

香港中文大學
The Chinese University of Hong Kong



Wu Yee Sun College

15th
Anniversary
Publication

伍宜孫書院
十五周年紀念特刊



序

Prologue

今年，伍宜孫書院邁向十五周年，同時迎來了第十一屆新生。感謝伍宜孫慈善基金會、一眾書院成員及師生，與書院一同成長。本書紀錄了書院的發展，以及對未來的展望，期望與各書院成員攜手走向書院的下一階段。

本書分為五部分，從書院的理念出發，寫下一眾「Sunnies」積極推動書院使命的歷程。書中亦記載了不同書院師生的故事：有人開創書院的歷史，有人創造獨特的書院文化，有人傳承書院的優良傳統……期望在閱畢本書後，我們能感受書院的陽光精神，並將溫暖陽光帶給身邊人。

Fifteen years have passed since the establishment of Wu Yee Sun College. This year, we welcome our 11th cohort of students. We would like to express our heartfelt gratitude to Wu Yee Sun Charitable Foundation Limited, College members, teachers, and students who walked the fifteen-year journey along with the College. This book is a record of the College's development and our vision for the future, as we welcome the next stage of the College's development together.

This book is divided into five parts. Beginning with the College's vision, it tells the stories of how Sunnies actualise the College's vision, and members' stories on creating and inheriting the College's history, culture, and tradition. We sincerely hope that you can experience the Sunny Living Spirit of our College through this book, and share a slice of sunshine with those around you.



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書院概況

Introduction

香港中文大學得到伍宜孫慈善基金會的慷慨捐助，於2007年成立伍宜孫書院。書院坐落於士林一巷，可容納一千二百名學生，其中半數為宿生，於2012年9月錄取首批學生。

With the very generous support from the Wu Yee Sun Charitable Foundation Limited, The Chinese University of Hong Kong established Wu Yee Sun College as one of its constituent colleges in 2007. Located on Residence Lane 1, the College accommodates 1,200 students, with half of them in residence. The first cohort of students joined the College in September 2012.



伍宜孫書院
WU YEE SUN COLLEGE

伍宜孫書院的名字有特別的意義。『宜』是指適宜及裨益，而『孫』意指百世子孫。『宜孫』兩字道出教育乃是裨益百世子孫的大事。伍宜孫書院秉承伍宜孫博士的抱負和信念，循循善誘，培育後進。

The name of the College, Wu Yee Sun College, carries special meanings. 'Yee' means appropriateness and benefits while 'Sun' means descendants. 'Yee Sun' represents the belief of education which is beneficial to future generations.

院 College 訓 Motto

博學篤行

Scholarship and Perseverance

《中庸》第二十章：「博學之，審問之，慎思之，明辨之，篤行之」

The Doctrine of the Mean Chapter 20: "One must make extensive study of what is good, examine it with a critical eye, reflect upon it with care, judge it with a clear mind, and carry it out in earnest"



願景 Vision

書院秉承中大書院制的優良傳統，與校內各專業學院和學系相輔相成，為學生提供全人教育和全面輔導，為社會培養才德兼備的公民和領袖。

To complement the academic training offered by the various faculties and departments, the College proudly carries the collegiate tradition – a hallmark of the CUHK undergraduate education – in providing students with comprehensive whole-person education and pastoral care, thereby developing them into learned and upright leaders and citizens in society.

使命 Mission

彰顯創新志業 承擔社會責任 Entrepreneurial Spirit with Social Responsibility

書院鼓勵同學在親切融和與充滿活力的學習氛圍中，培養創新志業精神：熱衷於發明和創造，追求新事物、新理念，鍥而不捨。這不僅是為了個人利益，更要造福人群。

Students will develop the drive for social entrepreneurship: a passion for creativity and innovation, and acumen in pursuing new projects and ideas, not just for personal gain but for the common good.



書院歷史及里程碑

Milestones

2007年

厚蒙伍宜孫慈善基金會的慷慨捐助，
伍宜孫書院得以成立

Wu Yee Sun College was established with
the generous support of the Wu Yee Sun
Charitable Foundation Limited



2007年5月3日
3 May 2007

簽署伍宜孫書院
成立協議書

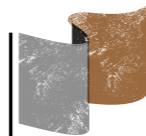
Signing of the College
establishment agreement



2007年5月22日
22 May 2007

香港中文大學正式宣布
伍宜孫書院成立

CUHK issues official
announcement of the
establishment of the
College



2007年中
Mid 2007

大學委任李沛良教授為
伍宜孫書院籌劃委員會
委員

The University
appointed Professor
Rance P.L. Lee as
a member of the
Planning Committee for
Wu Yee Sun College

2012年

2012年9月
September 2012

2012年9月錄取首批
約三百位學生

Admission of the
founding cohort of
about 300 students



2014年



2014年3月14日
14 March 2014

舉行Sunny Festival

Sunny Festival was held



2014年11月21日
21 November 2014

舉行書院開幕典禮 (暨7周年院慶)

Grand Opening Ceremony of
Wu Yee Sun College
(and 7th Anniversary Celebration)

2010年4月
April 2010

李沛良教授獲委任為
伍宜孫書院候任院長

Professor Rance P.L. Lee
appointed as Founding
Master-Designate of
Wu Yee Sun College

2010年6月9日
9 June 2010

舉行書院奠基典禮

Foundation Stone Laying Ceremony of
the College premises



2013年8月
August 2013

羅漢松植根於中央庭園

The College's feature tree, an arhat pine,
was planted in the Central Courtyard



2013年9月
September 2013

遷入書院現址

The College moved into
its current premises

2010年

2013年



2016年



2016年2月26日
26 February 2016

二零一六年樂步行暨如日坊開幕
“Walking Campaign 2016” and
Opening of House of Sunny Living



2016年11月
November 2016

舉行首屆書院畢業禮，歡送首批畢業生
First Graduation Ceremony, as the College
bid farewell to its first batch of graduates

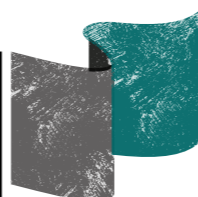
2017年



2017年5月
May 2017

書院獲得一千萬捐款成立
李沛良獎勵計劃

The College received a
donation of \$10 million to
establish Rance Lee Award



2017年6月
June 2017

成立書院校友會

Establishment of
the College's
Alumni
Association



2017年11月
November 2017

舉辦書院十周年院慶及
舉行植樹儀式

Tree Planting Ceremony
and 10th Anniversary
Celebration

2021年

2021年6月
June 2021

香港中文大學校董會通過
續任陳德章教授為伍宜孫書院院長

The Council of the University endorsed
the reappointment of Professor Anthony
T.C. Chan as the College Master

2027年

2027年6月
June 2027

設250個宿位的新宿舍
落成

Completion of the new
250-place student hostel



2016年11月17日
17 November 2016

舉行書院畢業生匾牌
揭幕儀式

Unveiling of College Graduates' Plaque



2017年7月
July 2017

創院院長李沛良教授
榮休

Founding Master
Professor Rance P.L.
Lee retired



2017年9月22日
22 September 2017

舉行陳德章院長就職典禮

Installation Ceremony of Professor
Anthony T.C. Chan as College Master

2019年6月
June 2019

厚蒙伍宜孫慈善基金會
四千萬捐助作興建新宿舍

The College received
\$4 million of donation from
Wu Yee Sun Charitable
Foundation Limited for the
construction of new hostel

2022年11月
November 2022

書院成立15周年
The College
celebrates its
15th Anniversary

2022年

2019年



院長對談

細論書院今昔發展

伍宜孫書院成立至今十五載，李沛良教授及陳德章教授先後擔任院長，帶領書院發展。李教授為創院院長，與書院共渡七個寒暑，廣邀人才，致力開設學生全人發展計劃，為書院發展奠定基礎。陳院長上任後積極推動Sunny Living，於疫情下更關注同學的身心健康。是次邀得兩位進行訪談，細數書院十五年來的發展，總結過去，展望將來。



請問兩位成為院長的契機是什麼？

李 中大於2007年蒙伍宜孫慈善基金會捐款成立伍宜孫書院，同年成立伍宜孫書院籌備委員會，我因先前擔任崇基學院院長的經驗而加入了委員會。

我原於2009年退休，準備與太太環遊世界。但在2010年的春天，劉遵義校長邀請我出任伍宜孫書院的創院院長，他希望借助我在崇基的經驗，以及我具親和力的特質，帶動伍宜孫書院的發展。我當時十分驚訝，因為我已屆六十五歲高齡，一方面希望退休後陪伴家人，另一方面亦因身體問題，恐怕力不從心，因此婉拒劉校長。劉校長得悉我的憂慮後送來幾盒靈芝，更提出首年只為候任院長，讓我半職工作，其餘時間可陪伴太太。在劉校長的多番遊說下，我最終答應他，於2010年成為候任院長，一年後正式成為創院院長，並在2017年歡送首屆書院畢業生後卸任。

陳 擔任院長一職可算是我職業生涯的第三個階段。作為一個基督徒，我相信一切都是神的安排。由1993年加入中大至今接近三十年，每個十年都迎來一個大任。在加入中大的第一個十年，我專注於腫瘤科的研究和參與教學，正如書院院訓「博學篤行」，我一直深耕其中，堅持做到最好。當踏入第二個十年時，我擔任系主任及醫學院副院長，從中積累經驗。如今想來，那時營運醫管局的行政經驗，或許是為了第三個十年作準備。一直以來我都積極裝備自己，把握每一個嘗試的機會。因此，當李院長邀請我時，我認為那是一個呼召，加上書院的理念十分貼合我的想法，便欣然答應。



◎ 新書院成立後，兩位覺得書院制跟以往有何分別？

李 我認為制度上分別不大，但增加書院數目令中大更多樣化，因着九間書院的大小、主題、校園氣氛各異，老師和學生有更多選擇。新書院成立不久，人數較少，因此師生關係較密切，特別是小書院賦予家的感覺。此外，新書院沒有傳統的包袱，有較大的創新空間。相反，舊書院規模大且傳統深厚，相對學生人數也較多，師生關係難免疏遠，資源亦有所分薄。新舊書院各有各好，同學可按個人特質選擇最適合自己的。

陳 過去中大有約十年的時間，把課程由四年制改成三年制。三年制課程下，書院的角色有所減弱。幸好此課程制度沒有維持太久，所有大學於2012年改為四年制。這意味着學生數目及資源增加，促進了五間新書院的成立。書院的角色得以加強，對學生全人發展承擔起更大的責任，亦有更多發展空間，相信未來會朝着更好的方向發展。

◎ 在擔任院長的幾年間，有否遇到什麼困難與難忘的事？

李 我一直希望加強書院之間的聯繫，當初劉校長亦是期望能通過我的經驗，達到增加書院合作的目的，然而這並非易事，這可以從我擔任院長期間的兩個小困難說起。首先是宿費事件，中大自成立以來均由大學統一制定宿費，但2015年因宿舍維修，需要增加宿費，此舉引起學生不滿。經多番考量，時任校長的沈祖堯教授決定由書院自行制定宿費的加幅。我擔心這會引起書院間的惡性競爭，為此，我曾嘗試就宿費增幅與各書院商討，唯未能達成共識。其次是2014年校長盃事件，校長盃旨在聯誼各書院的教職員，五間新書院的成立令賽制變得複雜，亦拉長了比賽時間。另外，新舊書院的人數及實力懸殊，我曾建議新舊書院組織聯隊參賽，減少比賽隊伍和時間，但最終困難重重，意見不一。我們幸得與毗鄰的逸夫書院組成「逸宜」聯隊，最後更奪得亞軍的佳績，這亦反映出書院的合作能互取所長。

至於難忘的事，就不得不談書院成員及一眾同事，每位都各有所長，為我分勞分憂，並且建立深厚感情，即使我現已退休，大家仍保持良好關係。另一方面，眾多社會人士的慷慨支持亦令我十分難忘。除了伍宜孫慈善基金會對書院大力資助，令我們無須憂心經費外，校友、校監亦十分熱心，不但出謀獻策，而且捐贈獎助學金、字畫及家具等，協助書院的建設。

陳 在疫情下確實遇到許多困難。猶記得2020年的農曆新年，內地已經見疫情，雖然香港尚未出現確診個案，但已處於戒備狀態。我很感謝一眾書院同事在年初二不辭勞苦，齊心合力應對病毒。從前九間書院沒有非合作不可的理由，若想一起籌辦活動，總要考慮到各自的傳統文化，故總是「各有各做」。但要有效控制疫情不能各自為政，這倒也促進了書院間的合作。當時我兼任研究院院長，在管理宿舍同時，更要制定出一套既適用於中大、且有效保護學生的方案。幸而最終找到合適的大樓，用以隔離有病徵的同學和密切接觸者，可說是跨過重重困難。

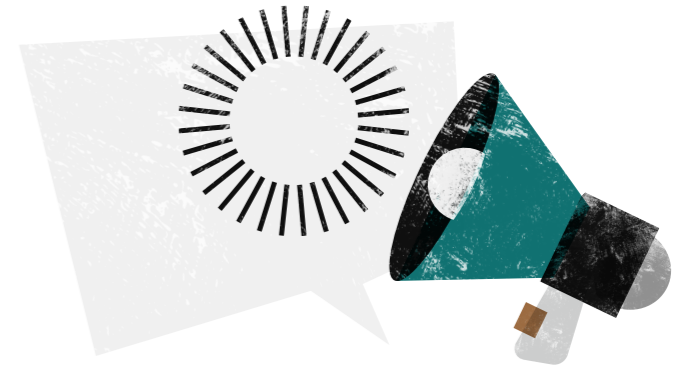
不只困難使人難忘，許多快樂時刻亦值得回味。書院成立之初，我已與李院長共事，直到李院長退休之際，希望找一個繼承人，在經歷了遴選程序後將此重任交之於我。就職典禮當天，我收到許多祝福和期許，令人難以忘懷。當日我的演講主題是“Ready when called”。那時我提醒同學要時刻裝備自己，才能把握機會，發揮所長。



◎ 前面提及書院之間難有合作，兩位覺得新舊書院有何分別或聯繫？

李 在眾多舊書院中，我們與崇基最有淵源。不但是因為我曾任崇基學院院長，而且伍宜孫書院是由曾就讀崇基的伍步高博士和崇基畢業生伍步昌先生為紀念其先父伍宜孫博士而捐款創立的。在初開辦時，我們曾積極向崇基借將（書院成員），當時梁元生院長一一答應，眾多的崇基校友亦一直提供不同的幫助，出心、出錢、出力支持伍宜孫書院的發展。其他舊書院的老師和校友，也有不少熱心參與伍宜孫書院的創建，陳德章教授便是其中一位從聯合書院轉過來的。





陳 我認為主要分別在於時間。四舊歷史悠久，佔地面積較多，新書院成立時間較短，正逐步建立自己的文化。新書院亦各有不同，當中有三間實行「同宿共膳」，因而規模較小，伍宜孫及和聲則屬中型書院。經過十多年發展，我們也累積一定數量的畢業生，也建立了獨特的書院特色。

作為中大副校長，我希望書院之間能加強合作。書院制是中大的大特色，亦有賴各書院的努力，塑造了中大特別的學習環境。現時中大有近三十萬校友，他們對中大及書院有深厚的感情，若能凝聚各書院及校友，必定有助中大的長遠發展。

常言道「創業難」，在書院成立初期有遇到什麼困難嗎？

李 創院初期困難重重，最主要的困難有兩個，一是沒有老師，二是沒有宿舍。

在新書院未成立之時，大學將各學系的老師平均分配至不同書院，書院就不用擔心欠缺老師的問題。新書院成立後，書院數量多，平均分配老師的制度難再實行。故此，大學決定讓老師自行選擇書院。伍宜孫書院當時未有校舍，設備不全，我苦惱如何吸引老師。我靠着在中大積累的人脈關係，向不同的書院挖

角，待之以厚禮。我邀約不同老師飲茶吃飯，談書院的理念，很高興大多老師都答應幫忙，更感激的是只要我一通電話，舊書院院長也會答應「放人」。

其次，書院在2012年開始收生，但當年書院大樓仍處於建造階段，首年入讀的318位學生，有一半要住在國際生宿舍，另一半則只能遊走中大校園，書院辦公室亦暫設於蒙民偉樓。校舍後於2013年落成，我們要感謝時任副校長的程伯中教授的協助，他聽取我的意見，設計以綠色為基調的校舍，更保育別具歷史意義的小白屋。

如前提及，成立初期未有校舍、不為人熟悉，當時如何吸引學生選擇伍宜孫？

李 作為新書院，名不見經傳，也苦惱如何吸引學生。確實早期大部分學生並非以伍宜孫書院為首選，學業成績亦相對一般。但他們活動力強，具創造力，做事充滿熱誠。後來經過考慮，我們改以書院理念吸引學生，強調書院重視創新、環保以及社會責任的理念，學生對此非常受落。得知近年越來越多學生有興趣加入書院，當中不乏成績優異的學生，可見書院逐漸步上軌道，值得高興。

中大每間書院各有特色，伍宜孫書院的核心價值必定是Sunny Living，可否分享這些核心價值的由來？

李 由於劉遵義校長期望中大九間書院各有其獨特之處，我在答應劉校長的邀請後，就開始思考書院的主題和理念，一方面要切合伍宜孫博士的精神和志向，另一方面亦要切合現代社會潮流，特別是年輕人的需要。經過反覆思量，終於在我退休前確立書院主題——Sunny Living，簡單明確地表達書院的使命。這個主題亦緊扣書院的別名：Sunny College，同學成為「Sunnie」，刊物命名為「Sunny Post」，一脈相承。「Sunny College」取伍宜孫博士的「Sun」，既有紀念伍宜孫博士之意，更強調書院致力培育陽光活力的百子千孫。

2013年書院大樓落成必然是一個重要里程碑，兩位都有參與宿舍的設計及建設，請問有哪些設施對你們最重要或最有紀念價值？

李 對我來說，書院最重要的設施有三項，分別是如日坊、創意實驗室，以及圓夢台。如日坊的「日」代表陽光，無論是命名或其位置都與書院的主題呼應，如日坊屋前的羅漢松亦象徵伍宜孫博士堅毅的為人。創意實驗室是書院培育創意的基地，位於書院中央，足見書院對創意的重視。立於書院圓夢台，可以遙望馬鞍山、八仙嶺及吐露港，風景壯麗。名字當中的「圓夢」，鼓勵學生做人做事要有夢想，有創意、有熱誠，不要害怕失敗，亦不要害怕吃虧。圓夢台與崇基的未圓湖相呼應，從山腳走到山上，從未圓到圓夢，亦象徵着完成自我的過程。





陳 於我而言，最具意義的必然是小白屋。當時我負責構思小白屋的主題，Sunny的理念於書院成立時已開始成形，及後更確立有Sunny Living的定位，便將其命名為House of Sunny Living，及後更決定將Sunny譯作「如日」，而「如日坊」三個字亦剛好與「圓夢台」遙相呼應。

小白屋原設咖啡閣售賣乳酪，及後改建為多用途空間，同學可在此玩遊戲、觀看電影和體育賽事等，就如身處客廳般，便以「The Lounge」命名。雖然地方不大，但內裏設計十分巧妙。一邊牆壁能讓人寫下所思所感，另一邊牆壁則介紹Sunny Living的理念，提供舒適地方讓同學放鬆身心靈。

