

漢

中文基本功

鑫字粵語一向讀欽 妄改讀堪玩字倡亂

九月三日得知，曾在香港大學主持醫學院的林兆鑫醫生成了「新聞人物」。奇怪在他的大名第三個字「鑫」，各電台、電視台報告新聞時，都讀成堪，這不但同粵語（廣府話）的習慣讀音有別，而且同字書、韻書所標的音有別。不知是誰所改？那是太狂妄了！

就粵語來說，鑫字，與音、飲、欽、陰這四個常用字同音。這一點連主張復讀古音的黃錫凌亦無異議（見《粵音韻學》）。

原來，宋代所編《廣韻》、《集韻》，元代所編《韻會》都無鑫字。到了明代後期，張自烈編《正字通》，始引《篇海》的註音：「鑫，讀欽……」欽在粵語中，與音、飲、陰等字同音，你用這些字任何一個為「鑫」字註音都可以。

既然鑫字讀堪不合粵語習慣讀音，又不是字書、韻書所標音，顯見脫離實際，那末，這些人憑何而將粵音改讀呢？

有朋友說，外省人有以鑫字為名的，告訴不識此字粵音的人，謂鑫字粵音應讀作興，上世紀七十年代鑫字粵音曾經讀興，查實此人鄉音，是鑫興同音，憑主觀斷定「粵語鑫也讀興」，有此先例，安知把鑫讀成堪的，不是非粵籍人士所為！

在這一點找到人證之前，不妨從某些「正音」人士泥古妄改的壞習慣去分析。《康熙字典》關於鑫字有此一說：「《玉篇》：呼龍切，音胃（胸）；又許金切，音飲。」《玉篇》成書比《正字通》早了千多年，正中泥古改音者的下懷，引起他們玩字之癮。他們截頭截尾取中間，單就「許金切」三個字推敲，派生出「鑫字讀堪」的歪理來！

這類人，可能有名氣，是權威，否則不能操控了香港傳媒的讀音。他們玩弄漢字，攪亂粵音，不惜誤人子弟，則其心可誅！但願盲從讀堪的新聞從業員醒一醒！

容若

通識新世代

放眼天下

Demolishing barriers to development of education industry

The Bauhinia Foundation Research Centre, a Hong Kong-based policy think tank, yesterday hosted a seminar on Hong Kong-Shenzhen Education Cooperation. According to officials in charge of education from both places attending the seminar, three more Shenzhen primary schools will be included to Hong Kong's Secondary School Places Allocation System. At present, two primary schools in Shenzhen are already included in the Hong Kong allocation system.

This is certainly good news for Hong Kong citizens working and living in Shenzhen. According to statistics, there are now about 5,000 children of Hong Kong citizens attending schools in Shenzhen, with an additional 2,000 or more being cross-boundary pupils. All these children are legal Hong Kong residents **entitled** to enjoy Hong Kong's nine-year compulsory education. They lose their right simply because they live in another place. Now the SAR Government begins to show solicitude for their circumstances and needs, which is due and necessary.

Needless to say, although Hong Kong and Shenzhen are just separated by a river, educational systems in these two places are not quite the same. Therefore, to make it feasible for Shenzhen-based Hong Kong children to be included in Hong Kong's secondary school places allocation, some adjustment and co-ordination have to be made **as regards** their curriculum and performance evaluation. **With respect to** this, Shenzhen plans to increase English-language teachers in the local primary schools having relatively bigger numbers of Hong Kong children. Hong Kong Education Bureau will provide assistance in training.

On the other hand, upon the release of the news, some Hong Kong citizens complained in response that it was unfair that their Shenzhen-based children were excluded from the Hong Kong secondary school places allocation because they did not attend famous schools in Shenzhen because they could not afford the expensive tuitions. This problem deserves relevant authorities' attention and must be tackled.

The fact that Hong Kong children can gradually "return home" to participate in secondary school places allocation serves a reminder that the education industry is among the six major industries proposed earlier by the SAR Government for development in priority. It is learned that the new Policy Address to be delivered by the Chief Executive tomorrow will also address the development of the education industry.

As a matter of fact, there is room for Hong Kong to boost the development of the education industry and become an education hub in the region. "Tree growing takes 10 years, but education of people takes 100 years to bear fruit." Education is not like foundry production and its goal cannot be reached overnight. Despite this, there are absolutely good conditions and possibilities for Hong Kong to be built into an education hub. When academic traditions and levels are concerned, Hong Kong's education may **be no match for** some name-brand schools on the Mainland or even in Singapore. But in Hong Kong's education, what we have are stable and sound mechanisms, free and open academic atmosphere, wide contact and links with major educational systems in the world, as well as the bilingual advantage that both the Chinese and English languages are being used daily. Thus, Hong Kong could internally attract outstanding youths from the Mainland intending to pursue education in a different system. Externally, Hong Kong could attract young talents from other parts of the world who wish to understand the Oriental and pursue future career development in China, making Hong Kong as a "spring board". In addition, there are domestic demands (for education)

inside Hong Kong. With all this, there is no reason why Hong Kong should fail to grow and flourish the education industry.

