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香港中文大學五十周年  
50th Anniversary of CUHK

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「聾學生面對的其實是溝通問題，只要掃除障礙，他們一樣學得到。」  
'Deaf students' problem lies in not having an effective means for communication.'



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「我相信網絡編碼會是帶領我們進入下一個革命階段的蒸汽引擎。」  
'I believe that network coding might be the steam engine that takes us to the next phase of the revolution.'



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「在最艱困的地方你會找到最多的好人。」  
'You can find the best people in the most perilous places.'



## 普世愛情故事

莎士比亞筆下羅密歐與茱麗葉的愛情故事傳誦後世，感染力無分地域。湖南吉首大學把它換上中國少數民族背景，參加於6月4至6日在中大邵逸夫堂舉行的「第九屆中國大學莎劇比賽」決賽，與來自兩岸三地的十一所大學一較高下，奪得亞軍，飾演茱麗葉的鄧莎榮獲優秀女演員獎，該校並獲最佳舞台布景獎。

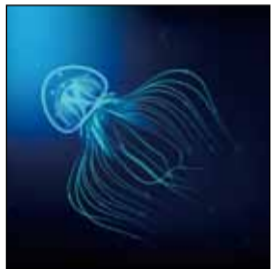
## The Greatest Love Story

Shakespeare's Romeo and Juliet is one of the best-known love stories in the world. In June, at the Ninth Chinese Universities Shakespeare Festival, Jishou University from Hunan Province performed an innovative rendition of the renowned play by setting it in a Chinese ethnic minority background. Held at the CUHK Sir Run Run Shaw Hall from 4 to 6 June, a total of 12 universities from Hong Kong, mainland China and Taiwan contended for the championship. Jishou University was the first runner-up and recipient of the Best Set award. Deng Sha who played Juliet was awarded 'Outstanding Actress'.

……海面上出現一種驚人的美麗景色。四周吹起清涼的微風，在各處海面上，白天看來都是泡沫，現在卻閃耀着白色的光芒。船頭推送着兩道磷光的波浪，在船尾的水面上則留下一條乳白色的尾波。在目力所及之處，每個波浪的頂部都閃閃發光；地平線上的天空，由於這些淡青色光輝的反照，可不像蒼穹那樣黑暗。

上面的敘述喚起了李安執導電影《少年Pi的奇幻漂流》中超現實的海上景象，然而，這段文字是達爾文於1833年12月6日乘坐「小獵犬號」航行至南美沿岸時寫下的日誌。海面上磷光閃閃其實是由細菌、鞭毛蟲，或是水母造成的，這些海洋生物和微生物吸收了太陽光子，每當躁動時便會發光。海洋充滿生命和光，印證着大自然的神奇、自給自足和平衡的奧妙。

本期通訊介紹楊偉豪教授研發的革新網絡傳信方法，這個被稱為「蝴蝶網絡」的傳信模式既簡單且優雅。本年度「洞明集」刊登了逾十篇中大學者的研究介紹，我們期盼文章忠實呈現學者們的睿智和勤奮，在浩瀚無際的科學海洋上所迸發的光芒。那管是水母或是蝴蝶，下一季我們續會刊載一些洞燭先機的科研成果。



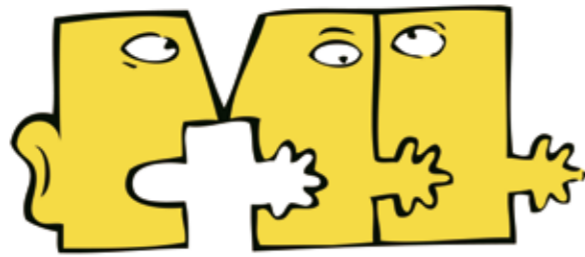
...the sea presented a wonderful and most beautiful spectacle. There was a fresh breeze, and every part of the surface, which during the day is seen as foam, now glowed with a pale light. The vessel drove before her bows two billows of liquid phosphorus, and in her wake she was followed by a milky train. As far as the eye reached, the crest of every wave was bright, and the sky above the horizon, from the reflected glare of these livid flames, was not so utterly obscure as over the vault of the heavens.

The above description may remind one of the surreally luminescent seascape in **Ang Lee's** film *Life of Pi*. But it was in fact written by **Charles Darwin** on 6 December 1833 when his *Beagle* was sailing off the South American coasts. The phosphorescence of the sea is due to bacteria, flagellates and even jellyfish. These sea creatures and micro-organisms absorb photons from the sun and give out light whenever they are agitated. The ocean is indeed full of life and light. Such is the wonder, self-sufficiency and equilibrium of Mother Nature.

This issue looks at Prof. **Raymond Yeung's** revolutionizing work on network communication which finds a simple but elegant expression in what has become known as the Butterfly Network. This season we have published over 10 articles on the research of CUHK scholars under the rubric of 'A Plain View'. We would like to think they do justice to the intelligence and diligence of these scholars which illuminate the vast and unfathomable ocean of science. Jellyfish or butterflies, we will continue to cast them in plain sight in the next season.

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## 手語及聾人研究中心 Centre for Sign Linguistics & Deaf Studies

中文大學手語及聾人研究中心主任**鄧慧蘭**教授說：「在1990年代中期開始從事手語研究時，我接觸過的聾人中，許多都不能寫、不能講，中英文都不行，讓我非常驚訝。為甚麼會這樣的？聾人真的沒有語言嗎？其實，他們都有語言，只不過是手語。但因為種種原因，手語並未受到重視，因此他們未能通過手語得到理想的口語發展機會。」

造成聾人有聲難語，有目難讀，源於一般人各種對聾人的不了解或對手語的誤解，以下是常見的謬誤。



**謬誤：**聾人是啞巴

**真相：**聾人是可以說話的。可是，聾人假如腦中根本沒有扎實的語言知識，或者沒有有效的語言訓練，就很難發展語言。

**謬誤：**聾人都懂得手語

**真相：**如果聾人教育過程不主張手語，那聾人接觸手語機會就很少，就不了解手語。目前很多主流聾生都不懂手語，或藐視手語，覺得自己不應該學手語。

**謬誤：**聾人改習口語有助社會共融

**真相：**1880年米蘭舉行第二屆國際聾人教育會議決定棄用手語和聾老師去教育聾人；主張聾學生應盡量用口語，原因是融入社會。這個理想的指標難以完全實現，因為聾人礙於先天的局限，語言信息不足，單靠口語學習，效果難以理想。結果是，聾人教育辦得不好，學生語文能力低，有許多科目無法修讀。長期落後，令他們自卑內向，有礙融入主流社會。經過一百三十年，2010年，在溫哥華舉行的第廿一屆國際聾人教育會議開幕禮上，大會向全球聾人道歉，指當年的決定是錯的。

**謬誤：**手語會降低語文能力

**真相：**根據研究，參加手語口語雙語教育共融計劃的小學生，他們的香港手語、口語和書面語的發展是彼此互有關連，而且相輔相成，手語學得好，有助口語和書面語的發展。

**謬誤：**手語是全球統一的

**真相：**世界各地和不同的聾人群體，會因應本身的需要而發展自己的詞彙及表達方式，發展自我體系的手語。（見《香港手語字典》）。

**謬誤：**手語只是手勢，不能表達複雜意思

**真相：**1960年代出現手語語言學，透過語言學分析手法，已證明手語其實是自然語言，只是跟口語和書面語表現形式不同，例如一般口語是單向序列的，手語則可在同一時間表達多於一個概念，這證明手語一樣有完備的語法及結構，是人類傳情達意的成熟工具。



Photos of Prof. Gladys Tang by Cheung Wai-lok

# 喚起沉睡百年手語教育 人道年獎敬獻聾人社群

**建**設無止橋，可以方便窮鄉僻壤的村民對外溝通。建設無聲橋，則可以打開聾人的心扉和眼界，與健聽世界保持連繫。十多年來致力語言學研究，以實踐手語口語雙語教學、聾健共融教育為己任的鄧慧蘭教授，於5月下旬獲香港紅十字會與香港電台頒授2013年香港人道年獎，表揚她以實際行動協助聾人締造幸福生活，充分體現人道精神。

