent for its premises, etc., there would be an estimated surplus of HK\$250 per month.

However, the College's actual income fell short of its expectations in its fledgling years. The College ran a monthly deficit of some 10,000 dollars despite its austerity measures. Its finances were improved only after the Hong Kong Government announced the provision of subventions

to United College, Chung Chi College, and New Asia College in 1959, a year after the proposal for establishing the Chinese University was accepted.

聯合書院 第一學年預算	
收入:	
由孟氏補助而來	220,000.00
由宗費而來 (全學年40人, 每學年\$5,000)	180,000.00
收入合計	400,000.00
支出(每月):	
薪金(每月):	
主任 2人 @ \$8,000	16,000.00
高級主任 2人 @ \$6,000	12,000.00
10小時 @ \$4,000	40,000.00
20小時 @ \$4,500	90,000.00
180小時 @ \$5.00	900.00
20小時由院務每月5人, 每學年, 共\$2,000	20,000.00
每月薪金合計	178,000.00
薪外(每月):	
宿舍管理員	12,000.00
院務每月5人, 薪金 \$2,000.00 (每月由院務支付)	60,000.00
每員宿舍管理員 (每月由院務支付)	10,000.00
院工書院文印	3,500.00
水電費(每月)	2,000.00
宿舍管理員薪金	2,000.00
工役 6人 @ \$100.00	6,000.00
每月薪外合計	115,500.00
行政經費(每月):	
校長	25,000.00
校務	15,000.00
每月行政經費合計	40,000.00
每月支出合計	333,500.00
每月盈餘	66,500.00
*250.00 X 12 = \$3,000.00 (全年盈餘可供其他用途)	

The Proposed Budget for the First Academic Year of United College is now on display in the University Gallery, courtesy of the College.

PROPOSED BUDGET	
For the First Academic Year	
REVENUE:	
From Mencius Educational Foundation, say	\$220,000.00
From Tuition (Presuming 400 Fully-paid Students @ \$45.00)	180,000.00
Total Yearly Receipts	\$400,000.00
\$400,000.00 ÷ 12 = Monthly Receipts	\$33,333.33
EXPENDITURE (Monthly):	
Teaching Salaries (About 370 Hours):	
7 Full-time Professors @ \$8,000.00 Each	\$56,000.00
8 Full-time Associate Professors @ \$7,000.00 Each ..	56,000.00
(These professors will teach 180 hours)	
10 Part-time Hours @ \$45.00 per Hour	450.00
20 Part-time Hours @ \$45.00 per Hour	900.00
180 Part-time Hours @ \$5.00 per Hour	900.00
20 Hours Taken up by 5 Members of the Administrative Council without Pay	—
Monthly Total Teaching Salaries per Month	\$64,200.00
Staff Salaries (Monthly):	
Chairman of the Board of Trustees	\$1,200.00
5 Members of the Administrative Council	
Concurrently Exams or Heads of Leading Departments at \$1,200.00 Each	6,000.00
Allowance to Dean of School of Technology	300.00
Allowance to 7 Department Heads @ \$50.00 Each ..	350.00
Office of the Secretary General and the Accountant General	2,000.00
12 Clerks @ \$250.00 Each	3,000.00
6 Servants @ \$100.00 Each	600.00
Monthly Total Staff Salaries per Month	13,250.00
Administrative Expenses (Monthly):	
Rent (2 Premises)	\$2,500.00
Utility Cash	1,500.00
Monthly Total Administrative Expenses	4,000.00
Grand Total Expenditure per Month	\$81,450.00
TABULATION	
Total Monthly Receipts	\$33,333.33
Total Monthly Expenditure	24,820.00
Estimate Surplus per Month	\$ 8,513.33
\$8,513.33 X 12 = \$102,160.00 (Amount Available for Other Purposes).	