書院踏入十五周年，目前有沒有正在籌備的計劃？

陳 不少同學關注書院膳食，2021年新Cafe—「咩樹」開張，他們關心生態環境，樂於與同學互動，可惜因疫情暫時停業，期待他們於新學年重新營運。新的飯堂承辦商亦準備就緒，在開學後能一嚐新味道，他們的環保理念也貼合書院宗旨。

獎學金方面，伍宜孫書院有不少獎學金可供申請。近年雖因疫情而難以出境，但書院希望提供同學更多與海外交流的機會，因此增加學生交流方面的資助，鼓勵同學拓闊國際視野。

書院院慶預計於11月舉行，期待各位同學集思廣益，為書院的慶祝活動添加新氣息，讓所有支持書院的人都能參與慶祝。書院亦會出版15周年特刊（即本書），紀錄書院十五年來的發展。

目前新宿舍的計劃進度如何？

陳 能興建新宿舍實為一個難得的機會，書院有幸得到政府及伍宜孫慈善基金會的資助，我們已籌集足夠的資金。新宿舍將座落於原第四苑位置，鄰近書院原址，將會增加250個宿位。目前已大致完成新宿舍的規劃，正就內部細節作商討。

新宿舍的設施期望能補足書院現址的不足，例如：書院演藝廳只適用於舉行講座，不適合音樂或戲劇等表演活動。因此新宿舍會增設多用途禮堂，未來可用於舉辦體藝活動如各類運動項目、音樂活動及戲劇表演等，這些元素在書院生活中可謂不可或缺。觀星閣亦會是宿舍的標誌性建築，代表了本院師生對大自然的探索。未來若有機會，書院設施亦可開放予其他團體使用，讓公眾認識伍宜孫書院。今年完成新宿舍的規劃，現有的同學未必來得及享用新宿舍，但我們預計會在2027年落成。我們隨時歡迎校友回校，見證書院新發展。

新宿舍如何展現書院理念？

陳 新舊宿舍並非完全分割，因此書院原址已有設施如clab及健身室便不會在新宿舍重複。但新宿舍會延續創新精神，透過提供多元化的新建設，讓同學未來有更多機會探索新的活動形式，發揮設施的各種可能性：如結合中西樂的表演、於戲劇加入創新元素、引進新興運動、舉行春季舞會等，任何活動都能於多用途禮堂舉行。

兩位對未來書院有什麼展望？

李 年輕一代的壓力很大，我希望書院可以進一步推廣綠化生活，關心學生的身心靈健康，通過新宿舍的設備和不同的活動紓緩學生的壓力，令同學養成綠化生活的習慣。

陳 未來首先期望能加強實踐綠色生活，尤其希望書院整體一起參與，探索不同的實踐方式。我認為綠色生活應從起居日常入手，因此對新飯堂寄予厚望。由於新飯堂承辦商關注食物浪費問題，因此實施了廚餘回收的措施。期望屆時能提高大家的環保意識，推動綠色生活。

此外，書院通識課程將會加入更多社會服務元素。書院會提供更多元的服務學習機會，讓同學從服務中學習，發掘潛能，實踐所學，並回饋社會。

小編後記

原訂的訪問時間為兩小時，但兩位院長侃侃而談，意猶未盡，將伍宜孫書院的點點滴滴娓娓道來，加深了我們對於書院繼往開來發展的認識，真是價值連城的寶貴一課。



Dialogue between College Masters

It has been fifteen years since the establishment of Wu Yee Sun College. We have invited Professor Rance P.L. Lee, the founding Master, and Professor Anthony T.C. Chan, the succeeding College Master after Prof. Lee's retirement in 2017, to share their views on the College's past and future.

When did the calling happen?

Prof. Lee The Wu Yee Sun College was established in 2007 with the generous support of Wu Yee Sun Charitable Foundation Limited. I was invited to be a member of the Planning Committee because of my previous working experience as Head of Chung Chi College. I retired in 2009 originally. However, Prof. Lawrence Lau, then Vice-Chancellor of CUHK, invited me to be the Founding Master of the College. At first, I was afraid I would not be competent enough on account of my physical health and my age. Eventually, persuaded by Prof. Lau's cordial invitation, I became the College Master in 2011 and retired in 2017, after seeing off of the College's first graduating class.

Prof. Chan Becoming a College Master is the third stage of my career. As a Christian, I believe that everything happens within God's plan. I joined CUHK in 1993. For the first 10 years, I focused on my research in oncology. For the next 10 years, I was appointed the Chairperson of the Department of Clinical Oncology and Associate Dean of Faculty of Medicine. Looking back, my experience of working in the Hospital Authority then can be seen as preparation for the upcoming 10 years. Therefore, when Prof. Lee invited me to be College Master, I believed that it was a calling and accepted the kind invitation with pleasure.

After the establishment of new colleges, what differences do you see in CUHK's College system?

Prof. Lee I think there is no big difference regarding the College system, but it makes CUHK more diverse. Every College has its unique theme and atmosphere. New Colleges are usually small, young, creative, and home-like. On the contrary, old Colleges are larger in scale and have long traditions, but relations between teachers and students might not be as close as in new Colleges. Students can choose a College that suits their interests.

Prof. Chan In 2012, the 4-year University education system led to an increase in students and resources, which facilitated the establishment of five new Colleges. The Colleges now bear a greater responsibility for students' whole-person development.



During your years as College Master, have you encountered any difficulties and unforgettable memories?

Prof. Lee I always wish to strengthen collaborations between Colleges, but it is not an easy task, like the two difficulties I have encountered during my tenure. The first one was the hostel fees issue in 2015 – no consensus could be reached regarding the rate of increase in hostel fees. The second one was the 2014 VC's Cup. The disparity between old Colleges and new Colleges complicated the competition and lengthen the duration. Regrettably, my suggestion of teaming up old Colleges with new Colleges was not unanimously supported. Our College, at last, formed a team with Shaw College and won the 1st runner-up. It showed that mutual benefit can be achieved through inter-college cooperation.

Speaking of unforgettable memories, I must credit the College members' contributions. We have had great affection over the past several years. Besides the generous support from Wu Yee Sun Charitable Foundation Limited, numerous alumni and overseers have made a lot of contributions to the College development.

Prof. Chan I still vividly remember the Chinese New Year in 2020, when the outbreak of Covid had already begun in the mainland. Before the pandemic, cooperation seldom happened between Colleges because of the dissimilarity in College culture. However, the need for pandemic prevention and control triggered the cooperation between Colleges. Being the Dean of Graduate School concurrently, I had to manage the hostel while formulating a plan to protect students.

Fortunately, we managed to overcome the difficult time – we found a suitable building to isolate symptomatic students and close contacts.

There were also delightful moments worth recalling. On the day of my inauguration, I received many blessings, which are unforgettable. The topic of my speech on that day was "Ready when called". I reminded students to equip themselves at all times in order to seize opportunities.

As mentioned above, there is rarely cooperation between colleges. What are the differences between old and new colleges? Are there any connections between them?

Prof. Lee Wu Yee Sun College shares deep ties with Chung Chi College. Wu Yee Sun College was founded with donations from Dr Wu Po-ko, Michael and Chung Chi alumnus Mr Wu Po-cheung, Albert in memory of their father, Dr Wu Yee Sun. Chung Chi College also supported us by "lending" us College members in our early days, and other Chung Chi alumni also contributed a lot, both financially and physically. Quite a few members of other Colleges also come and join our College, including Prof. Anthony T.C. Chan from United College.

Prof. Chan I suppose the main difference is about time. Old Colleges have long history and tradition, and of course larger in scale. New Colleges are smaller in scale, and their culture is under development. As a Pro-Vice-Chancellor, I hope that we can enhance the cooperation between Colleges. Currently, CUHK has already accumulated nearly 300,000 alumni who have a strong sense of belonging to CUHK and their Colleges. It will definitely help the long-term development of CUHK if we can unite all colleges and alumni.



Are there any difficulties in the early stage of College establishment?

Prof. Lee At that time, the College campus has yet been constructed, so I was worried about how to attract teachers. I am grateful that most teachers accepted my invitation after learning of the College's vision. I am even more grateful that help from Heads of old Colleges were just a phone call away. The second challenge happened in 2012 when the College began to admit students. Residents had to live in International House as the College building was still under construction, our office was located in Mong Man Wai Building temporarily. The construction of the College campus was completed in 2013, thanks to the help of the then Pro-Vice-Chancellor Prof. Ching Pak Chung, who designed the College building in green and preserved the historic "little white house"— the former Guest House of the University.

In the early stage of College establishment, with neither premises nor reputation, how did you attract students to join the College?

Prof. Lee Indeed, our College was not students' first choice at the time. While their academic results were average, students admitted were mostly quite energetic, creative and passionate. After some consideration, we decided to attract students with our vision of creativity, environmental protection, and social responsibility — and this did increase students' interest. I am glad to see that more and more students, including those with outstanding academic performances, are interested in joining our College.

Each college of CUHK has its own characteristics, like the core value of Wu Yee Sun College is Sunny Living. Can you share more about it?

Prof. Lee Vice-Chancellor Prof. Lau hoped for uniqueness in each College. After careful considerations, we settled on the theme of "Sunny Living". It matches both Dr Wu Yee Sun's spirit and youngsters' needs nowadays, and echoes the "Sun" in Dr Wu Yee Sun's name. That's why we also nicknamed our College "Sunny College", and our students are called "Sunnies".

The completion of the College building in 2013 was a key milestone. Which facilities are the most important or memorable to you?

Prof. Lee It would be the House of Sunny Living, Creativity Laboratory (clab), and the Terrace of Dreams. The name "House of Sunny Living" echoes the College's theme, while the pine trees planted outside the house symbolise Dr Wu's spirit of perseverance. Clab is a place to nurture creativity, which is one of our missions. The podium is named "Terrace of Dreams", echoing "Lake Ad Excellentiam" in Chung Chi College. With creativity, passion and perseverance, I hope students can pursue and realise their dreams.

Prof. Chan The most meaningful place to me must be the "little white house". I named it "House of Sunny Living". The house is composed of the Lounge, a gym, and a multi-purpose sports room. The Lounge was originally a coffee corner selling frozen yoghurt. It is now a multi-function space for Sunnies to relax, play games, and watch movies.

Are there any upcoming plans?

Prof. Chan Lookup Coffee and College canteen will re-open in September. Both caterers care for the environment which echo with the College's mission, and we are excited to sample the new cuisines. The College provides various scholarship to support students' initiatives. We hope to encourage students to broaden their horizons by offering more funding support for overseas exchange.

The College Anniversary celebration will take place in November; I am looking forward to Sunnies' creative ideas. The 15th Anniversary Publication (this book), which records the College's development, will also be published in October.

How about the progress of the new hostel? How does it demonstrate the College vision?

Prof. Chan With the help of the government and Wu Yee Sun Charitable Foundation Limited, we have raised sufficient fund for the new hostel situated at the original site of Residences No. 4, providing 250 additional hostel places. We hope that the new hostel can provide more facilities for various activities. There will be a multi-purpose hall, which is suitable for theatrical performances and sports activities. Another signature facility will be an observatory, which symbolises the spirit of exploration. We hope to extend our value of innovation in the new hostel by providing a range of facilities for students to showcase their creativity and explore different types of activities.

The new hostel is expected to be completed by 2027; we welcome alumni to return to campus and celebrate the new development of the College.

What do you see in the College's future?

Prof. Lee Youngsters nowadays are under great pressure. I hope that the College can further promote "Go Green" and care for students' mental, physical, and spiritual health. Through new facilities as well as various activities in the new hostel, I hope that students can further develop Green Living habits.

Prof. Chan I hope that the whole College can engage in Green Living practices. To start with, I have high hopes for promoting environmental protection awareness with the new canteen's food waste recycling measures. Also, more service-learning elements will be added to the College General Education programme. Sunnies can learn from service projects and give back to society.

Afterword

The interview was slated to last for 2 hours, but the two Masters had a lot more to share. Their valuable sharing and insight strengthen our understanding of the College's past and future.



創新志業 Creativity

- # 創意BeCreative
- # 構思Ideation
- # 實驗Experimentation

書院鼓勵同學於在學期間孕育創新意念，並且付諸實行。

創意實驗室(c!ab)是書院標誌性的設施，旨在培育同學創意及創新的精神。承蒙種子基金有限公司慷慨捐助，c!ab於2017年重新建造成創意遊樂場，以靈活的空間設計，配備先進工具器材，讓書院學生隨時走進c!ab，實踐天馬行空的想法！

The College encourages students to develop innovative ideas and put them into practice during their studies.

The Creativity Lab (c!ab) is an iconic facility of the College, which aims to nurture creativity and innovative spirit among students. Thanks to the generous support from Seeds Foundation, c!ab was rebuilt into a creative playground in 2017 with flexible space designs. Equipped with advanced tools and equipment, students can create beyond their imagination.



探尋創意的一隅 — 創意實驗室 找到熱情的同時也實踐自我



創意是伍宜孫書院的核心價值，為培育學生創意，書院成立了創意實驗室，這也是全校首間以激發學生創意為本的書院設施。作為伍宜孫書院的標誌性設施，c!ab是同學們孕育創新意念的園地，c!ab配備高階器材、視聽設備及創意書籍，讓同學能動手創作，實現各種天馬行空的想法。同時，書院亦設立不同的資助計劃，以支持學生發展創意。是次訪問邀請了「創意實驗室管理委員會」的李賴俊卿教授和黃錦輝教授分享有關活動的心得。

非一般的想像遊樂場

c!ab為全中大首個志在培育學生創新的實驗室，據李教授分享，當初設立c!ab只是為提供一個二十四小時開放的地方給同學「玩」。**李教授認為創意不只限於構思，亦需要經過實驗和創作過程，而c!ab正正提供一個「Mental Playground」，讓書院同學在此動手實踐自己的構思，將想法變為真實，看看是否可行。**

c!ab的架構和運作亦與一般由學生主導的學會或學生團體有所不同，c!ab主要由「創意實驗室管理委員會」負責管理，委員會由來自不同專業及學系的老師與顧問組成。c!ab架構的組成中，書院成員與學生的比例相約，書院為c!ab提供資源，讓學生有更大的空間發揮創意。c!ab的活動皆由學生提議，在提出不同類型的活動後，顧問老師會引導學生思考，並深化活動內容，務求令活動具有新意之餘，亦蘊藏深層意義。

c!ab過往曾舉辦各式各樣的活動，李教授分享，眾多活動中最令她印象深刻的是2014年的台南之旅，與18位學生到台灣國立成功大學進行交流，參觀該校的c!ab，亦到訪台南著名的五條巷，向台灣的創意工業學習。李教授形容最開心的便是與學生一起相處的過程。短短幾天，她見證了不少同學的趣事，亦感受到同學對創作的熱愛。書院每年會預留一筆資金予c!ab的同學進行海外交流，可惜近年因疫情而未能成行。近年c!ab成員都會定立一個年度主題，整年的活動都會圍繞該主題進行。而2022年c!ab的主題正是「Happiness」，源起於籌委有見疫情打擊着社會的各方面，目的在於將快樂帶給身邊人。

從想到到實踐 創意才算得上完整

c!ab成立於2012年，今所見c!ab則是2017年重新裝潢後的模樣。裝潢前，c!ab以白色牆身為主，提供創作空間讓同學集思廣益，激發靈感。重新裝潢後，c!ab改善了整體空間設計。在參考同學的意見後，現在c!ab被劃分為創意討論區手作創意區。設施的完善讓學生既可切磋及交流創作意念，亦可親自動手製作原型樣板。

裝修後的c!ab稱得上是「麻雀雖小，五臟俱全」，配備不同的器材和工具，如縫紉機、iMac、3D打印機、攝影器材、電鑽及木工工具等。c!ab更增設了一個噴漆房供同學使用，藏於c!ab內部的噴漆房雖然不大，但是通過安全檢測，抽風能力強，為不同學會的學生提供了一個可以進行噴漆工作的安全地方。裝修時，為了實踐創意及環保的理念，加入了不少升級再造的元素。據李教授分享，現時c!ab內的木製桌椅都是當時由學生親手用原木改造，當初還因為步驟有缺漏而曾出現「生蟲」的問題，需經過重新打磨才製成現時的成品。

創意需經歷一個過程 沿途不乏支持

書院著重創意，亦全力支持學生發展創意，將想法付諸實行，c!ab是書院激發學生創意的主軸。此外，書院亦積極推動不同的項目以鼓勵學生發揮創意。黃教授指出書院設有不同的創意比賽及基金幫助同學發揮創意，書院亦會從三個不同的方面向學生提供協助，分別為地方、金錢和人脈。c!ab作為一個24小時開放的場地，可以為學生提供一個構思和實驗的空間，書院亦會提供資金及協助同學介紹相關專業人士，以獲取不同的支援和資訊。

黃教授認為發展創意需經過三個階段，由構思到孵化，最後到成長，當中必定會遭遇不同的難關，但黃教授鼓勵大家要從錯誤中學習，學會處理不同的困難，書院亦會盡力協助同學。





生活中的碎片 都是創意的源起

除了開放clab供同學構思及淺嘗以外，書院亦設有不少學生資助計劃以支持及推動學生發揮創意，並把計劃付諸實行。包括鼓勵同學抱持熱忱、實踐創新意念的「愛陽光計劃」、針對創業的「創出我天地資助計劃」及「帝盛青年創業家獎學金」以培育及肯定學生創新志業的精神。此外，在2017年時，伍宜孫書院成立了李沛良獎勵計劃，針對三方面的計劃提供資源，分別為「身心健康」、「終身運動」以及「綠色生活」，旨在回應「Sunny Living」的宗旨。

資助計劃種類繁多，近年同學有著各種創新想法，積極申請資助，但所謂僧多粥少，書院在審批的時候都會慎重考慮，務求讓各同學都能得到相應的資源及協助。根據各項資助計劃的背後理念，書院看重申請項目的原創性及可行性，同時考慮項目的長遠發展及商業價值。書院同學固然有創意，但兩位教授均認同普遍學生對版權或是法律細則的意識不足，商業計劃亦欠詳盡，滿有熱血而未有周詳的持續發展計劃。

黃教授特別提醒同學，做好資料搜集，避免侵權問題發生；同時要好好保護自己的知識產權及原創計劃，不要輕易把自己的創作告之於人。**李教授則鼓勵同學要有同理心，在自身經歷中找出問題，用創意回應及解決。**

另外，兩位教授都非常關注計劃的可持續性，李教授直言，有些同學的項目計劃別具社會意義，亦成功取得資助，然而項目實行不久後便要畢業，無奈之下中止計劃，導致原本受惠於計劃的群體和參與者驟成棄孤。她鼓勵同學可思考畢業以後如何繼續使計劃仍然運行，或者轉變形式以持續發展。

黃教授寄語同學在學期間可多作嘗試，善用書院及中大的資源，從小小的念頭開始，慢慢嘗試、改良，最後付諸實行並歇力把想法延續。同學可由觀察生活小事做起，有想法便到clab研究。期望未來有更多宜孫同學能運用創意，回應社會，為社會作出貢獻。

Find Your Spark and Fulfil Yourself at clab

Creativity is the core value of Wu Yee Sun College. To foster students' creativity, clab was established to provide a platform for students to brainstorm innovative ideas. It is equipped with high-end equipment, tools, and books to facilitate students' realisation of their imagination. Various funding schemes are also set up to support students to put ideas into practice. We have invited Professor Annisa C.H. Lee Lai and Professor Kam-fai Wong from the Management Committee of Creative Laboratory to share their experience.