鄧教授說：「這個獎不屬於我，而是屬於我們中心的每一位成員。沒有他們，我就無法欣賞到手語所蘊含的豐富語言特性。我希望透過人道年獎這個平台，能夠讓更多社會人士明白，語言，無論手語或口語，都會影響聾人的個人發展和其自身價值。」她希望大專院校除了支持手語及口語支援服務外，更可以共同尋找增加聾人接受大學教育的機會。

不畏艱辛，敢於嘗試，是鄧教授孜孜於科研，並且戮力開展賽馬會手語雙語共融教育計劃（共融計劃）的寫照。回想七年前進入主流小學試辦新教學模式，她心中不無忐忑，因為只有理論根據，要取得實證，唯有摸着石頭過河。不過她深信：「聾學生面對的其實是溝通問題，只要掃除障礙，他們一樣學得到。」

### 開心校園

幾年下來，成果漸顯。「學生很開心，很有自信。家長好感恩，覺得手語雙語共融教育是聾人教育的將來。在這裏，聾孩子學到手語，協助他們學習和吸收知識，也學到口語，能夠與人溝通。講得差不打緊，因為也有好的書面語。健聽家長則慶幸子女學懂兩件事：手語和關愛。有時學校透過廣播發放消息，健聽學生會主動站出來做手語傳譯，照顧聾同學的需要。」鄧教授欣喜地說。

### 手口並用

要聾健學生全面共融，關鍵在於聾學生的人數。鄧教授指出：「主流學校有大量口語，故此，安插聾學生進去的人數要達到一個臨界量，製造足夠的手語輸入，目的是營造雙語（自然手語和口語）的語言環境，產生豐富語言信息，以利學生吸收。」共融計劃在2006年獲香港賽馬會資助，於平安福音堂幼稚園（牛頭角）及九龍灣聖若翰天主教小學

女中英數三科的成績，發現合格率只得百分之五十至六十。但參加共融計劃的聾學生，合格率則達百分之八十至九十。

### 嬰兒手語

其實，幼年是語言學習的關鍵期，鄧教授認為要好好把握：「有家長覺得手語很容易，可以等到口語發展有嚴重障礙時才學手語，其實，到語言習得關鍵期過後才接觸手語就已經太遲了。助聽器和人工耳蝸雖有助改善聽力，但不能解決所有問題。若能及早給予聾孩子兩種語言，便可以幫助他們有健康的發展。我們的夥伴學校——平安福音堂幼稚園（牛頭角）就是專門為聾幼兒提供手語雙語教育，為升小學做好準備。我們另設有嬰兒手語班，現時已經有二十五名家長帶同他們的聾小孩來學手語，盡早讓他們在無障礙情況下吸收語言信息。」

### 未來計劃

這個計劃獲香港賽馬會資助八年，將於2014年7月完結。鄧教授說感動的是兩所學校仍然願意一同發掘資源，繼續行這條共融的路。她實在希望社會各界有心人士可以給予兩校多一點的支持，讓學生有足夠的支援，健康成長下去。

今年7月，共融計劃將會有第一批小六畢業的聾學生。位於馬頭圍的主流中學聖母院書院已經答應，在未來六年與中大攜手試行共融計劃。暑假過後，聖若翰小學畢業的六名聾童將一起升讀該校，他們的部分健聽同學也有申請入讀聖母院書院。鄧教授感謝利希慎基金捐助，發展這間中學的共融教育。至於小學的共融計劃，手語及聾人研究中心會聯同學校籌募經費，更加希望這計劃可以納入政府資助範圍，繼續把聾健教育發揚光大。

### 榮譽和推崇

賽馬會手語雙語共融教育計劃已獲聯合國教科文組織國際教育局列入傑出融合教育例子資料庫，為海灣阿拉伯國家的政府決策者、學校、老師和持份者提供國際上成功的融合教育例子。衛生署兒童體能智力測驗中心在過去一年，亦開始把這計劃介紹予聾童的家長，特別是那些已確定幼兒有聽覺障礙的，如能盡早幫助孩子並行發展口語和手語，便不會錯過語言發展的關鍵期。

### 長路漫漫

學生懂事，肯認真學習，是每位老師最感欣慰的事。而在鄧教授心中最牽掛的則是將來。她數道：「現時有很多優秀的聾學生只能接受職業訓練，學習修甲和理髮等，與大學無緣。不過，再過六年，我們將會有一批手語、口語和書寫能力俱佳的聾、健中學畢業生。相信這些聾學生也可以有資格報升大學吧。只是，他們進入大學後又能否得到有效的支援呢？我們眼前還有一重重的關卡需要越過。」



聾健學生攜手演出《無聲呼喊》音樂劇，把手語雙語教學模式搬上舞台  
A Cry of Silence musical performance by deaf and hearing students

# Reviving Sign Language Education

## A Humanity Awardee's Tribute to the Deaf Community

Prof. **Gladys Tang**, director of the Centre for Sign Linguistics and Deaf Studies (CSLDS) at CUHK, said, 'I began sign linguistics research in the mid-1990s. Many deaf people I knew couldn't write or speak in either English or Chinese. I was shocked. Why is this the case? Do the deaf have no language? Actually they do have, but it's sign language, which due to a number of reasons, was never given the same importance as spoken languages. Hence those people never managed to develop their oral expression through sign language.'

Below are the myths that explain why deaf people usually have problems in speaking and reading though they have a voice and they can see:



**Myth:** Deaf people are mute.

**Fact:** The deaf may resemble the mute because they lack appropriate speech training, or they never receive sufficient linguistic input that enables them to speak.

**Myth:** All deaf people know sign language.

**Fact:** If sign language is not preferred as a medium of communication in education for the deaf, deaf people will have fewer chances to learn and understand it. Now many deaf students studying in mainstream schools don't know sign language, or even despise it. They think they shouldn't learn sign language.

**Myth:** Encouraging the hearing impaired to express themselves orally can promote social inclusion.

**Fact:** In Milan 1880, at the Second International Congress on the Education of the Deaf (ICED), it was decided to abandon using sign language and hiring deaf teachers in the education of deaf people. The rationale was that the use and acquisition of oral language promoted the inclusion of the hearing impaired into society. Though well-intentioned, the goal was elusive because congenital hearing impairment prevented students from receiving adequate linguistic input, which resulted in poor language skills, bad academic performance, erosion of self-confidence and failure of social inclusion. In 2010 in Vancouver, the 21st ICED apologized to all deaf people at the opening ceremony that the decision made 130 years ago was wrong.

**Myth:** Sign language will weaken other language abilities.

**Fact:** Research shows that deaf students under the Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme were progressing in three aspects: Hong Kong sign language, oral language and written language. The three languages are positively correlated, i.e., if their sign language was good, their oral and written languages were also good.

**Myth:** Sign language is universal.

**Fact:** Different countries and deaf communities have their own sign language. Each has a different set of vocabulary and means of expression tailored to their needs. (source: *Hong Kong Sign Language: a Trilingual Dictionary with Linguistic Descriptions*)

**Myth:** Sign language comprises hand gestures and cannot express complicated concepts and feelings.

**Fact:** Sign linguistics began to develop in the 1960s. According to linguistic analysis, sign language is a natural language different from oral and written languages. Words are uttered one by one in oral language, but sign language can combine multiple concepts and show them with one gesture. Sign language is grammatically and structurally complete, and it is a well-developed tool for expressing thoughts as well as emotions.

While constructing roads can help remote villages connect with the outside world, building roads of a different kind can help the deaf to broaden their vision and stay in tune with the hearing population. For over 10 years, Prof. Gladys Tang has devoted herself to linguistics, sign bilingualism and inclusive education research, in short, everything to make life more pleasant for the deaf members of our society. She was presented the Hong Kong Humanity Award 2013 by the Hong Kong Red Cross and Radio Television Hong Kong in May in recognition of her efforts at enlivening and putting into practice the spirit of humanity.

Professor Tang said, 'It is my hope that the Hong Kong Humanity Award will raise society's awareness that language, whether signed or spoken, will have an effect on the personal development and cultivation of self-value of the hearing impaired.' While there are increasing sign language and oral language services offered, tertiary institutions in Hong Kong may work together to identify affirmative measures that support the deaf to receive higher education.

