



ISSUE
170
MAR 2014

University MarketPlace 大學廣場

擁
抱
起
落
Positive Living

學生事務處
Office of Student Affairs

Positive Living

p.2-10

- 心理健康在中大
- From Mindful Experiencing to Sustainable Well-Being
- 培養品格長處 邁向豐盛人生
- 起落變喜樂
- 以有限為無限 活出無限精彩可能
- 身殘志不殘 堅毅心不怠
- 想幾快樂？由你話事！

Spotlight

p.11-20

- The Cultural Kaleidoscope
- 「誠信·承傳」青年計劃 — 再添廉政生力軍
- 博群書節 — 山城讀書人
- 乘風破浪
- You are the master of your fate
- 五十周年校慶匯演：百萬零一夜

CU Scope

p.20-22

- 愛鄰「社」服務學習計劃
- Students@Work.ITSC
- Campus Influenza Response Level raised to "Serious"
- 政府學生資助計劃2014-15
- 香港中文大學「國際暑期課程」2014

Stay Tuned

p.23

The University MarketPlace (UMP) is published by the Office of Student Affairs, CUHK, four times a year. All contributions should be sent to the Editor of UMP at marketp@osa.cuhk.edu.hk. Please check with the Editor about the material deadline. The UMP reserves the right to decline contributions and to edit the materials.

Address : 1/F., Benjamin Franklin Centre,
The Chinese University of Hong Kong,
Shatin, New Territories

Telephone : 3943 1533 Fax : 2603 7705

Email : marketp@osa.cuhk.edu.hk

Webpage : www.cuhk.edu.hk/osa/market.htm



Copyright©2014, Office of Student Affairs, The Chinese University of Hong Kong. All rights reserved.

Find us at the following locations:

Benjamin Franklin Centre (G/F)

BFC Student Services Centre

Lee Shau Kee Building (LG lobby)

Lady Shaw Building (outside C1)

Mong Man Wai Building (G/F)

Pommerenke Student Centre (1/F)

Science Centre (G/F North Block)

Wong Foo Yuan Building (G/F lobby)

Yasumoto International Academic Park (G/F lobby)



理健康在中大—— 梁耀堅教授專訪

學生記者：鄭浩智

近年來大學生自殺案件時有所聞，他們本擁有大好前途，卻選擇結束生命，令人惋惜之餘，亦不禁關注大學生的心理健康問題。這次《大學廣場》便邀請了逸夫書院輔導長、臨床心理學家梁耀堅教授分享他對大學生心理健康的看法。



壓力過大 實屬謬誤

不少傳媒將大學生自殺原因歸咎於壓力過大，不過梁教授指出，其實大學生的壓力水平與常人無異，他們自殺的背後原因多與家庭成長背景有關。「不少自殺個案來自問題家庭，不理想的成長背景令他們比一般人脆弱。」而且，梁教授認為大學生要適應與中學截然不同的新環境，同時大學匯聚了各地精英，在比較之下或會產生心理落差，再加上自身的成長問題，容易導致悲劇的發生。

家庭因素 影響身心

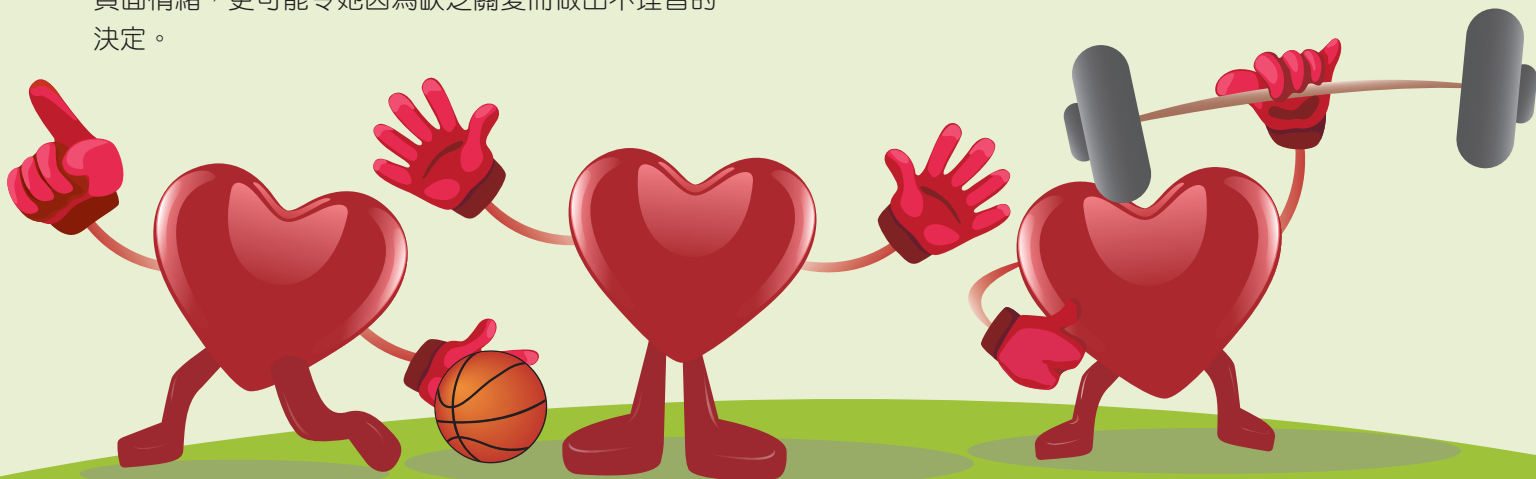
梁教授續指，如果在問題家庭中成長，會累積負面情緒，造成「三差心態」：認為自己差、環境差和將來差，令壓力荷爾蒙皮質醇長期偏高，甚至壓抑生長荷爾蒙和大腦成長，影響身心。梁教授亦舉出一位女學生的例子，她的父母離婚後各自再婚並另組家庭，令她孤獨一人，甚至佳節亦要獨自度過。這不但會帶來負面情緒，更可能令她因為缺乏關愛而做出不理智的決定。

精神問題 不容忽視

據梁教授稱，以中文大學每年取錄約三千人計，約有1%-2%學生，即三十至六十人，或有較嚴重的心理健康問題，問題不容小覷。現時，大學若發現學生在學業或人際方面有嚴重問題，便會將其轉介至學生輔導及發展組作進一步輔導。學生輔導及發展組亦會向新生作問卷調查，若發現其有相關症狀便會提供協助。

推廣精神健康 從校園做起

不過，梁教授認為學生輔導及發展組資源有限，未必能照顧所有學生的需要，故此應在校園內舉行大型心理健康教育活動，推廣健康生活習慣，以改善學生心理健康。「健康生活十分簡單，秘訣在於sleep well、exercise well、eat well、love well和think well。」梁教授寄語同學要主動建立健康的生活習慣，擁有一個健康的身體，為日後的事業奠下成功基礎。



From Mindful Experiencing to Sustainable Well-Being

Interview with Professor Winnie Mak

Student reporter: Yuen Ka Man, Carman

In recent decades, mindfulness has been popularized in psychology as a means to make positive changes to individuals' way of living and prospects towards life. It aims to cultivate a nonjudgmental, intentional awareness to the moment-to-moment unfolding of experience. Individuals simply observe their happenings and not to be caught up by them. Through the process, individuals realize the transience of all sensations, perceptions, feelings, thoughts, and material phenomena, and over time, become less self-centered, appreciate the interconnectedness with other people, and develop a sense of compassion towards themselves and others.



As an active researcher, mental health educator and promoter, Professor Winnie Mak, Associate Professor of Department of Psychology, CUHK was invited to share with us her views and initiatives on mindfulness and public health psychology.

1. What prompted you to be so interested and dedicated in pursuing work in promoting well-being and mental health?

The general public lacks understanding and awareness of what mental health is and they are very likely to associate consulting clinical psychologists with insanity and serious mental illness. Given the lack of awareness, many people do not recognize or address their psychological distress promptly. As a result, their distress may worsen. Furthermore, access and availability of formal mental health services are also limited by the long waiting time and relatively infrequent sessions. Given this backdrop, I would like to raise the community's awareness on the importance of mental health and increase the availability of evidence-based interventions through online platform and other alternative means. Despite efforts devoted to psycho-education and stigma reduction, disparities continue to exist. Not only should we prevent the onset of mental disorders, but also promote the overall well-being of all individuals.