中大新生開展學術新旅程

New Students Begin Their Academic Journey at CUHK

暑假結束，各種迎新活動過後，新學年已於9月1日開始。今年中大透過聯招辦法，共錄取二千六百三十名第三屆中學文憑試考生，近百分之百為Band A考生。於文憑試考獲五科5**成績或以上的考生中，30%獲中大錄取，其中三位考獲七科5**。

海外招生方面，中大今年共錄取了近五百名新生，除來自內地三十一個省市、澳門、台灣外，還有加拿大、丹麥、法國、德國、印度、印尼、日本、韓國、吉爾吉斯、馬來西亞、挪威、葡萄牙、荷蘭、南非、泰國、英國、美國等地。

另外，透過全國統一招生計劃，在三十一個省/直轄市/自治區共錄取了三百零六名尖子，當中近八十人曾在各種全國比賽中獲獎，例如奧林匹克競賽、科技創新競賽、英語能力競賽、地理大賽、文心雕龍盃作文大賽等，另外還錄取了一位國家一級運動員及二十一位少數民族學生。

此外，中大今年透過「運動員獎學金」共錄取了二十四名聯招及非聯招本地學生，當中十二人屬於香港隊代表。

A new academic year began on 1 September after the end of the summer break and the conclusion of different orientation activities for new students. Through the Joint University Programmes Admission System (JUPAS), the University has admitted 2,630 students who sat the third Hong Kong Diploma of Secondary Education (HKDSE) examination. Close to 100 percent of them were Band A students. Of all candidates who achieved Level 5** in five subjects or above in the HKDSE territory-wide, 30% were admitted by CUHK, including three top scorers who attained 5** in seven subjects.

The 2014 intake includes about 500 non-local students from 31 mainland provinces and municipalities, Macau, Taiwan, as well as countries all over the world, including Canada, Denmark, France, Germany, India, Indonesia, Japan, Korea, Kyrgyzstan, Malaysia, Norway, Portugal, The Netherlands, South Africa, Thailand, the UK, the US, etc.

As for mainland students, CUHK admitted 306 students from 31 provinces, municipalities and autonomous regions through the National Colleges and Universities Enrollment System. Among the mainland students, about 80 were prize winners of various national competitions, including Olympiads, innovation competitions, English competitions, geographical competitions and writing competitions. CUHK also admitted one national-level athlete and 21 students from ethnic minorities.

This year, 24 JUPAS and non-JUPAS students, who have outstanding achievements in sports were admitted to CUHK through the Sports Scholarship Scheme. Twelve of them are members of the Hong Kong National Squads.

以最佳五科成績中位數計算，收生最高分的五個課程/專修範圍為：
Top five programmes/streams in terms of the median admission scores of the best five subjects are:

- 醫學 (環球醫學領袖培訓專修)
Medicine (Global Physician Stream)
- 環球商業學
Global Business Studies
- 藥劑學
Pharmacy
- 醫學
Medicine
- 計量金融學及風險管理科學
Quantitative Finance and Risk Management Science



本地生 Local Student



黃蕊獻
Wong Yui-hin

黃蕊獻在文憑試考獲七科5**，她更於第八科西班牙文考A級。蕊獻自小醉心中文，尤其愛看中文書籍和練習書法。酷愛文學及中史的她選讀中文系，冀畢業後投身教學或編輯工作。

Wong Yui-hin attained 5** in seven subjects in the HKDSE. She also received an excellent result in the eighth subject—Grade A in Spanish as a Category C Other Language subject. A lover of Chinese literature and history, Yui-hin enjoys reading and practises calligraphy, and naturally, she chose Chinese Language and Chinese Literature programme as her first choice. She plans to become a teacher or an editor after graduation.

內地生 Mainland Student

李瑞誠
Li Ruicheng

商學院新生李瑞誠在湖南超過三十萬考生中考獲數學科滿分第一名。他在學長的推薦下認識中大，十分嚮往在中大的大學生活，尤其喜歡這裏的書院制度和美麗校園。

Li Ruicheng was the top scorer in mathematics in Hunan, a province with over 300,000 candidates this year. He was admitted to CUHK's Business School. He knew about CUHK through the recommendation of his upperclassmen. He is particularly impressed by its college system and beautiful campus.



國際生 International Students

黃偉健
Kent Ng

來自馬來西亞的Kent取得馬來西亞公開試STPM成績後，立刻申請中大。他主修法學，目標是成為律師，用所學的知識及技能服務社會。

Kent Ng from Malaysia submitted his application to CUHK right after he got his STPM results. He envisages himself serving the community as a legal professional upon graduation with the knowledge and skills that he would acquire during his studies at this University.



