



中文基本功

嵇康的嵇字應讀奚 讀成稽開古人玩笑

十一月九日晚上，香港電台《講東講西》講古琴，提到古人嵇康，兩位主持人和一位嘉賓異口同聲把嵇字讀成稽，顯然因形似而替人改姓。嵇的正音讀奚。

嵇康是三國時期的文學家，善鼓琴，以「非薄湯武」不為魏國當權者司馬昭所容而遭殺害，臨刑索琴奏《廣陵散》，曲終嘆曰：「袁孝尼嘗從吾學《廣陵散》，吾固之不與，《廣陵散》於今絕矣！」

《廣陵散》是古代著名的琴曲。說古琴，往往提到嵇康；可惜今次將他的姓氏讀錯。

嵇字被誤讀，個案不少。就以香港電台而論，主持《解構經典》和《文采飛揚》而自稱「教大學」的，也不免讀錯（倒是《古今風雲人物》講中史的張姓主持人讀準）。除了讀書不求甚解，犯了形似之誤，還跟某些人拿普通話比附粵語有關。

有一位讀錯此字音的朋友說：「普通話稽稽同音，嵇字何必讀奚？」他有所不知，普通話還稱國語時，嵇字也是讀奚的，後來經過審音，才改讀稽。我認爲，即使依此標準來讀粵音，把嵇讀成稽仍然是讀不準。

何以故？普通話讀稽，是不送氣的，讀如雞，你依經過審音的普通話標準讀粵語，「嵇康」就變成「雞雞」，豈非滑稽？簡直是開古人玩笑！

我一向不主張拿一種讀音比附另一種讀音，因各有各的特點，勉強比附，必然造成混亂，對學中文與用中文，都構成嚴重的障礙，不讀錯音，開人玩笑而已。

普通話審音，也非絕對。前幾年，我在風季收聽廣播，凡聽到颯風吹襲浙江，聽到台州（市）和天台（縣）兩個地名，前者讀胎，後者讀臺，每聽如是，幾難相信未經審音。可是，兩個「台」字同一來源而竟然讀音不同，這是何解？其實，千多年來台州和天台的台一直讀胎，你憑何理由將二者割裂？這不是審音也有審錯而不應盲從嗎！

容若



Direct Subsidy Scheme must be safeguarded

Ahead of next Monday's Legislative Council (Legco) public hearing on the financial management problems of some Direct Subsidy Scheme schools, the Education Bureau last night released the names of 60-plus direct-subsidy schools accused of irregularities, which accounted for more than 90% of such schools.

The problems revealed have aroused wide attention among parents and citizens across Hong Kong, which is not a surprise. The difference of direct-subsidy schools from government schools and subsidized schools lies in that, while receiving direct subsidies from the government (from \$30,000 to \$60,000 per head for students in various forms), they can also collect tuitions from parents for various purposes such as conducting teaching experiments, constructing school buildings or organizing extracurricular activities. As such they enjoy greater autonomy and flexibility in school administration. Because of this, since the Direct Subsidy Scheme was introduced in early 1990s, many school groups and sponsoring bodies including elite institutions have applied one after another to join the scheme, turning themselves into direct-subsidy schools from private schools or subsidized schools. Parents have also welcomed the change.

Against such a backdrop, the release of the Director of Audit's Report No 55 last week could not but cause a public uproar, which for the first time points out problems with direct-subsidy schools such as accounts not in order and chaotic management. According to the Report, problematic practices with direct-subsidy schools include: some schools having huge reserves varying from \$15 million to \$60 million still applied for permission to increase tuitions every year; some schools had reserves but claimed to be in deficit; some put their entertainment expenditures into the government-subsidy account, or cut tuition-waivers and scholarships for students, or received "donations" from lunch-box suppliers; a school even spent \$70 million to invest in funds or speculate on stocks...

No doubt, from the cases unveiled in the Director of Audit's Report, the schools in question indeed have problems with their financial management and they must make a clear-cut explanation to the Legco and parents. The crux of the matter lies in whether the expenditures or investments in question had been, as required, submitted to the school boards for approval beforehand, whether such operations were transparent or in "black-box" and in violation of regulations, and whether some individuals had taken personal benefits from the activities. All such issues must be probed and clearly answered.

On the other hand, the education authority also has inescapable responsibility in supervision for the financial irregularities of direct-subsidy schools. Have the schools in question ever truthfully submitted figures of their expenditures and balances when they filed in their applications for increasing tuitions? Are relevant regulations too much lax? Is it in the interest of students and their parents for a school to invest its financial surplus in funds and stocks?... For these questions, it is also necessary for the Education Bureau to make an explanation to the Legco, citizens and parents.