2. What are Professor Mak's major mental health initiatives in the local community?

My current project is the development and evaluation of *WiseLiving* (www.wiseliving.hk). It is a two-armed,

evidence-based online platform for reducing stress and enhancing mental health. As face-to-face consultation is expensive and usually prioritized for those with urgent needs while those with stress, mild psychological symptoms are often overlooked, the online platform aims at making evidence-based mental health approaches more accessible to the general public. It is an eight-week programme that includes a variety of interactive course materials, tips and exercises that individuals can apply in their daily lives. Participants would be randomly assigned to either the mindfulness programme or the cognitive-behavioural programme to learn and practise ways to enhance their well-being. They will also receive daily reminders and tips via emails. Telephone supporters will phone the participants weekly to encourage, motivate, and guide them to apply what they have learned to maintain a healthy mental state.

So far, the response of this project is encouraging. Thousands of people have signed up for *WiseLiving*. Alarmingly, we notice that many of the participants have high levels of stress, depression and anxiety. This indicates the urgent need for emotional support and wide dissemination of effective and varied approaches to reduce the burden of mental ill health in the community.

3. How can mental health be improved through the practice of mindfulness?

Mindfulness has proven to be effective in helping people with depression and anxiety as well as other physical and mental health conditions in numerous research studies. The concept of mindfulness emphasizes attending and observing one's own perceptions, sensations, thoughts, and feelings non-judgmentally in the present moment. Since life has ups and downs, it is unreasonable and impossible to stay happy all the time. Through the cultivation of mindfulness, one is encouraged to see life as it is and to live with an open awareness of the ups and downs in life. With awareness, you can choose how you live your life.

With the advancement in technology such as the widespread use of smartphones, mindfulness can help us live mindfully in midst of the bombardment of information that may distract our mind and add to our stress. Instead of reacting passively and automatically to the information received in the internet and social media, we can always go back to our breathing and be mindfully aware of our surroundings and the type of information we need.

4. What tips would you give to CU-ers on healthy and positive living ?



In order to maintain one's health and positive well-being, students may consider practising mindfulness which promotes spending more time in observing one's inner self. Although we are all busy living in a fast-paced world with tight schedules, we can choose to live mindfully in busyness.

For example, you can try walking or standing mindfully, or listening or observing attentively to the sounds or scenery around you. You can spend as little as a minute or two each time by focusing your attention on your breathing. Breathing never stops as long as we are alive, so it is a great anchor for us to return to the

present moment. By focusing on your breathing, you are reminded that you are still alive and that all things and events change from moment to moment. Life in itself is already precious. With this realization, it will be easier to let go of our worries or burden, and be more able to appreciate and be contented with the present.

Another consideration is to be clear about your own values and to ask yourself whether the things you are pursuing are consistent with your values. This is important because sometimes you may just blindly follow what is expected of you from the society without thinking or even knowing whether it is suitable for you. The ultimate goal is to know thyself and to "let go" by being less concerned about your personal gains and losses. In this way, you can be less self-centered and more compassionate towards yourself and others.

Afterword

The interview with Professor Mak was a very pleasant experience. Stepping into her office, the soothing scent of eucalyptus, the sight of beautiful postcards from all over the world and lovely handmade cards from students captured our attention. The space was filled with a sense of peace and tranquility. Professor Mak is a very modest and lively person who is generous in sharing her knowledge and ideas. As she talked about her work and mission, her face beamed with enthusiasm and compassion. Her sense of being is definitely a good example of how mindful living positively impacts on one's life as well as those around.

For more information on Professor Mak's projects on mental health education:

Wiseliving : www.wiseliving.hk/main/login.php

Stigma Watch: www.facebook.com/pages/Stigma-Watch/178253549000508

Diversity and Mental Health Promotion Lab: www.psy.cuhk.edu.hk/maklab



大家希望在生活中獲得滿足感和快樂嗎？正向心理學家相信，其中一個方法是發展自己的品格長處 (Character Strengths)。品格長處是一些持久和正面的個人特質，除受先天因素影響外，更能在後天培養。

為提升同學對品格長處的關注，學生事務處學生輔導及發展組於2008年向一年級學生進行了一項問卷調查，了解學生的品格長處和主觀的成功、健康與快樂程度等。2013年9至10月期間，我們再次進行了一項類似的調查，共收回一千一百五十六份有效問卷(男佔53.3%，女佔46.7%)。是次調查選取了2008年調查的二十四項品格長處當中的十二項，包括好奇心、堅毅、

關愛之情、活力／幹勁和樂觀等。此外，學生亦評估他們的主觀快樂和對生活的滿意程度。本學年一年級學生所展現的品格長處和快樂程度跟五年前的有何分別？品格長處跟快樂和生活滿意程度又有什麼關係？

培養品格 長處

關愛之情洋溢 活力幹勁待展

根據學生的自評，接近九成受訪者展現至少一項較突出的品格長處。最多學生表示通常或經常表現的是「關愛之情」(即珍惜互相分享和愛護的親密關係)，佔受訪人數的67.3%；而第二至第五位分別是「仁愛」、「樂觀」、「審慎」和「好奇心」(見表一)。

在2008年及本學年兩次調查中，「關愛之情」均排首位，分別有接近七成及六成受訪學生表示通常或經常展現(見表二)。中大近年來致力推動關愛校園，而一年級同學似乎亦十分重視彼此間的分享和愛護。另外，排名最後的品格長處在兩次調查中也是相同——「活力／幹勁」。大家可感到奇怪，年青人不是一般都充滿活力和熱忱的嗎？由於調查是在開學後不久進行，我們相信其中一個原因可能是一年級同學經過多年為公開考試而奮鬥的日子後，尚在喘息當中。此外，進入大學以後，新的目標或許仍未確立，難免感到迷茫，以致尚未能充份發揮原有或應有的活力幹勁。希望同學們漸漸適應大學生活後，能在生活中投入更大的熱忱與幹勁吧！

表一：受訪學生表示通常或經常表現的首五項品格長處

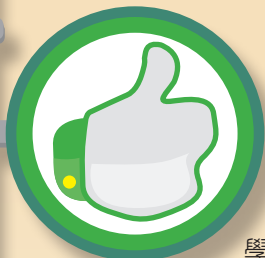
首五項品格長處	人數百分比
1. 關愛之情 (Capacity to Love and Be Loved)	67.3%
2. 仁愛 (Kindness)	57.3%
3. 樂觀 (Hope)	53.9%
4. 審慎 (Prudence)	53.7%
5. 好奇心 (Curiosity)	53.0%

表二：十二項品格長處的人數百分比及與2008年調查之比較

首五項品格長處	人數百分比	
	2013	2008
1. 關愛之情 (Capacity to Love and Be Loved)	67.3%	58.7%
2. 仁愛 (Kindness)	57.3%	48.1%
3. 樂觀 (Hope)	53.9%	42.4%
4. 審慎 (Prudence)	53.7%	49.2%
5. 好奇心 (Curiosity)	53.0%	36.3%
6. 感激之心 (Gratitude)	52.7%	55.3%
7. 好學 (Love of Learning)	49.0%	35.5%
8. 堅毅 (Perseverance)	48.8%	34.6%
9. 公民及團體精神 (Teamwork)	47.8%	52.8%
10. 自制 (Self-Regulation)	44.8%	34.5%
11. 領導才能 (Leadership)	40.0%	27.4%
12. 活力／幹勁 (Zest)	37.6%	22.1%