Nevertheless, to develop education and turn Hong Kong into an education hub, a very crucial condition is to ease restrictions. Historically, Hong Kong's education has its own tradition and advantages. Years ago, Dr Sun Yat-sen and some members of the Hsing Chung Hui (Society for Revitalising China) with lofty ideals acquired their education in Hong Kong, studying medicine and the English language. In the early days, it was just a matter of buying a train ticket for a Mainland student to come and study in Hong Kong or for a Hong Kong student to go and study on the Mainland. Exchanges of teachers, students and talents between the two places had always been free until early 1950s when the British-Hong Kong colonial government began to erect barriers. Even such a great scholar as Chien Mu (Chien Pin-ssu) was barred from teaching at a university. Even tighter shut were the doors for Mainland youths to study in Hong Kong. Similarly, some Hong Kong young people used to be very eager to go north for education, so much so that some of their parents had to **hide away** their travel documents in order to stop them. But this channel was also soon to be blocked and cut due to artificial and political factors.

Today, Shenzhen River is no longer an impassable "natural moat". In order to develop the education industry, the first thing for Hong Kong to do is to demolish all unnecessary artificial barriers, including conceptual and technical obstacle. Just think of it: if there remain so many barriers and difficulties for Shenzhen-based Hong Kong children to come back to attend secondary schools, if the government still wants to take care of such trivial matters as having a few more cross-boundary school buses in operation, how can we talk about boosting the education industry? How can we talk about turning Hong Kong into an education hub?

13 October 2009

WORDS AND USAGE

① **Entitled** (adjective) - Having the right to do something or having something.

Examples: 1. You are not legally entitled to vote in Hong Kong. 2. I felt entitle to know how my money have been invested.

② **As regards** (idiom) - About or concerning something or somebody.

Examples: 1. As regards the method of payment, a decision will be made in the meeting of directors. 2. As regards the governor's recommendations, we plan to act on them soon.

③ **With respect to** (idiom) - Of or about someone or something.

Examples: 1. With respect to radiation, this power plant is very safe. 2. This article examines experiments with respect to ethical issues.

④ **Be no match for** - Not be as good, powerful or effective, etc, as something or somebody.

Examples: 1. Health warnings are no match for the addictive power of cigarettes. 2. He is no match for Tom. Tom is much a better table tennis player.

⑤ **Hide away** (phrasal verb) - To put something or somebody in a secrete place so that no one can find it.

Examples: 1. You won't find your present. I have hidden it away. 2. Please hide Randy away where no one can find him.

Dinosaurs Part 7

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This part of the story provides an example for those interested in the tenses. Some people have asked me whether it is reader-friendly to go from one tense to another in a story. Some point out that in newspapers, many writers now write just in present tense. The readers can follow the story easily. Sometimes writers want to be accurate and let readers know that 'time' is an important element in the story. They start another paragraph when another tense is used.

The feathered dinosaurs came mainly from Liaoning province. During the lower Cretaceous period 124 million years ago, the Jehol Biota area in the northern province was warm, with vegetation around lakes. Massive volcanic eruptions buried dinosaurs and ancient birds under fine ash.

Some scientists think that birds and dinosaurs had a common ancestor far further back in the geological record.

"After the discovery of Jinfengopteryx elegans two years ago, many scientists came to believe that birds came from dinosaurs," says Michael Wong Hing-lan, chief curator of the Hong Kong Museum of Science. "It has teeth, a primitive wishbone and curved pointed claws."

世「數」社經

保育中環 還香港於民

特首《施政報告》以極大篇幅建議將中環這個象徵政治權力和商業金融的核心地區添加大規模保育元素。有專業人士估計，政府在中環保育發展方面的支出和地價方面的損失數以百億計；譬如中環海濱國際金融中心對出的地皮發展密度大幅降低62%，涉及60-70億元；將估值80億元中環街市剔出勾地表，並交由市建局保育及活化，一來一回，賬面損失和支出又近百億。此外，將政府合署、中區警署、美利大廈、終審法院、中央書院遺址、聖公會下亞厘畢道建築群等改建和保育，賬面數目失多於得，幸而政府合署西座估值甚高，可彌補保育中環賬面損失。在地產項目發展算是「還中環於民」，順便給予公眾更多「公共空間」。

上月香港古物諮詢委員會就全港1,444幢歷史建築物建議評級，亦應在公眾諮詢後逐步進行保育活化。今次施政報告只提保育中環似乎不夠，應具體訂下整個香港長遠



中環街市已被剔出勾地表，並由市建局保育及活化

保育策略，讓保育活化也成為香港未來產業那才比較完整，正式「還香港於民」。

之前有調查顯示，超過50%受訪年輕人認為政府在平衡保育和城市發展方面的工作仍然不夠，期待今次施政報告在保育方面能夠落實執行，以中環作為範本，才有望踏上全面保育之道。