An Unusual Playground of Imagination

Clab is the first laboratory set up in CUHK to nurture students' innovation. According to Prof. Lee, clab was initially set up to provide a place for students to "play". She believes creativity comprises experimentation, in addition to ideation. Clab, as a "mental playground", allows students to try out their ideas.

Clab's structure and operations are different from usual student-led societies. Clab is mainly managed by the Clab Management Committee, which consists of advisors and College members from different professions and disciplines. Students get to propose different activity plans; advisors will then guide the students to enrich the content of activities, so as to make it meaningful.

Among the activities organised by clab, Prof. Lee shared the most impressive activity was the trip to Tainan in 2014. Along with 18 students, they had cultural exchange with National Cheng Kung University and paid visits to local cultural industries. She enjoyed the time with students and witnessed their passion for creativity. A sum of funds is reserved each year for clab's students to conduct exchanges overseas, which unfortunately have been suspended due to the pandemic in recent years.

Full Creativity Goes from Imagination to Actualisation

Clab was established in 2012, while the clab now in use is the work of renovation in 2017. After the renovation, the design has been improved. With reference to students' suggestions, clab is divided into the "Idea Zone" and "Create Zone", allowing students to discuss, exchange ideas and create handmade prototypes.

After renovation, clab is equipped with different equipment and tools, such as sewing machines, iMac, 3D printers, electric drills, video equipment,

woodworking tools, and more. The spray room, an addition to clab, allows students to do spray-painting work. During the renovation, upcycling elements were also added to implement the concepts of creativity and environmental conservation.

Creativity Goes Through a Process, and There is No Lack of Support Along the Way

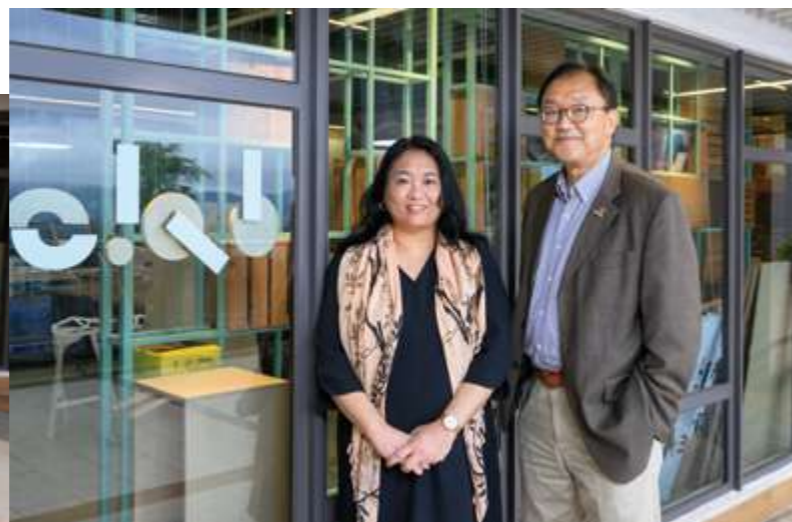
Prof. Wong pointed out that there are multiple creative competitions and funds to help students unleash their creativity. The College provides resources to students in three different ways: venue, funding and networking. Prof. Wong believes that creativity is composed of three stages: ideation, incubation, and development. There must be obstacles, but he encourages everyone to learn from their mistakes and have courage to take up challenges; the College will support along the way.

Fragments in Life are the Origins of Creativity

The College provides a number of funding schemes to support creativity among students. Among them are "Sunny Passion Programme", which motivates students to be passionate and innovative, as well as "Be Entrepreneurial! Funding Scheme" and "Dorsett Young Entrepreneur Scholarship", which aim to nurture and recognise students' innovative aspirations. In 2017, the Rance Lee Award Scheme was set up, providing resources in three aspects, namely "Health and Wellbeing", "Lifelong Sports" and "Green Life" under the aim of "Sunny Living".

In recent years, students have a variety of innovative ideas and have been actively applying for funding. However, there is not enough to go round. To ensure appropriate allocation of resources, originality, feasibility and as well as long-term development and commercial value of the projects have been carefully assessed. Sustainability of the projects is of their concern, too. Prof. Lee shared that while meaningful projects have been funded and implemented, they will be suspended shortly upon the graduation of students, leaving behind their beneficiaries. She encouraged students to think about the continuity of the project.

Prof. Wong remarked that students should make good use of the resources from the College and CUHK to carry out their innovative ideas. Students can start with observation, then explore their ideas at clab. It is hoped that students will utilise their creativity to contribute to the society.



創新的主題式活動

Innovative Themed Activities



c!ab五大範疇¹的學生召集人各有所長，為了加強彼此合作，自2017年建構活動方向時，會以學生的興趣為核心，加以整合為主題形式，讓學生發揮創意聯想去籌辦活動：

Student convenors of the five streams¹ of c!ab each have their own strengths. To strengthen their cooperation, activities are designed and organised under one main theme around students' interests.

2017/18



重新裝潢的c!ab，以升級再造的概念，製作連串傢具配飾（紅酒木箱長枱、電纜軸圓木桌、玻璃酒瓶吊燈、水泥枱燈）及裝飾品（星光小木盒、A4文件木架）；並舉辦畢業班菜束花工作坊等環保工作坊，以減少浪費花束，配合書院環保創意的定位。

c!ab was renovated with the concept of upcycling. Focus was put on environmental creativity. A series of furniture accessories (tables upcycled from wine boxes and cable reels, chandeliers made of wine bottles, cement table lamp) and decorative items (starlight wooden boxes, wooden shelves) were produced. A vegetable graduation bouquet workshop was also held to reduce the waste from flower bouquets.

2018/19



熱衷於菲林攝影及花草樹木的自然美，c!ab 舉行了菲林沖曬工作坊、比賽及展覽，並於三月櫻花盛放的浪漫季節舉行櫻花匙扣、甜品製作及廣播活動；惟該年度的活動未有單一主題，而是兩大方向 — 菲林攝影及櫻花。

With a passion for filming and the natural beauty of flowers and trees, c!ab held film development workshops, photo competitions, and exhibitions. During the romantic season of March when cherry blossoms were in full bloom, cherry blossom keychain-making workshops, dessert-making, and broadcasting events were also held.

2019/20



面對社會及疫情的困擾，為了紓緩情緒，舉行了連串以人與自然為概念的正念工作坊（頌鉢、禪攝影、沙畫、陶瓷等），以回應學生情緒的需要，互相支持。

Facing problems arising from the pandemic and social unrest, a series of Mindfulness Workshops (singing bowl, photography meditation, sand painting, ceramics, etc.) were held in response to the emotional needs of students.

2020/21



趁著農曆新年，c!ab聯同環保小組以桃花為題，探討桃花除觀賞價值外，對於文化、經濟，以及其他各方面的價值，並策展分享所見所聞，與書院師生同慶新春之餘，亦反思節日桃花的意義。

During Chinese New Year, c!ab and Green Team explored the cultural, economic, and ornamental value of peach blossoms. An exhibition was curated to celebrate the Lunar New Year and reflect on the meaning of the festive peach blossoms.

2021/22



以懷舊香港為主題，c!ab邀請經營不同懷舊小店的手作人（口金包、小巴牌、霓虹燈），分享傳統手藝行業發展及挑戰、有關工藝的創作技巧，以及如何保存香港傳統工藝，並以策展喚起同學對香港傳統工藝的關注。

Under the theme of Old Hong Kong, craftsmen who run different nostalgic stores (kisslock frame bags, minibus signs, neon signs) were invited to share the development and challenges faced by the handicraft industry, and the ways to preserve Hong Kong's traditional crafts. An exhibition was curated to raise students' awareness of Hong Kong's traditional culture.

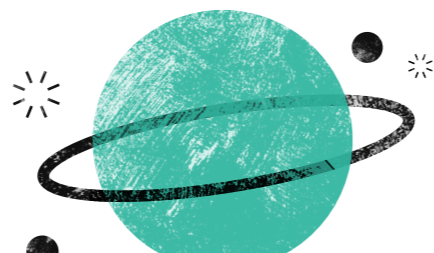


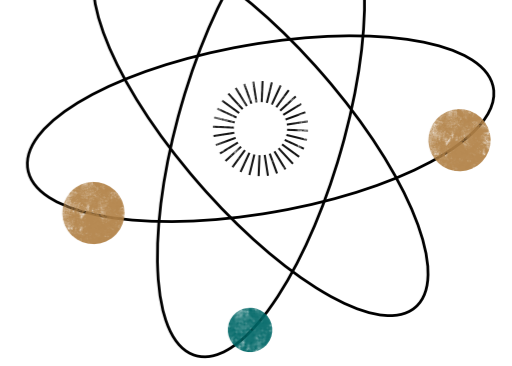
透過主題式分享，c!ab期望能有系統地推廣創新創意的訊息；配以工作坊、影片、講座、展覽等不同形式，培養學生的觀察力，鼓勵學生探索不同的可能性，學習以創新思考的模式，解決問題。

Through thematic sharing, it is hoped the message of innovation and creativity could be promoted. Through workshops, videos, lectures, exhibitions, etc., c!ab aspires to cultivate students' observation and encourage them to explore different possibilities with curiosity and solve problems with innovative thinking.

¹ 五大範疇包括：藝術及文化、設計思維、創業與管理、科學及科技、社會政治創新

¹ Five streams include Arts and Culture, Design Thinking, Entrepreneurship and Management, Science and Technology, and Socio-political Innovations.





社創與試驗計劃分享

Social Innovations and Pilot Programmes



創意實驗室靈活的空間設計，為有意推動創意活動的學生提供場所。學生可透過申請書院資助獲得資金，實踐計劃。不少同學曾得到書院的支持，現更發展成社會企業，詳情如下：

The flexible space design of c!ab provides a venue for students to execute creative activities. Students can also apply for College funding to realise their plans. Quite a number of students have received support from the College and have developed their projects into start-ups.

V'air



V'air提倡本地低碳遊，透過分享本地特色旅遊路線，一方面鼓勵減少乘飛機外遊以減低碳排放，另一方面介紹香港的生態，從而提高大眾對大自然的認識。V'air於2019年贏香港特別行政區環境局舉辦的「高等院校學生推動可持續發展獎」，及後更註冊成公司，獨立營運。

V'air promotes low-carbon local tourism which aims at mitigating climate change. Local eco-attractions have been showcased to raise public awareness about Hong Kong's natural beauty. V'air won the 2019 Sustainable Development Promotion Award for Undergraduate Students, organised by the Environment Bureau of the HKSAR, and was later registered as a company to operate independently.

聲音再現 The Voice of History



「聲音再現」為關注跨代共融及社區關係的項目。項目旨在連結小學生及長者，透過口述歷史的方式，讓小學生訪問長者，了解該區歷史，繼而與長者共同製作有關舊香港的廣播劇。項目逐步延伸至各區，現已成為「義工運動」參與機構之一。

The Voice of History aims to promote intergenerational inclusion by connecting primary school students and the elderly through oral history. The primary school students, together with the elderly, will produce radio dramas after conducting interviews on a district's history. The project has been gradually expanded to all districts and has now become a participating organisation of the Volunteer Movement.

以下項目亦已實踐試驗計劃，成功測試計劃的可行性，並取得用戶回饋，以進一步落實推廣。

The following projects have also launched their pilot schemes and obtained user feedback for further implementation and promotion.

蹟蹟復識識 The Heirages



此項目為非形式教育項目，以香港古蹟為藍本所設計的桌上遊戲。同學有見香港對文物活化的公眾教育不足，因此期望透過桌上遊戲的方式，加強大眾對古蹟保育及歷史文化承傳的認識，並強化與社區的連結，從而提升歸屬感。項目獲書院成員及導師的協助，得以申請專利版權，並將量產發售。

The Heirages is a board game modelled on Hong Kong's historical monuments. In view of the insufficient public education on monument revitalisation in Hong Kong, students hope to promote the monument conservation and cultural inheritance through non-formal education. With the assistance of College members and advisors of the project, students have applied for patent and copyright, and the game will be put on sale soon.

Pack and Back



此計劃旨在回應上升的網購趨勢，透過設計可重用包裝袋，鼓勵網店及大眾於網購時採用環保包裝，以減少即棄包裝廢物。同學現著手設計三款適用於不同大小、貨物的包裝袋，並確保物料可多次重用及易於回收，期望可量化生產及提供網店及速遞公司使用。

The scheme aims to respond to the rising trend of online shopping by designing reusable packaging. Eco-friendly packaging is encouraged to reduce waste from disposable ones. Students are now designing bags of different sizes with durable materials to ensure multiple reuses. They hope the bags can be mass produced and be used by online stores and courier companies.





社會責任

Social Responsibility

通識教育General Education
可持續發展Sustainability
服務學習Service Learning

書院著重全人發展，並以「培育同學承擔社會責任」為其中一項重要使命。在知識層面上，書院透過通識教育令同學了解自己在社會與可持續未來的角色，以及如何運用創意達致可持續未來。

書院亦提供社會服務機會，培育同學對服務的熱誠，同學能了解社會弱勢社群的需要，並在書院導師的督導下策劃服務項目，從服務中學習。我們希望同學能建立為社會服務的獻身精神，及促進社會發展進步的理想。

Whole-person development and nurturing social responsibility have always been missions of the College. Through the General Education (GE) Programme, students can understand the importance of sustainable development, their role in it, and how to utilise creativity to build a sustainable future.

The College also provides Service-Learning opportunities to foster students' commitment to serving the community. Students would engage in needs assessment, programme design, and implementation under the supervision of College members. Our aim is to prepare our students for a life-long commitment to social betterment.



從不停步 可持續發展的 書院通識教育

通識教育主任專訪

書院通識教育是全人教育重要的一環。經過多年發展，書院通識課程已然成為傳遞書院精神「博學篤行」的有效途徑，課程旨在培養學生以精湛學養和無限創意，提升個人成就及回饋社會。

書院通識課程以首學年的通識教育課程和最後修學年的專題研習（Final-Year Project）為核心。課程一方面啟發同學對社會議題及可持續發展的思考，另一方面透過專題研習深化課堂所學，從而培育同學的創意思維及承擔社會責任的使命感。而書院論壇、高桌晚宴及實地考察等各種活動，則志在提供更多元化的活動予書院同學，豐富其學習經驗。是次訪問邀請了通識教育主任鄭啟新教授為我們分享書院通識課程的理念及未來發展方向。



從口號化作行動 書院理念之實踐

在中大，每間書院都有各自獨特的書院通識課程。而伍宜孫書院通識課程的特別之處在於以書院精神為基礎，期望能培養同學的創新志業精神及社會責任感，其課程目標將貫穿同學們四年書院生活。鄭教授提到書院通識課程發展之初，內容特別側重創意部份，隨着教學經驗的疊加，通識課程逐漸完善，專屬於書院的特色亦開始成形，「有創意」及「培育社會責任」就是初期書院為通識課程定立的教學目標。

鄭教授形容初期設立及講授這課程實在有一定難度：一來，修課學生都是來自不同背景，基礎各異的新生；二來，通識科目沒有明確教學範疇，所有主題內容皆由老師自行制定，可謂從零開始。幸而，開課後同學們反應積極，令鄭教授倍感安慰。鄭教授於書院成立初期曾任教通識科目，他笑道剛入學的一年級學生還有一股熱誠，加上課業不太繁重，變相能投放更多時間在書院。

在課堂上，同學們認真上課，積極互動，建立了良好的溝通橋樑，不但加深了學術交流，亦點燃了老師們的熱情。

近年因應大學的策略計劃（2021-2025），以及獲同學反映先前課程架構較為鬆散，書院加入了「可持續發展目標」作為整個通識課程的綱領。以「可持續發展」為中心的通識課程延伸出多個分支，連接起書院同學的四年學習旅程。

一年級學生會在三學分的課程中認識可持續發展社會的概念。至於二年級和三年級學生亦能透過書院論壇、高桌晚宴等活動，鞏固通識課程概念。藉着邀請嘉賓講者分享可持續發展議題，書院期望能夠加深同學對相關概念的認識，激發創意，為最後修學年的專題研習作好準備。



四年級的學生，則需要與來自不同學科的同業合作，運用創意和在學期間習得的知識技能，以專題研習的方式，為觀察到的社會問題提出創新的解決方案。因此，找到志同道合的夥伴，是完成專題研習的關鍵。課程並未要求同學實踐構思，若然同學希望付諸實行，書院亦十分樂意提供資助。鄭教授慨嘆實行計劃並不容易，同學未必有創業的經驗，要由零開始學習如何成立公司、處理財務等，需要投放許多時間、心力和熱誠。不過只要同學有魄力和興趣，書院定必支持。

每年度真正能實行的專題研習項目著實有限，但仍有不少同學堅持到底。近年其中一個付諸實行的項目，是一個配對室友的網上平台。設計此項目的同學留意到，目前沒有一個平台可以為同學配對合適的室友。因此他們希望借助網上平台，讓使用者尋找與自己愛好和生活習慣相近的同學。平台首先透過問卷調查了解使用者，然後進行配對，同學可參考配對結果找尋室友。平台有望2022年內可供伍宜孫書院同學試用，將來或有機會推廣至中大其他書院，甚至與商業機構合作，幫助在校外租住單位的學生找到適合的合租者，創造商業價值。

從「離地」到「貼地」 緊貼社會的想像

專題研習課程起初只要求同學展現創意，但課程要求比較空泛抽象，部分同學提出無法實行的方案，空有創意卻脫離現實，令評分變得困難。因此書院後來改變了課程結構及評分制度，希望同學能夠先認識現況，展示對某一社會問題的認識和關注，再運用創意，提出一個可行的解決方案。

此外，書院還鼓勵同學參與服務學習。在疫情以前，同學大多參加書院提供的海外服務，讓同學離開香港體驗異地生活，亦有較長時間可以專注在服務上。曾參與海外服務的同學可扣減專題研習課程的部分課時，改為遞交服務學習的反思及改善方案。近年書院更大力推動本地服務，期望同學可以在本地累積經驗，再到海外做義工服務，另一方面亦可以將海外社會服務模式帶回香港作參考。

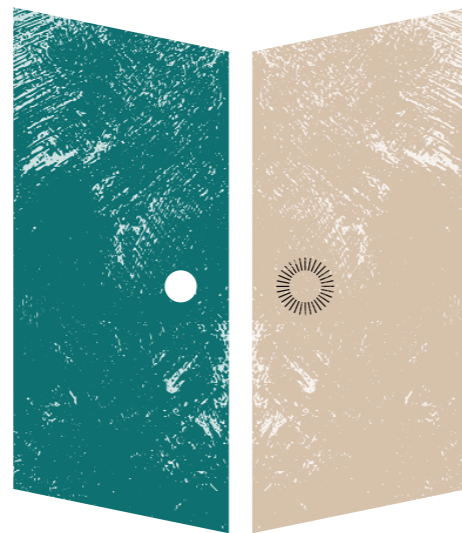
對比專題研習和服務學習，鄭教授認為兩者的大方向是一致的，但服務學習更能加深同學對世界的認識。在原本的通識課程中，同學未必需要親自了解社會問題，只需透過資料搜集獲得資訊。但在服務學習的過程中，同學必須親身與有需要人士互動接觸，有助培養學生的同理心，補全了原本課程的不足。