邁向豐盛人生

展現幹勁樂觀 增添快樂滿足

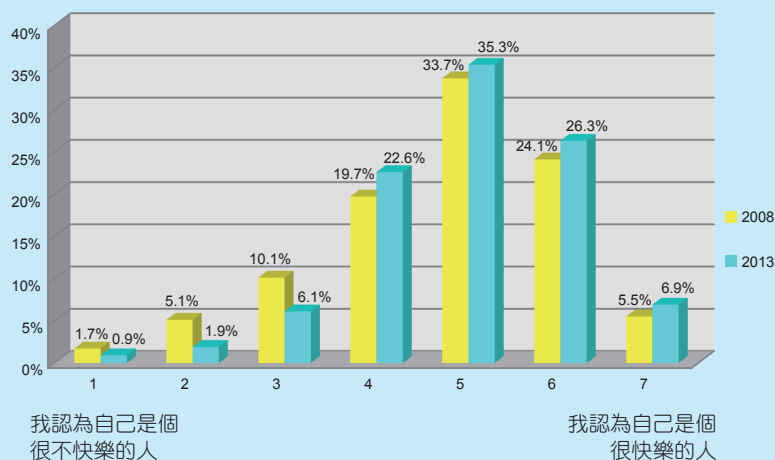


受訪一年級學生認為自己快樂或對生活感到滿意嗎？調查結果顯示一個正面的答案：

學生在兩者的自評分數分別為 4.68 分及 5.13 分 (1 至 7 分，1 分代表非常不快樂 / 對生活非常不滿意，7 分代表非常快樂 / 對生活非常滿意)，兩個分數都屬於中間至偏高。

此外，本年的受訪者似乎比五年前的認為自己較快樂。在主觀快樂程度方面，本年有較大百分比的學生傾向認為自己快樂 (即 5 至 7 分；本年有 68.5%；2008 年有 63.3%)，而認為不快樂的則比 2008 年的少 8% (即 1 至 3 分；本年有 8.9%；2008 年有 16.9%) (見圖一)。

圖一：對比 2008 及 2013 年學生的主觀快樂程度



我們亦發現，如受訪者展現品格長處愈頻密，主觀快樂和生活滿意程度則愈高。那些品格長處的影響較大呢？原來是活力 / 幹勁 (Zest) 和樂觀 (Hope)，兩者與快樂及生活滿意程度的正關聯介乎 4 至 5 之間 (代表「中度」關係)。

這項結果與 2008 年的調查及一些外國研究結果相符：品格長處一般與快樂或生活滿意程度有關，而「活力 / 幹勁」及「樂觀」似乎是多項品格長處中顯示出較大關係的其中兩項。

鍛鍊個人品格 體驗喜樂豐盛

誰不希望體驗喜悅和豐盛的人生？現在我們了解這跟品格長處有關，那大家更應培養自己的品格長處。以下是其中一些提議，希望大家從中得到啟發！

活力 / 幹勁	樂觀
每星期運動兩至三次，保持體格健康，並提升活力。	當遇到困難時，回想以往怎樣成功克服類似的情況，並嘗試解決眼前的難題。
作息定時，保持充足睡眠，維持良好健康，有助投入日常生活的活動中。	想像自己一年後的理想境況，然後積極地計劃如何達至目標。
多參與有益身心的活動，如舞蹈、音樂和藝術活動等。	多看一些積極勵志的讀物。
定期跟朋友共聚，分享生活上的樂事。	遇到不如意的事情時，嘗試體味當中的正面之處或得著。

同學亦可瀏覽學生輔導及發展組網頁 www.cuhk.edu.hk/osa/scds 「喜樂泉源 — 品格能源庫」內的「品格提煉站」，進一步發展個人內在資源。

起落變喜樂

快樂可以選擇嗎？根據正向心理學所提出的快樂方程式：

[天生幅度 (50%) + 環境 (10%) + 自主活動 (40%) = 持久快樂指數 (100%)]

事實上，我們是可以透過自己所想所做的事情提升正能量和快樂指數。雖然某些正面體驗所帶來的愉悅感頗為短暫，但亦有些能令人享受較持久的滿足感。以下十招正好教你如何為每天和人生增添動力和喜悅。

1. 小轉變卻大不同：



也許每天的行程 / 工作千篇一律，然而微小的轉變已可將今天和昨天的生活變得不一樣。不妨嘗試以新的方法或路線回家，如乘搭不同的交通工具，走過陌生的街道等……好讓你看到新的景象和事物。就算你沒有能力控制當天的事務或功課量，但仍有能力為每天的生活添上新鮮感。

2. 注入天然興奮劑：



運動能讓身體釋放一種天然興奮劑，又稱為快樂荷爾蒙！坐言起行，今天就改為步行至大學站，或回家時提早一個站下車，多走數十分鐘，出一身汗吧！

3. 給自己應得獎賞：



在上學或開展一天的工作前，想想完成當天的課堂或工作後可怎樣鼓勵自己；不必花費很多金錢或時間，也許只是買些喜歡的零食，或回家前到附近的公園 / 商場走一趟；最重要是懂得欣賞及肯定自己當天的付出和努力。

4. 每天都是 Boxing Day：



數算每天享有的禮物和恩典；每晚睡前，用 1-2 分鐘回顧當天所遇到的人和事，想想讓你感恩的事情，大至 GPA 爆 4，小至筋疲力竭時在火車上找到靠窗座位小睡一會等，亦可將這些體驗記錄下來，間中拿出來再三回味，你會發現生命裏原來滿有祝福！

5. 愛你及時讓你知：



請立刻拿出手機，向你愛惜或重視的人發出短訊，跟他 / 她說：「謝謝你 / 我愛你 / 感激你在生命中與我同行……」或只是簡單地送他 / 她一個 😊。

6. 做自己的發言人：



有些時候當你不斷向別人的要求說「好」時，亦可能同時在向自己的需要和意願說「不」！須多細察自己的想法和感受及尊重自己的意願，有需要時亦要鼓起勇氣為自己發聲。

7. 天生我才記得用：



我們每一個人都具備獨特的才能和品格長處 (character strengths)；不要聚焦於自己的缺點和不足，而應發掘並好好發揮自己的才幹和長處，多肯定和讚賞自己，找回你與生俱來的美麗和價值。

8. 當自己的啦啦隊：



拿一張白紙，先寫上「親愛的」然後把上款留空。接著寫下一些正面和欣賞鼓勵的語句送給一位中大學生；不用設定一個收信對象，心裏想到的便寫下來，署名後才在上款填寫自己的名字，然後把此信從頭再看一遍。

9. 助人為快樂之本



下雨天在馬路旁等待綠燈亮起時，如看到雨水正從身旁的路人頭上滴下，快與他 / 她分享你的雨傘吧！在風雨中有人同路，無論是助人或受助者心裏也會感到絲絲暖意。

10. 喜樂泉源 GPS



在甚麼時候你會非常專注、全情投入並達至忘我的狀態？抓緊那些時刻，因為那便是你快樂和滿足感的源頭，更可能對你未來事業甚至人生的發展方向有所啟發。

一個快樂而又富足的人生不等同一個絕無失意或傷痛的人生。要活得真正快樂和有意義，最重要的是接受在世上沒有完美無瑕的人生，並學習如何面對生命中的「不快樂」及怎樣在逆境中保持積極樂觀。

如想得到更多啟發和正面訊息，歡迎瀏覽學生輔導及發展組的網頁 www.cuhk.edu.hk/osa/scds，參閱《大學一件事·樂》及短片《喜樂無疆界》。



《大學一件事·樂》



學生輔導及發展組
網頁



《喜樂無疆界》

以有限為無限

活出無限精彩可能

學生記者：莊綽姿



2011年，崔宇恆畢業於新亞書院經濟系。唸幼稚園時，崔宇恆確診弱視。醫生說，其視力會隨年月退化。從小學到高中，崔宇恆一直在本地主流學校唸書，是典型的高材生、活躍份子。唸中學時，崔宇恆的視力比現在好，而且形象正面樂觀，老師與同學都殷勤相助，無論是學習或參與課外活動，甚至閒時「打機」，對他來說基本不成問題。但某次足球練習，疑因眼睛過度勞累，部份視力短暫喪失，使他意識到其視力隱憂與限制。

視力限制 困難處處



上大學後一切由零開始，他確切地了解到眼疾為自己帶來的諸多不便。適應新環境，對很多同學來說絕非容易。開課後，除了像其他同學一樣努力追趕學業，崔宇恆還得多花時間熟習中大那偌大、地勢複雜的校園，又要到處奔波，跟學校各部門溝通，表達自己的需要。由於視力有限，他辨別臉孔的能力亦極弱。他看不見同學在遠處向他揮手，又不知道旁邊有否站著認識的人，所得的校園資訊亦因而大大減少。這是他首次體驗到視障人士的局限，不禁十分沮喪。

