



中大頒四榮譽院士

CUHK Confers Four Honorary Fellowships

中大在5月19日舉行第七屆榮譽院士頒授典禮，大學校董會主席鄭維健博士主禮，頒院士銜予四位與中大淵源深厚的賢達，表彰他們對大學及社會的卓越貢獻。當日出席典禮的嘉賓包括前中大校長、現聯合書院校董李國章教授、1994年中大榮譽社會科學博士冼為堅博士、1998年中大榮譽社會科學博士方潤華博士，以及聯合書院校董張景文牧師等。

典禮當晚，大學設宴款待逾80位嘉賓，同賀四位新院士。鄭維健博士席上致辭時，稱讚四人學術成就獨當一面，且是中大的支持者、革新者、守望者。

The Chinese University of Hong Kong held its Seventh Honorary Fellowship Conferment Ceremony on 19 May. Four distinguished persons who have been closely associated with the University were conferred the title of honorary fellowship in recognition of their outstanding contributions to the University and the community. Dr. Edgar Cheng, chairman of the University Council, presided at the ceremony. Guests in attendance included Prof. Arthur K.C. Li, former Vice-Chancellor of CUHK and current trustee of United College; Dr. David W.K. Sin, 1994 Doctor of Social Science, *honoris causa*, CUHK; Dr. Fong Yun-wah, 1998 Doctor of Social Science, *honoris causa*, CUHK; and Rev. Cheung King-man, trustee of United College.

On the same day, a banquet in honour of the honorary fellows was held. Over 80 guests were in attendance. Speaking about the honorary fellows at the banquet, Dr. Edgar Cheng said, 'In their own fields or spheres of influence, each of them is a renowned figure who commands great respect and has made seminal contributions.' He continued, 'They have been champions, pioneers and overseers of the development of the University.'



左起：許耀君醫生、梁秉中教授、屈志仁教授、楊汝萬教授
From left: Dr. Hui Yiu-kwan Dennis, Prof. Leung Ping-chung, Prof. James C.Y. Watt, Prof. Yeung Yue-man

許耀君醫生—履仁蹈義，體現儒家理想人格

Dr. Hui Yiu-kwan Dennis—exemplifying the Confucian spirit

許耀君醫生為本港傑出企業家，現任讓成置業有限公司永遠董事及許讓成紀念基金有限公司董事總經理。許醫生及其家族多年來慷慨支持中大及新亞書院。他自2003年起擔任新亞書院校董。

Dr. Hui Yiu-kwan Dennis is a distinguished entrepreneur in Hong Kong. He is currently the permanent director of Yeung Shing Land Investment Co., Ltd. and the managing director of Hui Yeung Shing Memorial Foundation. For years, Dr. Hui and his family have been distinguished benefactors of CUHK and New Asia College. He became a trustee of New Asia College in 2003.

梁秉中教授—融合中西醫術，堪稱現代華佗

Prof. Leung Ping-chung—integrating Western and Chinese medical knowledge

矯形外科及創傷學榮休講座教授梁秉中教授是知名顯微外科及手部外科專家，他自2000年起出任中大中醫中藥研究所所長至今，又曾任新亞書院校長。

Prof. Leung Ping-chung is an eminent expert in microsurgery and hand surgery. He has contributed significantly to CUHK and New Asia College by serving as the head of New Asia College. He has been the director of the Institute of Chinese Medicine, CUHK since 2000.



屈志仁教授—目光遠大，為文物館奠定方向

Prof. James C.Y. Watt—defining visionary mission of University museum

現任美國紐約大都會博物館亞洲藝術部主任的屈志仁教授，1971年加入中大，任中國文化研究所文物館創館館長，以支援大學的教學和研究為文物館的首要任務。

Prof. James C.Y. Watt is the Brooke Russell Astor Chairman of the Department of Asian Art, the Metropolitan Museum of Art in New York. In 1971, he joined CUHK as the founding curator of the Art Gallery (subsequently renamed Art Museum) of the Institute of Chinese Studies. He defined the University museum's primary mission as supporting teaching and research projects.

楊汝萬教授—精通「地」「理」，兼擅理論與實踐

Prof. Yeung Yue-man—geographer conversant with both theory and practice

地理學榮休講座教授楊汝萬教授，1984年加入中大任地理學講座教授和系主任，歷任大學教務長、逸夫書院院長、香港亞太研究所所長及滬港發展聯合研究所所長。

Prof. Yeung Yue-man is an Emeritus Professor of Geography. He joined CUHK in 1984 as Professor of Geography and chairman of the Geography Department. He has contributed to CUHK by serving as registrar, Head of Shaw College, director of the Hong Kong Institute of Asia-Pacific Studies and director of the Shanghai-Hong Kong Development Institute.