未來，服務學習將成為書通課程的重心。為配合中大策略計劃中「每位中大學生都要參與服務學習」的目標，現有的通識課程框架將會調整，書院會在原有的GEYS4010外，推出一科新的書通課程，藉此加強服務學習於通識課程中的比重。

此全新課程將於大約2027年全面取代舊有的GEYS4010。過渡期間，同學可從兩個課程中任擇其一。書院將聯絡更多社福機構，為同學提供更多服務學習機會，以配合同學的不同興趣。不過具體計劃目前仍在構思當中。

鄭教授表示最為憂慮的是服務學習變得形式化，導致同學未必能夠真正從服務中學習。鄭教授寄語同學不應只為滿足服務時數要求而敷衍了事，白白浪費學習的機會。

近年因應疫情，書院取消了部分書通相關的活動，或改為網上形式舉行。現在疫情趨於穩定，確診個案有逐漸減少的跡象，大家亦開始接受新冠病毒無法輕易離開的事實。大學宣布於2022年9月恢復面授課程，各種書院活動、社會服務估計會逐漸恢復正常。書院對未來持樂觀態度，即使疫情捲土重來，也會考慮以網上形式實行部份社會服務活動，踏出改革課程的第一步。

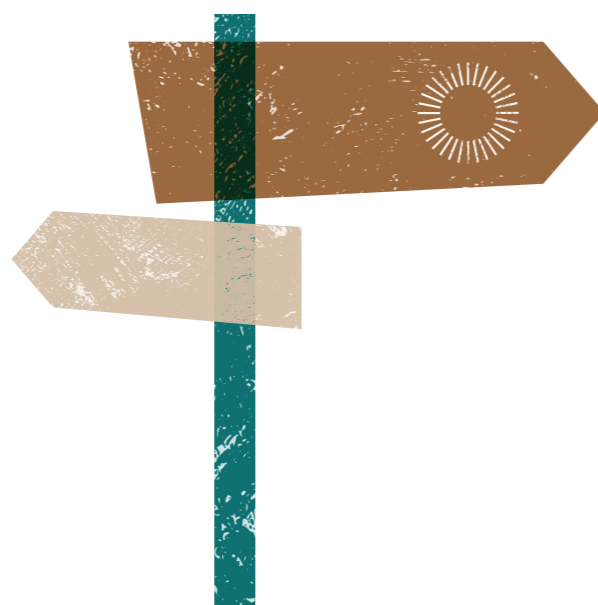


「創新與社會責任」是使命 更是一生受用的軟實力

大學教育應該是怎樣的？有人認為大學只是中學的延伸，兩者差異不大。上課、讀書、考試，基本的大學生活也不外如是。不過，鄭教授指出，在人生歷程中，大學還擔當了過渡的角色。倘若我們只有知識儲備，欠缺待人處事、訂立目標、面對逆境、解決困難等技能，並不足以應付將來投身社會的生活。裝備好自己，為日後離開校園、進入社會做好準備，是每位大學生的必修課。

鄭教授表示，許多畢業生感嘆，在課堂學習的知識很快便追不上日新月異的時代環境，反而與一志同道合的書院同學的友誼卻可長存永固。即使踏入社會工作後，他們還是會相約聚首一堂，見證彼此的人生歷程，這才是人生的最大寶藏。

學習處世為人對人生的影響可能遠遠大於在科系課程吸收的知識，書院會繼續朝着「培育軟技能」這目標前行，為書院同學的未來鋪墊一條清晰的道路，讓同學可以朝光明的遠方邁步前進。



Make Our Way To Future Through Sustainable General Education Programme

The College GE Programme is indispensable in Sunnies' whole-person development. The programme shares the College's motto of "Scholarship and Perseverance", while cultivating Sunnies' creativity and social responsibility through diverse activities, ranging from credit-bearing first-year GE courses, Final-Year Projects (FYP), to non-credit-bearing College forums, high table dinners, and field trips.

From Words to Action

In CUHK, every College has its unique general education programmes. Along with the mission of Entrepreneurial Spirit with Social Responsibility, goals set upon the establishment of the College GE courses are "nurturing creativity and social responsibility," shared Professor Sunny Kwong, the Dean of General Education. Without a concrete curriculum in the beginning, a dynamic learning environment is created thanks to the active participation of students and the endeavour of lecturers. In Prof. Kwong's view, it is the passion of students that aroused his passion for teaching.

Recently, in line with the CUHK Strategic Plan 2021-2025, Sustainable Development Goals (SDGs) became the core of GE Programme. Apart from the 3-credit-bearing required course on SDGs, Sunnies can enrich their learning and prepare for FYP through insightful sharing in college forums and high table dinners. In the final year of study, Sunnies have to propose an innovative idea that address social issues, utilising their creativity, design thinking skills and observation throughout the preceding years. "It is always hard to execute a plan," shared Prof. Kwong, "and not many students choose to continue working on their idea after the end of the semester. However, as long as students are interested in doing so, we will definitely support them."

Despite the hardship in creating a start-up, there is no lack of social projects originating from FYPs. A recent example is an online platform that helps students with looking for the right roommate. According to their survey results, the platform matches users with similar hobbies and living habits. The platform will be in use in the College this year. It is hoped that the platform can be promoted to other colleges, and beyond CUHK under the cooperation with external companies.

Adapting to the Environment

Creativity has always been an emphasis of the College. However, it is not the only criterion for an innovative social project. Noticing that some of the proposals among Final-Year projects are creative but impracticable, the College modified the course structure and grading system, on one hand, to raise students' awareness of social problems, and on the other hand, to encourage students to design feasible projects that provide solutions.

While Final-Year projects are proposed solutions to Sunnies' findings on social needs, the Service-Learning Programme offers great opportunities for Sunnies to understand those social needs by interacting with and serving the people in need. In the coming years, in line with CUHK Strategic Plan 2021-2025, the course structure of College GE will emphasise more on Service-Learning. The College is planning to introduce a new course to replace GEYS4010 to enhance students' Service-Learning experience through corporation of various NGOs. "It is still in planning," Prof. Kwong shared, while expressing his worry that service-learning would become superficial and a mere formality because of its credit-bearing nature. Prof. Kwong hopes students will make good use of the learning opportunities to gain as much as they can. The College is confident that even in the case of the pandemic resurging, they are prepared for the potentially launching online Service-Learning activities.

Paving the Way for the Future

University, apart from being a place where knowledge is imparted, is where students develop lifelong friendships and master soft skills necessary for living in the society. With creativity, scholarship and perseverance, Wu Yee Sun College will strive to pave the way for Sunnies to a brighter future.



連結學術與社區的專題研習

Final-Year Projects: Bridging Academia and the Community

經過四年的探索及學習，同學需要完成書院通識專題研習。不同學科的同學組成小組，透過整合學術知識及個人經驗，並在課程導師的指導下，擬訂一項具創意、並對社會有實際裨益的行動計劃。

通識專題研習作為一個橋樑，連結學術及社區。鼓勵同學走進社區，應用學科知識，回應社會議題。近年，同學提出不少與社區共融、文化保育及身心靈健康相關的項目，並連結各個不同社群，期望可引起大眾對這些議題的關注。

Students of different majors will form groups to complete the College FYP. They will design a creative action plan which is beneficial to the community under the supervision of course instructors.

FYP are actions that bridge academia and the community. Students are encouraged to apply their knowledge to address community needs. In recent years, students are concerned about social inclusion, cultural preservation, as well as mental and physical wellbeing of the population; they then propose various projects to raise public awareness on these issues.

伍圍客人：消亡中的本土語言 The diminishing dialects



圍頭話與客家話在香港本土嚴重式微，社會卻鮮有保育這些文化的組織。為加強大眾對本土語言及文化保育的認知，「伍圍客人」以年輕人為主要對象，透過一系列科普活動推廣本土語言，冀以青年一輩的力量傳承其文化。計劃包括以網絡平台分享知識、本土語言小教室、校園遊蹤、客家文化網堂等。先行計劃的線上及實體活動參與人數超過七百人，小組期望能藉此持續推廣本土語言及文化。小組亦於香港電台節目受訪，拍攝小組訪問客家村落的過程。

Weitou dialect and Hakka dialect are diminishing in Hong Kong. In the hope of arousing public's interest in the dialects and cultural preservation, the group designed a series of programmes, including social media platforms, workshops, fun days in primary schools, and online seminar. The project reached more than 700 participants, where they were provided with an overview of the dialects and its related cultures.

一步一腳印 EMap



受刻板印象和語言障礙影響，香港不同族群的關係頗為疏離。「一步一腳印」希望能夠為不同族群建立對話平台，加強彼此交流。除此之外，不少少數族裔的青少年為適應在港的生活，逐漸感到與原生文化逐漸疏遠。透過計劃，小組期望緩解以上問題，締造種族和諧與共融的氛圍。小組邀請本地中學生及大專生參與試行計劃，通過能力提升工作坊、真人圖書館，希望學生能與少數族裔交流對話，並提升他們跨文化溝通的能力與敏感度。活動以參加者共同製作的社區地圖作總結，分享他們在活動中的見解。

The relationship between different ethnicities is distant in Hong Kong, due to stereotyping and language barriers. EMap thus wishes to promote racial harmony and ethnic integration. The group invited local secondary and university students to interact with local ethnic minorities. Through workshops and human library, it was hoped that intercultural communication and cultural sensitivity can be enhanced.

伍樂樂 Sunsemble



香港獨居長者面對多方面的問題，身心健康十分需要關注。「伍樂樂」成員希望透過組織一群年輕人，以音樂幫助獨居長者紓困，從中打開話匣子，讓他們能與年輕參與者以心相交。該項目為長期計劃，一方面讓長者抒發負面情緒，同時希望讓熱愛音樂的年輕人參與計劃，與長者交流之餘亦可從中得到學習、表演及遊戲的機會，鼓勵他們以不同形式服務有需要人士。

Health and well-being of solitary elderly is of great concern. Sunsemble hopes to ease their stress and loneliness through music. A group of young music lovers were recruited and provided with learning and performing opportunities. The long-term scheme aims to relieve the elderly's frustrations in life and to attract more people to engage in volunteer work of different formats.

用服務的視角四處探索 重新認識世界和自己



書院致力培育學生承擔社會責任，因此積極提供本地和海外服務學習機會，讓同學走進社區，親身服務弱勢社群。書院更設有「服務學習項目資助計劃」以支持同學發揮創意，自行構思和組織義工服務。莊業豐 (Vincent/ 2018 法律)、梁詩雅 (Cecilia/ 2021 公共衛生)、Ubaydullo Rustami (2021 計算機科學) 和黃莉娟 (Tracy/ 2021 護理) 四位都曾參與不同形式的服務學習活動，過程中不僅能夠幫助別人，更成為了個人成長重要的一頁。

對社會議題的求知及反思 是服務學習的啟發

回想當初參與服務學習的原因，各人帶有不同的期盼。Vincent不滿足於旅行時的走馬看花，認為透過服務才能真正走進當地人的生活，深入了解當地社會問題。他深深感受到大多問題並非出於個人原因，而是社會制度所致。例如他參加雲南之旅時，觀察到內地因戶籍問題而令社會有大量流動人口。他們租住廉價的城中村，當中有許多安全隱患，生活環境亦不理想。他坦言短期的義工之旅

無助改善現狀，但期望能汲取經驗，以另一個角度思考香港的社會問題。Ubaydullo希望拓闊自己眼界，於是遠赴斯里蘭卡參與服務學習，探訪當地長者及為當地兒童進行義教。雖為非本地生，他亦關注本地議題，眼見本港的少數族裔學生面對許多學習困難，他參與義補計劃，希望為他們提供學習支援。

Cecilia和Tracy則申請了書院的資助計劃，實踐自己的服務項目。Cecilia曾參加其他機構舉辦的海外服務，唯他人舉辦的活動未必符合自身預期。得到書院資助和導師鼓勵後，她創辦了E'vol，籌辦名為Empowerment with lov'E的社會服務，旨在向本地的小學生推廣公共衛生。Tracy早於中學時便到柬埔寨考察，看到當地學校設施簡陋，以及了解到不少學童因家境貧困以致失學。她繼而反思自己作為世界公民可以做些甚麼，但苦於缺乏資源而未有行動。直至大學四年級，她獲得書院資助，與書院同學籌劃了為期八日的柬埔寨義教服務，達成當初的目標。

真誠以待是最大的本領

從服務籌劃到執行，他們都曾遇上困難。海外服務的最大難題莫過於語言障礙。Tracy回想他們在柬埔寨義教時不懂高棉語，只能依靠翻譯與服務機構溝通，幸得當地朋友牽線，招募了當地大學生協助翻譯。Vincent在內地義教時同樣遇到溝通上的困難，他不熟稔普通話，只好多加練習和使用肢體語言表達。

他認為最重要的是抱持一顆真誠的心， 即使遇上困難，總會有解決的方法。

另外，服務活動的過程亦比他們想象中疲憊。Ubaydullo憶述在斯里蘭卡進行服務時學生數量眾多，但義工人數少，他們難以應付繁重的工作。最後須分成小組進行教學，增加靈活性。而Cecilia當初與一位朋友搭檔組織公共衛生教育活動，後來雖邀得其他同學參與，但人手仍遠遠不夠。教學時既要維持秩序，又要帶動氣氛，一人身兼多職，使她筋疲力盡。

縱有困難，他們仍樂在其中，與服務對象建立的關係最教他們難忘。Ubaydullo與斯里蘭卡的小朋友相處不過短短三日，告別時那些孩子卻依依不捨，十分難過。他意識到如此短暫的相聚已能建立雙方的聯繫，自己微小的付出也能對他們有正面影響。Vincent亦深

信學生會感受到義工的用心。隨年月過去小朋友或會忘記課堂內容，但Vincent期望義教的經歷能夠增加他們對學習的興趣，使他們不再覺得學習沉悶。

學習感恩和謙卑 是服務教我的道理

除了收穫難以忘懷的回憶以外，當中的得着更是一生受用。Ubaydullo體會到世界另一角落的物質匱乏，某些基本需要亦未能滿足；反觀香港物質充裕，卻總有人抱怨得不到想要的東西。他學會感恩所擁有的一切，不再將目光集中在所缺失的東西。Vincent則明白到謙卑的重要，面對服務對象時，不能高高在上地同情對方，而要放下自我，才可真正走進對方世界，做到感同身受。

服務學習更促進個人成長，Cecilia體驗到作為團隊領袖要肩負的重大責任，她起初擔心力有不逮，即使看到成功的例子，亦對自己缺乏信心。

踏出第一步後，她才發現自己也有能力 可以做得好。因此，每當她自覺比不上 其他人時，便會回想自己在服務學習中 取得的成果，重拾自信。



服務學習開拓思考的空間 慢下心重拾人生方向

服務學習的經歷或多或少影響他們的未來發展路向。Cecilia剛完成公共衛生學位，現就讀醫科作第二學位，其中一個原因正是為了更全面地推廣衛生知識。她提到服務期間有感對公共衛生知識的不足，盼望能增加知識儲備，為服務對象提供更好服務。

Tracy目前在公立醫院做護士，她直言最初選讀護理學系只是基於公開試成績，對該科不太感興趣，甚至考慮過轉系。經歷海外服務後，她逐漸找到當中的意義。她想到落後地區醫療發展的滯後並不源於科技的限制，而是因為沒有人願意做無利可圖的事，忽視人民的需要。對此，Tracy希望略盡綿力，應用自身的醫療知識協助落後地區的人民。她在服務學習中所學會的尊重和包容更令她立志成為一個好護士，時刻關懷病者及其家人，耐心聆聽他們的心聲。

Vincent在服務學習中更堅定自己關注社會不同階層的目標，他現為一名律師，間中會為有需要人士提供免費法律服務，他笑言賺不了許多錢，但盼望能出一分力，在制度內保護他們，用法律捍衛他們的權利。Vincent認為學生在中學時期未必有空間思考將來的發展，但透過服務學習，可以認識自己，有助規劃前路。

從微小的關懷開始持之以恆

服務的形式不只一種，但核心都是對服務對象的關懷。

Tracy明白有人會懷疑服務學習是為了自我滿足，但她深信只要抱持真誠的心，以「一期一會」的心態對待服務對象，他們定能體會同學的用心。

Ubaydullo建議同學不妨參加本地服務，因項目較有持續性，可以長期接觸服務對象，對社會議題會有更深入的認識。他們均強調服務前應做充足的準備，例如了解服務對象的情況及作好活動規劃，才能真正從服務中學習。

服務學習計劃提供了走出課室的機會，讓同學親身了解社會議題，善用學科知識回應社會需求。過程中得着的並不限於服務對象，透過服務加深對自我的認識，有助思考生活的方向與目標，找到屬於自己的路。



Understand the World and Ourselves through Service-Learning perspective

The College is devoted to nurturing students' social responsibility through local and overseas Service-Learning opportunities. Vincent Chong (Law/Class of 2018), Cecilia Leung (Public Health/Class of 2021), Ubaydullo Rustami (Computer Science/Class of 2021) and Tracy Wong (Nursing/Class of 2021) have participated in various forms of Service-Learning. They shared their journey of giving and gaining in an interview.

Journey of Giving

The reason for Sunnies to participate in the Service-Learning project varies from person to person: Vincent wanted to have an in-depth investigation of local social issues, and Ubaydullo aspired to broaden his horizons. Vincent, therefore, visited Yunnan's urban villages and learned about the problems facing the migrant population. This helped him gain insight into Hong Kong's social problems. Meanwhile, Ubaydullo visited the elderly and children in Sri Lanka as a volunteer. He also joined a voluntary teaching programme to provide learning support to Hong Kong's ethnic minority students when he came back to Hong Kong.

On the other hand, Cecilia and Tracy applied for College funding to organise their own Service-Learning programmes. Cecilia founded E'vol, which aims at promoting public health concepts to local primary students. Tracy realised, during her visit to Cambodia in her secondary study, the severe issue of educational dropout, and reflected on her role as a global citizen. She organised an 8-day volunteer teaching trip in Cambodia with friends from the College after successfully applying for funding support.

While they embarked on their Service-Learning journeys with high expectations, challenges nonetheless still existed. The top challenge was language barrier. Not knowing any Khmer, Tracy relied on the help of a translator to communicate with the partnering organisation at the beginning. With the help of local friends, she later recruited some local university students to tackle the communication barrier. Similarly, Vincent, who was not familiar with Mandarin, communicated with local students using body language. He believed that any difficulties encountered can be solved with sincerity.

Journey of Gaining

Despite the difficulties they faced, there were beautiful memories from the journey. Students and the volunteers bonded quickly; the kids were reluctant to say goodbye when Ubaydullo left the school. In addition to memories, they also gained inspirations. Vincent understood the importance of empathy, of putting himself in others' shoes in order to understand them. For Cecilia, the gift she received on the journey was confidence in being a leader, which was what she lacked before the programme. Thereafter, she would recall her experience during the programme to regain confidence whenever she doubts herself.

Their experiences in Service-Learning projects also influenced their career paths. Noticing the need for knowledge accumulation to promote public health comprehensively, Cecilia decided to read a second degree in medicine. Tracy, who learnt the importance of respect and inclusion during her service trip, is now working in a public hospital as a nurse to care for patients and their families. Vincent, who is now a lawyer, provides free legal services to the needy to protect their rights. In his view, Service-Learning projects help students understand themselves and plan their career paths.