Hilder Marie

生於挪威的Hilder Marie，中學時曾參加交流團來香港一年，修讀機械工程學，隨後更用一年時間學習普通話及中國武術。酷愛中國文化的Hilder得悉成功入讀中大當代中國研究課程時興奮不已。她希望畢業後從事外交工作或成為普通話教師。

Hilder Marie from Norway joined an exchange programme to Hong Kong to study mechanical engineering for a year when she was a high school student, and took a gap year to learn Mandarin and Chinese martial arts. She was thrilled when she learnt that she had been offered a place in the Contemporary China Studies programme at CUHK. Her goal is to join the Norwegian Foreign Service or to be a Mandarin teacher back home upon graduation.



Kairat Eshbolotov

來自吉爾吉斯的Kairat感激中大提供獎學金，給他實踐大學夢想的機會。Kairat十分欣賞工程學院的大類收生模式，讓他在第一個學年有機會接觸和修讀各種工程相關的課程，他計劃日後主修計算機工程學或電子工程學。

Kairat from Kyrgyzstan is grateful to CUHK for offering him a tuition scholarship to study engineering, and thus realizing his dream of going to university. He appreciates the broad-based admission scheme of the Faculty of Engineering, by which he will be given the opportunity to explore his academic interests through taking courses in different engineering fields in the first year of study. He plans to major in either computer science or electronic engineering.



張妙清獲心理學傑出貢獻獎 Fanny Cheung Awarded for Distinguished Contributions to Psychology



中大副校長兼卓敏心理學講座教授張妙清最近於巴黎舉行的國際應用心理學大會上獲頒2014年度傑出科學貢獻獎，以表揚她在推動國際應用心理學發展的成就。

該獎項由國際應用心理學協會 (IAAP) 每四年頒授一次，每次只頒予一至兩位在國際心理學上有傑出貢獻及影響力的心理學家，迄今全球只有共十人獲頒此獎項，張妙清教授是首位亞洲心理學家獲此殊榮。

張教授表示：「我十分榮幸能與九位世界頂尖心理學家前輩分享此殊榮，並成為第一位來自亞洲的得獎人，證明了國際心理學界愈加認同及重視中國心理學對主流心理學學術發展的重要貢獻。」

張教授一直致力發展應用心理學中與文化相關的測量工具，先後將明尼蘇達多相人格測驗 (MMPI及MMPI-2) 翻譯為中文引入中國，又開創中國人個性測量表 (CPAI) 的研究，成為亞洲首個全面的人格測量工具。

Prof. Fanny M.C. Cheung, Pro-Vice-Chancellor and Choh-Ming Li Professor of Psychology of CUHK, was presented the 2014 Award for Distinguished Scientific Contributions to the International Advancement of Applied Psychology by the International Association of Applied Psychology (IAAP) at the International Congress of Applied Psychology held in Paris earlier. The award is presented every four years to one or two psychologists who have made distinguished scientific contributions to international psychology. This is the first time an Asian psychologist has won this award and, so far, there have only been 10 awardees in total.

Professor Cheung remarked, 'I am honoured to share this distinguished award as the first Asian recipient with nine other world-class psychologists before me. It shows the international psychological community has come to recognize the important voice that Chinese psychology can contribute to the scientific development of mainstream psychology.'

Professor Cheung plays a leading role in developing and validating culturally relevant assessment tools in applied psychology. She helped to translate the Minnesota Multiphasic Personality Inventory (MMPI and MMPI-2) into Chinese and helped standardize the Chinese versions using large-scale representative national samples. She then initiated the research programme to develop the Chinese Personality Assessment Inventory (CPAI), the first comprehensive personality measure in Asia.

廣東省英語教師培訓課程 In-service Programme for Guangdong English Teachers

由香港教育局撥款港幣超過一百三十萬元，委託教育學院優化英語教學研究中心舉辦的「廣東英語教師培訓課程2013-14」順利進行，並於7月26日舉行慶祝會。該課程2011年創辦，旨在幫助廣東英語教師了解香港英語教學的最新趨勢，語文教學理論的課堂實踐，以及設計校本英語課程的技巧。

今年課程於7月6至26日舉行，共三十九位來自廣東省十一個城市的小學英語教師參與多項結合理論與實踐的培訓活動，課題包括英語為第二語言教學法、校本課程發展、照顧學生學習差異、運用資訊科技提升英語教學等，活動包括由教育學院的教師培訓專家及前線小學英語教師所教授的工作坊、三次小學參觀、教學錄像分析、週末文化遊等。

The Centre for Enhancing English Learning and Teaching (CEELT) of the Faculty of Education cheered over the success of the In-service Programme for Guangdong English Teachers 2013-14 at the celebration ceremony held on 26 July. Commissioned by the Education Bureau with a funding of over HK\$1.3 million, CEELT has been organizing the teacher training programme from 2011 till now, aiming to help participants to keep abreast of the latest trends in English language learning and teaching in Hong Kong, translate theories of language teaching into classroom practices, and develop skills in designing school-based English Language curriculum.