坐言起行 紓緩蜀困

CUHK Lends Timely Hand to Earthquake Relief Efforts



The CUHK Mainland Undergraduate Association and the CUHK Chinese

四川汶川縣於5月12日發生黎克特制八級地震，驚撼全國，傷亡枕藉，令人痛心。在危急存亡之秋，救援工作刻不容緩，中文大學多位教員先後隨不同組織急赴當地協助救災。校內各單位也迅速回應，捐款支援災民，或運用專業協助重建。

公共衛生學院助理教授陳英凝教授（左上圖）隨無國界醫生一支工作隊，於5月16日前往四川。陳教授表示，大型災難發生後，衛生情況欠佳，災民容易出現腹瀉、呼吸道感染等疾病，故她前往災區教導災民注意衛生，並協助評估災情，提供援助。

剛獲頒中大榮譽院士銜的中醫中藥研究所所長梁秉中教授，也組織由他創辦、專在內地山區義診的「關懷行動」醫療隊，於5月22日啟程往四川。他們應當地醫院要求，攜同抗生素、止痛藥、破傷風藥等出發，並提供人手和技術補給。

另一位立即趕往當地協助的教員為矯形外科及創傷學講座教授梁國穗教授。他於5月15日隨醫院管理局（醫管局）醫療籌備小組往成都華西醫院，了解當地所需的協助，以統籌醫管局及後的救援安排。他又協助當地醫療人員施行手術。

大學迅速開立賑災捐款帳戶，校長更發信呼籲校董、教職員、校友和學生「解囊濟急，紓緩蜀困」，截至5月29日，共籌得款項逾一百二十八萬元。校方又籲請全體中大人於5月19至21日全國哀悼期間，以樸淡言行、素雅服飾向已逝者表懷緬，向仍在水深火熱中的同胞表支持。

5月21日晚上，中大內地本科生聯合會及內地學生學者聯誼會在百萬大道舉辦燭光追思會，逾600師生、包括副校長鄭振耀教授、大學輔導長何培斌教授及學生事務處處長梁汝昭先生出席，肅立哀悼死難者，並以燭光砌出心形及「5.12」字樣，為同胞送上祝福。

除了前線的救援，了解災情的影響範圍及其他相關細節，對救援和建復工作也非常關鍵。太空與地球科學信息研究所在這關頭發揮重要作用，與不同機構合作，利用遙感衛星，從高空多角度拍攝災區影像，協力全面評估山泥傾瀉或坍塌的可能情況，讓當局及時預警，疏散居民，避免再造成重大傷亡。

研究所蒐集的信息已上載到新啟動的網站（www.iseis.cuhk.edu.hk/gb/special/sichuan.htm），內容包括距離震央10至600公里各縣市人口的分布、各受災縣市總人口，以及最新傷亡人數等。網站會不斷更新，為救災和重建工作提供最新資料。

The devastating earthquake measuring eight on the Richter scale in Sichuan province on 12 May shocked the whole nation. Rescue work had to proceed immediately. Capitalizing on their expertise, members of the CUHK community wasted no time in devoting themselves to the rescue efforts. Several CUHK faculty flew to Sichuan with different organizations to help the victims. Different units of the University also offered their assistance by donating money or applying their technical know-how to help rebuild the affected areas.

Prof. Chan Ying-yang Emily (above left), assistant professor at the School of Public Health, departed for Sichuan with Médecins Sans Frontières on 16 May. As diarrhoea and respiratory infections may easily break out after a catastrophe due to poor hygiene, she taught the victims about hygiene, assessed their needs and offered other kinds of assistance.

After receiving an honorary fellowship from CUHK on 19 May, Prof. Leung Ping-chung, director of the Institute of Chinese Medicine, left for Sichuan on 22 May leading a medical team called 'Operation Concern', which he had founded with the aim of providing treatment and care to people with disabilities in remote mountainous regions of China. As requested by hospitals in Sichuan, they brought along drugs and provided manpower and technical assistance to the hospitals.

Prof. Leung Kwok-sui, Professor of Orthopaedics and Traumatology, flew to Chengdu on 15 May with the initial assessment team of the Hospital Authority. They assessed the needs of West China Hospital for further emergency deployment and Prof. Leung also operated on the victims.

Back in Hong Kong, the University promptly set up a relief fund account and urged Council members, colleagues, alumni and students to donate. As at 29 May, it has raised over HK\$1.28 million. Out of respect for the dead and as a gesture of support for the survivors, the University advised its members to be plain in speech and attire during the national mourning period from 19 to 21 May.

Students and Scholars Association jointly organized a memorial service on 21 May at the University Mall. Over 600 staff and students, including Prof. Jack Cheng, Pro-Vice-Chancellor of CUHK, Prof. Ho Puay-peng, University Dean of Students and Mr. Leung Yu-chiu Raymond, director, Office of Student Affairs, attended the service.

The University's Institute of Space and Earth Information Science took aerial pictures of the devastation using various remote satellites in collaboration with other parties. The pictures allow assessment of the possibility of landslide and collapse, thereby helping to prevent further damage.



The institute has set up a website (www.iseis.cuhk.edu.hk/gb/special/sichuan.htm) containing data on population distributions in the cities and counties located 10 km to 600 km from the epicentre, the population of each affected city and county, and the latest casualty figures. The data are updated regularly and sent to the Chinese government for relief and rebuilding purposes.



中大畢業生平均月薪創新高 Average Monthly Salary of CUHK Graduates at All-time High

中文大學2007年畢業生薪酬及就業情況令人鼓舞，平均月薪約17,120元，為近十年來最理想，較去年上升12.4%，其中最高薪的一名醫科生月薪更達90,000元。近95%的受訪畢業生對現職感到滿意。

中大就業策劃及發展中心調查了二千七百多名2007年度全日制本科畢業生，在2,547位回應者中，約93%在去年9月底前獲聘，平均每人獲2.3份聘書。

最多畢業生從事的行業為會計、審計、銀行及財務，共佔逾四分之一。中心主任方永豪分析：「近年經濟暢旺，金融體系活躍，因此這些行業對人才需求甚殷。」

The employment rate and salary level of 2007 CUHK graduates are extremely encouraging. The average monthly salary has gone up by 12.4%, hitting a 10-year high of HK\$17,120. The highest salary at HK\$90,000 belongs to a medical graduate. About 95% of the respondents are satisfied with their current jobs.