Professor Tang's path of academic research and her launch of the Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme (JC-SLCO programme) seven years ago are marked by fearlessness and courage. When she first started that new teaching model in mainstream education, she was anxious because theories were her only support. Nevertheless, she went ahead. 'Deaf students' problem lies in not having an effective means for communication. If we bridge these gaps, they will be able to learn.'

### A Happy School

After a couple of years, the programme bore encouraging results. 'Students are happy and full of confidence. Parents are grateful and see the school as the future of deaf education. Deaf students are taught sign language which helps them to acquire knowledge effectively. They also learn how to speak, which enables them to communicate with others. For those who can't speak well, they can use pen and paper since they are taught how to write well. Hearing parents are thankful because their children learn sign language and how to be caring. Now, when the school makes announcements on the loud speakers on campus, hearing students would proactively come out and sign for their deaf classmates,' Professor Tang said.

### Using Sign Language and Oral Expression

The ratio of deaf and hearing students determines the success of an inclusive education. 'A mainstream school is dominated by oral language. The number of deaf students must reach a critical mass before enough sign language is produced to create a bilingual environment of signed and oral languages in which students can immerse themselves,' she explained. Sponsored by the Hong Kong Jockey Club (HKJC), the JC-SLCO programme has been launched in phases at Kowloon Bay St. John the Baptist Catholic Primary School and Peace Evangelical Centre Kindergarten (Ngau Tau Kok) since 2006. A class of each grade will take about six deaf students. At present, the two schools have 11 and 37 deaf students, respectively. Classes are taught by two teachers—one hearing, one deaf. The teachers, who are equal in status, prepare course materials and teach using both sign language and oral expression.

### A Win-Win Model

The merit of a bilingual classroom is that signed and spoken languages can complement each other. Professor Tang said, for example, 'General studies is the most difficult subject for deaf students because they can't understand verbal explanation on its own. But if there is a deaf teacher complementing this with sign language, they will find it much easier to grasp the content. At times when hearing students have missed something, their eyes will naturally turn to the deaf teacher.' She recounted other benefits. 'At first, we were more interested in learning about the bilingual development of deaf students. But later, we discovered that this model does not just benefit the deaf, but also the hearing whose sign language skills have

improved, enabling them to become bilingual. I think this is a win-win situation.'

Apart from gaining better language skills, the academic performances of deaf students have been satisfactory. Recently, the Hong Kong Society for the Deaf surveyed over 100 parents with children studying in mainstream schools about the pass rate in Chinese, English and mathematics subjects. Only 50 to 60% managed to pass all three. The pass rate of deaf students on the JC-SLCO programme, by contrast, is 80 to 90%.

### Baby Signing Class

The early childhood years are a crucial time for language acquisition. Professor Tang suggests parents to capitalize on this. 'Some parents think sign language is easy and they can wait till their children have shown serious problems in linguistic development before letting them learn. But they may have passed the crucial age for language acquisition. Though hearing aids and cochlea implants can improve hearing ability, they can't solve all the problems. If we can teach deaf children two languages from the very beginning, they can develop more healthily. Our partner school Peace Evangelical Centre Kindergarten (Ngau Tau Kok) provides such bilingual education to toddlers and prepare them for primary school. Our centre also offers baby signing classes. Currently 25 parents bring their children to learn sign language, enabling them to absorb linguistic messages in a barrier-free environment.'

### What's Next

The JC-SLCO programme will end in July 2014 after the eight-year sponsorship by the HKJC expires. Encouragingly for Professor Tang, both schools are willing to help seek resources and continue on this path of integration. She hopes that they will find the support needed to enable students to develop more comprehensively.

In July, the JC-SLCO programme will welcome its first batch of Primary Six graduates who are deaf. A mainstream secondary school in Ma Tau Wai, Notre Dame College, has agreed to partner with CUHK to implement the sign bilingualism model for another six years. This autumn, six graduates of St. John the Baptist School will go to Notre Dame College. Some of their hearing classmates have also applied to the school. Professor Tang thanked the Lee Hysan Foundation for their generous support in developing inclusive education in the secondary school. For the primary school programme, the CSLDS will join hands in raising funds with the schools. Professor Tang also hopes that the programme will receive the government sponsorship required for developing on a much fuller scale.

### Honour and Recognition

The JC-SLCO programme has been added to the database of good practices for inclusive education by the UNESCO International Bureau of Education and the Gulf Arab States Educational Research Centre to provide policy-makers, schools, teachers, and other stakeholders with concrete evidence and relevant examples of inclusive education. In Hong Kong, starting last year, the Child Assessment Centre under the Department of Health will introduce parents with deaf children to the JC-SLCO programme, especially those whose toddlers are confirmed to suffer from hearing impairment. This allows them to develop mastery of both oral expression and sign language concurrently when they are at a crucial age for language acquisition.

### The Road Ahead

Though her programme seems to be going very well, Professor Tang has one nagging worry about the future of deaf students. 'At present, many excellent deaf students can only undergo vocational training to acquire skills such as giving manicures and hairdressing. Going to university seems not to be a viable option. In six years, we will have a batch of secondary school graduates, both deaf and hearing, who are good at both signed and oral languages, and who can write well, applying to universities. I believe the hearing-impaired should also be eligible to enter university. Yet would they receive effective support in a university? There are many obstacles I still need to tackle.'



# 蝴蝶效應 網絡傳播技術的蛻變

## The Butterfly Effect

### Network Coding Trumps Routing

互聯網經常被喻為信息的超級高速公路，不是完全沒有道理。在虛擬的網絡中，動輒以MB (Megabyte)，甚至TB (Terabyte) 或PB (Petabyte) 計的信息川流不斷，其間於交匯點停停進進，傳播途徑由路由器控制支配。

和鋼筋水泥造的公路一樣，信息的超級高速公路也不是常常暢通無阻的。現實的道路固然長度及寬度有限，信息公路亦然，其傳輸容量也有上限。當兩個載體（不管是車輛或信息數據包）於交匯點相遇，只有其一可先行通過，另一則必須停留等候。由此可見，交通流量愈大，擠塞的情況也愈見頻繁。所以，每當熱門的音樂會或足球比賽門券在網上公開發售的一刻，你總是上不到網，你便知道在信息公路上有着上千甚至上百萬的人與你爭路，出現了「堵車」現象。

在現今人人相互連結的世界，大量用家同一時間維繫於同一個網絡，最突出的例子是如迷宮般的互聯網了。圖一是多點傳送傳播網絡的一個基礎模型。

假設信息來源s經由不同路線把信息X及Y分別傳送至 $t_2$ 及 $t_1$ ，標上數字的交點（我們可視之為路由器）便是信息儲存及轉發之處。每條線代表在特定時間內可傳送一個位元信息的渠道（亦即其傳輸容量）。X和Y的傳輸路徑可如下表示：

X: s—1—3—4— $t_2$   
Y: s—2—3—4— $t_1$

顯而易見，交點3及4是瓶頸所在，由於容量所限，X和Y總共兩個位元的信息不能同時通過。

在2000年，包括現為中文大學卓敏信息工程學講座教授的楊偉豪教授及同屬中大的李碩彥教授在內的一群信息理論專家，提出一個全新的傳播網絡傳輸模型；他們認為網絡的中轉點並不一定原原本本地把信息送出，而是可以把信息內容經合併編碼才傳送，以盡用頻寬的容量。簡言之，只要把數據包的內容加上線性組合的編碼，便可做到。

看看圖二，當X及Y兩項信息傳至交點3，X和Y被編碼為新的一個一位元的信息X+Y，再傳至交點4，續往其目的地 $t_2$ 及 $t_1$ 。如此一來，既不會超逾渠道的容量，也不會延誤傳

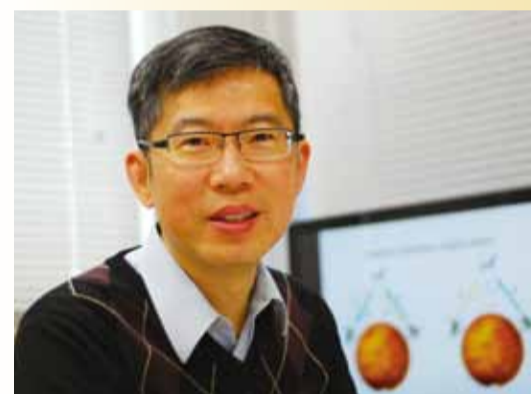
輸。當信息傳至終點，只要有足夠的線索或指示，即可重組原來的信息內容。這樣，不但處理信息能力大大提高了，因遺失信息數據而不能重組原來信息的風險也相對減低，傳輸變得更安全可靠。互聯網瀏覽者遇到上網沒回應而需要重新下載圖文的機會也將減少。就傳輸效率而言，編碼肯定勝過路由。