In the three-week programme from 6 to 26 July, 39 primary English teachers from 11 Guangdong cities participated in various training activities combining theory and practice of major education topics such as the latest primary English teaching methodologies, school-based curriculum development, catering for learner diversity as well as using IT to enhance English learning and teaching. Various activities include workshops conducted by teacher training experts of the Faculty of Education and local frontline primary English teachers, visits to three local primary schools, video-recorded lesson observations and cultural tours on Saturdays.



前排：教育學院院長梁湘明教授 (右四)、教育局高級專業發展主任劉淑儀女士 (左四)、課程總監及優化英語教學研究中心總監參陳淑賢教授 (右三)、教育學院副院長石秦家慧教授 (左三)
Front row: Prof. Alvin Leung (4th right), Dean of Education; Ms. Rosalind Lau (4th left), senior professional development officer, Education Bureau; Prof. Barley Mak (3rd right), programme director and director of CEELT; Prof. Cecilia Chun (3rd left), Associate Dean of Education



中大蟬聯十三屆划艇賽總冠軍 CUHK Rowers Clinch 13th Championship in a Row

由全港大學賽艇錦標賽籌委會主辦、香港賽艇協會協辦、成龍慈善基金會贊助的「成龍挑戰盃2014年全港大學賽艇錦標賽」，於8月16及17日在沙田賽艇中心舉行，共有二百四十多位來自七所本地大學的運動員參與。本校共派出男女艇手各二十二名，參加十一個比賽項目，共獲四金五銀三銅的佳績，並奪得男、女子全場總冠軍，更連續第十三年獲得全場總冠軍。

Organized by the committee of the Hong Kong Universities Rowing Championships, sponsored by the Jackie Chan Charitable Foundation, and co-organized by Hong Kong, China Rowing Association, the 'Jackie Chan Challenge Cup Hong Kong Universities Rowing Championships 2014' was held on 16 and 17 August at the Shatin Rowing Centre. Over 240 athletes from seven local universities took part in the competition. Twenty-two male and 22 female rowers from CUHK participated in 11 events, in which they won four golds, five silvers and three bronzes. The CUHK team also captured the men's overall and women's overall championships, and bagged the overall championship again, making it the winner of the title for 13 consecutive years.



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請須輸入[中大校園電子郵件密碼](#)。

蕭紅在中大
Activities in Commemoration of Xiao Hong



座談會 / Colloquium (In Chinese)

「都是自由的」——對談蕭紅 Conversing about Xiao Hong	
日期 Date	8.10.2014
時間 Time	7:30 pm–9:30 pm
地點 Venue	康本國際學術園LT1講堂 LT1, Yasumoto International Academic Park
與談人 Speakers	<ul style="list-style-type: none"> 許鞍華導演 Ann Hui, Director 許子東教授 (嶺南大學中文系) Prof. Xu Zidong, Lingnan University 黃念欣教授 (香港中文大學中文系) Prof. Wong Nim-yan, CUHK
合辦 Co-organizers	書寫力量、香港文學生活館、安樂影片、商務印書館 TPOW, The House of Hong Kong Literature, Edko Films Ltd., and The Commercial Press
網上報名 Registration	http://goo.gl/jzOX5t

展覽 / Exhibitions (Co-organized with The CUHK Library)

蕭紅與東北作家作品展 Xiao Hong and the Northeast Writers (Book Exhibition)	
展期 Date	17.9.2014 – 17.10.2014
地點 Venue	新亞書院錢穆圖書館地下 G/F, New Asia College Ch'ien Mu Library
許鞍華電影回顧展 Ann Hui: A Retrospective Exhibition (Multimedia Exhibition)	
展期 Date	17.9.2014 – 17.10.2014
地點 Venue	聯合書院胡忠多媒體圖書館地下視聽區 G/F, United College Wu Chung Multimedia Library

uBuddies 2014 投入服務
uBuddies 2014 in Action

為推廣關顧互助的校園文化，學生事務處學生輔導及發展組於2010年成立了中大朋輩輔導聯網，以培養一群熱心的本科生以同路人的身分，與朋輩分享校園生活的體會，以及成長的經驗和智慧。