眼疾帶來的不便，於工作環境更是明顯。文書處理方面，例如尋找檔案夾、整理簡報、草擬文件書信，甚或在電腦上調校文字字型、行距等細節，他固然需要較多時間與幫助。

積極面對 整裝待發繼續上路



他對症下藥，將難關一一克服。畢業數年，工作大致順利。但崔宇恆決定轉換工作環境，於是由自己熟悉的人力資源範疇，毅然轉至一物流公司擔任較前線之職位，將有機會直接面對各地客人。較之所謂「安穩的生活」，他選擇未雨綢繆，昂然走向另一挑戰，裝備自己。除自己眼前的挑戰外，其他傷健人士的需要亦是崔宇恆關切的事。2012年，他與其他義工創立了mAccess「無障礙科技協會」，盼以無障礙科技與企業傷健共融改善傷健人士的就業機會。以自己適應大學新環境時「孤軍作戰」的經驗為鑑，去年，他又創立了CareER組織，為一眾傷健大專生及畢業生提供一個同輩互助的平台、一道連繫院校、學生與僱主的橋樑，好讓各傷健學生於投身社會前與一眾成功的傷健學長及大小企業之商界領袖交流。

崔宇恆走在最前，帶領大專傷健學生步向傷健共融。當被問及眼疾有否局限其生命的可能，他毫不猶疑，從容道：「完全沒有。自知不足是推動力，我反而為自己創造了許多可能性，令生活生色不少。否定自己的需要只會碰釘。只要不濫用他人的幫助與諒解，向別人承認視力問題，反能讓人了解自己的能力和態度。」



享受多姿多彩的大學生活的同時，我們難免會有遇上挑戰、陷入困境的片刻。面對難關，只要態度正面，相信問題總有辦法解決。聽起來像是陳腔濫調，但卻是積極生活的唯一途徑。

現於中大就讀法律系二年級的王文杰(Terence)，於年幼時確診患上碧加氏肌肉營養不良症。碧加氏肌肉營養不良症是肌肉萎縮症的一種，患者的壽命大部份較短，身體肌肉會逐步退化，由於手腳乏力的關係，起居生活都必須依靠他人照料。基於身體狀況，Terence自小四開始便就讀於特殊學校。

身殘志不殘 堅毅心不怠

王文杰同學專訪 學生記者：江勵賢

審慎評估 目標明確

身體殘疾使Terence的求學路比其他人走得艱難。雖然特殊學校裡，在班上只有寥寥數名同學，但當要競逐大學學位時，Terence的競爭對手依然是全港上萬名應考中學文憑試的考生。面對莫大的競爭和肢體上的限制，他不但沒有放棄，反而以審慎積極的態度迎戰，並充份了解自己的能力和限制，謹慎衡量興趣和出路及鎖定體力需求較低的專業為目標。「我希望成為一名律師，瞭解自己及同類人士可以享有的權益，也進一步了解政府每年投放於傷健人士的資源分佈。再者，傷健人士的就業從來都比身體健全的人困難，很多時候必須依賴政府津貼才能生活下去；但如果我可以從事法律相關的工作，我相信我有可能養活自己並不成為任何人的負累。」最後，Terence成功憑著優異的成績脫穎而出，入讀中大，向成為律師的目標邁進。

自我調整 勇於應變

然而，這只是大學路的開始。Terence坦言升讀大學後無論在生活上或是學習模式上都遇到了一系列的轉變，需要好一段時間才能完全適應。「因為身體抵抗力較弱，若果生病，往往要休養達一個多月才能痊癒。以往一直透過小班教學上課，即使身體不適而缺課都可以與老師私下補課，但在大學則難以作出類似安排，故現在只能比以往更小心照顧身體，盡量減少缺課的可能。」另外，由於特殊學校的主要教學語言為中文，以全英語授課的法律系本科課程對Terence來說實在是一大挑戰。「法律系課程要求學生閱讀大量文獻及其他參考資料，對甚少閱讀英文的我來說是非常吃力的一件事。」面對每一句已經有數個生字的情況，Terence付出了無比的耐性和恆心挑燈夜讀，逐一翻查字典。「雖然過程辛苦，但眼見自己能從閱讀一句要翻幾遍字典的狀態，直到現在讀上數行才遇上一個生字，我知道自己一直在進步。」



謙沖自牧 心存感恩

談及現在得以享有大學生活背後的最大功臣，Terence非常謙虛地表示那並非自己的功勞，而是有賴家人、同學、書院、學院、學生事務處及大學各個單位對他提供的無限量支持及支援，尤其是一直伴隨在旁的母親。由於Terence的情況需要專人全天候照料，因此他的母親更搬入宿舍與其同住，與兒子在追逐大學學位的路途上一直同行。作為一個想當律師的人，他也感恩自己的病沒有影響他的智力，而且他還有生命力，讓他依然可以有學習的機會。

勇於向前 無懼挫折

於大學生活已接近了兩年，Terence依然能堅持自己的目標，即使面對疾病帶來的痛楚，仍堅強忍耐，勇往直前。當被問及一直篤信的人生態度和希望向中大同學分享的說話，Terence經過一番思量後以「Prepare for the worst」來概括他的信念，這亦是他一路走來最好的寫照。由於明白到自己肢體上的限制，Terence深信自己的路比其他人更需要好好計劃。若不想自己被現實的壞情況打垮，最好的應對方法就是作好最壞打算。「人總有限制。我的碰巧是肢體上的殘疾，其他同學也可能有著其他的困難。我們可以做到的，就是了解自己和實際情況，做自己能力所及的事。為自己定下遙不可及或不切實際的目標，只會為自己帶來失望和失敗。若要去面對這些困難和限制，我們可以做的就是作最充份的預備和計劃，一旦連最壞的情況都已經考慮好，便無後顧之憂。」

苦中作樂 隨遇而安

在暑假時，因颱風的緣故，我須在機場滯留一個晚上，有些乘客已經等了兩個晚上，不能回家也沒有酒店，他們很急躁，不斷地向職員詢問，有的生氣得快動粗，我聽到有些乘客竟然提出要睡在飛機上，我聽了就感到愕然，飛機這麼窄，空氣不流通，怎麼睡？我寧願睡機場，至少我可以伸開我的手腳。其實，每一個等待都是一次歷練，耐性的操練，心境的訓練，我沒有他們的急躁，反而多了一份平靜。我在機場閒逛，因為有餐券賠償，我快嚐盡機場的美食了！

——阿根——



追求意義 活得豐盛

Even if I don't know exactly what I want to do in life, like lots of final year students, I do know what gets me out of bed in the morning is to help people to lead fulfilling and well-lived lives. Together with like-minded friends who are committed to use Positive Psychology to increase the amount of positive energy in Hong Kong, we devote ourselves to a grassroots NGO called Simply Happy HK. From giving free hugs and spreading laughter in Mongkok on International Day of Happiness, holding public lecture on positive psychology to fundraising for children in Syria, we believe that, guided by the understanding of the key 'we are able to make a difference!'