In terms of school-running mode, allowing direct-subsidy schools to have certain flexibility is by no means a bad thing. There is also no need for a direct-subsidy school to apply to the Education Bureau for approval for trivial matters such as the spending of a few hundred dollars. However, the direct

subsidies are taxpayer's money. It is the responsibility of the Education Bureau to supervise on teaching quality and relevant personnel's conduct and integrity. In this regard, there is no room for carelessness and negligence. If violations of regulations or laws are found in the activities in question, then there is only one solution: they must be dealt with by law.

On the other hand, for sponsoring bodies and school management personnel, school-running is out of an ideal, a loving heart and a duty to pass down knowledge and enlighten students. As such, they must be perfectly open, straightforward and responsible to their teachers, students and parents, explaining clearly to them why tuition should be increased while there is still a surplus and how huge reserves are spent. They must not take financial surpluses as "private assets" and keep parents who pay fees every month in the dark.

In regard to the problems exposed, one important principle is to deal with them according to law on the basis of facts. There is no need to make any ungrounded speculation and accusation. Some media outlet earlier reported that some school had spent \$40,000 on building a "dog house". The school authority later clarified that it needed to raise several dogs and install security equipment - not for fun but for safety, because it was located in a New Territories area near the border where illegal immigrants often sneaked in. As such, the accusation of "spending \$40,000 for a dog house" is not true and sound. The overall image of Hong Kong's direct-subsidy schools and their achievements in and contributions to teaching must be cherished, rather than being denied arbitrarily.

25 November 2010

WORDS AND USAGE :

① Account for sth (phrasal verb) - To be a particular part of something. (數量為...，佔... (多少))

Examples: 1. Students account for the vast majority of our customers. 2. Robbery accounted for 56% of reported offences.

② Lie in sth (phrasal verb) - To exist or be found in something. (在於...，存在於...)

Examples: 1. All their hopes for survival lie in him. 2. The chief proof of a man's real greatness lie in his perception of his own smallness.

③ Turn sth into sth (phrasal verb) - To change something into something different. (把某物變成...)

Examples: We need to stop this problem from turning into a crisis. 2. As the fruit ripens, the starch turns into sugar.

④ In question (idiom) - That is being discussed. (所談到的，有關的)

Examples: 1. That is not the subject in question. 2. Let's stick to the point in question.

⑤ Clear-cut (adj) - Not ambiguous; clear and obvious. (明顯的，清晰的)

Examples: 1. The link between alcohol and crime is clear-cut. 2. She has clear-cut evidence that the company cheated her.

題目：國王的新衣



作者以逆向思維重新構建故事，將國王塑造成畫面中間那個頭戴皇冠的老爺爺，在他生活的世界裡，周圍的人全以赤身為潮流，唯有他一個人穿着在旁人看來十分老土的衣服，他卻不在意旁人眼光，自得其樂。這種淡定與堅持自我，使這個老爺爺擁有國王般的氣度。

方海寧

Soho Diary



Learning Chinese

Hark Yeung (yeung@harkyeung.com)

In recent years, it is reported that Chinese courses have become popular at schools as a second language in the UK and in the US. I doubt if students are given enough information about the time and effort they have to invest in Chinese when they make their choices.

Chinese is a very different language from English. Memorizing thousands of characters is quite challenging. There are two versions or systems of characters, the traditional version (繁體) used in Hong Kong and Taiwan, and the simplified version (簡體) used in the PRC.

The simplified version does not carry many of the elements that can help me to understand the language. So in a way it makes the characters more difficult to memorize. Over the past five decades, the PRC, Hong Kong and Taiwan have been developing their own ways of using the Chinese

language. Even I know all the characters, very often I still cannot really appreciate the works of the writers in the PRC and in Taiwan.

Most overseas Chinese can speak cantonese or putonghua (mandarin), but few can read and write Chinese, no matter the traditional version or the simplified version.

Another problem is the way Chinese is used in computers. There are many formats but none of them is like the way English letters are keyed in. One can use pinyin (拼音) or key in different parts. No matter which method one uses, one has to memorize a whole system. I have tried to learn but still cannot efficiently use Chinese in the computer. When I write for newspapers in Hong Kong, I write on a piece of paper, fax it to the editors and let them do the typing for me.