The Career Planning and Development Centre of the Office of Students Affairs surveyed over 2,700 full-time graduates and found that around 93% of the 2,547 responding graduates received their first job offers by the end of September 2007. On average, each graduate received 2.3 job offers.

Career fields with the most graduates are accounting, auditing, banking and finance, amounting to over 25% of graduates. Mr. Tom W.H. Fong, head of the centre, explains, 'The Hong Kong economy is booming and the financial market is vibrant. All these contribute to keen competition for the talent in those fields.'

2007年學士學位畢業生主要從事行業

Major Career Fields of 2007 First Degree Holders

會計/審計	Accounting/Auditing	13.8%
銀行/財務	Banking/Finance	12.9%
教學	Teaching	9.7%
電算機工程/資訊科技	Computer Engineering/Information Technology	9.1%
醫療及護理	Medical and Health Care	9.0%
行政/管理	Administration/Management	7.8%
銷售/市場推廣	Sales/Marketing	4.8%
客戶服務	Customer Service	3.4%
公共關係/大眾傳播	Public Relations/Mass Communication	3.3%
科學/研究	Scientific/Research Work	3.3%

經濟學系朱海晏

Zhu Haiyan (economics)

來自上海的朱海晏共獲四份聘書，包括國際會計師行及管理顧問公司。他憶述初來中大時，完全不諳廣東話，但修讀了大學提供的課程，加上日常練習，已可用廣東話流利溝通。他認為內地生求職優勝之處，是熟悉內地情勢。



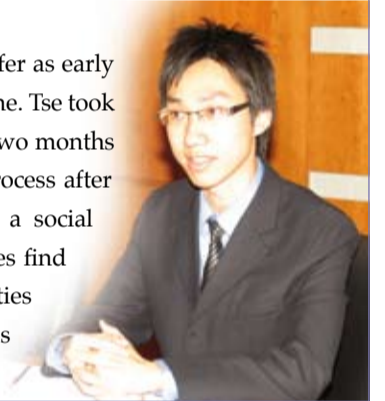
Zhu Haiyan received four offers from international audit firms and managing consultant companies. Originally from Shanghai, Zhu knew no Cantonese four years ago. However, after taking Cantonese courses at the University and engaging daily practice, he can now communicate well in the dialect. He believes that the edge of mainland students is their familiarity with developments on the mainland.

政治與行政學系謝志強

Tse Chi-keung (government & public administration)

謝志強去年畢業後，並不像其他同學般急於投身職場。他先往俄羅斯作兩個月的交流實習，返港後才開始求職。他現於社會福利機構工作，協助弱勢社群求職。謝志強說中大提供了很多海外交流的機會，擴闊他的眼界，使他收穫甚豐。

Although many students are eager to get an offer as early as possible, Tse Chi-keung prefers to take his time. Tse took part in an exchange programme to Russia for two months after graduation and started his job-seeking process after returning to Hong Kong. He now works in a social welfare organization that helps social minorities find jobs. Tse says that the many exchange opportunities offered by the University have expanded his vision and shaped his life.



52保健大使報告成果

52 Health Ambassadors Receive Pat on Shoulder



保健大使與畢業禮主禮嘉賓

Health ambassadors with officiating guests of the graduation ceremony

健康是人人發展中重要的一環，52位中文大學校園保健大使於5月15日舉行的計劃畢業禮中報告活動成果，並獲頒發證書，以表揚他們的努力。

校園保健大使計劃由健康促進及防護委員會主辦，每年招募約40至50名本科生，今年為第五屆。參加者先接受為期三天的培訓，內容圍繞傳染病、中醫、營養及運動、公共衛生，以至表達技巧等。培訓完畢後，大

使按所屬書院分為四組，各為書院設計該年度的健康推廣活動，如跳繩大賽、營養食譜設計等。主辦單位就他們的建議及可行性給予意見，並協助實際運作。

副校長鄭振耀教授致辭時表示，很高興看見保健大使為書院籌辦健康活動，並積極參與全校性及社區的推廣活動，向不同社群宣揚健康的重要。他希望他們獲得的知識及經驗，能裝備自己，更可惠及他人。

Health is a crucial component of whole-person development. A graduation ceremony was held on 15 May for 52 health ambassadors who had organized health-promoting events for members of the University. They were each awarded a certificate in recognition of their hard work. They also reported on the results of their health-promoting efforts.

The Campus Health Ambassadors Programme, organized by the University's Health Promotion and Protection Committee, recruits 40-50 undergraduate students as campus health ambassadors every year. A three-day intensive and comprehensive training is offered to the selected students to enhance their knowledge of infectious diseases, Chinese medicine, nutrition and exercise, public health and polish their presentation skills. They have to submit proposals for organizing health education activities for the Colleges to which they are affiliated, such as skipping competitions and nutritious recipe design competitions. The organizers of the activities would then give them feedback in terms of feasibility and assist in implementation.

Officiating at the graduation ceremony, Prof. Jack Cheng, Pro-Vice-Chancellor of CUHK, said he was glad to see the ambassadors take an active part in various College, University and even community health events and convey the health message to the public. He hoped the knowledge and experience they gained would not only benefit themselves but others as well.