——Raphael——

想幾快樂？ 由你話事！

何謂快樂？英國心理學家 Michael Eysenck 認為「快樂 = 滿足感 + 快樂程度」，物質上的享受雖可帶來短暫的滿足感，但持久穩定的滿足感和快樂則可來自你的生活態度。只要你願意調整自己的心態和生活模式，快樂也可由你選擇。以下幾位同學分享了一些個人心得：

肯定自我 接納不足

當我感到心亂如麻時，我會用畫泡泡的方法來應對壓力，我會把我所有的情緒畫出來，在畫中間的是我，泡泡的大小遠近代表情緒的強烈程度。我記得我第一次畫泡泡時，我在自己的頭頂上畫了一個巨大的泡泡，上面寫著「功課和高期望」，旁邊還畫了很多「孤獨」和「混亂」。同時，我也畫了「堅定」、「希望」、「堅持」泡泡！雖然這些比較小，離我也很遠，卻讓我發現其實事情也沒那麼糟，當我在混亂和透不過氣來時，看到這些積極和堅定的力量，我不禁為自己感動並相信我可以處理這些壓力。

我開始發現壓力也有它的好處，有一點點緊張反而可以激發自己做事。因此，「接受壓力，接受我自己的所有」是我日後要慢慢學習的。

——Sophie——

每個人在情

緒低落的時候都容易「轉牛角

尖」，將事情想成最恐怖的死胡同。而當

我和輔導主任分享的時候，總是會發覺前面不是死胡同，其實，每件事都可以用不同的角度去看待和接受。當我聽過她的回應之後，雖然事情沒有改變，但是我的心態已經改變了，很多人和事根本就不是自己想的那麼糟，只是自己總愛留意著那彩色的世界上的一個黑點和把黑點放大延伸罷了。

輔導主任更教我一些放鬆心情的小技巧，就是正念練習 (Mindfulness training)，幫助我如何減低壓力和平靜地面對情緒。只要提醒自己有不同的想法，留意自己的一呼一吸，就可以慢慢地放下一些好像很難面對的心情。學到這些技巧，他日再遇到困難煩惱時就可以輕鬆面對。

——Jackson——

放下執著 培養正念

返璞歸真 知足常樂

在 uBuddies 的訓練營中，我們所做過的事很簡樸：煮食、洗碗、步行、聊天、休息、睡覺，生活就是這麼簡單。記得第一晚在營地，我們抬頭望向天空，星星多不勝數，非常壯觀。我從來沒有看過這樣寧靜美麗的星空。這些「Simple luxury」令我反思生活上和物質上的過分追求，所帶來的滿足和快樂遠不及大自然的美所給予我們。這兩天安靜而充實的生活給我很多思索的空間，和大家聊天的時候亦發現，很多煩惱和枷鎖都是因為自己追求太多，「簡單就是美」，知足常樂，如果明白這個道理的話快樂其實已經在自己身邊。

——栩華——

Starting from term 1 2013-14, a variety of activities promoting student internationalization have been implemented, with some coordinated by the Office of Student Affairs while some at the helm of students. The wide spectrum of activities enriches students' campus life and adds colour to cultural diversity and integration.

The Cultural Kaleidoscope



CUHK Host Family Programme: A Pleasant, Familial Touch



Since its kick-off in October 2013, the CUHK Host Family Programme, which aims to facilitate full-time non-local students' adaptation to the lifestyle of Hong Kong and to enhance cultural exchange between our students and staff, has been in full swing. Over the past few months, the international students and their host families have become friends from complete strangers. The students have also gained a better understanding of the city. Close to 50 hosts and more than 70 students join this programme to date.

'Taking part in the CUHK Host Family Programme has definitely embellished my university life. It helps me build a growing and lifelong international friendship with my host - Mandy, based on shared experiences and mutual understanding. Lives are always enriched by contacts with people from other cultures. I get a chance to know more about Hong Kong's culture by spending time with my host family. We had an amazing time cycling around Hong Kong which was an incredible experience. Mandy has also taught me some local slang in order to communicate with the students here and in return I taught her to speak basic Malay. We had a lot of fun!'

LAW Yee Chien from Malaysia
(Professional Accountancy / Year 2)



'Joining the Host Family Programme has enabled me to know the hidden parts of Hong Kong and better understand the culture in much detail. Irene, my host family, took me to an orchestra called "Winter Concert" which was my first time to watch an orchestra performance and I was just too excited to take my eyes off while the young talented children were playing their instruments. Since I am a Korean student who has been continuously studying overseas, I hoped to know more about Hong Kong and Irene really helped me by exchanging the cultures that we were brought up from.'

HONG Junghwa from South Korea
(IBBA / Year 2)

To know more about the programme, simply  LIKE the Facebook page at www.facebook.com/CUHKHostFamilyProgramme.

The iBond Programme: Hit the Road, See the World

"All around the Globe" is the first activity series organized by the Taskforce for Enhancing International Bonding on Campus (iBond) Programme Committee in 2014 which aimed to widen students' global perspectives. As the name suggested, the theme of the series was "travelling". In January, besides a walking tour, guest speakers of different professions were invited to share their knowledge and experiences with students, which were more than just travelling tips, but inspirations.

Walking Tour

The ubiquitous scents and special smells offer us an alternative to feel the vibrancy of the city. During the trip of walking down the historic streets and alleys in Central and Sheung Wan, the participants nosed their way through Hong Kong's history, at the same time reflected on the influence of modern development on people's collective memories.

Talks

Participants got to meet the guest speakers from travel-related backgrounds face-to-face and gained insights from their talks. Mr. Steve Lo talked about his joys and grieves in running marathons in extreme areas like Sahara and the North Pole. Students were all amazed by Steve's endurance as well as his determination to self-challenge! Another speaker, Mr. Paul Chan Chi-yuen told the audience his stories about travelling West Africa, Bosnia, Iran and North Korea, as well as how he translated such experiences into words and thus became a travel writer. In the last talk conducted by Mr. Horatio Tsoi, a veteran TV producer of HKTV, students did not only get to know his intriguing experiences while shooting infotainment programmes in Vanuatu (瓦努阿圖) and Afghanistan, but also realized how much endeavour it took for high-quality TV production.

Closing Talks

In the closing finale, Dr. Rebecca Lee Lok-sze, who has explored the Poles for more than 18 times and is renowned for polar research, shared with the audience on her expedition. Dr. Lee's lifelong dedication gave students a better understanding of the greatness of the world and the significance of environmental protection.

What an experience! I have been on other tours of Hong Kong before but this one was completely different. I got to learn more about its historical origins and have the opportunity to try some authentic Hong Kong tea! I really enjoyed it and it was very worthwhile.

April-Louise PENNANT
from Britain

It was my great pleasure to attend such incredible talks which inspired me how to live a better life. And I got to realize that if we are more open-minded, we can see the world from a totally new angle.

WONG Ki Fan from
Hong Kong



Mr. Steve Lo told the audience about his running life.



Dr. Rebecca Lee and Prof. T. F. Fok,
Pro-Vice-Chancellor of CUHK

On-campus Internationalization: My Say, My Way

Funded by the Steering Committee on Internationalization of Higher Education and Engagement of Mainland China, the Internationalization Activity Fund has been set up to support student associations to organize activities which promote internationalization and inter-cultural exchange. As of the end of term 1 2013-14, three rounds of applications had been conducted and funding support had been granted to 17 projects which were carried out in 2013 or are implemented no later than this summer. Here come the highlights of six funded projects!

Promote the home culture

The student bodies, local or non-local, grabbed the opportunity to showcase their home cultures to the other students. The Taiwanese Student Association continued the trend of cycling around the island and made it the theme of the Taiwan Culture Night. Students and guest speakers were invited to give talks on this topic and a drama was staged. The Mainland Undergraduate Association also promoted Chinese culture on campus by presenting a culture salon, a photo gallery and a food carnival in the Chinese Culture Week. Outside campus, the students going out for the "Night in Africa" at an African restaurant organized by the Black International Community of CUHK had a blast with black people's authentic cuisine and music. Closer to home, the Provisional Student Union of C.W. Chu College brought students out on a one day local tour, of the Diversity on Campus project, which boosted the participants' sense of belonging to the city.

Language matters

Language is one of the most straightforward and effective ways for cultural exchange. The Postgraduate Student Association of CUHK organized talks and discussion groups for the participants to view the Chinese and English languages in a more in-depth perspective. The Provisional Student Union of C.W. Chu College also had a similar initiative with the Cultural Nights, also of the Diversity on Campus project, where the participants had a chance to learn different languages and understand other cultures.

Reach out to the society

Reaching out to the community outside of CUHK, the FRDS (Fellowship in a Racially Diversified Society) Conference 2013 held by AIESEC-LC-CUHK provided a platform for CUHK students, local and ethnic minority secondary school students to mingle for better cultural interactions.

Keep an eye on the funded projects under way this term and coming up in summer 2014!