For students planning to join Service-Learning projects, Ubaydullo suggested that they can participate in long-term local service projects in which they can gain better understanding on specific social issues. He further added that preparation prior to the service is the key to learning through serving. With perseverance, sincerity, and preparation, Sunnies can experience a fruitful journey of giving and gaining.



陽光生活 Sunny Living

- # 綠色生活GreenLife
- # 健康身心Health&Wellbeing
- # 終身運動SportsforLife



書院以培養同學的正能量及貢獻社會精神為使命。於2017年成立的如日坊亦沿襲同一理念，透過三大元素：身心健康、終身運動及綠色生活，鼓勵師生培養健康的生活方式，並推己及人，貢獻社會。

The College aims to foster students a positive outlook and the spirit of giving back to the society. The House of Sunny Living, established in 2017, adopts a holistic three-pronged community approach — integrating the three dimensions of “health and spiritual well-being”, “sports for life” and “go green and lead the society” — to promote a healthy lifestyle and encourage their contributions to the society.

撒下陽光生活的種子：陽光生活周

Sowing the Seed: Sunny Living Week



首個陽光生活周於2018年舉行，旨在鼓勵同學參與相關工作坊及活動，將陽光生活的理念植入日常生活中，期望能讓同學保持最佳狀態迎接各種挑戰，時刻保持樂觀正面的心態應對逆境。



Sunny Living is a positive attitude towards life, hoping students can stay positive when facing challenges and adversities. First held in 2018, Sunny Living week aims to motivate students to incorporate the spirit of Sunny Living in their everyday life.



於2020年疫情的陰霾下，陽光生活周移師網上舉行。院長以一場音樂分享作為頭炮活動，於Facebook直播鋼琴演奏，暢談音樂的重要性，並分享書院的音樂氛圍。院長亦藉此機會勉勵同學迎難以上，以靈活變通的態度，應對人生中各種不可預知的挑戰。

In 2020, the Sunny Living Week was held online because of the pandemic. The event kicked off with a live-streamed piano performance by the College Master. He shared his view on the importance of music, and encouraged students to cope with unexpected obstacles with flexibility.

陽光生活周為同學撒下陽光生活的種子，書院亦於2016年推出「自選遊獎勵計劃」，鼓勵學生自發參與更多身心健康活動，持續實踐陽光生活的精神，為未來踏入社會工作做好準備。除了身心靈活動，「自選遊獎勵計劃」亦提供資助，予學生自行報讀與身心健康、體育、環保相關的專業資格課程，期望學生能夠學以致用，與其他同輩分享所感所學，全方位發揚 Sunny Living 的精神。計劃推出至今，共資助超過三百位同學參與不同範疇的活動及導師課程。



於2022年，陽光生活周更首次引入了學生領導活動，舉辦了兩場由獲「自選遊獎勵計劃」資助的同學主講的分享會。「壓力解鎖之旅」分享了有助舒緩壓力的頌鉢治療和打坐，「花草絮語」則講解了乾花花藝及園藝治療，進一步將Sunny Living 的精神傳揚開來。



The College also launched the Self-Motivation Fund in 2016 to sponsor students in obtaining professional qualifications relating to health and wellbeing, sports, and environmental protection. The scheme has since supported over 300 students. In 2022, six years since the scheme was launched, the College invited students sponsored by the scheme to hold two workshops during Sunny Living Week to share their learning. The two workshops, singing bowl therapy workshop and horticultural therapy workshop, were not only an escape from the hectic life, but also a seed encouraging more Sunnies to participate in Sunny Living activities and cultivating a lifelong Sunny Living attitude.



實踐綠色生活 Green Living




環保小組為書院最早成立的學生團體之一，最為人熟悉的特色是其天台有機種植項目。同學享受農耕樂趣之餘，亦能增進對自然與植物的認識。耕種部的同學除了擔當「花王」外，亦將實踐綠色生活的種子撒向其他書院同學，例如在茶水間放置香草，讓同學發揮「香草新煮意」，為食物增添美味。小組每年亦會與書院員生分享小組「名物」車厘茄及其他收成，甚至將它們作為紀念品贈予書院講座嘉賓。

宣揚綠色生活當然不限於耕種。歷屆環保小組各有特色，從最初注重資源回收，發展到將優次分為減廢、重用及回收，足見學生對環保的理解日漸深刻。

Founded at the beginning of the College establishment, Green Team is well-known for promoting Green Living in the College. Not only do they farm on the rooftop with Sunny farmers, but they also hold various events to promote the "3Rs": recycle, reuse, and reduce.

 **資源回收**
Recycle 推動退宿回收
Hostel check-out recycling

 **資源重用**
Reuse 推動「環保用品共購」，如可重用的傘套及飲管
Co-buying eco-friendly products

 **源頭減廢**
Reduce 於宿舍設立「共享食物空間」；
舉辦自製工作坊，例如蚊膏、洗手液；與Café合作走塑分享
Setting up "Food Sharing Corner" in hostel
Holding handmade products workshop, such as lotion for mosquito bites, handmade soap, Co-organising plastic-free sharing with Lookup Coffee.

隨著環保意念的普及，同學於舉辦活動時會更積極考慮如何減少浪費，並善用已有的資源升級再造，貫徹實行 **Go Green** 的理念。

With the rise of environmental awareness, students are taking waste reduction and upcycling into greater consideration when organising activities.

避免使用即棄容器

Avoid using disposable utensils

2017書院迎新營籌委致力推廣環保，為減少即棄容器及餐具，籌委向書院申請資助，為每位新生預備一份可重用餐具，更購買了大樽裝的花生醬、方包、罐裝朱古力粉等食物予學生共享，以減少獨立包裝的食物。同年院慶籌委會於大筵地期間，亦安排餐具借用服務以減少浪費，更設置回收角，回收廚餘及物資。

In the 2017 College orientation camp, the organising committee promoted Green Living by providing reusable utensils. They also provided bulk-pack peanut butter, bread, and canned drinking chocolate to reduce packaging waste. During the Sunny Festival in the same year, the organising committee offered reusable tableware lending service; they also set up a recycling corner for food waste and leftover materials.

升級再造

Upcycling

除了減少即棄餐具的使用，同學於活動的宣傳裝置上更發揮創意。2020年院慶籌委的宣傳裝置，經宜嘢依夜籌委回收再利用後，升級再造成「宜孫士多」。活動完結後，「士多」繼續發揮功用，成為同學分享、交流的空間，例如曾被用作學生會考試加油站，環保小組耕作成果分享站、宿生會新生接待處、畢業生拍攝日景點等等。士多後來更成為「懷舊香港」展覽中其中一項裝置藝術。

Sunnies' effort on building a sustainable future is not only seen in waste reduction, but also in upcycling. After the 2020 College Anniversary, the promotion counter was upcycled into "Yee Sun Store", where students showed their support for each other during exams and shared crops harvested on the rooftop farm. The store later became part of clab's "Old Hong Kong" exhibition as an installation artwork.



深耕天台 沐浴陽光下的栽種者

「Go Green!」是書院的理念，可見書院對綠色生活的重視。一群熱心推動永續生活的書院同學更自組環保小組，籌辦天台種植和環境保育活動等。是次訪問邀請到小組顧問老師鄒桂昌教授和三位耕種部的同學：李梓健（2017 政政）、林正熙（Jerry/ 2021 地資）及陳朗發（Bill/ 醫學四年級），與我們分享在書院實踐綠色生活的經驗。

秉持耕種熱忱 傳遞農夫心意

任教於地理與資源管理學系的鄒教授主要督導天台種植和考察活動，其他環保活動則由環保小組推動，並向鄒教授報告。**談及對環保小組的印象，鄒教授讚賞同學具熱誠，常自發組織活動，並堅持到底，予人正面、積極的印象。**

鄒教授笑言在座三位同學都完美展現上述特質，雖然不常見面，但他發自內心地喜歡這群年輕人。

三位同學均對耕種充滿興趣，因而加入環保小組。梓健是創始成員，當時正值書院成立伊始，由學生自發組織的活動並不多。他認識了幾位志同道合的書院同學，彼此一拍即合，自此以環保小組成員的身份籌辦活動。梓健認為耕種需時數年才能逐漸看到變化，因此在學四年間持續參與天台耕作。Jerry恰巧修讀由鄒教授教導的土壤科學，漸生興趣，並期望實踐課堂所學。他參與農夫體驗時種下檸檬樹，及後加入小組，延續耕種工作。Bill喜歡研究環保和生物學的知識，當初亦是受書院的環保理念吸引。在農夫計劃過後更體會到耕作的樂趣，決心成為環保小組的一員。

三位任內皆主力負責天台種植，不過梓健表示處於初創時期的環保小組不如現在般有系統，成員較少，更沒有細分成員職責。他笑道自己像「打雜」的角色，既幫忙統籌天台耕種，亦要與書院協調環保活動。隨着環保小組規模擴大，Jerry確立「有機耕作召集人」的身份，專責統籌農夫招募，向農夫分享有機耕種的知識，並着力打理農田，如去除雜草、施肥、處理蟲害問題等。Bill加入環保小組後碰上疫情，天台有限度開放，因此他投放更多心力照顧農田，協助未能回校的同儕照顧農作物，他笑言自己有如吉祥物，在書院宣傳有機耕作及綠色生活。

栽種有時 —— 植物的天時地利人和

耕種講求天時、地利、人和。在環保小組成立初期，土壤成耕種時的最大障礙。天台早於校舍興建時已預留作種植之用，但香港工程界的園景設計經驗不足，採用了缺乏有機物，且補水補肥能力欠佳的黃花沙，沙裏更有石頭等雜質混雜其中，以致初期土壤情況惡劣，不宜耕種。鄒教授笑言土壤裏的石頭撿也撿不完，現在還不時會出現。被稱為「開荒牛」的梓健回想起那時土壤呈黃色，經過一番努力後，土壤情況逐漸改善，顏色變成灰、黑色，表示土壤中產生了有機物。

除了土壤問題，無常的天氣同樣擾亂種植時機。一般而言，五、六月收成後會進入休耕期，及後會種植覆蓋物，以保護土壤結構、增加養分，為十月播種做好準備。然而，2021年10月颱風「圓規」吹襲香港，導致種子無法萌芽，幼苗更被吹毀。Bill慨嘆延後播種影響植物的生長，以致收成不如預期。雖然天氣不能人為控制，但幾位都有應對惡劣天氣的妙計。梓健及Bill都會留意天氣轉變，有需要時會加固植物，如使用膠帶固定攀藤植物的藤架，或配合風季調整播種時間或預早收割，以減低損失。



Jerry提及最令他印象深刻的是蟲害問題。適用於有機耕作的農藥和滅蟲方法本來就有限，加上同學們又難獲取相關專業資訊，令蟲害問題成為小組的一大難題。他談到2019年4月，天台出現切根蟲（飛蛾幼蟲），吃光了他們辛苦種植的農作物，讓他大感失落。其後，Jerry主動上網搜索應對方法，並詢問鄒教授意見，終成功找到合適的農藥解決蟲害。**天台種植雖面對大自然的各種挑戰，但同學在當中能獲得更深刻的學習體驗。**



收成以外 耕作更是知識的傳遞

有幸品嚐過天台種植成果的同學，或會發現蕃茄一直是環保小組的首選耕種物。原因是蕃茄容易種植，且很快能長出豐盛的收成，同學能在短時間內體會種植的完整過程。當然環保小組不只種植蕃茄如此單調，每年天台種植總有新驚喜。他們曾嘗試種植工序較繁複的士多啤梨，但近年難覓得士多啤梨苗，只能遺憾擱置。環保小組亦曾嘗試種菜，如白菜、羽衣甘藍等，但鄒教授笑道聽到「羽衣甘藍很難吃」的回應後，從此再沒種過。不過環保小組仍有許多「成功案例」，如粟米、番薯及哈密瓜等皆有不錯的收成。

鄒教授揚言收成只是眾多教學目的之一，耕種的每一個步驟不論對錯，都是一種學習，而這正是書院天台種植的特色。播種前，他會預備簡報向農夫講解土壤的基本知識和耕種方法，並帶同學採購種子、幼苗等。平日亦會分享與種植相關的學術文章，如粟米的起源，粟米如何散播到全球等，期望傳遞知識予不同學科的同学。**鄒教授更隨手拈來清人龔自珍的詩句：「落紅本是無情物，化作春泥更護花」，講解耕種的道理，以此強調知識不分學系，尤其在自然界，知識都是一脈相承的。**

鄒教授另補充到同學提及有關耕種的挑戰均是全球性的，例如蟲害是其中一項觸發糧食危機的因素，而極端氣候轉變亦令颱風增加，此等問題於第三世界國家尤其嚴重。他期望同學經歷困難後，能把眼光放諸全球，做到真正的拓闊視野。



了解生態價值 日常推動環保

天台種植固然是環保小組的重頭戲，此外，環保小組亦舉辦各項活動以推廣保護環境的理念。例如在宿舍設立共享食物空間，推動同學分享食物，每年退宿時亦舉辦回收活動，鼓勵同學把有用的物品循環使用，減少浪費。此外，環保小組亦組織了植樹、賞紅葉、參觀T-park源·區、垃圾堆填區等實地考察活動，早前還舉辦了參觀Mil Mil咁坊的活動，了解回收社企的運作模式。

近年反覆的疫情大大影響小組的活動計劃。環保小組原安排了生態遊活動，讓同學欣賞香港繁華都市外的自然美景，但礙於疫情，須將活動移師網上舉行。Bill慨嘆作出此決定絕不容易，唯即使轉變形式仍想保留活動，向同學推廣本地生態價值。2020年由鄒教授帶領的谷埔生態遊亦改為虛擬活動，幸得書院校友協助拍攝，讓富有教育意義的活動得以繼續。鄒教授於2021年農曆新年亦與書院的c!ab合作，舉辦「半虛擬」形式的桃花展覽。除設置桃花文化和相關詩詞的展板外，鄒教授和環保小組特地到林村嫁接桃花，並把過程攝錄，讓同學了解桃花的繁殖方法。不過鄒教授感慨虛擬形式始終不及實體參觀，他期待疫情放緩後能復辦生態旅遊，帶領同學親身感受自然。

種植的延伸 一耕一鋤覓得箇中樂趣

訪問過程中，不難感受同學對耕種的熱誠。問起緣由，他們異口同聲表示在環保小組中體會到耕種的樂趣。不論是發掘到自己的興趣，或是在勞碌生活中感受到內心的寧靜，甚至覓得志同道合的朋友，這都成了他們人生拼圖的一部分。Jerry由心珍惜並讚嘆自然的力量，更因此從事與植物管理相關的工作，把興趣延伸成職業，與書院提倡「志業」的使命不謀而合；梓健即便畢業多年，仍與環保小組成員保持聯絡，彼此感情深厚。環保小組不僅對成員有所助益，還影響了書院同學。提高環保意識一直是書院及環保小組的目標，雖然成效難以被量化，但不難發現，近年多了同學對綠色活動感興趣。退宿及日常回收活動成效更彰，甚至有學生團體在活動後（如院慶、才藝節等）主動回收物資，循環再用，實踐綠色生活。

鄒教授特意感謝李沛良院長及陳德章院長的支持，讓環保小組得以發展。在書院迎來十五周年之際，四位寄望未來環保小組的成員秉持創新精神，種植不同的農作物，探索更多香港未被發掘而具有生態保育價值的好地方。**他們希冀同學能將「Go Green! Be Sunny!」的精神傳揚下去，把撒下的種子好好護養，結出纍纍碩果。**



Rooftop Farmers in Sunny College

Echoing the College's mission of "Go Green!", a group of Sunnies founded Green Team to promote Green Living via rooftop farming and environmental conservation actions. Prof. Kwai-cheong Chau, Li Tsz Kin (Government and Public Administration, Class of 2017), Jerry Lam (Geography & Resource Management, Class of 2021) and Bill Chan (Medicine, Year 4) from Green Team shared their experiences in achieving sustainable living.

Follow Your Passion

The four of them played different roles in Green Team: Prof. Chau from the Department of Geography and Resource Management mainly leads the rooftop farming activities and field trips, while Tsz Kin, Jerry and Bill are members of the Green Team's farming branch.

Prof. Chau shared that the three are spontaneous, persevering, and passionate. Meeting like-minded friends in the College, Tsz Kin, one of Green Team's founders, committed himself to farming activities throughout his four-year university life. Jerry, who found his interest in soil science after attending Prof. Chau's lecture, was responsible for recruiting and coordinating the works of Sunny Farmers. Bill, who is interested in biology and ecology, promotes organic farming and Green Living in the College.

There is a Time to Plant

Farming has never been an easy job, and so do rooftop farming. The team has faced numerous challenges since the establishment of Green Team, ranging from soil nutrition, pest control, to bad weather. However, the team managed to overcome all the obstacles through teamwork. Tsz Kin and Bill, who track weather conditions frequently, would fix the pergola with tape in advance or adjust the harvest time in response to typhoons. To Jerry, the most unforgettable challenge is the pest problem in April 2019, when cutworms ate all the crops on the farm. Eventually, he found an appropriate pesticide after researching on the internet and seeking Prof. Chau's opinion on it.

The farming team usually plant tomatoes, considering their short growth period which lets students experience the whole growing progress in very little time. Apart from tomatoes, the team also put efforts into planting various crops, like kale, corn, sweet potato, and cantaloupe. They had a bumper harvest for their trial, except kale—its trial was ended after receiving comments like "it tastes terrible" from students.

Knowledge Transfer through Farming

Harvest time is definitely exhilarating, but harvest is not the only learning outcome of farming. "Every farming step is a kind of learning," said Prof. Chau. Besides leading students to learn about soil, farming method, seeds and seedlings, Prof. Chau shares academic articles with students, regardless of their major.

In his view, knowledge, especially about nature, should not be restricted to specific majors. "The challenge faced by the farming industry is global," Prof. Chau added, "For example, pests issue is one of the triggers of food crises, while extreme weather causes frequent typhoon activity." He hoped students can broaden their horizons with a global vision.

Green Living

Green Team's mission, apart from promoting organic farming, is to promote environmental conservation actions and Green Living. Various attempts have been made: setting up a food sharing corner in the hostel, holding check-out recycling activities regularly, organising a visit to Mil Mil, the first pulp mill and education centre in Hong Kong, and an outing to T-park etc. Due to the pandemic, some outings have been moved online, one of those is an eco-tour to Kuk Po. With the help of alumni, the team recorded a video to introduce Kuk Po virtually. During Chinese New Year 2021, together with cIab, Green Team organised an exhibition to showcase the culture and growth of cherry blossom. Prof. Chau remarked that he hoped to organise face-to-face eco-tour, if the pandemic situation allowed, and let students experience nature personally.

Promoting awareness on environmental conservation has always been the mission of Green Team. While the effectiveness could

hardly be quantified, their efforts do motivate students to practise Green Living in their daily life — for instance, more recyclables are recovered from hostel check-out and student organisations.

Continuing the Joy of Farming

The Green Team influence not only Sunnies, but also on the team members themselves. They have found their passion, met like-minded friends, and enjoyed the moments they spent with the team: Jerry worked in plant management industry after graduation, while Tsz Kin stayed in contact with Green Team members. Prof. Chau also mentioned that the support from Founding Master Prof. Rance P.L. Lee and College Master Prof. Anthony T.C. Chan was essential to Green Team's development over the past years. As the College welcomes its 15th Anniversary, the team hoped that future Green Team members can spread the "Go Green, Be Sunny" spirit, and promote Green Living with creativity, perseverance and passion.