專業教育培訓顧問 呂康

發展教育產業 首要拆牆鬆綁

社評

本港智庫團體「智經研究中心」昨日舉行港深教育合作研討會，會上兩地教育官員透露，繼早前兩間深圳小學的港人子弟可獲本港的升中派位外，未來將再有三間深圳小學參與到此一計劃中去。

對在深圳工作和居住的港人來說，這當然是一個好消息。據統計，目前在深圳就讀小學的港人子弟約有五千多人，另有二千多人則跨境上學。這些孩子，都是合法港人，本來就有享受本港九年免費教育的權利，但只因居住地不同而失去了這一權利，現在政府開始關注到他們的處境和需要，是應該和必要的。

當然，港深兩地雖只一河之隔，但教育制度不盡相同，深圳港人子弟要參加本港的升中派位，在課程銜接和成績評核上必須要作出一些調整與配合，才能實行。為此，深圳方面已計劃在一些港人子弟較多的小學增聘英文科教師，本港教育局則提供培訓協助。

另一方面，有關消息傳出後，一些市民回應稱，他們在深圳的子女因為學費貴、讀不起當地的名校，如此也就無緣參加升中派位，殊不公平。此一意見，值得有關當局關注並協助解決。

而從港人子弟可逐步「回流」參加升中派位一事令人想到，不久前特區政府提出的打造本港六大產業中就有教育產業一項在內，據悉明日發表的特首最新一份施政報告，也有發展教育產業的內容。

事實是，本港要發展教育產業或成為區內教育樞紐，是大有實現空間的。雖然「十年樹木、百年樹人」，教育事業不是「倒模」生產，豈是三數年間可以一蹴即至？但是，從教育設施、前

景上來說，本港卻是完全有條件、有可能建設成為一個教育中心城市的。本港辦教育，論學術傳統與水平，難與內地以至新加坡一些名牌學府比較，但本港教育有的是穩定健全的機制、有的是自由開放的學風、有的是與世界各大教育體系廣泛的接觸和接軌、有的是中英兩種語文並用的優勢，對內可吸引內地欲接受不同教育制度的優秀青少年來港就讀，對外可吸引全球各地欲了解東方、進軍中國的年輕一代精英以香港為「跳板」，加上本港內部需求，如此教育產業又豈有不可以打造、發展起來之理！

然而，發展教育產業、打造教育樞紐，一個關鍵條件是「拆牆鬆綁」。從歷史上看，本港的教育事業本來就是有傳統、有優勢的，當年孫中山先生以及「興中會」一班仁人志士就是在港接受教育，讀醫、學英文的，早內地生來港讀書、港生到內地升學，都是買火車票的事，師生、人才一向都是自由流動的；直到五十年代初，港英殖民政府開始設下關卡，不承認內地大學學位，連錢賓四這樣的大學界都不能當大學教授，內地青年來港升學的大門更被關上。同樣，北上升學一度是部分港人子弟的理想，甚至有父母藏起身份證不讓子女北上的，但此種局面均因人為及政治的因素而被阻斷和隔絕了。

今天，深圳河不應再是「天堑」，本港要打造教育產業，頭一件事就是要拆除一切不必要的人為障礙，包括思想觀念以至技術層面的障礙。試想，如果連幾千名在深圳的港人子女回港升中都要關山阻隔、困難重重，政府連多派幾架「校巴」都要管，那還講什麼產業、講什麼中心和樞紐？

2009/10/13 大公報社評

通識記憶體

港府撥地斥24億發展私立大學

繼香港中文大學前校長高錕喜獲諾貝爾物理學獎後，本港大學再在國際排名榜上取得佳績，不僅是對專上教育表現的肯定，亦有助向外界宣傳本港教育的素質。

本港大學近年不斷網羅全球頂尖科研人才，在生物醫學、基礎科學等學科上，已可與國際一流的院校媲美。

據研究，教育產業的經濟效益槓桿高達3倍，且既可創匯亦能聚才。美國正是利用全球最優質的私立大學群，吸引全球人才為其所用。

特首曾蔭權在上周三（14日）發表的09/10年度《施政報

告》中提到發展教育產業，撥出兩幅地發展私立大專，包括價值13億元的何文田忠孝街和鄰近未來南區港鐵黃竹坑站的警校道用地，預計提供4000個自資學位，可無上限收取非本地生。政府還提供逾24億元「開辦課程貸款計劃」助私大申請建校。同時，政府將繼續物色合適土地，鼓勵學界善用新活化工業大廈政策，開辦自資課程。

另外，為吸引頂尖研究人才來港，研究資助局特別設立「香港博士研究生獎學金計劃」，每年選出135個獲獎者，提供3年每月2萬元的津貼，較現有的研究生津貼額高逾五成。