Association	Project	Period
AIESEC in CUHK	FRDS Project 2013-14	Academic year 2013-14
Strategic Investment Society	Strategic Investment Society, Mentorship Program 2013	Nov 2013 - Apr 2014
Model United Nations Club	HK Joint Institutions Model United Nations Conference 2014	18 - 21 Apr 2014



See the beauty of Taiwan on the wheels.



The gracefulness of Chinese dancing



A taste of the black people's food



An inspiring talk on languages



A Hindi lesson by an Indian student



A Budding CLOVER

Students joining the whole-year programme - **CLOVER** (Community + Local & Overseas students + Volunteers = Everlasting Relationships) have been busy having social gatherings within their own teams and doing voluntary service at their partner organizations. Two participants of the programme tell us about their work and feelings.

Our team, GLOVER, comprising of 12 students from the Global Business Studies Programme, aims to serve the underprivileged stall operators of Tin Sau Bazaar, Tin Shui Wai, as well as to increase cross-district social awareness of children from middle-class families in Shatin.

Before our social service commenced, we organized an orientation session. The day started with a morning welcoming session at CUHK, with ice-breaking games and a short tour at CUHK.

The visit to Tin Sau Bazaar followed was the highlight of the day - it was a memorable first-time visit to Tin Shui Wai for many of us, even the volunteers. We had great fun discovering traditional snacks which could not be found in supermarkets anymore! The visit gave us a more solid understanding of the Bazaar, and the observations would certainly help us gain awareness and interest in a different and relatively-distant social circle.

From the ice-breaking activities, we matched each GLOVER member to one child to communicate more effectively with them, and we managed to build intimate friendships with the children by the end of the day. It was a heartwarming moment when the children expressed their excitement about meeting us again at the upcoming activities!

Kate TSOI from Hong Kong
(Global Business Studies / Year 2)

Our team visited a local primary school and played games in English with 3rd to 6th grade pupils for our CLOVER service in the first term. I was really surprised at how well-behaved and enthusiastic all the students were. It was also a rare opportunity for us non-local students to visit a local school, to interact with children and to really experience the native culture. CLOVER was a wonderful channel

for me to catch a glimpse of the everyday life in Hong Kong.

In addition, CLOVER not only provided me an opportunity to hang out with old friends, with whom I first signed up for CLOVER, but it also helped me make new friends. Our team members aptly represent the ethnic and academic diversity on the CUHK campus: we have Hong Kong local, mainland Chinese, Hungarian, American, Korean, Italian, and Russian; our disciplinary interests vary. We participate in CLOVER to learn about Hong Kong, to make friends, and to give back to the community that has been ever so generous with us. Through the CLOVER activities, I feel that our ties with Hong Kong as well as with each other have been strengthened.

KIM Young from South Korea
(MPhil in Chinese Studies)



「誠信・承傳」青年計劃 — 再添廉政生力軍

由廉政公署主辦的「誠信・承傳」青年計劃2013/14的首個大型活動—「廉政大使訓練營」已於2013年11月9至10日順利舉行。訓練營的內容包括介紹廉政公署的工作和《防止賄賂條例》，並邀請到廉署貪污問題諮詢委員會委員李麗娟女士及2009年「香港十大傑出青年」張潤衡先生，分享他們於面對挑戰及困難期間，如何堅守原則，維護廉潔誠信。於活動的尾聲，新一屆廉政大使代表從廉政公署代表接受誠信火炬，象徵「誠信之火」薪火相傳。



廉政大使的分享：

我一向都不容易認輸，但那時候我只說「如果有機會，我們會……」，但我完全沒有直接提出「再來一次」或提出「大家一起請求教練給我們機會」。作為一個領袖，我想就是需要有這種膽量。

趙啓榮（全球研究 / 三年級）

訓練營當中的活動就好像把人生中一道道難關實體化，沒有讓你選擇逃避的機會，因為訓練失敗，影響的不但只是個人，而是整個團隊，所以必須全力以赴和投入去面對所有挑戰。

戴栩華（食品及營養科學 / 二年級）

我深深明白到，當在一個團隊裏工作時，就算自己不擅長某項工作，也要全力以赴，否則只會變成其他人的負累。

唐嘉琪（英文 / 二年級）

作為大學生，有誰不希望自己畢業後能一展抱負，在事業上一帆風順？踏出校園後，社會上的種種誘惑迎面而來，在各種的慾念下，我們更應該堅守「光明正大」的原則。所謂的「光明正大」，就是要堅守信念，潔身自愛，千萬不要為了成功而違背良心，從事非法行為。

任婉欣（英文 / 四年級）



廉政大使計劃的參與院校於2013/14學年增至本港十七間，除以往的香港大學、香港中文大學、香港城市大學、香港科技大學、香港浸會大學、香港教育學院、香港理工大學、嶺南大學、香港公開大學、香港樹仁大學及珠海學院外，本學年更獲得香港演藝學院、明愛專上學院、明德學院、東華學院、恒生管理學院及職業訓練局的支持，近一百三十名大專學生擔任廉政大使，在2013年11月至2014年4月期間，於各大院校中籌辦不同類型的活動，宣揚廉潔文化。

博群書節 山城讀人

去年10月30日至11月6日，邵逸夫堂再次化身成雅緻書房，伴著悠揚的音樂和百多位校友帶回來的書香，中大人迎來了第二次「博群書節」。今屆書節規模比去年更大，共收到超過二萬冊二手圖書，取書人數接近五千，惜書人非但找到心頭好，也見識到不少值得收藏的絕版書籍。



淘書以外，書節期間舉辦了兩場文化講座。第一場為「時間的玫瑰—北島詩歌之夜」，由「博群領袖計劃」的學生聯同「吐露詩社」的成員一同朗讀北島自七十年代起至今的作品，向詩人致敬。會後，本地詩人廖偉棠先生主持交流環節，北島與現場七百三十多位學生對談將近一小時。第二場邀得著名填詞人林夕先生主講題目「詞人的書單」。這是首次有大學邀請林夕先生討論寫詞以外的題目，他認真地



準備了兩個多小時的演說，與一千三百位學生深入分享他的閱讀心得，並寄語年輕人讀書應不怕蕪雜。

是次書節的成功除了要感謝一百三十位老師和校友捐出圖書外，還有四十位義工在背後付出大量勞動力，經過數個月的收書及清潔才能把這二萬冊書籍整齊地安置在書室，供山城人挑選。

書節雖只有短短一周，但有不少熱心校友也關心下屆書節何時舉辦，希望繼續把書本和知識流傳給下一代中大人。



學生分享：

「書節真的這麼浪漫嗎？」的確，由在校園周圍站着閱讀快閃宣傳，到七百幾人一起念詩開幕，似乎「浪漫」都成為了書節的同義詞。浪漫，似乎從來都不是協辦同學關注的重點，真正重中之重的是一份責任感、一份投入，當每個過程都傾注百二分的的心力，浪漫就自然而然的出現。我在這些為書節勞心勞力的同學身上，看出書節的浪漫，其實是源於一份同學的「認真」。

關仲然（亞然）
政治與行政學系 / 二年級



乘風破浪

大學青年會(香港中文大學)計劃 — 聯校海上歷奇活動

吳雯儀 (社會工作/二年級)



從中學時期開始，我已經常常聽到「乘風航」的名號，卻一直未有機會參與。雖然十月中旬忙於應付功課和中期試，卻慶幸自己沒有錯過這次活動。

活動當天，我們一行五十多個同學，由黃竹坑深灣碼頭徑珍寶碼頭乘坐舢舨駁艇出海到「賽馬會歡號」。登船後由「歡號」的教練教授基本航海知識、繩結運用及海上求生技能。不知是否受早年沉船意外影響，雖然只是求生演習，但船員並沒有輕視，當警報響起時，大家都有秩序和有效率地穿上救生衣準備逃生，可見大家對訓練抱著認真的態度。

學會了基本求生知識後，一系列令人期待的活動登場！所有同學分成五個小組，各組必須合力完成多項團隊活動，每項都令人膽戰心驚，例如我們需要在船頭徒手爬行到船艙的出口，沿著沒有把手的船艙邊緣返回船上，亦需要靠一條幼木條踏出船外觸碰指定物件。過程中充滿驚險，幸好組員齊心合力、互相協助，每個項目才得以順利完成。



其中最刺激又令人膽怯的，莫過於棄船逃生演習，我們要由三米的高度跳海。大家對跳海都充滿著期待，但原來不到最後一刻，也不會意識到當恐懼逼近時，要選擇繼續面對，原來真是需要很大的勇氣，心理障礙比想像中大得多，有同學因為懼怕而忍不住哭起來。但教練對我們說，「不要讓自己輕易地畫上一道無形的牆去阻礙自己，不要讓自己輕言放棄。」最後，所有人都成功完成逃生演習。

雖然回家後全身疲累，亦因下水時姿勢不當令部份肌肉受傷，但我因著成功挑戰自己及勇於面對困難而感到十分滿足和快樂。希望我能常常記著這份感覺，在面對人生不如意或困難時，都能積極勇敢面對。這次活動亦令我認識到香港大學及嶺南大學的朋友，成為共患難的伙伴！



"You are the master of your fate" –

Wu Yee Sun College Leadership Training Camp

Sea kayaking



"You are the master of your fate". It was the lesson our 12 Sunnies learnt from our Leadership Training Programme.