日常化的陽光生活

Sunny Living in Daily Life

要活出陽光生活，需要有健康的身體及心靈，才有精力去應付每一天的挑戰，而恆常運動及健康飲食更是其中關鍵。

Regular exercise and a healthy diet are the keys to Sunny Living. With a healthy mind, body, and spirit, we can cope with everyday challenges.

健康生活 Healthy Life



書院曾多次舉辦健康烹飪活動，並邀請營養師為同學撰寫健康食譜，於社交平台中分享健康飲食的小貼士，致力推動同學實踐健康飲食。

於心靈健康方面，書院舉辦不同的靜心活動，包括靜觀禪繞、書寫靜心、和諧粉彩等等，讓同學可以集中於此時此刻，感受當下的感覺，有助忘卻過往的負面思緒。藝術創作及音樂活動有助紓緩壓力、改善情緒。同學過往亦透過參與書院舉辦的陶瓷工作坊及夏威夷小結他班，進一步提升身心健康。



The College has frequently invited nutritionists to hold healthy cooking classes. They also shared recipes and healthy diet tips with students to promote healthy eating.

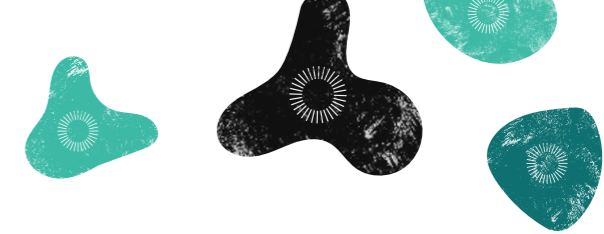
To maintain good mental health, the College has also organised meditative activities, including workshops on mindfulness, mindful calligraphy, Nagomi pastel, ceramic crafts, and ukulele.

終身運動 Sports for Life



運動時大腦會釋出「快樂荷爾蒙」，有助紓緩學業及生活的壓力，令同學心情愉快。

書院及體育學會不時舉辦新興運動，例如：旋風球、攻防箭、泡泡足球等。同學既可以強健體魄，又藉此探索新事物，挑戰自己。同學透過書院的恆常健身課程及駐場教練的指導，看見自己的體能一天比一天進步，滿足感及自信油然而生。



此外，長期處於舒適區，會令人欠缺應對突如其來轉變的能力。一旦遇上變遷，我們就會容易感受到壓力，導致出現焦慮不安，影響日常生活。書院舉辦野外定向、攀石等活動，讓同學有機會跳出舒適區，為未來的種種挑戰做好準備。



Our brain releases "happy hormones" while exercising, which help relieve stress and tension, and cheer us up. To promote students' physical health, the College and the Sports Association organise regular fitness training and emerging sports activities from time to time, such as Flyball, Archery Tag, and Bubble Bump Football. Students can build up their confidence and unleash potential with advanced fitness.

Stepping out of the comfort zone helps students adapt to rapid changes. The College's Wilderness Survival Skills Workshops and Rock Climbing helped students master the required skills for handling future challenges.

傑出成就 Outstanding Achievements

1 書院有17支院隊，於過去數年從不間斷地練習，獲獎無數，當中以田徑隊表現最為出色，於過去之中大田徑精英賽中獲取超過30個獎項。

Through hard work and incessant practice, the College's 17 sports teams brought home multiple awards, with the athletic team standing out. They won over 30 prizes in the CUHK Athletic Meet.



2 畢業生周漢轟先生是男子3000米障礙賽香港紀錄保持者。

WYS alumnus Mr Hanniel Chow is the Hong Kong record holder in the men's 3000m steeplechase.



3 男子划艇隊更於2015-16，2016-17及2017-18年度中大賽艇錦標賽中三度奪標。

The College men's rowing team was the champion in the CUHK Rowing Championships for the years 2015-16, 2016-17, and 2017-18.



4 書院游泳健兒亦於2021-22的中大游泳精英比賽中創出三銀一銅的佳績。

WYS swimmers won three silver medals and one bronze medal for their excellent performance in the 2021-22 CUHK Aquatic Meet.



1 你認為什麼是陽光生活?
What does Sunny Living mean to you?

2 你如何實踐Sunny Living?
How do you practise Sunny Living?

3 實踐Sunny Living對你的日常生活有什麼改變?
What changes have been brought to your daily life by practising Sunny Living?

身心健康 Health and Spiritual Wellbeing



鍾敏瑤
Chung Man Yiu

心理學 4年級
Psychology/
Year 4

- 1 陽光生活是秉持正面樂觀的信念，面對生活上大大小小的挑戰和困難，並運用自己的長處，幫助社區有需要的人，在社會發光發亮。
- 2 在日常生活中，我定期參與義工服務，運用自己的所學，為區內老人策劃工作坊，回饋社會。
- 3 實踐Sunny Living不僅擴闊了我的眼界，更使我掌握了各種技能，在幫助別人、獲得滿足感的同時，自己亦能為未來挑戰作更好的準備。

For me, Sunny Living is to maintain a positive attitude towards daily challenges and obstacles, and to help the needy in the community with our strength.

I participate in voluntary service regularly. I organise workshops for the elderly using my what I have learnt.

Sunny Living broadens my horizons and, by lending a helping hand, gives me a sense of accomplishment. I can also equip myself with various skills and be prepared for future challenges.

終身運動 Sports for Life



劉嘉鳳
Lau Ka Wong

城市研究 4年級
Urban Studies/
Year 4

- 1 陽光生活是一種正面且美好的狀態，能夠享受富有生命力的生活，讓身心靈健康發展。
- 2 我會增進自身知識和能力，轉化為能夠影響他人的工具，透過自我實現獲得成就和滿足感。
- 3 Sunny Living讓生活更加豐富、具多樣性，讓我思索更多可能性，並從實踐中獲得滿足感。

Sunny Living is a positive and wonderful state for us to enjoy the vitality of life, and nurture our mind, body, and spirit.

Through self-actualisation — which enhances my knowledge and skills, and transforms them into tools to influence others, I can get a sense of achievement and fulfilment.

Sunny Living adds fruitfulness and diversity to life. It helps me consider more possibilities in life, and gain a sense of accomplishment through Sunny Living practice.

綠色生活 Green Living



王景蓉
Wong King Yung

護理學 4年級
Nursing/ Year 4

- 1 陽光生活就如太陽一般擁有朝氣和活力，晴空萬里或是烏雲蔽日仍然保持自己的正能量，讓生活充滿溫暖。
- 2 我認為對生活及身邊事物抱有熱情及好奇心，並勇於嘗試挑戰是實踐Sunny Living的方式，亦是理想中的自己。
- 3 每次體驗雖然是短期性質，但活動結束後自己都會繼續於閒餘時間繼續實踐，例如紡線、普拉提等，對於日常維持身體健康及心理健康，如舒壓等範疇都有所幫助。

Sunny Living is just like the Sun. It always stays positive, energetic, and keeps us warm whether it is sunny or cloudy.

I think staying curious and passionate about life and things around me is how I practise Sunny Living.

I will continue to practise different skills in my spare time after experiential activities, like spinning and Pilates, which are helpful to maintain both physical and mental health.

書院輔導長 - 蔡錦輝教授
Dean of Students - Professor Kelvin Tsoi

轉眼間，伍宜孫書院已踏入十五周年，「Sunny Living」是我們時常推廣的生活理念。下筆之際，很想將「Sunny Living」用中文翻譯，但實在有點困難。而我的演繹，就是用汗水活出笑容，笑容肯定是當中的一個重要元素。回顧大學的經歷：上莊識朋友、通宵趕功課、體鍛成校隊，生活忙透了生命，卻換來精彩的回憶。今年有幸擔任書院輔導長，更是別具意義。

書院透過舉辦各類環境保育、運動鍛鍊及身心健康的主題活動，正向推廣「Sunny Living」，好讓同學感到「如日初升」。在此祝願伍宜孫書院的同學及校友，努力成就夢想，活出精彩人生，綻放燦爛笑容。到「如日方中」之時，緊記回到書院向學弟妹分享自己的閱歷，讓「Sunny Living」的理念好好承傳下去。

Wu Yee Sun College is celebrating our 15th anniversary and we have always been promoting "Sunny Living" as an ideal way of life. "Sunny Living", to me, is to lead a happy life enveloping both sweating and smiling moments, and this interpretation reminds me of the many fond memories in my university life: meeting new friends, fighting against deadlines, training up for the school team – what a busy yet fulfilling period of time. It thus gives me extra pleasure to serve as the Dean of Students starting from 2022. In this connection, we are promoting "Sunny Living" by organising various activities on environmental conservation, sports, and physical and mental wellbeing, in the hope of energising and rejuvenating students. I wish students and alumni a flourishing, smiley life in which you can all materialise your dreams and aspirations. One day, when you feel accomplished and ready, don't forget to come back to the College and share your experience with us, passing on the motto of "Sunny Living".



發熱發光 Be Sunny

全人發展 Whole Person Development
國際視野 International Exposure
個人成長 Personal Growth

書院提供平台讓學生發展，同學在籌備和策劃各式各樣的大型活動期間能鍛鍊其領導和組織能力，迎新營、院慶及才藝節的活動更讓同學可以展示才能，成為獨當一面的Sunnie。

書院鼓勵同學在大學四年內，積累豐富的學術知識外，並展現書院院訓「博學篤行」的精神，透過參與各種活動拓闊視野。我們期望畢業生在離開校園後，能繼續秉承書院的院訓，發熱發光。

The College provides a platform for student development through various student activities. Students could develop their leadership skills through planning and organising large scale events. Orientation camp, College Anniversary celebration, and the Art Festival (also known as Sunny Yeah) create opportunities for students to showcase their talents and become a shining Sunnie.

The College encourages students to not only accumulate academic knowledge during their studies, but also to broaden their horizons through different activities, and to forge ahead, making contributions to the society and leading a productive and fulfilling life.



砥礪前行 指引未來也修復過去

書院輔導長專訪

書院制是香港中文大學的一項特色，書院除了為同學提供非形式的學習機會外，更著重學生的個人成長。書院與學系相輔相成，學系著重學生的學術情況，而書院則更著重學生的全人發展，包括生活和性格塑造。輔導長在當中擔當重要的角色，其職務在於關心學生生活和需要，利用自己經驗幫助同學。

書院輔導長一直秉承書院宗旨，協助書院學生的全人發展。是次訪問邀請了三位不同時期的書院輔導長分享為書院學生進行輔導的經驗，分別是李賴俊卿教授、黎萬紅教授，以及潘銘基教授。

推動學生全人發展是身之所往

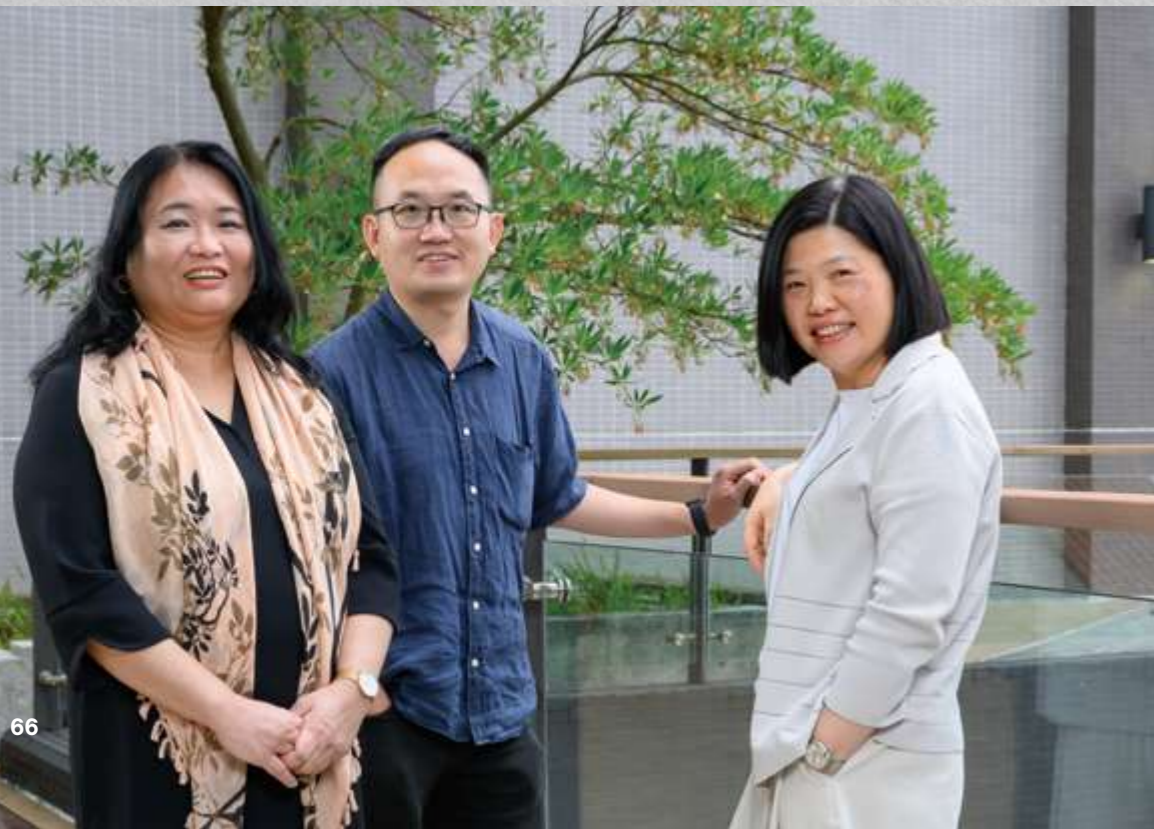
伍宜孫書院別稱Sunny College，據李教授分享，書院自創院以來，一直以培養同學的陽光性格為目標，透過關懷學生，讓學生從困難中走出來，建構正面陽光的自我，同時發掘各種潛能，運用創意去解難，回饋社會。因此，書院成立之時，其中一項重要建設便是如日坊（The House of Sunny Living）。如日坊特設The Lounge，讓學生放鬆精神或進行靜態活動，例如冥想，藝術治療等，學生可嘗試拆解自我問題，放下心理包袱，關注自我精神健康。此外，書院不僅鼓勵同學接觸一些簡易的運動，還在如日坊設置健身室，期望為學生提供一個合適的場所，嘗試更多較專業的運動。書院相信，運動除了能鍛鍊身體，亦能促進心理健康，從而幫助同學達至真正的「Sunny」。

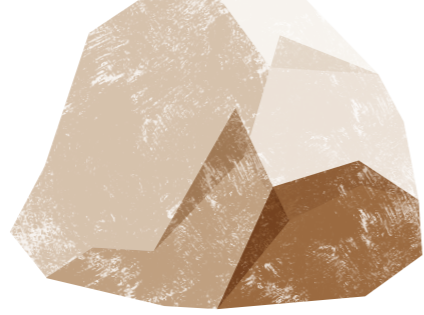
除了關注學生的身心靈健康外，書院亦注重培養學生的才能及拓闊其視野。黎教授指出，書院希望提供一個具開放性及可能性的空間，支持學生發展個人能力，例如透過舉辦Sunny Living Week，讓學生嘗試不同的創意活動，同時調息生活。此外，書院亦鼓勵同學參與服務學習，以拓闊眼界。過去，書院曾組織多次海外服務之旅，讓學生能夠實踐所學之餘，同時呼應書院宗旨之一：承擔社會責任。



近年來，書院不僅持續培養學生的陽光性格與才能，更關注學生的人際交往技巧，希望學生能夠全面增值自己。潘教授認為，中大的校訓「博文約禮」四字中，如果說使學生「博文」是各學系的責任，「約禮」便是各書院的目標。書院旨在提供一個家一樣的空間，令同學可以各展所長。無論是學生生活活動還是書院活動，書院都希望可以帶出正面訊息，並關心同學的需要。書院一直鼓勵學生參與及籌備活動，讓學生在與多方溝通的過程中成長，學會待人處世，以「禮」約束自己的行為。

書院關注學生的全人發展，除了學術成績，書院更關心學生的身心健康、才能視野，以及處世品德。





以學生為本 歲月不改的日常

伍宜孫書院即將邁入創院十五週年，儘管社會大環境一直變化，我們始終以學生為本，回應同學的需要。

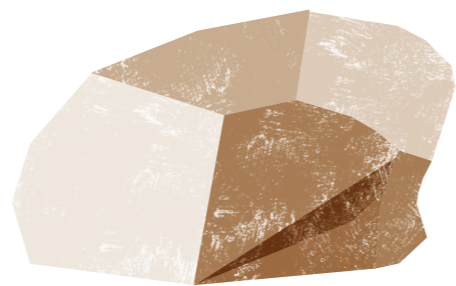
創院初期，書院活動着重鼓勵學生放膽想像，並以創意回應世界，承擔社會責任。及後至2014年，李教授上任，書院同學經歷社會運動後，亦變得更加關懷社會。李教授憶述，當時同學從一群有抱負，有前瞻性的年輕人，變成一群更成熟，更會思考的社會青年。作為輔導長，李教授每天花不少時間與學生通電，協助他們克服情緒困擾，讓他們成為更成熟、有辨思能力的學生領袖。她所籌辦的活動，皆旨在令同學抒發情緒及壓力，並思考如何為社會民生出一分力。

到了2019年，是為黎教授任期的尾聲，也是社會不穩定的時期。大環境雖然惡劣，卻也激發了同學在有限的情況下，展現出領袖風範及韌性。黎教授有見及此，籌組了毅行計劃，舉辦一系列的活動，如攀石及野外求生等，讓同學了解自己的強弱項，在面對逆境及挑戰時將更富韌性。

潘教授形容，書院寄望同學在困境中能「面對自己，關注香港，靈活變通」。

書院除設有機制協助疏導同學情緒外，不少活動都提倡關注精神健康的重要，例如靜觀活動、和諧粉彩、禪繞畫、森林浴等，希望同學能在外界紛擾之時而尋找內心的平靜，與自己好好對話。此外，學生服務的重心也從外地轉移本地，書院另舉辦了不少有關社區文化的活動及香港生態遊，鼓勵同學關注香港民生。

事實上，不只同學具有創意，書院在疫情下也需靈活變通。新冠肺炎的來襲使人措手不及，同學生活及學習日常固然艱難，部分同學的家居環境甚至不適合網上學習。加上疫情也令經濟不景氣，家庭的經濟壓力及紛爭也令同學雪上加霜。書院設有緊急援助助學金及貸款，並在分配宿位的時候考慮同學的家庭因素及需要，彈性處理，紓緩同學的壓力。



傳遞書院精神 記載每個學生的篇章

作為新書院，伍宜孫書院的歷史不及四個舊書院悠久，不少同學經常會笑稱「宜孫的傳統就是沒有傳統」，但相對地，書院的自由度較大，同學的發揮空間亦較大。

然而，李教授並不完全同意「宜孫的傳統就是沒有傳統」這個說法，李教授指出，書院厚蒙伍宜孫慈善基金會的慷慨捐助而得以成立，書院的核心價值及文化深受伍氏家族影響，當中以其創業精神最甚，因此，伍宜孫書院並不能完全稱為「沒有傳統」。