第五屆的uBuddies朋輩輔導員在過去半年已接受了連串系統培訓，包括基本心理輔導技巧和心理健康急救基礎課程，並在心理輔導員督導下進行輔導實習等。他們亦於這學年開始，為同學策劃和提供各種服務和活動，並透過uBuddies E-box (ubuddies@cuhk.edu.hk) 與本科生聯繫及提供適切支援。

新一屆的朋輩輔導員的招募行動亦已開展，詳情參閱<https://www.cuhk.edu.hk/osa/scds>，查詢請致電3943 1804與江小姐聯絡。

In order to promote a caring and supportive culture on campus, the Student Counselling and Development Service of the Office of Student Affairs established the 'uBuddies' Peer Counselling Network in 2010. The project is aimed at nurturing carefully selected non-final-year undergraduate students to serve as peer counsellors who can share their experiences and wisdom with fellow students.

The latest batch, uBuddies '14, have completed systematic training in peer counselling skills and mental health first aid as well as practised under supervision in the past six months. With the commencement of the new academic year, they have also been providing various peer support services and activities for the benefit of the student community, as well as managing the uBuddies E-box (ubuddies@cuhk.edu.hk).

The sixth batch of 'uBuddies' is now open for recruitment. Details are available at <https://www.cuhk.edu.hk/osa/scds>. For enquiries, please contact Ms. Kong at 3943 1804.

翻譯研究中心網上書店啟用
Launch of the Research Centre for Translation Bookstore

翻譯研究中心網上書店 (eshop.rct.cuhk.edu.hk) 已於2014年9月1日正式啟用，讀者可通過電子媒體輕鬆選購該中心出版的刊物及書籍。

翻譯研究中心出版多種高水準學術書籍及刊物，包括國際知名的《譯叢》雜誌、學術刊物《翻譯史研究》，還有《譯叢》叢書、《譯叢》文庫、「翻譯研究論叢」、「翻譯史研究論叢」，以及即將面世的「亞洲翻譯傳統」叢書。

9月1至30日期間，中心所有出版物均以折扣優惠價出售，首次從網上購書的讀者，將獲贈特別禮物。

The Research Centre for Translation (RCT) has launched a new online shopping system, the RCT Bookstore (eshop.rct.cuhk.edu.hk), where all publications by the centre are now available for ordering online.

The RCT has been actively publishing prestigious publications, including the world-renowned journal *Renditions*, *Renditions Books*, *Renditions Paperbacks*, and *Studies in Translation History*, *Translation Studies Research series*, *Studies in Translation History series*, and the upcoming new English book series 'Asian Translation Traditions'.

To celebrate the launch of the bookstore, special offers are given on all RCT publications for a limited period until 30 September 2014. The centre is also offering a special gift for customers who make their first purchase.

電子產品回收計劃
E-device Collection Campaign

中大商學院聯同友邦保險合辦「電子產品回收計劃」，推廣環保助人的訊息。現呼籲中大職員、校友及同學捐出舊電子產品*，非牟利組織明愛電腦工場回收後，會刪除內裏的舊資料，更新程式，再轉贈有需要人士。詳情如下：

To spread the message of helping others and going green, the CUHK Business School and AIA are collaborating to launch the 'E-device Collection Campaign'. CUHK staff, alumni and students are encouraged to donate their used e-devices* to Caritas Computer Workshop, a non-profit organization. It will erase old data and add new software to the devices before giving them to people who need them most. Details are as follows:

日期 Date / 地點 Venue	時間 Time
7.10.2014	
• 鄭裕彤樓一樓大堂 Lobby, Level 1, Cheng Yu Tung Building	10:00 am–6:00 pm
• 工商管理碩士課程市區教學中心大堂 (中環夏愨道12號美國銀行中心1樓B室) Lobby, CUHK MBA Town Centre (Unit B, 1/F, Bank of America Tower, 12 Harcourt Road, Central, Hong Kong)	12:00–9:00 pm
8.10.2014	
• 工商管理碩士課程市區教學中心大堂 (中環夏愨道12號美國銀行中心1樓B室) Lobby, CUHK MBA Town Centre (Unit B, 1/F, Bank of America Tower, 12 Harcourt Road, Central, Hong Kong)	12:00–9:00 pm
9–10.10.2014	
• 范克廉樓地下 G/F, Benjamin Franklin Centre, Central Campus	10:00 am–4:00 pm
• 康本國際學術園文化廣場 Piazza, Yasumoto International Academic Park	10:00 am–4:00 pm

查詢詳情，請聯絡：

For enquiries, please contact:

商學院本科課程辦公室唐先生 Mr. Joseph Tong, Undergraduate Office, Business School	☎39437643 ✉ josephtong@baf.cuhk.edu.hk
商院校友及企業事務辦公室程小姐 Ms. Maggie Ching, Alumni and Corporate Affairs Office, Business School	☎39434718 ✉ maggieming@baf.cuhk.edu.hk

* 可回收舊電子產品包括：電腦主機及顯示屏、電腦周邊設備如轉換器及打印機、數碼產品、手提電話、LCD顯示屏、CRT顯示屏、商業伺服器及網絡配件等。

Recyclable e-devices include computer motherboards and monitors, peripheral computer equipment such as converters and printers, digital products, mobile phones, LCD monitors, CRT monitors, commercial servers, networking accessories, etc.

生物醫學學院防腐師 伍桂麟先生

Mr. Ng Kwai-lun Pasu Embalmer, School of Biomedical Sciences

可以說說你的工作範圍嗎？

我負責遺體防腐工作、標本製作和解剖室教學運作，此外還有無言老師遺體捐贈計劃 (www.sbs.cuhk.edu.hk/bd/) 的運作和推廣，包括答覆電話查詢，促進捐贈者或其家人與大學的溝通，就他們對遺體用途的意願和期望，盡量配合。

人們初次得悉你的職業，會有甚麼反應？

有些人會以為防腐師是做食物加工，是製罐頭的。了解工作性質後，年紀和我差不多的八十後多會問：對着那麼多遺體，是否很嚇人？有遇見鬼嗎？成熟點的朋友會關心：這工作對你有甚麼意義？會影響交女朋友嗎？結婚沒有？

防腐師須有甚麼素質和訓練？

首先要對遺體沒有恐懼。很多朋友說：我常常看鬼片、驚悚片，哪會害怕！其實不然，愈是看得多，愈會害怕。最重要是以平常心對待，不會有風吹過便覺得那是陰風陣陣。知識和技術可以補足，耐性和專注是先決條件。入職後會有解剖和防腐訓練，我也曾到外國進修有關知識。

你是怎樣入行的？

我在中學並不唸純理科，大學修設計，畢業後曾做設計師，看似跟現職風馬牛不相及。由於跟親人從事殯儀行業（遺體防腐），應徵防腐師一職之前我已有五六年處理遺體的經驗，讓我有點優勢。到現在我處理過各種死因和年齡的遺體已過千具。

中大接收的遺體主要有甚麼用途？

主要有三，一是供學習解剖，約每十名學生會用一具遺體作實習，為期兩年。二是解剖、塑化後，製成標本，交醫科、護理學、中醫、藥劑和人類生物學等學生學習人體結構。第三是不加防腐，存放於零下十多度的冰櫃，解凍後以最接近自然的狀況留待醫生作手術練習或研發用。

港人對捐贈遺體的看法近年可有改變？

最初一年只有兩三宗捐贈，不足十人登記，到了去年，獲捐贈遺體八十多具，登記者四千多人。以前人們覺得解剖室很恐怖，連帶在這兒工作的人也像「烏雲蓋頂」似的。過去三四年，解剖實驗室及無言老師遺體捐贈計劃主管陳新安教授帶領我和同事籌辦了近百次的參觀和講座，更多市民知道捐贈遺體能幫助學生和醫生學習，令病人得到更好治理，提高手術成功率，恐懼漸漸轉為反思——如何把所有人都不可避免的死亡賦予意義？