During the winter break, Wu Yee Sun College and Outward-bound Training School provided a tailor-made leadership programme to the student leaders of the College. During the seven-day trip, the

student leaders faced challenges of the extremes. One of them included climbing up to the top of a small hill. The coach first estimated that the round trip would take three hours; however, the team misunderstood the map and was lost in the middle of nowhere. There was a moment that they wanted to call for rescue, but they decided not to give up. With determination to finish the task, the team figured out a completely new way by exploring the unknown area despite the difficulties they might face. Finally, they were able to reach the destination with the new trail which they explored and even the experienced coaches were impressed!

There were countless unforgettable moments including sailing in kayaks to an isolated island and camping in the wild; building their own boats and

Figuring out the new trail



sailing back to the base; and lying in complete darkness and star-gazing the spectacular milky-way. These challenges were exciting and memorable, but the establishment of team spirits and the break through of our Sunnies were even more precious.

You are the master of your own fate. Step out of your comfort zone and create your own unique path!

Preparation of dinner



Students' feedback

"I was the team leader and I was extremely amazed of how we have built our teamwork from nothing. We didn't know each other before the camp which explained why we couldn't communicate effectively at first. We were told to do group rope skipping for 10 times, but our jumps were out of phase and we were not able to do even once! However, after the trainings, we built up great trust with each other and we were able to communicate more effectively. Although we still couldn't complete the task, we were proud of our cooperation and happy to receive the punishment together."

Fung Ki Fung,
Physics / Year 2

"The experience was very valuable as I have tried so many new and exciting things. I have never imagined myself sea kayaking as I cannot swim. However, I have overcome all the physical challenges together with the team. At the end, I even took the challenge of jumping off from the highest point to celebrate our completion of the camp! Now I believe I can achieve more than I could imagine."

Mok Tszyan,
Geography and Resources Management / Year 2



傳承。開創

五十周年校慶匯演 百萬零一夜



去年十二月七日於百萬大道烽火台舉行的「五十周年校慶匯演：百萬零一夜」，吸引了過千名中大師生校友及家人回校參與。

當晚為匯演而設的燈光，把百萬大道及烽火台變為舞台，大學圖書館白牆為天幕，透過錄像，帶觀眾重溫過去半世紀的人與事，場面壯觀。



活動由樂隊RubberBand主音6號(繆浩昌)及商台節目主持急急子(區穎琳)兩位校友擔任大會主持。節目內容分為「活在中大」、「生於中大」及「人文關懷」三個環節。



「活在中大」以歌唱、話劇及舞蹈等表演方式，表現中大學生的生活型態；而「生於中大」則有黃洪、馬嶽、蔡子強和周保松等昔日的學運領袖，聚首一堂回顧那些年，以及由校友歐錦豪表演魔術；另外小思老師亦為以大學圖書館為家的小白腰兩燕撰文，並由中文系校友黃念欣朗誦及畫家海潮即席以沙畫演繹，充分表現中大人的「人文關懷」。

大會在最後一個表演環節邀請觀眾以手機屏幕的光源照亮百萬大道，為下一個五十年，留下光輝的注腳。





以下是當晚參加者分享：

百萬零一夜，中文大學五十周年紀念。回來真好，大家席地而坐，聽古樂看街舞賞沙畫，還有祖堯校長的世界盃之約。多慶幸來到中大，多慶幸沒有走開。中大的青春和我的青春，一起流淌。

飯飯 Beta 版

數年前在博群花節，校長對我們說，大學生應該是浪漫的；數年後的這個晚上，不再是大學生的我(們)，回來這裡過了這些日子以來最浪漫而窩心的一晚。人擠人在百萬大道席地而坐，腿都全發麻了但絲毫也不想這夜完結。看著末段的沙畫配上小思老師的文字，一切美麗得我想哭。

五十年中的首四十多年，我無緣趕上見證；但情義無價，何必在乎時間短長先來後到。之後的好多年，請讓我好好珍惜這個地方，望一切美好如初。

Evelyn Lau

平等看待所有中大人，是百萬零一夜最難得之處。中大的歷史裡，有過一些成就，出了一些人物，但活動的製作團隊沒有把焦點集中在這些光榮史上，反而以校園生活的點滴，以及平平無奇的人和事貫穿全晚節目，隱含的意思是，中大是一個整體來的，一些不顯眼的生活體驗，以至基層員工所付出的努力，都在成全其他所謂做大事的人。

凍易打鹿

我好喜歡昨晚的百萬零一夜。一個校慶，有我們生活的片段、同學的表演、對先賢學輩的致敬和非官腔的中大抗爭歷史；沒有甚麼達官貴人作令人厭膩的數字報告，卻有對一直以來默默堅守中大的職工的致意。一切來得淡淡的，卻又好像黃昏鄉村的炊煙，餘韻不散。一切的淡然，以近乎平凡的方式，去展現我們心中的不平凡，很好。

Eason Chung



服務沙田、大埔及馬鞍山的弱勢社群 給你豐富資助，讓你愛近一點

對象：校內全日制本科生及學生團體

參與本計劃的三種模式：

1. 由學生自行發起的服務學習項目

- 同學自行組成小組，提交建議書
- 資助金額每項目可高達港幣 25,000 元，申請者可同時申請其它資助

2. 由學生發起、社會服務機構協助的服務學習項目

- 同學可在社會服務機構的協助下設計活動
- 本計劃透過社會服務機構分配所得資助，活動經費每項目可高達港幣 25,000 元

3. 參與由社會服務機構提供的服務學習項目

以此計劃滿足相關書院通識科目要求

同學可以此計劃中的服務學習經驗作為滿足相關書院通識科目(如專題討論、具服務學習元素的科目等)的服務學習要求，唯同學必須事先徵得該科老師同意。

以此計劃滿足相關書院服務獎勵計劃要求

同學可以此計劃中的服務學習經驗作為滿足聯合書院社會服務獎勵計劃及新亞書院通才獎勵計劃的服務學習要求，唯同學必須事先徵得書院的同意證明。

報名請到愛鄰「社」網頁：www.cuhk.edu.hk/loveyn
查詢：葉小姐 (3943 5979 / loveyn@cuhk.edu.hk)

督導委員會 沈祖堯教授 校長
聯席主席： 盧龍光教授 崇基學院神學院院長

Students@Work.ITSC

Are you looking for a part-time job? Why don't you consider working part-time for ITSC as a Student Computer Assistant (SCA)?

Every year, ITSC recruits and trains students to support the Centre's functions, for example, service desk consultation, computer laboratory management, eLearning support, programming, campus network support and writing. The SCAs gain more than what they expected when working part-time in ITSC. To name a few,

- 1 Learning new technology while getting paid;
- 2 Gaining valuable hands-on job experience which could be good references for their future job hunting;
- 3 Developing various job skills including communication, time-management and problem-solving skills;
- 4 Feeling a sense of satisfaction by serving the University community; and
- 5 Enriching social life by meeting users and other SCAs.

In this issue, two current SCAs are invited to share with us on their work experience in ITSC.