這項新穎技術是為網絡編碼，該網絡則被稱為蝴蝶網絡。信息過去被認為是不可分割的整體，但網絡編碼革新了這個看法。楊教授表示，「在網絡傳播中，信息不是一件商品。」套用微軟研究院吳韻楠及多倫多大學李葆春教授的評語，網絡編碼的優點是傳輸效率高、易於管理及適應不同的網絡環境。

另一共用傳播網絡的例子是衛星廣播，信號經由地面發射器傳送至太空的衛星，再由衛星轉發至一個或多個地面接收站（圖三左）。發射器是信號源頭，衛星是中轉站，而接收站則是終點。楊教授說，現時大部分衛星廣播仍然採用路由方式，當空中有那麼多信號在交叉往來，無怪乎會偶有阻礙，特別是當全球數以百萬計人都爭奪來自同一源頭的信號時。然而，如果改用編碼方式，由衛星先把信號編碼，才發送至接收站（圖三右），便可提升傳送效率。觀眾收看現場直播球賽時，因「技術問題」而受到的干擾自會減少。

時至今日，蝴蝶網絡的影響無遠弗屆，網絡編碼普遍用於無線通信、數據存儲、渠道編碼、計算機網絡、網絡交換理論及密碼學，而數學、物理及生物等學科也在探討網絡編碼的理論應用，並取得突破性的成果。

楊教授與李碩彥教授於中大創立了網絡編碼研究所，並一起出任該所所長。研究所更獲特區政府撥款機構評定為卓越學科領域，並正繼續網絡編碼的前沿研究，以及其於互聯網、無線通信、數據存儲及安全及生物信息等領域的應用。楊教授指出，網絡世界愈趨複雜多變，牽涉的數據量愈趨龐大，故網絡編碼的發展和應用潛力相當大。例如雲端計算的概念便繫於儲存龐大的數據和安全的檢索能力。又如流動應用程式，不管是遊戲、視像數據串流，或是社交聊天和會議，都要依靠一個流暢無阻、快捷、多點聯繫，以及發出和接收點都瞬息萬變的通信網絡。



楊偉豪教授  
Prof. Raymond W. Yeung

楊偉豪教授1984年畢業於美國康乃爾大學，主修電機工程學，繼於1985及1988年獲得碩士及博士學位，其後於AT&T貝爾實驗室工作三年。楊教授1991年加入中大，現為卓敏信息工程學講座教授。

楊教授2000年榮獲裘槎基金會優秀科研者獎，同時也獲選為電機及電子工程師學會 (IEEE) 院士。他與同事合著的網絡編碼論文獲頒2005年IEEE的信息理論學會論文獎，是本港首位學者獲此殊榮。2007年他獲德國洪堡基金會的Friedrich Wilhelm Bessel Research Award。

Prof. Raymond W. Yeung received the BS, MEng and PhD degrees in electrical engineering from Cornell University in 1984, 1985, and 1988, respectively. After that, he worked at AT&T Bell Laboratories for three years. He joined CUHK in 1991 and is currently Choh-Ming Li Professor of Information Engineering.

Professor Yeung received a Croucher Senior Research Fellowship in 2000 and was also elected a Fellow of the Institute of Electrical and Electronics Engineers (IEEE). In 2005, a paper on network coding he co-authored with CUHK colleagues received the IEEE Information Theory Society Paper Award, a first for Hong Kong researchers. In 2007 he received the Friedrich Wilhelm Bessel Research Award from the Alexander von Humboldt Foundation in Germany.

十多年前一個數學概念上的大膽突破，造就了或許是二十一世紀電信科技最矚目及影響深遠的發展之一，楊教授說：「有這麼的一個說法，我們現在生活的資訊年代，是由第三次工業革命帶來的，我相信網絡編碼會是帶領我們進入下一個革命階段的蒸汽引擎。」



It is no coincidence that the Internet is often likened to an information superhighway, where information (measured in megabytes and increasingly in terabytes and petabytes) travels from one spot to another, stopping at nodes or intersections to the directions of routers which control traffic in the virtual sphere.

As with one made in concrete and steel, this information superhighway does not always offer a smooth ride. Like a real road with definite width and length, any information pathway or channel must have its maximum capacity. When two carriers (vehicles or packets of information) come to the same intersection, only one of them can pass at one time and the other has to wait. Thus a high volume of traffic means the highway gets jammed easily and frequently. So when you could not get on the web instantly to purchase your favourite concert or football tickets when they first go on sale, you know there are thousands if not millions of others who have got on the net to compete with you for the tickets.

In today's connected world, a vast population of users would simultaneously communicate through a shared network. The most obvious example is the Internet which is essentially a labyrinth of branching, intersecting and merging pathways. An elementary model of a multi-cast (one-to-many) communication network can be visualized in figure 1.

The messages X and Y originating from the source  $s$  are sent via different routes to their respective destinations  $t_2$  and  $t_1$ . The numbered nodes (routers for our purpose) are where such messages get stored and forwarded. Each line represents a channel on which one bit of information can be sent at any particular moment (its channel capacity). We can thus visualize two paths taken by X and Y to travel to their respective destinations:

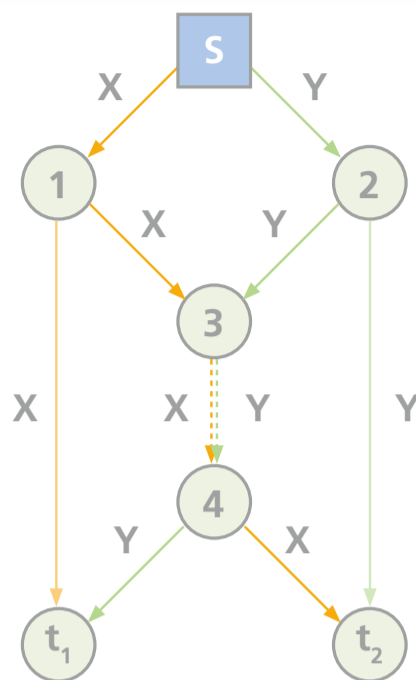
$$\begin{aligned} X: & s-1-3-4-t_2 \\ Y: & s-2-3-4-t_1 \end{aligned}$$

It is apparent that a bottleneck occurs between nodes 3 and 4 where the channel capacity cannot allow the two bits of information X and Y to pass through at the same time.

In 2000, a group of information theorists including Prof. **Raymond W. Yeung**, now Choh-Ming Li Professor of Information Engineering at CUHK, and Prof. **Bob Li**, also of CUHK, proposed a new model of packeting and forwarding information in a communication network. They theorized that an intermediate node in the network does not necessarily have to pass on the incoming packets of information *per se* but instead can mix and encode their contents and forward functions of the packets to achieve maximum bandwidth utilization. Without going into technical details, the contents of the incoming packets can be conveniently encoded by taking their linear combinations.

To illustrate with the same model (figure 2), the two messages X and Y get coded at node 3 into one  $X+Y$  which, not of two bits but one bit only, is passed to node 4 and onwards to the destinations  $t_2$  and  $t_1$ , respectively. Without exceeding the channel capacity and with no delay in transmission time, X and Y are able to complete their journey. At their destinations, the original messages can be reconstructed if sufficient clues or instructions have been given. A higher throughput is thereby achieved, as well as greater reliability because the risk of losing some packets of information and not being able to recover the same has been reduced. Internet browsers can expect fewer occasions of their computers not responding and needing to reload pictures and texts. In terms of transmission efficiency, coding clearly outperforms routing.