六名聽障兒童於2006年8月參與中大手語及聾人研究中心的「賽馬會手語雙語共融教育計劃」，與健聽兒童一起以手語和口語學習。經過一年多的觀察，發現不但聾生的認字和表達能力進步了，連健聽生的學習表現亦有所提升。

聾校非採用手語授課

這個獲香港賽馬會慈善信託基金撥款近6,500萬港元支持的研究項目，為期七年，是亞洲首個以學前及小學教育作試點的手語口語共融教育計劃，旨在透過聾人導師及健聽教師的合作，推行一個手語及口語並行、聾生與健聽學生共融學習的環境。

聾童不就是會手語的嗎？為何需要研究這嶄新的教育模式？

「因為政府及聾人學校是不提倡手語教學的。」語言學及現代語言系系主任兼中心主任鄧慧蘭教授（圖）解釋：「社會人士普遍存有誤解，以為聾校會採用手語授課，其實不然。」

雖然聾人的聽力受損，但他們的發聲器官沒有問題，只因為聽不到，在學習發音時便遇到不少困難。鄧教授說：「香港的聾人教育採用了傳統的『口語教學』模式，聾童靠助聽器或電子耳蝸，利用剩餘的聽力在課堂上接收訊息，同時學習讀唇，以便日後投身社會，融入健聽社群。」

「聾校的教師多是健聽人士，不懂手語，而校方也不鼓勵學生打手語，聾童之間的溝通往往流於有限的手語，手勢及零碎的口語。」

「回到家裏，情況也差不多。九成的聾童都是在健聽家庭長大，家人自然不會利用手語跟聾童溝通；即使父母是聽障的，有些也不懂手語，懂的也未必以此跟子女溝通，為的是怕耽誤子女的口語發展。其實這些都是他們對手語的誤解。」

口語教學障礙不少

鄧教授表示，兒童的學習能力相當依靠他們對教學語言的掌握。有些詞彙發音的口型非常近似，如「浪漫」和「老闆」，要聾童單憑觀察口型來了解對話內容，並非易事，更遑論通過老師講解來學習抽象的知識。是以，雖然聾生與健聽生智力相若，但他們普遍出現語文能力薄弱和學習表現欠佳等問題。

口語教學著重言語及聽覺訓練，要求聾生不斷重覆學習發音。口語能力薄弱的

聾生往往因此產生挫折感，大大減低學習語言的興趣。

融合教育引發的問題

本港曾有四所聾人學校，然而，政府提出融合教育的政策，鼓勵有特殊教育需要的學生入讀主流學校。聾人學校有的已關閉，有的在轉型，現在，專供聽障生入讀的只餘下一所路德會啟聾學校。

現時全港約有3,900名聽障程度不同的學生入讀主流的幼稚園和中小學。惟主流學校師生的比例是一對二十至三十多，教師未必能照顧個別聾生的需要。隨著課程愈趨艱深，只靠讀唇學習的聾生，當然倍感吃力。

鄧教授續說：「學校內往往只有一名聾生，他/她要依靠口語及讀唇與健聽同學溝通，難免困難重重，加上沒有機會認識聽障的同學，聾生很容易變得孤立和自卑。」

手語有助智力發展

鄧教授解釋，手語是一種語法系統豐富的視覺語言，外國的研究顯示在教育過程中使用手語，能促進聾生口語和語文能力發展，許多海外國家的家長，可以根據子女的情況決定採用接受口語、手語或混合雙語的教育模式。美國、歐洲和澳洲等地更有學校將手語列入常規的兒童教學課程。

中心是次創辦手語雙語共融教育計劃，就是強調透過手語來促進兒童早期的語言發展。中心會對計劃下聾生與健聽學生的手語發展、口語發展、語文發展和教育過程等方面，進行追蹤性研究。該計劃每年招收六至八名聾生，首批六名聾生於2006年8月入讀牛頭角平安福音堂幼稚園，並於去年升讀九龍灣聖若翰天主教小學。

可以溝通了

雖然計劃試行了還不到兩年，但中心的觀察顯示，聾童除了語文能力有所提高外，還擴大了社交圈子，並和健聽學生成為了好朋友，因而變得更加積極和自信。手語亦令健聽學生把課堂上學到的知識形象化，使記憶、專注和表達能力方面均有所增益。

鄧教授說：「過去聽障阻礙了溝通，有時家長和教師即使說了數十遍，聾生也未能聽懂。在手語的輔助下，教師、家長和學生打破障礙，可以溝通了！」



手語口語 同啟心窗

聾健共融教育的新里程

Learning with Hand and Mouth

New Frontiers in Deaf-Hearing
Co-enrolment Education

Since August 2006, six hearing-impaired students have been studying with hearing students in mainstream schools using both sign and spoken languages under the Jockey Club Sign Bilingualism and Co-enrolment in Deaf Education Programme (JC-SLCO). Since then, the literacy level and ability of expression of the deaf students have improved, and the hearing students have performed better academically.

Sign Language Not Used to Teach in Deaf Schools

JC-SLCO is organized by the Centre for Sign Linguistics and Deaf Studies of the Department of Linguistics and Modern Languages of the Chinese University, and supported by a donation of HK\$ 65 million from The Hong Kong Jockey Club Charities Trust. Lasting seven years, the programme is the first deaf-hearing integrated teaching programme for pre-school and primary education using both sign and spoken languages. Teaching is conducted by hearing and deaf teachers and the students comprise deaf and hearing children. Both sign and spoken languages are used in the classroom.