相較其他舊書院承傳已久的傳統文化，李教授認為伍宜孫書院的文化是由同學自己創造，書院會提供指引，同學可以在大框架下有自由發揮的空間。

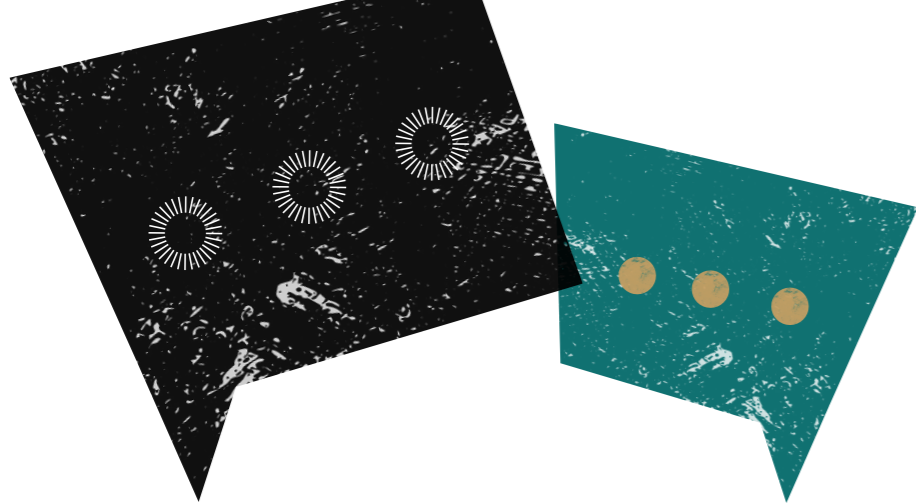
黎教授亦指出書院會提供方向予同學，但實際如何執行則由同學自行決定，如新建議的舍堂樓層文化便是一個契機，讓同學在住宿之餘又能建構自己的身分。

在此情況下，「創意」成為書院一大核心價值，書院的學生擁有更大的空間，可以自己建構書院的文化和傳統。踏入創院十五週年，書院經歷了不少的變化，三位輔導長亦見證學生的轉變。

李教授坦言近年的學生變得較為因循，不及創院之初時擁有的創意和活力。據李教授分享，創院初期，書院的資源和所提供的機會較少，但同學依然能發揮自己的創意，善用每個機會，令書院的活動「百花齊放」。然而，隨着大環境改變和機會的增加，同學反而不若往日活躍。

潘教授十分贊同李教授的看法，書院的三大活動基本上與過往的活動無異，創意較少。受社會環境和疫情的影響，同學出現在校園的頻率減少，對書院的歸屬感不及從前，潘教授指出較少同學願意付出時間參加書院的活動，活動的籌委基本上是幾位同學輪流替換。對此，潘教授鼓勵同學不要固步自封，要多嘗試，敢於失敗，因「創意要嘗試才能成功」。





傾聽是最好的陪伴 見證學生的成長

三位輔導長在與學生溝通和接觸的過程中亦有不少深刻的經歷。

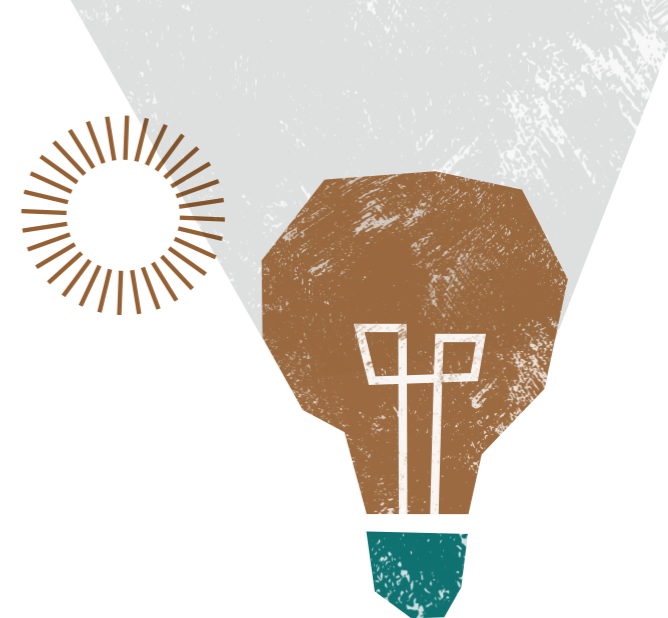
雖說學系著重學生的學習情況，而書院則著重學生的全人發展，但學習乃學生的本職，當學生的成績出現問題，輔導長亦需要接觸學生，了解其情況。據李教授分享，她遇過不少學生，在成績背後，其實有不少包袱，如家庭因素、心理健康、感情問題等深層次問題。李教授認為與學生溝通最重要的是「正本清源」，找出真正的問題所在，若能幫助到學生，便是她「最大的喜樂」。

黎教授指出在任輔導長期間，見證不少學生領袖的成長，令她留下深刻印象。例如有些學生領袖與莊員關係良好，在重要事件中展現了領袖風範，也有學生領袖任職過不同職位，組織各式各樣的活動，甚至建立新的團體，帶動了書院學生活動的發展。

「教學相長」，在與學生彼此交流的過程中，不但學生能從輔導長身上學習，輔導長亦從中有所得益。作為一名父親，潘教授指出在與學生相處的過程中，他同時亦在反思與兒女的相處之道，思考應如何教育兒女。



大學是追尋自我的旅途，途上總有迷失，輔導長會利用自身經驗幫助同學，不論在學業上、或是書院生活上，皆是學生傾訴的對象。當遇到困難或煩惱時，同學可勇於求助。



陽光如煦 懷着希望結伴前行

書院於9月迎來第十一屆的學生，三位輔導長亦對書院的新生予以不同的期望。

「在你所在之處綻放」，李教授期望書院的同學能時刻懷有希望，與書院的別稱「The Sunny College」一樣，成為一個「Sunny」的人。即使面對重重難關，李教授亦希望同學能夠秉守「堅持」的人生態度，不要輕言放棄，在成長的過程中，書院會一直陪伴學生克服不同的困難，並提供不同的幫助，令每位同學都能一展所長。

黎教授期盼書院未來的同學能成為一個具創意的人，並願意承擔社會責任，關懷社會和注重環境保護。另外，黎教授期望同學們能夠正面地面對逆境，成為一個充滿韌性的人，不會因困難而退縮。

潘教授則期望新生能懷着開放的心，以及本着兼容並包的理念，接受新的事物，嘗試發揮自己的創意，不要被現存的事物所限制，多作不同的嘗試。

踏入創院十五週年，書院與各位同學一起成長，走過沿途的高低起伏；於未來的日子，輔導長亦會繼續關心同學的生活和需要，聆聽大家的心事，盼望能與各位同學一同砥礪前行。



Forging Ahead : Guiding the Future and Repairing the Past

Interview of the Dean of Students

The Dean of Students (DoS) has always been committed to assisting in the whole person development of College students. Three College Deans from different tenures were invited to share their experiences in caring for College students, namely Professor Annisa C.H. Lee Lai, Professor Man-hong Lai, and Professor Ming-kay Poon.

Promoting the Development of the Whole

Wu Yee Sun College is also named "the Sunny College". According to Prof. Lee, the College aims to cultivate students' "Sunny" character, by caring for students so that they can emerge from difficulties to build a positive self, use creativity to solve problems, and give back to the society. The House of Sunny Living was set up to promote health and wellbeing. The Lounge within the House of Sunny Living provides an intimate environment for relaxation, and the gymnasium is a perfect place for physical activities.

In addition to caring for students' wellbeing, the College also focuses on developing students' talents and broadening their horizons. Activities such as Sunny Living Week and Service-Learning stimulate students' creativity and allow them to carry out their social responsibility.

Prof. Poon believes that, in CUHK's motto, "through learning and temperance to virtue", if "learning" is the responsibility of academic departments, then "temperance" is the goal of Colleges. The College aims to provide a home-like space where students can develop their strengths. Whether it be a student activity or a College event, the College hopes to convey positive messages and address the needs of the students.

Student-Centred Focus

As we approach our 15th anniversary, the College has always been student-centred and responsive to the needs of students, despite the ever-changing social landscape.

Since 2014, students have cared more about social issues. Prof. Lee recalled that the students had changed from a group of ambitious and forward-looking young people to more mature and thoughtful ones.

2019 marked the end of Prof. Lai's tenure. The social instability inspired students to demonstrate leadership and resilience. In view of this, Prof. Lai organised a series of activities such as rock-climbing and wilderness survival for students to understand their strengths and weaknesses and be more resilient in facing adversities and challenges.

As the Dean of Students, Prof. Poon said the College expects students to "face themselves, care about Hong Kong, and be flexible" in difficult situations. The College also promotes the importance of mental health through meditation activities. Local services and eco-tours were organised to raise awareness of local issues.

Passing on the Spirit of the College and Remembering the Stories of Each Student

WYS College, as a new college, is often mocked that "the tradition of the College is that there is no tradition". However, Prof. Lee does not agree. She pointed out that the core values of the College were influenced by the Wu family, most notably its entrepreneurial spirit. Prof. Lee believes that the tradition of the College is created by the students, with the College providing guidance and giving them freedom within the larger framework.

"Creativity" thus plays a key role in the creation of students' identity and College's culture. Prof. Lee and Prof. Poon both think students have a lower sense of belonging and are less active due to the shift to online learning during the pandemic. Prof. Poon encourages students to take on challenges and dare to fail, as he believes trial and error is the way to success.

Witnessing the Growth of Students

There were lots of memorable moments while interacting with students. Prof. Lee recalled her experience counselling students with issues related to academic performances, which helped her realise that it is important to understand the root cause through communication.

Prof. Lai was impressed by the growth of student leaders, some of whom have been actively participating in various College activities and even create new student societies, which drives the development of student activities.

Deans of Students would help students on their life journeys. They hope to support students while facing difficulties and better their school life.

Forging Ahead with Hope

The College will welcome its eleventh class of students in September, and the three professors have different expectations towards the new students of the College.

"Bloom where you are planted." Prof. Lee hopes that the students will always have hope and become a "Sunny" person. Even in the face of many difficulties, she hopes that students can uphold the attitude of perseverance and not give up easily.

Prof. Lai hopes that the future students will be creative and are willing to take up social responsibility, care for the community, and pay attention to environmental issues. In addition, she expects students to face adversity positively and be resilient.

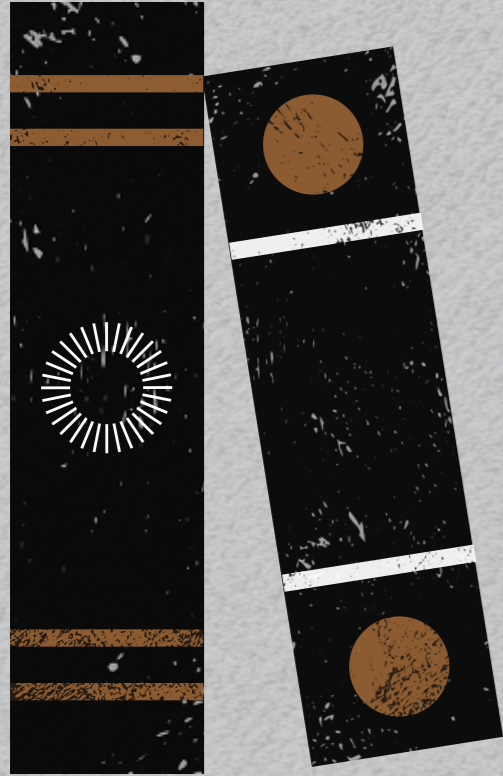
Prof. Poon hopes that the students will be open-minded, are willing to exercise creativity, and not be limited by the status quo.

In the coming years, the Dean of Students will continue to care about the needs of the students, listen to their concerns, and forge ahead together.



Sunnies 的百科全書

Encyclopedia of Sunnies



學生團體籌劃一系列別出心裁的活動，發展學生的個人潛能之餘，同學亦可藉此結識新朋友。書院現有三大學生活動：**迎新營、院慶及才藝節。**

Student bodies organise a variety of activities to unleash students' talents and offer them opportunities to make new friends. The three main student-led activities are: the Orientation Camp, the College Anniversary, and Sunny Yeah.

迎新營 Orientation Camp



◎ 中大遊蹤 CU Hunt



◎ 競技比賽 Athletic Competitions



◎ 晚會 Evening Show

院慶 College Anniversary



◎ 523人宴 523 Banquet



◎ 環校跑 Campus Run

才藝節 Sunny Yeah



◎ 歌唱比賽 Singing Contest



◎ 舞會 Ball



◎ 大笪地 Sunny Festival



◎ 密室逃脫 Room Escape



踏入書院生活的第一步：迎新營

伍宜孫書院雖屬新書院，沒有豐富的傳統文化。但過往同學銳意開創書院文化，積極構思及籌辦具伍宜孫特色的學生活動。現時，書院的三大學生活動依次為迎新營、院慶及才藝節，當中又以迎新營的籌備時間最長，參與人數最多，規模最為宏大。

這次，我們邀來三位歷代迎新營籌備委員會主席，即我們常說的「營主」，分享籌備迎新營的經驗及理念，三位分別是於2013年、2017年及2021擔任營主的鄧建達（Gundam / 2016 化學）、吳卓恩（Candice / 2020 新傳）及周秀玲（Dani / 文研四年級）。



○ 成為營主之前，有參與過迎新營嗎？對於迎新營有何印象？

吳 我起初是不想參加迎新營的，因為我不能熬夜，亦怯於跟陌生人主動交談玩樂。後來出席大學迎新日，當天要報書院及迎新營，書院的報名房間竟有波波池，有人從我身邊飛奔入池，又突然有人端出葡萄請我吃，當下覺得這群人雖「無厘頭」卻又好熱情，於是報名參加。事實上沒想像中辛苦，不會玩到通宵達旦，氣氛也尚算輕鬆。

鄧 我參與的是第一屆迎新營，是由其他書院的學生籌備的。一開始我並不太有意欲參加，但最後還是參加了。除了玩樂以外，組爸組媽都有分享大學生活的感受，最深刻的是組媽提醒我們，進入大學後要學會獨立生活，無論有否交到好朋友，都需要懂得一個人生活。這便是我對迎新營的印象：要讓新生明白大學生活是怎樣的一回事。

周 跟兩位一樣，我本來也沒打算參加迎新營，被中學師兄盛情邀請才報名。那年迎新營氣氛欠奉，亦可能是2019年的整體社會氣氛都一般，大組長很用心，但整個迎新營有種力有不逮的感覺。雖然如此，我還是藉着迎新營認識了幾位師兄及宿舍導師，並成為好朋友。他們和我一起經歷了入學的第一年，令我對書院的歸屬感有所提升。

○ 伍宜孫書院的迎新營與其他書院的不同之處？

鄧 我認為書院的最大特色是沒有固定的傳統，作為新書院，學生可以創新、創立獨有的文化，新一屆學生又可將之改革、變更。例如我當時所寫的beat詞，到下一屆已經完全不同。

吳 我覺得書院同學都很有想法，即使籌備的是以玩樂為主的迎新營，都會希望能從中傳遞一些信息給新生。例如在我參與的迎新營中，有一個談及家庭關係的環節，我聽畢組爸媽的分享，當下泣不成聲。我已記不起落淚的具體原因，但反映出來的是伍宜孫書院的迎新營就是會帶出一些玩樂以外的信息給新生。

周 我覺得書院同學都是有追求的，在籌備活動時，往往會希望加入新元素，不介意從頭做起，可謂是很有實驗精神。而且新書院較少所謂的「老鬼文化」，自由度較高，雖然偶有失誤，但更能擦出新的火花。



○ 成為迎新營營主的契機？

鄧 我本來就是書院的活躍分子，當時我上了很多莊，書院大小活動都總有我的身影。同時我亦擔任學生會籌委會主席，得悉迎新營籌委不夠人的時候，很多學生會籌委會的成員都主動請纓加入，我也不例外。最後因為沒人想做營主，不知不覺地便肩負起營主的重任。

吳 我不擅長dem beat，因此覺得輔員及部員的崗位都不適合我。加上我當時有參與書院學生報等學生活動，因而認識了一群友莊成員，後來便結伴一起成為籌委。決定做營主是因為莊員們興趣各異，而我自己較為喜歡行政工作。起初擔心自己氣場不夠強，未能夠領導迎新營，但慶幸一眾籌委在背後默默地為我打點一切，讓我最後能夠順利完成整個活動。



周 初入學時抗拒做籌委，因自覺不隸屬於任何擁有固定成員的小組群體，猶如無人問津的「孤兒仔」。後來在才藝節中跟莊員建立了深厚的感情及關係，2021年四月份莊期完結時大家都有不捨，於是五月迎新營招募籌委時不少莊員都有參與傾莊，希望能以擔任輔員、部員、籌委等不同的身份投入書院的學生活動；因我是才藝節的主席，所以迎新營亦順理成章擔任營主一職。

所訂立的迎新營主題有何含義？ 想帶什麼信息給新生？

吳 2017年的主題是「乘風破浪，伴我闖蕩」。其實沒有特別偉大的意思，主要是當年兩個大組分別以「風」字和「浪」字命名，結合起來就是「乘風破浪」。我們亦希望可以跟新生一起走過難關，例如新入學的不適，或是人生階段的轉變等等，所以後半句就是「伴我闖蕩」。

鄧 2013年的主題是「撥開迷霧」，希望新生能撥開眼前的疑難，進入新環境後能主動接觸新人，不畏未知。那年我特別與各大組交涉，希望有更多團體時間，讓整個迎新營的參加者都可以彼此認識。

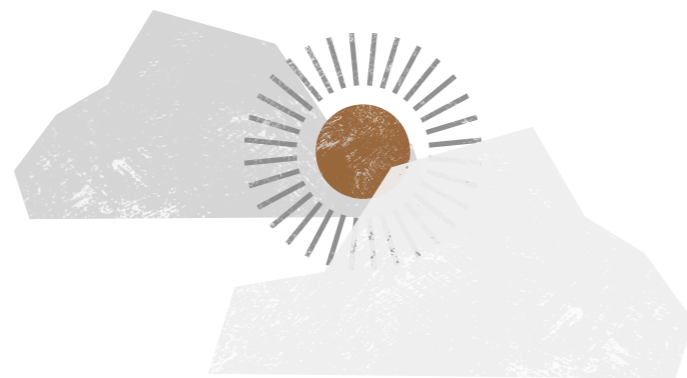
周 由於2020年沒有實體迎新營，因此到我擔任營主那年（2021年），整個書院瀰漫著一股百廢待興的氣氛。經過社會事件及疫情的紛擾，大家都有種無力感，跟大組長們討論後，我們希望主題能帶出一種即使勞累也不要緊，休息以後能攜手同行的訊息。開會討論時一直未能想到合適的意象去傳達這種意念。直至散會後，我拉開窗簾，驚覺已是清晨，彩雲湧現，想起王維的「行到水窮處，坐看雲起時」頗符合我們的意念，於是便以「坐看雲起」作為2021年迎新營的主題。

各自的迎新營形式以及設計活動的原則是什麼？

鄧 如前所述，我們爭取了較多團體時間鼓勵跨大組的互動。由於當時宿舍還未正式運作，未能向新生介紹書院設施，因而重點轉移為加深新生對大學及社會元素的認識。經五間新書院討論，我們參照四間舊書院的做法，舉辦了聯書院活動，如五新會師，期望讓新生了解各個書院的特色。社會元素方面，我們安排了城市遊蹤活動，鼓勵新生多去本地小店，希望提高他們對社區的關注。