The new technique is known as network coding and such network has come to be known as the Butterfly Network. It has revolutionized the view of information as a static and immutable entity which gets passed from one

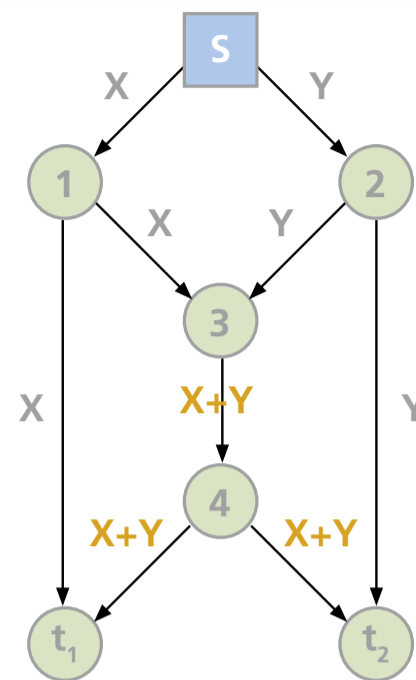


圖一  
Figure 1

place to another as an indivisible whole. According to Professor Yeung, 'Information is not a commodity when it comes to network communications.' The advantages of the network coding approach are, in the words of **Yunnan Wu** of Microsoft Research and Prof. **Baochun Li** of the University of Toronto, delivery efficiency, ease of management, and resilience to network dynamics.

Another example of a shared network of communication can be found in satellite broadcast, where signals from a ground transmitter are sent up to the orbiting satellite which then transmits the same signals to one or more receiving stations on the ground, as in left, figure 3. The transmitter is the source, the satellite the relay, and the receiving station the destination. Professor Yeung said that most satellite communications today are still based on the routing model. With so many signals crisscrossing in the sky, it is small wonder that logjams sometimes occur, particularly in the peak hours when information from the same source is sought by millions around the globe. But if the coding option is used instead and signals are coded by the satellite and sent back to the receivers (right, figure 3), a more efficient transmission would result. Viewers of live broadcasts of football will experience fewer interruptions due to 'technical problems'.

Today, the effects of the Butterfly Network are felt far and wide. Network coding has been developed and applied in wireless communication, data storage, channel coding, computer networks, switching theory, and cryptography. Its theoretical implications have been pursued in

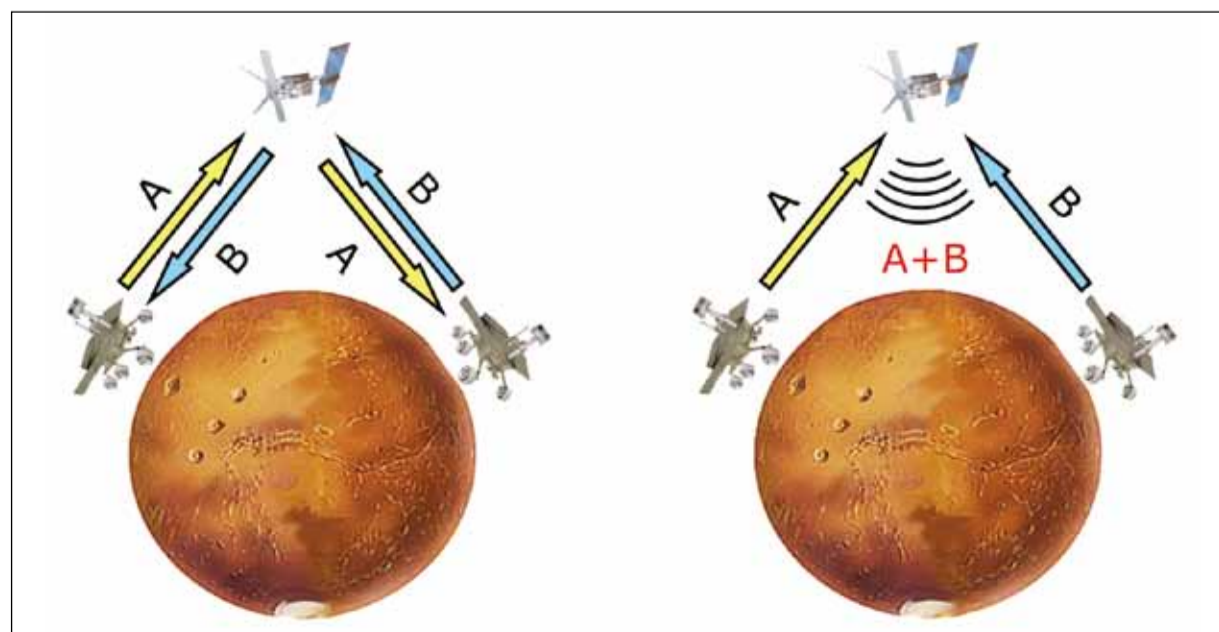


圖二  
Figure 2

mathematics, physics, and biology with groundbreaking results.

Professor Yeung is continuing his pioneering work in network coding at CUHK's Institute of Network Coding which, co-founded and co-directed by himself and Prof. Bob Li, is one of the Areas of Excellence research schemes recognized by the funding authority of the government of Hong Kong. The institute currently conducts forefront research on the theory of network coding and its various applications on the Internet, wireless communications, information storage and security, and bioinformatics. Professor Yeung sees massive scope for development and application in view of the increasingly massive data involved in an increasingly complex and dynamic network environment. For example, the cloud computing concept is predicated on massive data storage and reliable and secure retrieval capability. Mobile applications, whether in gaming, audio-visual data streaming, or social chatting and conferencing, all depend on a smooth and fast many-to-many communication network with constantly changing sources and destinations.

What started over a decade ago as a bold mathematical reconceptualization has resulted in perhaps one of the most dazzling and far-reaching developments in telecommunication technology of the twenty-first century. Professor Yeung said, 'It is sometimes said that the information age we live in was brought about by the third industrial revolution. I believe that network coding might be the steam engine that takes us to the next phase of the revolution.'



圖三  
Figure 3

## 高錕教授學生創意獎 Professor Charles K. Kao Student Creativity Awards



高錕教授學生創意獎2013頒獎典禮於5月27日假祖堯堂舉行，由張妙清副校長（前排右四）致開幕辭，華雲生常務副校長（前排右五）頒獎。主席評判梁廣錫教授（後排右七）在典禮上表示，今年參賽作品無論質與量都比往年有顯著提升，勝出學生的表現在可喜可賀。

高錕教授學生創意獎前身為「校長杯」，自2004至05年度起舉辦，這項兩年一度的科技創意比賽，開放予中大全日制學生參與，旨在推動學生的創新文化，鼓勵跨學科跨年級合作，集思廣益，締造更卓越的科研成績。

On 27 May, the Professor Charles K. Kao Student Creativity Awards 2013 (PCKKSCA) Prize Presentation Ceremony was held at Cho Yiu Hall. The ceremony was kicked off by Prof. Fanny M.C. Cheung (4th right, front row), Pro-Vice-Chancellor, who delivered the opening speech. Prof. Benjamin W. Wah (5th right, front row), Provost, presented the awards. Prof. Leung Kwong-sak (7th right, back row), chairman of the judging panel, congratulated the winners on their outstanding performances. He also commented that the overall quality and the number of entries this year are much better than in previous years.

The PCKKSCA is a biennial competition in technological innovation for full-time students of CUHK. It was first introduced in 2004–05 as the Vice-Chancellor's Cup of Student Innovation. The competition under the theme 'Innovation for Better Life' this year aims at promoting the culture of innovation and encouraging inter-disciplinary collaboration among undergraduate and postgraduate students.

## 網上遊戲促進學習 Online Game to Promote Collaborative Learning

教育學院資訊科技教育促進中心於2012至13年度獲知識轉移處知識轉移基金資助，開展「建立跨校虛擬互動電子學習社群——提升初中生對議題探究的興趣和能力」計劃，邀請二十所中學的初中生於學習通識教育科內的自我與個人成長、社會與文化及科學、科技與環境等三個單元時，利用中心研發的「學習村莊」（[www.learningvillages.net](http://www.learningvillages.net)）網上遊戲，進行協作議題探究。

計劃評估顯示，學生的協作及探究能力均有所提升，教師亦從而汲取跨校議題探究活動的實戰經驗。中心並先後於三個大型展覽會中展出了「學習村莊」及學生的協作學習成品，進一步向公眾推廣計劃的教學理念。

Supported by the Knowledge Transfer Project Fund of the Knowledge Transfer Office, the Centre for the Advancement of Information Technology in Education (CAITE) has conducted a project titled 'Promoting Junior Secondary Students' Motivation and Skills in Issue-enquiry through Inter-school Game-based Collaborative Learning' in the 2012–13 academic year.