But don't the deaf know sign language? Why is it necessary to study teaching that adopts sign bilingualism?

Prof. Gladys W.L. Tang (photo), chairman, Department of Linguistics and Modern Languages, and director of the Centre for Sign Linguistics and Deaf Studies, shed light on a few misconceptions.

'Deaf schools do not teach using sign language,' she said. 'Hong Kong adopts the lip-reading instruction method. With the help of hearing aids or cochlear implants, deaf students make use of their residual hearing ability and learn to understand speech by visually interpreting the movements of the lips. Then they practise speech in order to communicate with the hearing.'

'There are almost no deaf teachers in deaf schools. Sign language is seldom used in the classroom. Deaf students thus communicate with each other by limited sign language, gestures, and speech.'

'Close to 90% of deaf children were born in hearing families, so it is understood that sign language is not commonly used at home. In fact, only some deaf parents know sign language. But they mistakenly think that the use of sign language will impede the oral development of their children, so they are reluctant to use it.'

Limitations of Lip-reading

Prof. Tang continued, 'The ability of children to master the teaching language greatly affects how much knowledge they acquire. Because some words have similar pronunciations and mouth movements, it is not easy to understand conversations or abstract concepts by lip-reading. That is why lower literacy skills and education attainment are the norm of deaf students rather than the exception.'

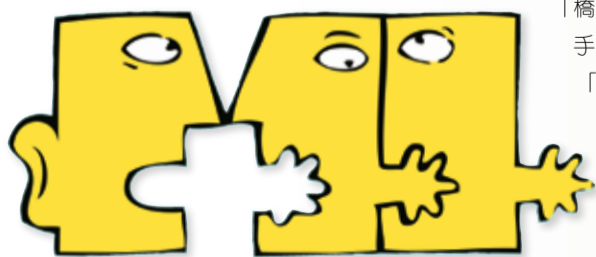
Lip-reading emphasizes listening and pronouncing the same words repeatedly. Deaf students who are weak in speech tend to be frustrated by it and lose interest in learning.

我手講我口

手語及聾人研究中心的標誌由三張表情豐富的臉孔組成。健聽人和聾人透過中間的「橋樑」連接起來，健聽人的「耳朵」和「咀巴」變成了聾人的「手」和「口」。手拉著手的姿勢則連貫了不同的手語及聾人文化。而從最後一張臉孔伸展出來的「手/耳」則代表跟其他健聽和聾人世界的聯繫。這個標誌由鄧慧蘭教授的朋友設計，榮獲American Design Awards的2005年冬季設計賽亞軍。

The Award-winning Logo

The centre's logo communicates the idea of equality between the deaf and the hearing. The ear and the mouth of the hearing are graphically merged to become the hand and mouth of the deaf. The connecting hands stand for the bridging of the different sign languages and deaf cultures. The extension of the 'hand/ear' of the third face represents further connections to the hearing and the deaf worlds. The logo was designed by a friend of Prof. Tang's and won second prize in the 2005 Winter Semi-Annual Design Contest of the American Design Awards.





研究手語語言學的亞太區樞紐 Asia-Pacific Hub of Sign Linguistics Research

中文大學率先於1993年起開展手語語言學的研究，這些研究工作促成手語及聾人研究中心於2003年成立。同年中心於亞太區進行手語研究培訓工作，至今在香港、越南、菲律賓、柬埔寨、印尼及斯里蘭卡等地方成立研究培訓項目，並製作手語詞典及手語教材、發展手語教學大綱及課程等，現時該中心已開始協助一些亞洲大學成立手語研究培訓課程。

中心近年亦發展手語獲得研究，探索聾童學習語言時的各種現象，中心不僅參與國際性的手語研究項目，更在內地協助中國聯合國兒童基金會發展聾童雙語教育項目。多年研究及培訓已漸見成果，現時中大已開辦香港手語和手語獲得的科目予本科及研究生選修。

Since 1993 The Chinese University of Hong Kong has been developing sign linguistics research. Research efforts over the years necessitated the establishment of the Centre for Sign Linguistics and Deaf Studies in 2003. The centre launched 'The Asia Pacific Sign Linguistics Research and Training Programme' which is aimed at establishing research in the Asia-Pacific region by generating teams of professionally trained sign language researchers. Today, research projects and training teams have been set up in Hong Kong, Vietnam, the Philippines, Cambodia, Indonesia, and Sri Lanka. Dictionaries and textbooks of sign languages have been compiled and sign language curriculum and courses developed. The centre is now helping Asian universities to set up sign languages research and training programmes.

The centre also studies the acquisition of sign language and the development of deaf children in language acquisition. In addition to international research collaborations, the centre is coordinating sign bilingualism in deaf education for the UNICEF in China. Courses on Hong Kong sign language and sign linguistics are offered by the centre to undergraduate and postgraduate students respectively.



Issues of Integrated Education

There used to be four deaf schools in Hong Kong. Since the Government implemented integrated education, students with special needs have been integrated into mainstream schools. Deaf schools were either shut down or transformed into mainstream schools. The Lutheran School for the Deaf is now the only school specializing in serving deaf students.