工作帶給你甚麼特別體會？

人生追求的可以很多，但身後沒東西可以帶走，因此在工作上我追求有意義的回報。

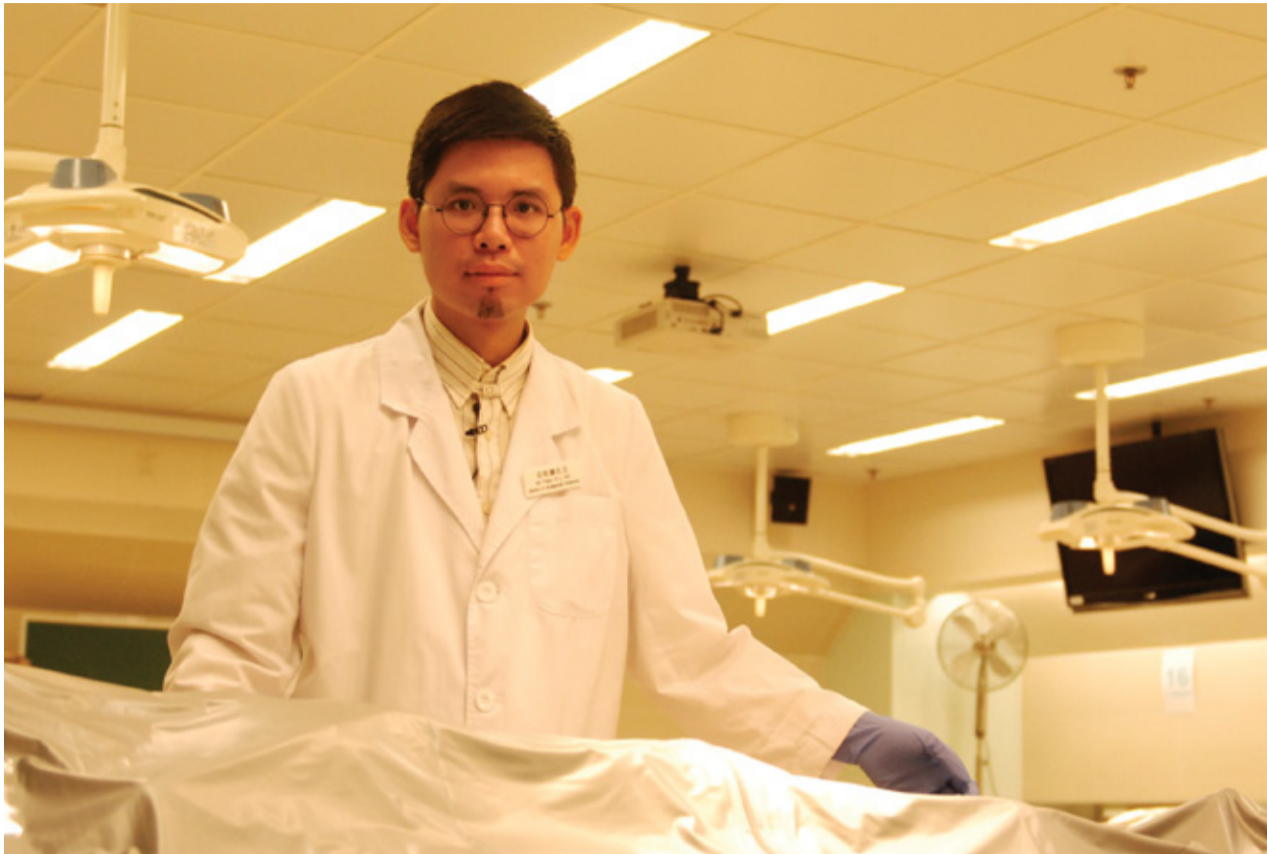
我喜歡和學生聊天，鼓勵他們多用心體會。因為這個計劃，獨居長者或弱勢社群知道身後事有人料理之餘，也能貢獻社會、遺愛人間。這些都是非金錢可衡量的回報。

我也開始在公餘參與社會服務，例如在生死教育學會跟醫護人員和社工學習，把生死的正面訊息帶給市民。

「無言老師」和學生是怎樣的關係？

一位教授說過，醫科生與遺體相處的態度，足以反映他日後對病人的態度。來上課的學生才十八歲左右，面對遺體總會戰戰兢兢。陳新安教授在第一課會訓勉他們，每具遺體都得不來不易，不應視之為工具，並會帶領他們靜默，以表尊敬。

「無言老師」無私奉獻，以身施教。從解剖觀察到逝者生前的病變，對病患者的痛苦感受更深切。學習結束後，學生會給無言老師寫感謝卡。他們也曾應家屬要求，火化前在解剖室舉行告別儀式，甚至有學生將會幫無依的老人撒灰。學生跟「無言老師」這點點滴滴的溝通，都有助他們吸收知識，反思使命。



Please tell us about the scope of your work.