吳 我們舉辦了「人生大富翁」，讓新生體驗人生不同階段及選擇帶來的影響；又利用不同的書院設施來完成小遊戲，從而加深他們對書院的認識。另外，書院著重環保，我也希望能帶出環保相關的議題。故此我們設計了一款便攜餐具盒，並得到書院的資助，讓每位新生及輔員都有一套環保餐具。飯後大家就圍在一起洗餐具，十分難忘。

周 2021年不同以往傳統四日三夜的宿營，乃是兩日一夜的日營，因應疫情發展，活動設五十人為一大組的上限，活動空間只能有五成滿，期間更不幸碰上新生選科，設計活動上有很多掣肘，因此主要考量是如何在有限的情況下盡可能安排多點活動。以往的恆常活動都作一些改動，例如大組競技（即一連串以大組作單位對戰的小遊戲）改成了小組競技，以小組作單位，安排他們與其他大組的小組對壘，符合防疫要求之餘又能認識到新朋友。



迎新營籌備工作中最大的困難是什麼？

鄧 當年的困難首先是籌委會人數不足，及後勉強湊夠人數，也全是一年級升二年級的同學。我們自身處事經驗有限，甚至心智都還未成熟，要籌辦如此大型的活動有很多不足。大組長期望籌委會多配合，但籌委會之上有書院及輔聯，決策權有限，籌委及大組長之間未必足夠成熟互相理解。當時亦是首屆由伍宜孫學生籌辦的迎新營，缺乏可作參考的經驗，未有顧及太多細節，或者處理效果不如理想。比如Pre Camp，主要作用固然是測試活動的可行性，但同時是一次讓籌委及大組輔員互相熟絡的機會；當年我們未有此方面的安排，想來十分可惜。

吳 很慶幸當時莊員默默在背後打點，跟各方溝通、打好關係，所以迎新營算是順利的。比較深刻的是以前做參加者，未必時時理解籌備者的難處，只在自己的角度考量。但籌備迎新營令我發現更多不同持分者的難處，營主其實處於夾心階層，對上有書院及輔聯，對下又有一眾輔員要交代，很難取得平衡。自此我會對不同活動的籌辦者生出多一份的理解。另外，處理人際關係也不容易，大組長及營主在職能上或有衝突，有時氣氛未必理想，但其實大家都是籌委會的一份子，最重要是學懂合作及包容。

周 最困難的當然是我剛才提及的各種限制。疫情期間籌辦活動，誰都不容易。除了這些「硬件」上的困難，「軟件」上都充滿挑戰。要做好迎新營已不易，還要處理人事關係，最主要是身份上的重疊及糾結。由於三位大組長和我都是朋友，他們及財政都是學生會成員，縱使籌委會中我或有決策權，但其後又需學生會的審理，互相不想僭越但想法未必一致，更不想傷和氣，所以行政上會小心翼翼。這讓我學懂更多與人相處的技巧，明白到有些事情未臻完美但求盡力無愧。



成為迎新營營主對你有什麼影響？有什麼得著？

鄧 最大的反思該是迎新營的意義；迎新營的活動細節未必是最重要，人事才是更值得我們關心的事。做好行政工作固然重要，但要「有溫度」地去處理，而不是冷冰冰地死板處理，務求令到活動順利之餘，又不會令同學覺得太吃力太辛苦。始終迎新營除了對新生是一個難忘的體驗，對籌委會而言也是一個重要的回憶。

周 我也同意，我本來就是一個較着重同儕關係的人，但自籌備迎新營後，我明白很多大事情面前，未必容許我照顧所有人的感受，要學會變通及取捨，至於如何平衡實在是我畢生的課題。整體來說，迎新營帶給我頗大滿足感，沒有想過新生會記得我，跟我打招呼甚至聊天，這些都讓我覺得努力過後便可無悔。我更學會發掘每個人的特點、性格及技能，明白要更細心留意莊員才能使各人恰如其分。

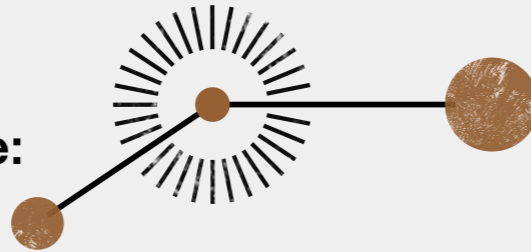


吳 我最大的得著就是明白到做領袖的不一定是最厲害最有能力的那個，而是要做到既讓大家信任，又最信任大家。那時不少東西我都放手讓其他人做，其實效果跟我親力親為一樣好，甚至更好。出現失誤時不要先問責，而是先冷靜思考如何應對，所以迎新營確實讓我學會如何成為一個領袖。

書院透過各種非形式教育協助同學融入書院生活，各學生團體更籌劃各式各樣活動，讓同學結識志同道合的朋友。迎新營只是踏進書院的第一步，同學於四年書院生活可以盡量探索，尋覓熱誠所在，更可以成為活動籌辦者，收穫滿滿的回憶及得著。



The First Step to the College: Orientation Camp



Although Wu Yee Sun College is a new college with minimal traditions, students have been dedicated to creating a college culture with three main activities: the orientation camp (O Camp), the College Anniversary, and the Art Festival.

We invited three ex-chairpersons of the O Camp Organising Committee, who served as the camp leader in 2013, 2017, and 2021 to share their experiences in the orientation camp preparation. They are Tang Kin Tat Gundam (Chemistry/Class of 2016), Ng Cheuk Yan Candice (Journalism and Communication/Class of 2020) and Chow Sau Ling Dani (Cultural Studies/Year 4).

○ Have you participated in the O Camp before becoming camp leaders? What are your impressions of the O Camp?

All of them did not plan to join the O Camp due to different reasons. Later, however, Candice was surprised and drawn by the registration counter at orientation day, while Dani was invited by an upperclassman from her secondary school.

They all have positive impressions of the O Camp. Candice ended up finding that O Camp was not as hard as she imagined, and the atmosphere was fairly relaxed. Gundam participated in the first O Camp prepared by students from other Colleges, and he was impressed by the sharing from mentors and realised that O Camp allowed freshmen to understand what university life is like. Dani participated in O Camp in 2019, where the atmosphere was lacklustre due to the social unrest. Nonetheless, through the O Camp, she met some good friends, which increased her sense of belonging to the College.

○ What are the characteristics of the O Camp of Wu Yee Sun College?

Gundam shared that the most significant feature of the College is that there is no fixed tradition. Students can create a unique culture while future students can also revise. Candice and Dani appreciated Sunnies' insightful ideas and can-do attitude. They shared how the Organising Committees tried to give insights to freshmen and are always willing to add new elements even if extra effort is needed.

○ Can you share why you became a camp leader?

Gundam and Dani were both active in College activities. Gundam stepped up to become a camp leader when no one volunteered. Meanwhile, Dani and most of her Sunny Yeah organising committee members took part in organising the O Camp, and her leadership role in Sunny Yeah gave her the push to become a camp leader.

Candice joined organising committee with her friends from other student societies in the College, and became camp leader because she more was interested in administrative work. With the support from other members, the O Camp was held successfully.

○ What were the meanings of the themes? What message do you want to convey to freshmen?

Candice recalled that the theme of the 2017 O Camp was "Brave the Winds and Waves with Me", as the names of the groups contained "Wind" and "Wave". They hoped to

stand by the freshmen and go through difficulties together. Dani shared a similar message of facing challenges together and she designed the theme "Watching the Clouds Rise". With a sense of powerless after the social unrest and turmoil brought by the pandemic, they drew inspiration from a Chinese poem for the theme to promote the importance of resting and slowing down. Gundam said that the theme "Clear the Fog" was set for 2013 to encourage freshmen to tackle difficulties and embrace uncertainties head on.

○ What are the principles for designing O camp activities?

Gundam focused on knowing the University and the community as the College campus was not yet in operation. Cross-college activities and city hunt — which encouraged visiting local small businesses — were held. Candice hosted "Life Monopoly" to allow freshmen to experience the impact of life choices. Besides, reusable utensils were also designed and handed out to raise awareness on environmental conservation.

Instead of overnight camp, O Camp 2021 was scaled down to a day-camp due to the pandemic. Dani recalled there were numerous constraints while designing activities, thus the main principle was to arrange activities in limited capacities.

○ What was the biggest challenge in preparing for O camp?

Gundam recalled there were insufficient organising committee members, and all of them were first-year students. Most of them lacked experience in organising large-scale events and were not mature enough to collaborate. Candice and Dani also shared the struggles they had while collaborating

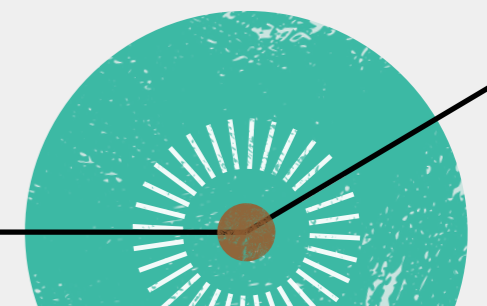
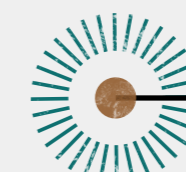
with different stakeholders. There were conflicts in making major decisions. Camp leaders had to report to the Office of Student Affairs and the College, while other organising committees and group leaders might not understand the difficulties faced by them. They all concluded that interpersonal skill was one key lesson they had in preparing for the O Camp.

○ What impact did being camp leaders have on you?

Gundam reflected on the meaning of O Camp. He emphasised that the O Camp is not solely a memory for freshmen, but also for the organising committee. Having a smooth rundown is important while the workload and feelings of organising committee should be considered. Dani valued peer relationships, but she found being flexible and knowing what to drop are important in decision-making.

Leadership was the greatest takeaway of Candice. She understood that a leader is not necessarily the most capable one of the group, but the most trusted person who also trusts her team. Dani and Candice made final remarks that delegating to the suitable person often creates good or even better results.

The College and student societies organise various activities for students to meet like-minded friends and to integrate into College life. O Camp is only an introduction to the College; students can explore their passion in their College life and make the most of it by becoming a organisers of different events.



帶著目的出發的寰宇學習

Global Learning with a Purpose

除了鼓勵書院同學於在學期間參與不同形式的學生活動，書院更積極推動同學參與非本地學習活動，從而建立廣闊的國際視野並豐富其學習經歷。

書院提供交換計劃、暑期交流計劃、及寰宇學習獎勵計劃，當中寰宇學習獎勵計劃更鼓勵同學突破學術的框架，策劃或參與非本地學習或體驗活動，就特定議題進行主題性探索，在其感興趣的範疇拓闊視野。

書院重視同學的自主、創意，符合書院理念的計劃大多能得到資助。書院共資助超過300名同學將自己的想法付諸實行，足跡遍佈多個國家。

In addition to encouraging students to participate in student activities during term time, the College also actively promotes students' participation in non-local learning activities, thereby allowing them to build an international perspective and enriching their learning experience.

The College offers exchange programmes, summer exchange programmes, and Global Learning Award Scheme (GLAS). GLAS encourages students to initiate or participate in non-local learning or experiential activities. Initiative and creativity from students are highly valued. Over 300 students have been sponsored to put their ideas into practice in many countries.

袁穎藍 Yuen Wing Nam

2021 新聞及傳理學 Journalism and Communication, Class of 2021



她對社會議題有濃厚興趣，接觸社會企業的概念後，更有感社企能有效減輕社會問題，繼而建立社企平台WeLeap，透過訪問及合作連結社會企業。

Yuen was interested in social issues, and believed that social enterprises could effectively alleviate social problems. She established the platform WeLeap to connect social enterprises.



因一次機緣巧合下，她到訪了峇里，對當地社會各界積極參與環境保育的熱情印象深刻，當地人建設了不同的社會企業，減輕廢物及水污染所帶來的影響。透過社會企業的參觀及訪問，她了解社會企業的運作模式以及持續發展的因素，並透過社交媒體推廣其成功經驗，期望為香港的社創帶來新氣象。

She visited Bali, where she was impressed by the enthusiasm for environmental conservation and effort put in by the locals to reduce pollution. She visited several social enterprises in Bali to study their operation models and sustainability factors. Later, she promoted their successful experience through social media, hoping to bring new insights for social entrepreneurship in Hong Kong.

鄧欣浩 Tang Yan Ho

2018 酒店旅遊及房地產 Hospitality and Real Estate, Class of 2018



他一直對動物權益感興趣，但於香港這個以商業發展為主的城市，缺乏了相關機會。他參與非洲莫霍洛霍洛野生動物康復中心的義務工作，對野生生態及動物救援有更深的認知。

Tang has always been interested in animal rights. He volunteered at the Moholoholo Animal Rehabilitation Centre in Africa, where he was able to gain a deeper understanding of wildlife ecology and animal rescue. The rehabilitation centre cares for over 100 injured or abandoned wild animals, including cheetahs, hippos, leopards, honey badgers, etc. It showcases the biodiversity of South Africa and provides a great learning opportunity.



康復中心照顧超過100隻受傷或被遺棄的野生動物，包括獵豹、河馬、豹、蜜獾等，充分展現生物多樣性。透過義工服務，他有機會接觸、觀察不同種類的野生生物，了解到不同野生生物的行為，是一個難能可貴的回憶。儘管香港遠離野生生態，但作為世界公民，仍值得反思個人行為對生態的影響。

Through volunteer service, he had the opportunity to come into contact with wildlife and was inspired to reflect on the ecological impact of one's actions as a global citizen.



李天心 Lee Tin Sum

2022 新聞及傳理學 Journalism and Communication, Class of 2022



深信文化交流及認識不同國家的歷史發展能有效減低矛盾，同時認為「要幫到人，才算是有意義的人生。」，因此她計劃了長達四個半月、踏足12個國家的義工之旅。

Lee believed that helping people leads to a meaningful life, therefore she went on a volunteering trip to 12 countries and worked with volunteers from different regions. In Hungary, she carried out environmental conservation work, such as moving wood, weeding and paving trails. After a 12km hike, she understood the importance of protecting forests.



她首先於匈牙利進行環保保育工作，包括搬木、除草、鋪行山徑等。經歷了12公里的健行，她感受到山林的療癒能力，更明白保護山林的重要性。及後到德國參與文化遺產高峰會，並於博物館內舉辦了一場音樂會以連結高峰會的參加者。經歷了是次義工服務，她不但收獲了真摯的友誼，更強化未來於跨國非政府組織工作的決心。

She then went to Germany to participate in the Cultural Heritage Summit and organised a concert in a museum. Through this volunteer service trip, she made friends, and it strengthened her determination to work for a multinational NGO in the future.



前往未知的探險故事

Alumni Sharing: Stories of Stepping into the Unknown



於四年的書院生活中，我們期望同學能拓闊視野、找到熱誠；離校之後，更希望畢業生能秉持「博學篤行」的精神，堅持實踐自己的理想。

以下畢業生完成學業之後，勇於到外地探索、發展事業，現於各自的領域中發光發亮。

The College encourages students to open up their horizon and find their spark in their College life, so that they could carry it out in earnest upon graduation.

Some of our alumni stepped out of their comfort zones to develop their career in foreign countries, shining bright in their own fields.

羅鈞渝

Law Kwan Yu, Queenie

2019 政治與行政學

Government and Public Administration, Class of 2019



2019年畢業後，我曾在聯合國開發計劃署的老撾辦事處擔任志願者，支援有關青年就業，包容性治理等項目的設計和實施。這段經歷加深了我對國際發展領域發展事業的想像。

Upon graduation in 2019, I served as a UN Volunteer in UNDP Lao PDR's country office where I supported the design and implementation of projects on youth employment, inclusive governance, etc. The experience has enhanced my interest in developing a career in the international development sector.



2020年，我有幸獲得香港瑞典商會的獎學金，在烏普薩拉大學修讀碩士，主修和平與衝突研究。這兩年間，我對於人道主義援助、和平建設，有了更深刻的理解。2022年，我再次加入了聯合國，未來的工作重點是監測和分析南亞和東南亞的政治發展。

In 2020, I had the privilege to receive a scholarship from the Swedish Chamber of Commerce in Hong Kong for a 2-year postgraduate studies in Uppsala University, majoring in Peace and Conflict Studies. The programme has heightened my understanding of humanitarian assistance and peacebuilding. In 2022, I joined the United Nations again and my work focuses on monitoring and analysing of political developments in South and Southeast Asia. I am excited to see what the future holds!



葉泳詩

Yip Wing Sze, Ceci

2016 酒店管理

Hotel and Tourism Management, Class of 2016



我於大學三年級時到法國天主教里爾大學交換一個學期。在里爾交換是一次眼界大開的經歷，亦令我對法國的語言、人文、文化建立深厚的興趣。

I went to Lille Catholic University in France as an exchange student for a semester during my third year. The exchange in Lille was an eye-opening experience. It also fostered my deep interest in the French language, its humanities as well as culture.

其後因為工作的原因，我有機會再次回到法國，並把握機會，落地生根，開始於里爾擔任自由工作者，工作內容主要是寫作及主持工作坊。最近，我更在當地創立了自己的品牌，從日本、香港和台灣進口高級文具，將亞洲的文具文化傳揚至歐洲。

Later, my job opened another door for me and led me back to France. I am working as a freelance content writer and workshop facilitator in Lille. Recently, I have established my own brand which imports high-end stationery from Japan, Hong Kong and Taiwan, spreading the stationery culture in Asia to Europe.



謝雅兒

Tse Nga Yi

2016 社工

Social Work, Class of 2016



記得在書院生活的四年間，我累積了許多不同唱歌比賽和音樂演出經驗，亦有幸曾經獲得書院提供的藝術傑出發展獎項，鼓勵了我積極繼續向藝術方向前進，令本科並不是念音樂或表演的我在畢業後更有勇氣追夢。

During my College life, I accumulated experience from different singing competitions and music performances. I was also fortunate to have received the Outstanding Artistic Development Award from the College, which encouraged me to actively continue my work in singing and to pursue my dreams after graduation.



畢業之後，在當社工的工餘時間，我積極繼續發展音樂及表演，2017年曾到台灣參與音樂比賽，令我更有追求精進的決心。2018年，我有幸跟隨我的音樂製作人到西班牙進修聲樂，並於2021年正式到台灣發展。目前我以流行音樂及音樂劇演出為重心。

After graduation, I continued to perform and participated in a music competition in Taiwan in 2017, which made me more determined to pursue excellence. Later, together with my music producer, I went to Spain to study vocal music, and officially started my career in Taiwan in 2021. Currently I focus on pop music and musical performances.

後記

Epilogue

2022年是伍宜孫書院成立的十五周年，謹藉本書紀錄、感謝為書院發展付出心力的每一位。

在本院成長的路上，各界人士持續給予意見與支持十分重要；同時，書院成員攜手協力齊頭並進，更是讓Sunny College發熱發光的關鍵。

最後，祝願大家如同羅漢松般充滿韌勁，迎接未來種種的挑戰，與本院共同譜下新一闕的樂章。

2022 marks the 15th anniversary of the Wu Yee Sun College. We would like to express our heartfelt thanks to all who contribute to the College's past and future development.

The support garnered from all walks of life is crucial to the growth of the College. With collaborative efforts, the Sunny College will flourish and continue to shine.

We wish you to be as perseverant as pine trees. Together, we embrace the challenges ahead, and welcome to the next stage of Wu Yee Sun College.



十五周年紀念特刊工作小組

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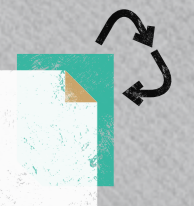
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