Close to 3,900 deaf students are admitted to mainstream kindergartens, primary and secondary schools. Unlike deaf schools, the average teacher-student ratio of mainstream schools is 1:20 to 1:30. As a result, the special needs of deaf students may be neglected. As they progress to advanced levels, deaf students find it increasingly difficult to learn exclusively by lip-reading.

Prof. Tang said, 'Many schools have only one deaf student. This student may experience tremendous difficulty communicating with hearing students. And as there aren't any other hearing-impaired students, he/she may suffer from isolation and develop an inferiority complex.'

Sign Language Helps Learning

Prof. Tang continued, 'Sign language is a visual language with a full-fledged grammatical system. Research has shown the advantage of using sign language to facilitate the development of spoken languages in the education process for deaf students, both in speech and language literacy. Sign language is given great importance in many overseas

countries where parents are free to select spoken language, sign language or the bilingualism education model for their deaf children. Some mainstream schools in the US, Australia and Europe even have sign language in their curriculum.'

JC-SLCO emphasizes the early development of language through sign language. Researchers from the Centre for Sign Linguistics and Deaf Studies will conduct a longitudinal study on sign language development, oral language development, literacy development of both hearing and deaf students as well as class process. Six to eight deaf students will be enrolled each year. The first batch of six deaf students completed their studies at Peace Evangelical Centre Kindergarten in Ngau Tau Kok, and were admitted to Kowloon Bay St. John the Baptist Catholic Primary School in September 2007.

Communication Made Possible

Although the programme is still running, the oral language and literacy of the deaf students have already shown improvement. They enjoy playing and learning with hearing students and that increases their confidence. For the hearing students, their abilities in memorizing, expressing, and paying attention have been enhanced by using sign language to visualize the knowledge they learnt.

Prof. Tang said, 'In the past, deaf students may not understand a word even when it was repeated a dozen times. But now with the help of sign language, teachers, parents and students can communicate.'

參與者的話 Participants' Comments

陳芷瑩（聾童）家長：雖然芷瑩主要用手語來汲取知識，但她可以用口語把在學校所學的告訴我，與健聽同學溝通能用口語，面對聽障同學則用手語，真的是雙語共融呢！

這個計劃對芷瑩幫助很大，她不單能應付學習，亦擴大了朋友圈子，她現在每天上學都很開心。

Parent of Chan Tsz-ying, a deaf student: Tsz-ying's signing is very fluent now and she can understand a lot. In school, she can talk with the hearing kids and sign with the deaf kids. How inclusive this model of education is! Tsz-ying is happy in school and she manages her studies well.'

梁淳謙（健聽童）家長：淳謙放學後不會拿書本來看，我也沒督促他溫習，然而他的語文測試成績卻有進步！這計劃不單讓淳謙多接觸一種語言，更能拓闊他的接觸面。

Parent of Leung Shun-him, a hearing student: My son does not like to read after school. But quite unexpectedly, this sign bilingualism and co-enrolment language project has helped his literacy development! Not only does it enable him to learn one more language, it also expands his social circle.



陳沛康 Chan Pui-hong
(健聽童 hearing student)

起初我的手語不好，所以不明白。現在我的手語很厲害，上課都能明白，當然喜歡老師用手語上課。

My sign language was not good to start with so I could not understand most of the signing. Now my sign language is very fluent and I understand a lot. I like it when my teacher conducts lessons in sign language.

以前很怕上學，現在很喜歡來學校。在學校，最喜歡看書及閱讀的時間。I used to be scared of going to school, but now I love it. I enjoy reading sessions the most.

譚嘉豪 Tam Ka-ho
(聾童 deaf student)



公積金及強積金計劃投資成績

Investment Returns of Staff Superannuation Scheme and Mandatory Provident Fund Scheme

財務處公布公積金計劃內各項投資成績回報如下：

The Bursary announces the following investment returns on the Designated Investment Funds of the 1995 Scheme.

2008年4月

April 2008

基金	Fund	1995計劃 1995 Scheme	指標回報 Benchmark Return
		(未經審核數據 unaudited)	
增長	Growth	6.71%	6.04%
平衡	Balanced	4.05%	3.88%
穩定	Stable	-0.66%	-0.05%
香港股票	HK Equity	9.68%	9.54%
香港指數	HK Index-linked	12.67%	12.98%
港元銀行存款	HKD Bank Deposit	0.19%	0.03%
美元銀行存款	USD Bank Deposit*	0.37%	0.17%
澳元銀行存款	AUD Bank Deposit*	3.91%	3.73%
歐元銀行存款	EUR Bank Deposit*	-1.30%	-1.39%

2007年5月1日至2008年4月30日

1 May 2007 to 30 April 2008

基金	Fund	1995計劃 1995 Scheme	指標回報 Benchmark Return
		(未經審核數據 unaudited)	
增長	Growth	9.71%	9.97%
平衡	Balanced	12.66%	10.44%
穩定	Stable	12.98%	13.61%
香港股票	HK Equity	27.70%	27.37%
香港指數	HK Index-linked	29.55%	30.53%
港元銀行存款	HKD Bank Deposit	3.95%	1.97%
美元銀行存款	USD Bank Deposit*	4.36%	1.26%
澳元銀行存款	AUD Bank Deposit*	21.09%	19.07%
歐元銀行存款	EUR Bank Deposit*	18.54%	17.10%

強積金數據請參閱 www.cuhk.edu.hk/bursary/chi/public/payroll_benefits/mpf.html。
For MPF Scheme performance, please refer to www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/mpf.html.