I'm responsible for body embalming, specimen production and the operation of teaching at the dissecting laboratory. I also attend to the promotion and operation of the Body Donation Programme (www.sbs.cuhk.edu.hk/bd/), which includes answering telephone enquiries, liaising between potential donors, their families and the University for the best possible arrangement that fulfils their expectation.

How would people respond upon knowing that you are an embalmer?

Some people think that an embalmer deals with food processing or canned food. When they know more, those about my same age, the so-called post-80s, would ask: Is it scary facing dead bodies? Have you ever met ghosts? More mature people are more concerned about things like: What does the job mean to you? Will you scare the girls away? Are you married?

What qualities and training should an embalmer possess?

First of all, you have to be fearless of dead bodies. People who love watching ghost or horror movies claim that they are immune to fright, which is not true. The more you watch these movies, the more easily you will be scared—very often by your own imagination. Patience and focused attention are prerequisites, whereas knowledge and skills can be acquired. There will be on-the-job training on anatomy and embalming. I have been offered a chance to study overseas.

How did you join the profession?

I was not a science stream student in high school. I majored in design in college and worked as a designer after graduation. These seem to be irrelevant to what I'm doing now. But since I followed my family members to work as embalmers in the funeral business, I already had five to six years of experience dealing with dead bodies before I applied for the post here. This gave me a bit of advantage. So far, I have dealt with the bodies of about 1,000 persons who died of various causes at different ages.

What are bodies donated to CUHK used for?

First, they are embalmed for medical students for two years of anatomical studies. About 10 students will be assigned a body. Second, they are dissected and plasticized as specimens for teaching in medical, nursing, Chinese medicine, pharmacy and human biology programmes. Third, they are stored in the freezer without being embalmed, and will be used in the most natural condition after defrosting for doctors' simulated surgical training or research.

Have people in Hong Kong changed their views on body donation in recent years?

In the first year the Body Donation Programme was launched, there were just a couple of donations and fewer than 10 registrations. Last year alone, we received more than 80 bodies and over 4,000 registrations. In the past, people found the dissecting laboratory creepy, and those who worked here look gloomy. During the past three to four years, Prof. Chan Sun-on, coordinator of the Dissecting Laboratory and Body Donation Programme, led me and other colleagues to organize some 100 visits and talks to promote the programme. Gradually, people know that body donation helps facilitate students' and doctors' learning, and will lead to better cure and higher surgery success rates for patients. Their fear subsides to reflection on how to add meaning to death.

What have you learnt from your job?

You can pursue many things in life, but you can bring nothing with you after death. So I look for meaningful rewards from my job.

I love interacting with students, encouraging them to learn with their heart. The donation programme has been able to bring comfort to some lonely elders and disadvantaged members of society, as they feel relieved to know that their bodies will be taken care of after death, and in that way, they too can contribute to society. These are the non-monetary rewards I get from my job.

I begin working as a volunteer after work. I'm learning from medical practitioners and social workers at the Society for Life and Death Education how to spread positive messages about life and death.

The donated bodies are honoured as 'Silent Teachers'. What are their relationships with the students?

A professor once said we can foresee how a medical student will treat the patients by observing how he/she treats the dead body under study. Students here are about 18 years old, nervous when facing a dead body. Prof. Chan Sun-on will inaugurate the first lesson by giving a speech, telling them not to take the donated bodies for granted or just treat them as a tool. He will also lead them to observe a moment of silence to show respect to the donors.

'Silent Teachers' are exemplary models who make selfless contribution and teach with their bodies, not their words. By studying how the body has been affected by disease, students learn beyond textbooks. After lessons are completed, students would write thank-you cards to their 'teachers'. Some have organized a ceremony in the laboratory at the request of the family to bid farewell to the teacher before sending the body for cremation. I know that there will be students scattering the ash for a single elderly. Students acquire from these interactions with 'Silent Teachers' both knowledge and the ability to reflect on their mission. 📖



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