Under the project, students from 20 secondary schools took part in CAITE's online game-based virtual learning platform, LearningVillages (LV) ([www.learningvillages.net](http://www.learningvillages.net)), to pursue collaborative issue-enquiry in the three learning areas of liberal studies—self and personal development; society and culture; and science, technology and the environment. During the school year, not only did the participating students advance their collaborative and enquiry abilities, the teachers involved also gained concrete pedagogical experience in co-facilitating inter-school issue-enquiry activities. To disseminate the pedagogical ideas promoted in this project to the community, LV and the students' collaborative learning artefacts were showcased in three major exhibitions.



## 城市可持續旅遊國際會議 Conference on Sustainable Tourism in Urban Environments

地理與資源管理學系可持續旅遊社會科學碩士課程，於5月8至10日在康本國際學術園舉行第二屆城市可持續旅遊國際會議。是次會議由崇基學院贊助部分經費，並獲北亞利桑那州立大學、國際地理學聯合會及世界休閒組織全力支持。



Sustainable Tourism in Urban Environments from 8 to 10 May at the Yasumoto International Academic Park. The conference was partially sponsored by Chung Chi College and supported by the Northern Arizona State University, the International Geographical Union, and the World Leisure Organization.

The conference brought together participants from all over the world who presented 28 papers covering sustainable tourism topics such as culture and heritage, geotourism, diaspora and tourism, conservation, theme park, public participation, social responsibility, environmental attitudes and tourism related issues. The delegates participated in a field trip to North East New Territories.

與會人士來自世界各地，發表了共二十八篇學術報告，涵蓋多個可持續旅遊議題，包括文化遺產、地質旅遊、僑民旅遊、資源保護、主題公園、公眾參與、社會責任、環境態度及旅遊相關課題。會後並安排了香港新界東北地區的實地考察，參觀印洲塘海岸公園及荔枝窩客家民居。

The Master of Social Science Programme in Sustainable Tourism of the Geography and Resource Management Department hosted the second International Conference on

## 聯校圖書館之合作與競爭 Conference on Future of Libraries

由大學圖書館系統與特區政府大學圖書館長聯席會合辦的「第三屆學術圖書館館員學術會議：求同存異·動靜陰陽：未來聯校圖書館之合作與競爭」，於5月30及31日舉行，吸引約三百位來自本地及海外的專業人士參加。是次會議亦為中大五十周年慶祝活動之一。



許敬文副校長致開幕辭  
Prof. Michael K.M. Hui, Pro-Vice-Chancellor, delivering the opening speech

會議就學術圖書館聯盟的管治、合作培訓館員、存取和儲存共用紙本及數碼館藏的尖端方法，以及集中統一館藏管理和技術服務四項課題深入討論。

The University Library System and the Joint University Librarians Advisory Committee jointly organized a conference entitled 'Academic Librarian 3: The Yin-Yang of Future Consortial Collaboration and Competition' on 30 and 31 May. The conference attracted about 300 local and overseas delegates, and was one of the celebratory events of the 50th anniversary of CUHK.

The themes addressed in the conference were academic library consortia governance; co-operative staff development; cutting edge approaches to access and storage of shared paper-based and digital collections; and centralizing collection management and technical services.



## 四百五十七名中大生獲頒政府獎學金及獎項 457 Students Receive HKSAR Government Scholarships



部分獲獎學生出席頒獎禮  
*Some of the awardees attending the presentation ceremony*

特區政府自2008至09年度起頒發獎學金，以表揚在本地大專院校攻讀副學士學位或以上程度課程之學業優異生。本年度，中大共有一百四十九名本科生及研究生獲頒此獎學金。特區政府今年更增設兩獎：「才藝發展獎學金」頒予在體育運動和競藝；音樂和表演藝術；美術、文化和設計或創新和科技領域上取得成就或展露才華的學生。「外展體驗獎」則資助優秀學生往海外參加學習、實習、服務計劃或比賽。中大有三百零八名學生獲頒上述兩獎。

To recognize the outstanding academic performance of students taking sub-degree or above-level programmes, the HKSAR Government Scholarships have been awarded annually since 2008–09. This academic year, a total of 149 CUHK undergraduate and postgraduate students received the scholarships. Another 308 students were bestowed the Talent Development Scholarship (TDS) and the Reaching Out Award (ROA). Set up in 2012–13, the TDS is offered to students who have achieved and demonstrated talent in sports and games; music and performing arts; culture, arts and design; or innovation, science and technology. The ROA, on the other hand, supports students to participate in overseas learning, internship, service programmes or competitions.

## Mouth-watering Morsels

舌尖上的中大

### 炸魚柳吞拿魚三文治 Fish Fillet and Tuna Sandwich

提起炸魚，很容易會聯想到薯條。不過，在中大范克廉樓咖啡閣，炸魚卻找到了另一好搭檔，與其遠親吞拿魚搖身變為學生在「中大開飯喇臉書」專頁讚賞的「校內最美味的三文治」。

強烈對比是炸魚柳吞拿魚三文治獨特之處。熱、脆的是魚柳，裹上薄粉，一下子就吃到魚的鮮味；凍、軟的是吞拿魚茸，發揮了醬料的作用，也讓餡料更緊貼麵包。一口咬下，是雙重的味道和質感，衝擊調和，帶來雙重的滿足。給大家一個貼士，下單時最好說明麵包要烤的，倍添滋味。

負責人林亮明先生說，炸魚柳是自家製作，選用龍利柳，接單即炸，以保鮮味。而且每天限量準備，售完即止。如欲一嚐美食，可要趁早。

Fried fish often comes with French fries. But at the Coffee Corner of the Benjamin Franklin Centre, it's got a new partner—tuna salad. The students seem to like the couple very much, hailing it as the most delicious sandwich on campus on the CUHK Open Rice Facebook page.

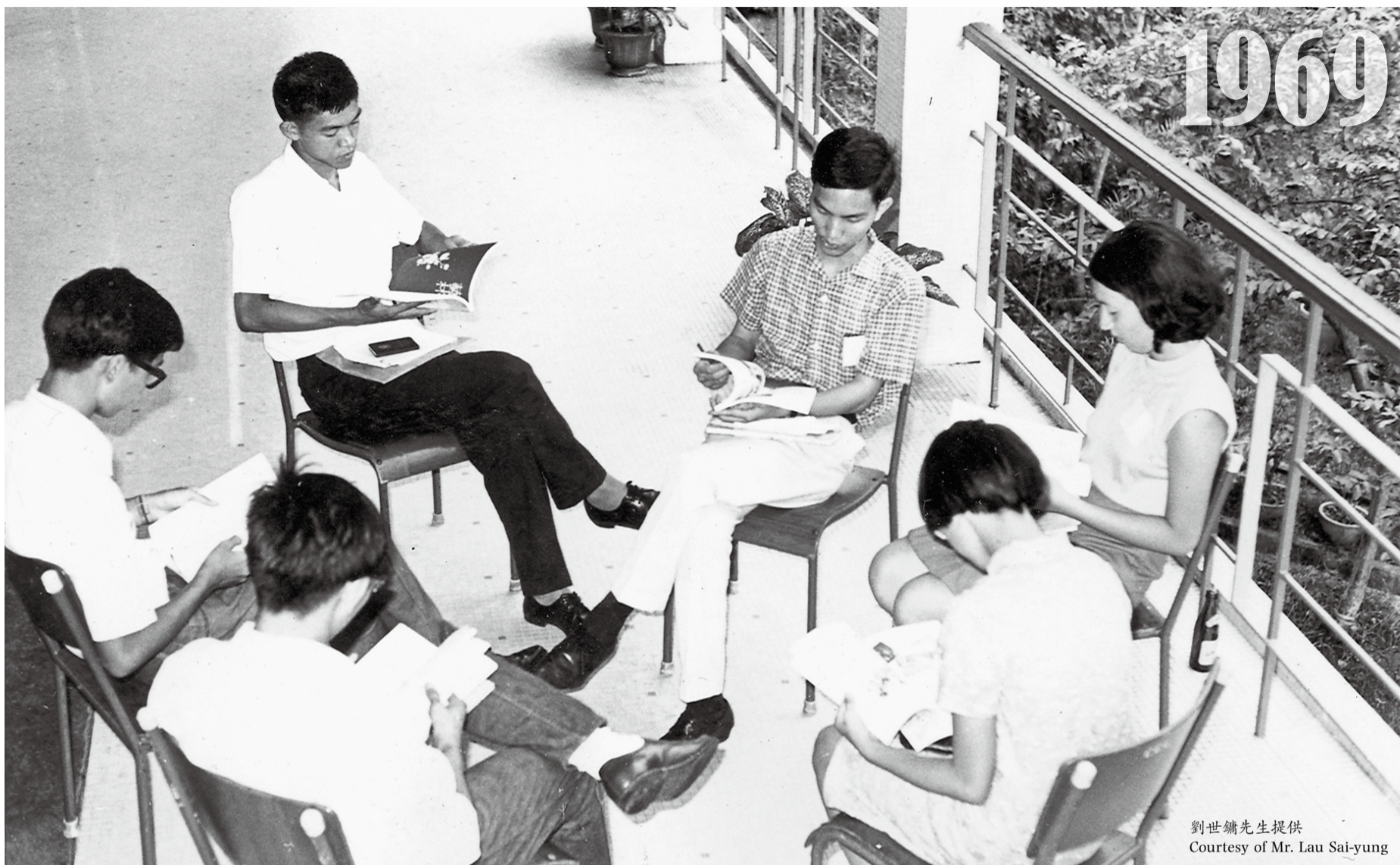
What makes the sandwich special is the contrast of textures and flavours. Dipped in batter and fried, the fish is fresh, hot and crispy on the outside. The tuna salad, by contrast, is cold and soft, binding the filling to the bread. With just one bite, you can fulfil a double obsession. A tip for those going to try the sandwich—ask for toasted bread; it's more delicious.