"My duties in Learning Commons are to assist users in using the IT facilities, to make sure the facilities are in proper use and to handle users' enquiries.

I've joined the support team for one month only but I've already adapted to this new job. ITSC has provided me with intensive on-the-job trainings and detailed operation guides. This enables me to handle users' enquiries and manage the whole area without staff supervision during night shift."



Paul Cheung –
WMY Learning Commons Support Team
(Environmental Science / Year 2)



John Chan – eLearning Team
(Systems Engineering and Engineering Management / Year 4)

"I enjoy working in the eLearning Team very much. I assist teachers in developing multimedia courseware and building interactive learning materials to enhance students' learning. Different teachers have different thoughts and requirements on their courseware. I never feel bored with my job.

Do you know Coursera? Coursera partners with top universities and organizations worldwide to offer free online courses. I am so excited that I can also participate in developing courses on Coursera which might be reached by millions of students worldwide!

I often work in the Learning Technology Studio where I can try many new software and multimedia technology to advance my skills. More importantly, this job allows me to fully apply the knowledge I learnt in classes and the skills I gained in the Studio to complete challenging real-life projects."

If you are interested in joining the team, please pay attention to the job advertisement of the ITSC SCA Recruitment Page:
www.cuhk.edu.hk/itsc/announce/sca-recruit.html

Campus Influenza Response Level raised to "Serious"

According to The Food and Health Bureau's announcement of confirmed human case of avian influenza, the Committee on Health Promotion and Protection (CHPP) has raised the Pandemic Influenza Response Level on Campus to "Serious Response Level". The University Health Service will enhance surveillance of respiratory infection cases, especially those with poultry contact.

The Hospital Authority has activated Serious Response Level (S2) at all hospitals. In view of the activation of S2 Alert

Level, the Faculty of Medicine has decided to suspend all medical and nursing teaching activities within clinical areas of hospital until further notice. Student teaching outside of clinical areas such as classroom lectures and tutorials will continue.

CHPP would like to remind the university community to maintain good personal and environmental hygiene to prevent avian influenza. Staff and students should avoid touching birds or poultry when travelling outside Hong Kong.

Please visit the following websites to obtain more useful information.

Centre for Health Protection, Department of Health - Prevent Avian Influenza:
www.chp.gov.hk/en/view_content/24244.html

Committee on Health Promotion and Protection - Serious Response Level:
www.cuhk.edu.hk/health_promote_protect/serious.html

政府學生資助計劃 2014-15 (適用於 2014-15 仍在學的合資格本地全日制學生)



「資助專上課程學生資助計劃」(TSFS)及「全日制大專學生免入息審查貸款計劃」(NLSFT)兩項計劃的收表日期為 2014 年 4 月中旬。有關下載申請書的日期及注意事項，請留意入學及學生資助處發出的電郵及通告。如有查詢，請致電 2150 6000 (TSFS) 或 2150 6222 (NLSFT) 與政府學生資助辦事處聯絡。

香港中文大學「國際暑期課程」2014 CUHK International Summer School (ISS)

香港中文大學「國際暑期課程」將於 2014 年 7 月 2 日至 8 月 4 日舉行，中大學生可與來自世界各地的大學生一同於中大校園上課，作學術及文化交流，建立跨地域的人際網絡，更可利用暑假修讀大學通識教育或其他科目，多修學分為雙主修或副修作準備，減輕上、下學期的課業負荷。

課程特色

師資優良：

授課學者來自香港中文大學及海外著名學府。這些學者不單屢獲教學獎項，很多更是本身研究領域的學術先驅。

課程選擇多：

全英語授課，內容圍繞工商管理、中醫中藥、工程、環境研究、社會科學和中國研究等。

「國際暑期課程」現已接受網上報名，有關詳情，可瀏覽網頁 www.cuhk.edu.hk/osp 或致電 3943-1826 向暑期課程辦公室查詢。



Career Planning and Development Centre, OSA (Tel: 3943 7202 / E-mail: cpdc@cuhk.edu.hk)(Please note that the following schedules are subject to change. Students may refer to <http://cpdc.osa.cuhk.edu.hk> for the updated information.)

Guidance Programme		
Events	Organizer / speaker	Date
One on One Career Coaching with an Experienced HR Profession cum Alumnus in March / April 2014	CPDC	Mar & Apr 2014
Mock Interview Workshop	CPDC	1 Mar 2014
Workshop for AO Final Round Selection Interview	CPDC	4 Mar 2014
Spring Career 101 - Planning and Preparation via Careers E-coach for Undergraduates and Postgraduates	CPDC	4, 6, 11, 13 Mar 2014
EntreNet Workshop - Win Your Last Summer Internship and Get Ready For Graduate Job Hunting	CPDC	7 Mar 2014
Career Seminar - How to Ace a Competency Based Interview	CPDC	12 Mar 2014
EntreNet Workshop - Ace Case Interviews and Win Consulting and MT offers	CPDC	14 Mar 2014
Hair Styling Workshops for Job Interviews and the Working World	CPDC	20 Mar 2014
Mock Interview Workshop for Prospective Secondary and Primary School Teachers	CPDC	22 Mar 2014

Recruitment Talks	
Events	Date
Marks and Spencer	3 Mar 2014
Wang On Group	5 Mar 2014
Prudential Hong Kong	5 Mar 2014
AEON Stores (Hong Kong) Co., Limited	6 Mar 2014
i-CABLE Communications Limited	6 Mar 2014
Maxim's Caterers Limited	11 Mar 2014
Chow Tai Fook Jewellery Co., Limited	12 Mar 2014
Apple Inc.	13 Mar 2014
Bank of Communications Co., Limited	13 Mar 2014
OPG Human Resources Limited	17 Mar 2014
Giordano International Limited	27 Mar 2014
South China Holdings Limited	31 Mar 2014

Incoming Students Section, OSA (Tel: 3943 7945 / E-mail: isso@cuhk.edu.hk)

Events	Organizer / speaker	Date
Sharing Sessions for Non-local Undergraduate Students of Various Streams	Learning Enhancement Officers (LEOs)	Early Mar 2014
Workshop on Succeeding in Interviews	Ms. Polly Cho	14 Mar 2014
Alumni Sharing Session	ISS	21 Mar 2014
African Week	ISS	18-21 Mar 2014

Student Activities Section, OSA (Tel: 3943 7323 / E-mail: sacs@cuhk.edu.hk)

Events	Organizer / speaker	Date
博覽遊蹤	SACS	3 Mar 2014

學生領袖培訓計劃		
Events	Organizer / speaker	Date
活動九：「有活動，無人知?!」—平面設計竅門工作坊	李嘉耀先生 (前香港理工大學設計學院高級平面設計師)	11 Mar 2014
活動十：成功演說技巧講座	黃桂林博士 (著名公開演說導師及傳媒人)	13 Mar 2014
活動十一：「創意學堂—創業苦樂話你知及DIY天然護唇膏」分享會	蕭偉森教授 (創業學堂執行委員)	15 Mar 2014

Student Counselling and Development Service, OSA (Tel: 3943 7208 / E-mail: scds@cuhk.edu.hk)

Student Development Programmes for Postgraduates		
Events	Organizer / speaker	Date
Workshop on 'Loss & Grief' for Nursing students	SCDS	26 Mar 2014

Student Development Programmes for Undergraduates		
Events	Organizer / speaker	Date
uBuddies Counselling trainings	SCDS	Fridays in Mar 2014
uBuddies Mental Health First Aid trainings	SCDS	21 & 28 Mar 2014
Increasing Self Awareness through NLP	SCDS	14, 21 Mar 2014
Workshops on 'Loss & Grief' for Nursing Year 2 students	SCDS	10, 17, 27 Mar & 3 Apr 14



救救地球：共享閱讀樂趣！愛護環境，閱讀後請傳給他人分享，或投入廢紙回收箱內。

此外，您亦可瀏覽網上版 www.cuhk.edu.hk/osa/market.htm

Save the Planet by Sharing and Recycling!

Please share the magazine with others or put it into a recycle bin after reading!

Please also read the magazine at www.cuhk.edu.hk/osa/market.htm