* 實際與指標回報已包括有關期間的匯率變動。

Both actual and benchmark returns include foreign currency exchange difference for the period concerned.

見證市區變遷

Witnessing Urban Development

過去數十年，香港的市區不斷發展及重建，不少載有文化、歷史及本地特色的舊區，逐一消聲匿跡，集體回憶及文化建築保護，成為當今熱門的社會話題。

中文大學建築學系城市設計工作室的田恒德教授、乙增志教授和胡佩玲教授，聯同數名學生，研究西營盤的公共空間、街道生活及社區自1850年至今百多年的轉變，並把研究成果、珍貴的歷史圖片及城區模型，由5月10日至7月15日在香港西營盤西邊街36A後座展出，名為「西營盤城市組織的轉化（1850-2007）」，與公眾一同見證香港市區的變遷。有關展覽詳情，請參閱網址 www.cache.org.hk。

Due to rapid urban development, many of Hong Kong's unique local, cultural and historical features are quickly disappearing. Heritage conservation has therefore become a hot social topic.

To trace Hong Kong's transformations over the past 150 years or so, Prof. Hendrik Tieben, Prof. Yuet Tsang-chi and Prof. Woo Pui-leng of the Urbanization Studio, Department of Architecture, CUHK, and a group of students launched a research project on public spaces, street life and community history of Sai Ying Pun. An exhibition titled 'Urban Transformation of Sai Ying Pun (1850-2007)' is on display from 10 May to 15 July at Annex Block, 36A Western Street, Sai Ying Pun, Hong Kong. The exhibition showcases research findings, historical photos and urban models to the public. Please visit www.cache.org.hk for details.

公積金計劃 1995—轉變投資組合

Staff Superannuation Scheme (1995)—Investment Option Change

公積金計劃成員如欲由2008年7月1日起轉變其投資組合，可從財務處網頁 www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/s95/option_change_form.pdf 下載表格，填妥後於2008年6月20日或之前送達財務處薪津及公積金組（傳真2603 7890）。如有查詢，請致電2609 7236/7244。

Please be informed that the form for investment option change effective on 1 July 2008 is now downloadable from the Bursary website at www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/s95/option_change_form.pdf. It is also available at the Payroll and Superannuation Unit of Bursary. The completed form should be mailed or faxed (2603 7890) to the unit on or before 20 June 2008. For enquiries, please contact the unit at 2609 7236/7244.

訃告

Obituaries

- 香港中文大學終身校董胡百全博士於2008年4月30日辭世，大學同人深表哀悼。胡博士四十多年來對中大扶掖不斷，愛護有嘉。他於1963年出任臨時校董會成員，大學正式成立後擔任校董，又任大學校董會屬下多個委員會成員。胡博士歷任聯合書院校董會主席（1972-1983）、中大校董會副主席（1983-1988）兼校園計劃及建設委員會主席，建樹良多。1988年，大學委任胡博士為終身校董，以表彰其多年來的卓越貢獻。

The University mourns the passing of our long-time patron Dr. the Hon. P. C. Woo on 30 April 2008. Dr. Woo had given his unwavering support to the University for more than 40 years since he was appointed to the Provisional Council of the University in 1963, and then to the University Council when the University was formally inaugurated. He had remained an active member on the University Council and served on various Council Committees over the years. Dr. Woo was Chairman of the Board of Trustees of United College (1972-1983), Vice-Chairman of the University Council (1983-1988), and assumed the Chairmanship of the Campus Planning and Building Committee during the same period. He was appointed a Life Member of the Council in 1988 in recognition of his long and distinguished service to the University.

- 物業管理處一級園藝工人石穩強先生於2008年5月10日辭世。石先生於1994年加入本校服務。

Mr. Shek Wan Keung, gardener I at the Estates Management Office, passed away on 10 May 2008. Mr. Shek joined the University in 1994.



- Prof. Kenneth Young, Pro-Vice-Chancellor, has been re-appointed by the Chief Justice as a member of the Barristers Disciplinary Tribunal Panel for two years from 3 May 2008.
- Mrs. Chow Chan Man-yuen Grace, director of Admissions and Financial Aid, has been appointed by the Secretary for Education as the institutional representative of CUHK in the Joint Committee on Student Finance for one year from 1 June 2008.
- Prof. Lee Shui-shan, Professor of Infectious Diseases, has been appointed by the Medical Council of Hong Kong as a member of the Council's Health Committee for one year from 2 April 2008. He has also been appointed by the Department of Health as an honorary clinical consultant for three years from 1 April 2008.
- Prof. Lu Lie Dan Tracey, associate professor in the Department of Anthropology, has been appointed as a museum expert advisor (archaeology) to the Leisure and Cultural Services Department for two years from 1 April 2008.
- Prof. Poon Wai-sang, Professor of Surgery, has been appointed by Shandong University as a guest professor on 28 June 2007.