Mr. Lam Leung-ming, operator of the cafe, said the fish used is sole and it's fried to order to retain freshness. Only a limited number of this sandwich is on offer everyday, so go early.



# Then vs Now

昔與今



劉世鏞先生提供  
Courtesy of Mr. Lau Sai-yung

切磋砥礪是促進知識增長和思想進步的法門。且看校友劉世鏞先生(白褲)在崇基學院1969年的迎新營中帶領新生討論，隨便在校園一角，拉把椅子即為學習天地。今日大學提供更多元化的學習支援，像進學園，環境愉悅舒適，上網設施齊備，也更利於友儕共習。

A group discussion led by Mr. Lau Sai-yung (*in white trousers*), alumnus, at the O-camp of Chung Chi College in 1969. The idea back then was grab a few chairs and any corner on campus could be a place for learning. Students today are more pampered. Learning facilities, such as the new Learning Garden at the University Library, come with comprehensive online services, not to mention the right furniture.





# Announcements

## 宣布事項

### 續任副校長

#### Reappointed Pro-Vice-Chancellor

侯傑泰教授再度獲委任為副校長，任期三年，由2013年8月1日起生效。

Prof. Hau Kit-tai has been reappointed as Pro-Vice-Chancellor of the University for a period of three years from 1 August 2013.



### 新任財務長

#### New Bursar

大學委任副財務長陳林月萍女士繼陳鎮榮先生出任財務長，由2013年8月1日起生效。

The University appointed Mrs. Chan Lam Yuet-ping Salome, Deputy Bursar, as Bursar with effect from 1 August 2013, succeeding Mr. Terence C.W. Chan.

### 榮休教授

#### Emeritus Professor

信息工程學講座教授任德盛教授獲頒榮休教授名銜，由2013年8月1日起生效。

Prof. Yam Tak-shing Peter, Professor of Information Engineering, has been awarded the title of Emeritus Professor, with effect from 1 August 2013.



### 哈佛燕京學社進修資助計劃

#### Harvard-Yenching Institute Programmes

哈佛燕京學社現接受本校人文學科及社會科學教員申請2014至15年度進修資助。詳情如下：

#### 訪問學人資助計劃

資助教員前往哈佛大學進修或從事研究工作，為期十個月。資助項目包括單人來回機票、生活津貼（以十個月為限）、醫療、聘請研究助理，以及參加美國和加拿大境內學術研討會的津貼。

#### 訪問研究員資助計劃

資助博士研究生前往哈佛大學從事研究工作，為期三個學期，從事有關東亞研究者將獲優先考慮。資助項目包括交通、訪問研究員津貼、生活津貼及參加美國和加拿大境內學術研討會的津貼。

申請人須於2013年8月16日前，把申請表格連同相關文件經所屬學系系主任或學院院長送交人事處培訓事務經理周偉榮先生，申請表格可於人事處網頁下載：[https://perntc.per.cuhk.edu.hk/personnel/stafftrain\\_ext.asp](https://perntc.per.cuhk.edu.hk/personnel/stafftrain_ext.asp)。通過初步甄選者，將獲哈佛燕京學社之代表在港接見，查詢詳情：[per10@uab.msmail.cuhk.edu.hk](mailto:per10@uab.msmail.cuhk.edu.hk)。

Applications/nominations are now invited from faculty members in the humanities and social sciences for the following two Harvard-Yenching Programmes tenable in 2014-15:

#### Visiting Scholars Programme

This programme allows young faculty members in the humanities and social sciences to study and conduct research at Harvard University for 10 months. The scholarship will cover round-trip airfare for the successful applicant, a monthly stipend for up to 10 months, fees for health insurance, and funding for hiring a research assistant and for participation in an academic conference within the USA and Canada.

#### Visiting Fellows Programme

This programme provides advanced PhD candidates an opportunity to do dissertation research at Harvard University for three semesters. Preference is given to those working in East Asian studies. The fellowship will cover round-trip airfare, the Harvard University Visiting Fellows fee, a stipend for a single scholar, and funding for participation in an academic conference within the USA and Canada.

Applicants should submit the completed application forms and requisite supporting documents, with the endorsement of the department chairman/unit head and the Faculty Dean as appropriate to Mr. Daniel Chow, training manager, on or before 16 August 2013. Application forms are obtainable at the Personnel Office's website ([https://perntc.per.cuhk.edu.hk/personnel/stafftrain\\_ext.asp](https://perntc.per.cuhk.edu.hk/personnel/stafftrain_ext.asp)). Shortlisted applicants will be interviewed by an interview panel in Hong Kong. For enquires, please email to [per10@uab.msmail.cuhk.edu.hk](mailto:per10@uab.msmail.cuhk.edu.hk).

### 香港中文大學五十周年教育學院公開講座

#### Public Lectures for CUHK 50th Anniversary by Faculty of Education

教育學院於6月舉辦中大五十周年校慶公開講座，詳情如下：

The Faculty of Education will present the CUHK 50th Anniversary Public Lecture in June. Details are as follows:

講題 Title	運動科學的發展與未來 The Development and Future of Sports Science
講者 Speaker	體育運動科學系王香生教授 Prof. Wong Heung-sang Stephen, Department of Sports Science and Physical Education
日期 Date/時間 Time	22/6 (星期六 Saturday) 10:00 am
地點 Venue	何添樓二樓B6演講廳 Auditorium B6, 2/F, Ho Tim Building
查詢 Enquiries	3943 3950/gracechan@cuhk.edu.hk

網上留位 Online registration: [www3.fed.cuhk.edu.hk/faculty/Applications/cuhk50\\_fed220613/](http://www3.fed.cuhk.edu.hk/faculty/Applications/cuhk50_fed220613/)

### 牙科服務調整收費

#### Revision of Dental Charges

按大學保健處委員會建議，行政與計劃委員會通過分階段調整各項牙科服務收費，2013年9月1日起生效的新收費如下：

On the recommendation of the University Health Service Committee, the Administrative and Planning Committee approved an adjustment to the charges for dental prosthodontic services at the University Health Service in phases with effect from 1 September 2013. Details are as follows:

類別 Category	每單元基本收費 (HK\$) Basic Unit Charges (HK\$)	
	自 From 1/9/2012	自 From 1/9/2013
(甲) 類服務條例或相類僱員及其直系親屬 Terms (A) and equivalent staff & their dependants	57	60
(乙) 類服務條例或相類僱員及其直系親屬 Terms (B) and equivalent staff & their dependants	38	40
(丙) 類服務條例或相類僱員及其直系親屬 Terms (C) and equivalent staff & their dependants	19	20
學生 Students	19	20

牙科服務收費表將張貼於牙科部及保健處網頁 ([www.cuhk.edu.hk/uhs/index.html](http://www.cuhk.edu.hk/uhs/index.html))，查詢電話 3943 6412。

The new price list for dental and prosthodontic services will be posted at the dental clinic and the website of the University Health Service ([www.cuhk.edu.hk/uhs/index.html](http://www.cuhk.edu.hk/uhs/index.html)). For further information, please call 3943 6412.