直資辦學要維護 校款使用須查明

立法會將於下星期一就審計報告批評的直資學校財政管理問題進行公開聆訊，而在聆訊前夕，教育局公布了被指賬目有問題的六十多家直資學校的名單，佔全部直資學校的九成有多。

有關事件，引起全港家長及市民關注，乃意料中事。直資學校不同於官立及津貼學校之處，是校方一方面可以按學生人數獲得政府的直接資助，按年級每人每年由三萬至六萬元不等，但同時又可以自行收取學費，以作推行各項教學試驗、建設校舍及校外活動之用，在校政上具有較大的自主權及彈性。因此自九〇年代初推出以來，眾多辦學團體包括不少傳統名校，紛紛申請加入，由私校或津校轉為直資，家長對此也大表歡迎。

在此情況下，上週發表的審計署第五十五號報告，首次提出了直資學校賬目不清、管理混亂的問題，能不令各方嘩然？據「報告」指出，直資學校存在的問題包括：學校擁有巨額盈餘，如儲備有高達一千五百萬至六千萬元者，但校方卻年年申請加學費；又有聲稱赤字其實卻有盈餘，還有把一些宴會開支算入政府賬內，甚至扣減學生的免費學額及獎學金，收取飯盒供應商的「捐款」，更有校方動用七千萬元儲備去買基金炒股票……

毫無疑問，光從審計報告列舉的這些事例看，有關校方在財政管理上顯然存在可質疑之處，校方有必要向立法會及家長作出清楚交代，關鍵是有關開支或投資活動是否有依章向校董會作出申請及得到批准？過程是否透明？還是黑箱作業、違規操作，以至於有人「過水濕腳」、中飽私囊？這都是需要查個清楚、弄個明白的。

另一方面，作為教育當局，對直資學校的財政問題，亦負有不可推卸的監管責任，到底有關校方在申請加學費時是否有如實提交各項開支及盈餘狀況？相關條例是否有過於寬鬆之嫌？將辦學盈餘投資基金股票是否符合學生及家長利益？……種種情況，教育局也有向立法會及市民、家長作出解釋的必要。

毫無疑問，在辦學模式上，容許直資學校存在一定的彈性不是一件壞事，也沒有必要事無大小、用個一千幾百都要向教育局申請審批，但直資用的是納稅人公帑，監管辦學質量及人員操守誠信更是教育局權責所在，不容疏忽大意。至於事件中如確有違規違法行為存在，那



直資學校議會主席兼福建中學校長林建華（右）與副主席招祥麟（左）出席記者會，解答直資學校財政管理問題

就只能有一種後果，就是依法辦事。

另一方面，對辦學團體和校方人員來說，辦學是基於一種信念、一份愛心和「傳業解惑」之道，財政上也必須光明磊落和向師生家長負責，如明明有盈餘為何還要加學費？大量儲備有何用途？都必須開誠布公向家長講清楚，不能把盈餘當作「私產」，把每月交學費的家長蒙在鼓裡。

事件中，一個重要的原則是依法辦事、如實處理，一般的猜測、指責則並無必要。如有傳媒報道提及某校方用四萬元來建「狗屋」，後校方澄清這是因為學校位於新界鄰近邊境的地區，過去屢有非法入境者潛入，因此需要飼養數頭狗隻以及安裝防範設施，並不是養狗玩樂，如此所謂「四萬元建狗屋」之說就有不盡不實之嫌了。本港直資學校的整體形象及辦學成績與貢獻必須得到愛護，不容任意抹煞。

2010/11/25 大公報社評

全港73直資校 違規行為逾百

通識記憶體

審計署署長第55號報告，指出全港73間直資學校（除了一間）逾百項違規行為。其中以德望學校、真道書院、德信中學和大埔三育中學最嚴重。

德望學校被指會動用資金投資，以及持有基金及股票，市值超過7000萬元。該校是審計署重點查帳的中學之一，發現該校沒有按教育局的指引，將剩餘收益款項作定期或儲蓄存款，而是將部分款項用來投資金融工具。截至今年2月27日，該校持有市值2800萬元的股票以及4300萬元的基金。

德望學校亦涉及借出25萬元給一間公司，對方至今仍拖欠20萬元借款沒有償還，截至今年6月，雙方仍未達成任何還款協

議，該校也是有關公司的股東。校方亦將未經認可開支項目記入政府經常帳，包括一筆4.2萬元的開支，用於租地及興建狗屋，以供學校養狗防止非法入境者進入校舍，並將3名教師前往上海訪問交流的8400元交通費作公帑報銷。

另外3間被審計署查帳的學校，除已承認動用了1000萬購買3個物業作外籍教師宿舍的真道書院之外，德信中學將用於為員工舉辦周年晚宴的2.9萬元的開支撥入政府帳目。大埔三育中學於2006至2008三個學年，接受飯盒和校服供應商總共5.2萬元捐款。

立法會政府帳目委員會展開聆訊前夕，4校分別透過發聲明、開家長會解畫，德信、三育和德望承諾改進，真道家長會則力撐校方。