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請須輸入[中大校園電子郵件密碼](#)。

潛心科學教育的諾貝爾物理學人 Nobel Physicist and Notable Educator on Science Education

2001年諾貝爾物理學獎得主卡爾·威曼教授於5月21日在中大主講「新鴻基地產諾貝爾獎得獎人傑出講座系列」，與300名中大教職員、學生和校友，以及來自政商界及教育界的人士，分享嶄新科學教學方法。

當日講題為「二十一世紀的科學教育：用科學工具來教科學」，威曼教授指出傳統的科學課堂和考試，令許多老師無法準確掌握學生的學習情況，甚至判斷錯誤。他隨而介紹了嶄新教學法和科技的優勝之處，以及其符合認知科學的發現。

威曼教授在2007年加入英屬哥倫比亞大學，出任該校卡爾·威曼科學教育計劃主任。這個為期五年、耗資1,200萬美元的計劃，旨在全面改進本科生的科學教育。過去幾年，他檢視過一些新課程，並探討學生學習或者學習不果的原因。他特別關注改進物理學的教學法，要使那些無意成為物理學家的學生都能受益，更盼望有朝一日，大部分人都會覺得物理學不難懂、有用和有趣。

威曼教授採用和推廣埃里克·馬蘇爾的「朋輩教學法」，即由老師在課堂上一再問一些多項選擇式的問題，讓學生用遙控器作答，藉此即時知道學生共同的錯誤觀念或誤解，然後促進學生互相討論，求取正確答案。

曾獲傑出教師獎的威曼教授，於講座前與數十名大學生及中學生對話，分享他對科學教與學的見解與心得。

Prof. Carl E. Wieman, 2001 Nobel laureate in Physics, shared his ideas on science education at the Sun Hung Kai Properties Nobel Laureates Distinguished Lecture on 21 May at CUHK with an audience of about 300 comprising CUHK staff, students and alumni, and members of the political, commercial and education sectors.

In a lecture entitled 'Science Education in the 21st Century: Using the Tools of Science to Teach Science', Prof. Wieman pointed out that traditional science classes and examinations may fail to be effective tools for gauging learning progress. He explained how other new practices and technology promised to be better options. He also demonstrated how these new practices conformed to the findings of cognitive science.

Prof. Wieman joined the University of British Columbia in 2007 as the Director of the Carl Wieman Science Education Initiative, a five-year, US\$12M project aimed at improving undergraduate science education. Over the past several years, he has been examining alternative curricula and trying to understand how students do and do not learn. He shows particular concern for improving how physics is taught to students who do not intend to become physicists, in the hope of one day making physics understandable, useful, and interesting to a large fraction of the population.



Prof. Wieman has used and promotes Eric Mazur's 'peer instruction', a pedagogical system, where teachers repeatedly ask multiple-choice concept questions during class, and students reply on the spot with little wireless 'clicker' devices. This enables the identification of wrong concepts or misunderstanding in common and facilitates prompt discussion among students before their second attempt to arrive at the correct answer.

An award-winning educator, Prof. Wieman also shared his thoughts on the teaching and learning of science with tertiary and secondary school students prior to the lecture. 📷

高行健：在限制中尋找表現自由

Dr. Gao Xingjian on Infinite Freedom of Expression within Limitations

高行健博士於5月23日假逸夫書院大講堂主講以他為名的傑出講座，為「高行健藝術節」揭開序幕。

高行健博士以「有限與無限—創作美學」為題，與近500名中大師生及文化藝術界人士分享他的創作觀。他說：「每一門藝術，都是要在各自的領域中找尋自由的表述。可是，每一門藝術都有本身的限定，因此這個自由不是無邊的。」所以藝術家找尋他的「自由」之前，應先找尋他必須依據的是什麼。

這位首位華人諾貝爾文學獎得主認為，在不顛覆前人的前提下，是仍然可能就某一種藝術提出新鮮看法的。以繪畫為例，不反對二度平面，不把畫框畫布丟掉，仍可找到新的語言，提供新鮮的形象；抽象畫就是例子。而他自己更在具象畫和抽象畫以外，找到新鮮的表現形式，既非描摹狀物，也非藝術家情感的表現，那就是「提示」，是讓觀眾看畫時，用自身的經驗和聯想來豐富這個形象。他更認為在這個方向以外還可有其他方向。

演講結束後，高博士就江西故鄉對他的創作美學的影響、家庭背景對他成就的影響、藝術突破與觀眾的鑑賞力等課題，回應觀眾的提問。

Dr. Gao Xingjian presented a Distinguished Public Lecture in his name at Shaw College Lecture Theatre on 23 May. The event marked the opening of the Gao Xingjian Arts Festival.

In 'The Finite and the Infinite: the Aesthetics of Creation', Dr. Gao shared his approach to artistic creation with some 500 CUHK staff and students, and members of the cultural community. He pointed out that every form of art is confined to a finite set of limitations, that is, the key features that characterize its nature. In determining his/her own approach to creation, an artist must first acknowledge these limitations before exploring the infinite 'freedom' of expression within them.

Dr. Gao, the first Chinese Nobel Laureate in Literature, believed that one can come up with fresh perspectives on art without having to premise one's ideas on the subversion of predecessors. In painting, for instance, one can find a fresh pictorial language and create fresh images without opposing two-dimensionality or getting rid of the frame and canvas—abstract painting being a case in point. He himself has found a new form of expression outside figurative and abstract painting that is neither a faithful representation of reality nor an expression of the



artist's sentiments. It is something he terms 'suggestion' or 'revelation'. The image created is completed by the spectator's own experience and imagination. And he believed that there are still other forms of expression awaiting discovery.

After the talk, Dr. Gao responded to questions from the audience about the influence of his hometown of Jiangxi on his creative aesthetics, the effects of his family background on his achievements and artistic breakthroughs, and spectators' capacity for critical appraisal. 📷

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