### 大學游泳池延長開放時間

#### University Swimming Pool Notice

大學游泳池由6月2日起延長開放時間如下：

With effect from 2 June, the daily opening hours of the University swimming pool has been extended as follows:

	星期一至四、六、日及公眾假期 Mon.-Thur., Sat., Sun., and Public Holidays	星期五 Fri.
第一節 1st session	8:00 am-1:40 pm	8:00 am-noon
第二節 2nd session	2:30 pm-9:00 pm	

### 大學網頁意見調查

#### Questionnaire on CUHK Website

為完善中大網站，校方於6月14日至7月15日進行讀者意見調查，誠邀大家花三數分鐘上網填寫問卷 ([www.cuhk.edu.hk/chinese/questionnaire/website-feedback.html](http://www.cuhk.edu.hk/chinese/questionnaire/website-feedback.html))。所集資料絕對保密，只供統計之用。


To improve the CUHK website, the University is conducting a survey from 14 June to 15 July to collect user feedback. Please spare a few minutes to complete the online questionnaire ([www.cuhk.edu.hk/english/questionnaire/website-feedback.html](http://www.cuhk.edu.hk/english/questionnaire/website-feedback.html)). Information collected will be kept in strict confidence and be used for statistical purposes only.

### 訃告

#### Obituary

保安處二級保安員梁景棠先生於2013年5月2日逝世，校方深表哀悼，梁先生於2012年8月21日加入中大服務。

The University mourns the passing of Mr. Leung King-tong Eric on 2 May 2013. Mr. Leung joined the University on 21 August 2012 and had served as security guard II in the Security Office.



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be accessed with [CWEM password](#).

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陳英凝教授  
Prof. Emily Chan

Photos of Prof. Emily Chan by Cheung Chi-wai

## CCOUC災害與人道救援研究所所長

Director, Collaborating Centre for Oxford University and CUHK for Disaster and Medical Humanitarian Response (CCOUC)

你剛去了雅安評估地震災情，那邊的情況怎樣？

經過汶川地震之後，現在內地的救援反應很快，救援物資都已運進去。但臨時房屋還沒建好，災民都住在帳篷裏，衛生條件很差，十分潮濕，不少災民患了皮膚疹，還有垃圾、蒼蠅、野狗等問題。這些衛生問題雖不至於影響生存，但要這樣住上好幾個月就很慘。

CCOUC這種設立在大學之下的學術兼救援機構，其角色與一般人道救援組織有何區別？

我們不可能像前線救援組織那樣，一下子找來四輛卡車運兩噸物資去救災，但我們有自己獨特的定位。前線組織未必有時間去考慮他們所用的工作方式是否最有效，是不是有科學根據，也不會把知識傳授給其他機構。我們這種大學機構要做研究，所以能推進這門學科的發展，並且可以做很多教育工作培養人才。

人道救援應交由甚麼樣的機構執行最佳：學術機構、NGO、政府、聯合國？

如果你早十年前問我這個問題，那時血氣方剛的我會說：當然是在前線幹實事的NGO最好。但現在我覺得每種組織都有不同長處。在前線可以做一個或者幾個項目，但如果真的想推動這個社會大環境的改變和進步，就需要政府或者聯合國那種高層次的組織，他們頒布的政策或指引，大家都會跟從。但他們不會做實證研究，這空檔就需要我們這種學術機構來填補。

理想的救援人員應具備哪些質素？

首先是能勝任的專業技能。從事醫學、公共衛生，做錯決定是攸關生死的。試想一個如香港那麼大的地方受災，由你決定物資運到哪裏，你的決定意味着有些地方會拿到資源，有些拿不到，責任很大，所以有充分的知識和能力很重要。第二是有解決問題的決心。無論遇到甚麼困難都要想辦法解決。

對想入這行的年輕人你有甚麼忠告？

一定要清楚自己為甚麼願意做這行。如果是追求一時的英雄感，根本不值得。我們這次坐車去雅安時，車子突然被解放軍截停，塞了三個小時，原來前面三輛車左右的地方山坡塌下來，死了六個人。想追求英雄感不值得冒這種風險。

組建CCOUC的救援團隊面對甚麼困難？

現在這個領域還有待成熟，不是說有錢就可以請到合適的人才，因為就算是出色的NGO員工，也未必適應學術機構的環境。這始終是新發展的領域，人才要靠自己培訓。

CCOUC未來有何新發展？

希望往後五年能把這個研究所發展成世界衛生組織在亞太區的一個中心。

多年的人道救援經歷，對你的人生觀有何影響？

我的看法是人性是美好的。以前我常去戰亂的地方，在最艱困的地方你會找到最多的好人。人很奇怪，在比較安穩的地方，人就關起門來各自做自己的事情。但在艱困的境地，反而見到好多人願意獻出生命，我見過很多。

You've just been to Ya'an to evaluate the earthquake relief effort. What is the situation there now?

After Wenchuan, the mainland authorities respond very quickly to earthquake disasters. In Ya'an, resources for disaster relief have been brought in. But the victims still live in tents because temporary accommodations are not ready. Many victims suffer from skin infections due to poor hygiene and high humidity. There are also other nuisances like garbage, flies, and stray dogs. Although they don't threaten the victims' survival, it is miserable to stay for months in such circumstances.

How does a university-based, research-oriented relief unit like CCOUC differ from other humanitarian aid organizations in terms of their functions?

Unlike disaster relief organizations in the frontline, we can't easily find four trucks to move two tons of relief resources to disaster zones. But we have our unique position. Ordinary NGOs may not have the time to reflect on the effectiveness or scientific basis of their modus operandi. They won't pass on their knowledge to other organizations. A university-based unit like us conducts research. So we're able to push back the frontiers of this field. We also teach and groom talent.

Academic organizations, NGOs, governments, United Nations agencies—which are most effective and reliable in providing humanitarian relief?

If you asked me this question 10 years ago, the young and impetuous me would have said: 'It's the NGOs in the frontline for sure.' But now I see it differently. Organizations at different levels have their own strengths and missions. NGOs in the frontline are effective in launching a few projects. But if you want to bring about change and development to society, it requires the efforts of higher-level authorities like governments or the United Nations. It's because when they make policies or issue guidelines, everyone will follow. But they don't do evidence-based research. We fill this gap.

What qualities should a humanitarian relief worker possess?

First of all, technical competence. Medical and public health decisions are matters of life and death. Try to imagine a place the size of Hong Kong is hit by natural disaster. You are the one who decides where relief resources should go. That means you determine who gets them and who doesn't. It's a huge responsibility. That's why technical competence is important. Secondly, the determination to solve problems. Your mind must be made up to solve whatever problems that may arise.

What's your advice for those interested in this line of work?

You have to be clear about why you want to do this. It's not worthwhile if you're just after a sense of heroism. On our way to Ya'an, our car was stopped by the army. We were delayed for three hours. Later we learned that there was a landslide about three cars away from our position. Six people died. It's just not worth the risk if you simply want to be a hero.

What difficulties did you encounter when putting together the CCOUC team?

This field is still under-developed. You can't get the right people just by spending more money. It's because a competent NGO worker may not survive in an academic setting. We have to groom our talent for this fledgling sector.

How do you foresee CCOUC's development?

We strive to build CCOUC into a centre of the World Health Organization in the Asian Pacific Region.

How do your years of experience in the humanitarian sector affect your view of life?

I believe that human nature is good. I used to go to war zones frequently. You can find the best people in the most perilous places. Human beings are strange creatures. They lock themselves in and mind their own business when life is safe and stable. But in desperate situations, many people would sacrifice themselves for others. I've seen this a lot.



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