

Chinese Values

先哲之思

环境影响教育：孟母三迁
(mèng mǔ sān qiān)

Environment Impacts Education:
Three Moves by Mencius' Mother

在中国教育史上，有个广为传颂的故事——孟母三迁。其出自《列女传》，讲述了孟子的母亲为了让孟子有良好的学习环境，不断迁居的故事。起初，孟子的家靠近墓地，孟子就经常模仿别人办丧事，时常跪在地上，嚎啕大哭。孟母看到后觉得那里不适合教育儿子，于是就搬迁到市集附近。然而，市集的喧嚣无法让他专注于学习，反而频频模仿起商人做生意。于是，孟母再次决定搬家。这次，她把家搬到了学校附近。从那以后，孟子就开始认真学习，最后成为了伟大的思想家。优质的教育资源和积极的学习氛围会对儿童成长产生积极影响。即便在现代社会，仍有许多中国家长为了子女择校而煞费苦心。

In the history of education in China, there is a well-known story – 'Mencius' mother moved three times.' The tale originated from 'Biographies of Exemplary Women'. It tells the story of how Mencius' mother kept moving their home to provide Mencius with a conducive learning environment. Initially, they were living near a cemetery, so Mencius used to imitate funeral rites, often kneeling on the ground and crying. Upon seeing this, his mother felt that it was not a suitable place to educate her son, so she moved to a market area. However, the bustling market could not make him concentrate on his studies, and instead, he frequently imitated merchants doing business. So, Mencius' mother decided to move again, this time near a school. From then on, Mencius began to study seriously and eventually became an accomplished philosopher. Quality educational resources and a positive learning atmosphere have a significant impact on children's development. Even in modern society, there are still many Chinese parents who strive to choose suitable schools for their children.



Image: Collaborative Learning
图片来源: 协作学习

Source: <https://acsieu.org>
图片来源: <https://acsieu.org>

Quality Schools ...

Foster Collaborative Learning

'Collaborative learning' is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most centre on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. Collaborative learning represents a significant shift away from the typical teacher-centred or lecture-centred milieu in classrooms. In collaborative classrooms, the presenting/listening/notetaking process may not disappear, but rather it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students. To learn new information, ideas or skills, students must work actively with them in purposeful ways. They need to integrate this new material with what they already know or use it to reorganise what they thought they knew. In collaborative learning situations, students are not simply absorbing new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing, of constructing meaning, and creating something new, are crucial to learning.

Adapted from Barbara Leigh Smith and Jean T. MacGregor, *What is Collaborative Learning?*

优质学校

促进协作学习

“协作学习”是一系列教育方法的统称，指学生之间或师生之间的合作学习。通常情况下，学生两人或多人一组在学习过程中共同探索、共享发现的信息、解决方案及意义，完成学习任务。协作学习活动千差万别，但大多数是以学生对课程材料的探索或应用为中心，而不是仅以教师对材料的介绍或讲解为主。协作学习是一个重大转变，改变了以教师为中心或以讲授为中心的典型课堂教学。在协作式课堂中，讲课/听讲/记笔记等方式并未消失，而是与其它基于学生对课程材料的讨论和积极应用的教学方法并存。采用协作式学习方法的教师往往不把自己视为向学生传授知识的专家，而是更多地把自己当作学生的知识体验设计专家。学生必须目标明确地与教师积极合作，才能学习新的信息、理念或技能。他们需要将新材料与已学知识相结合，或者利用这些新材料重新组织他们自认为已经掌握的知识。在协作学习过程中，学生并不是简单地接收新信息或理念，他们还要利用这些新信息和理念创造新事物。知识加工、意义建构和创造新事物等活动对学习至关重要。

改编自 Barbara Leigh Smith 和 Jean T. MacGregor 的《什么是协作学习？》



Pedagogy of the Week

教学之道

All successful schools experience 'implementation dips' as they move forward with new and innovative ideas. The implementation dip is literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. Leaders who understand the implementation dip know that people are experiencing two kinds of problems when they are in the dip. The first is a social-psychological fear of change, while the second is a lack of technical know-how or skills to make the change work. Leaders who are sensitive to the implementation dip combine diverse styles. They still have an urgent sense of moral purpose and still measure success in terms of results, but they do things that are more likely to get the organisation going and keep it going.

Adapted from Michael Fullan, *Leading in a Culture of Change*

所有成功的学校在推行新的创新理念时都会经历“执行力低谷”。顾名思义，执行力低谷指在面对需要新技能和新理解的创新时所出现的表现力及自信心下降的情况。了解执行力低谷的领导者明白，人们在经历执行力低谷时会面临两个问题。首先是对变革的社会心理恐惧感，其次是缺乏实现变革的技术知识或技能。对执行力低谷具有敏感认知的领导者会结合两种领导风格：他们会保持紧迫的道德使命感并坚持以结果来衡量成败，但他们的所作所为更有可能使组织顺利运转并不断发展。

改编自迈克尔·富兰《引领变革文化》



Book of the Week

读万卷书

Running the Room, by Tom Bennett

《管理房间》—— Tom Bennett

How students behave, socially and academically, dictates whether they will succeed. Every child comes to the classroom with different skills, habits, values, and expectations. There is no point telling a child to behave; behaviour must be taught. *Running the Room* is the teacher's guide to behaviour. Practical, evidence-informed, and based on the expertise of great teachers from around the world, it addresses the things teachers really need to know to build the classrooms children need.

学生的社交和学习行为决定了学生的成败。每个孩子进入课堂时，都身怀不同的技能、习惯、价值观和期望。仅口头要求孩子们注意行为举止是没有意义的，他们需要教导。《管理房间》是一本面向教师的行为指南。该书实用性强，以事实为依据，以世界各地优秀教师的专业知识为基础，帮助教师了解如何打造学生真正需要的课堂。



Image: Course Provider: Inspired Teaching
图：课程提供：启发式教学

Free Professional Courses 免费专业课程

Assorted Courses 课程集锦

Inspired Teaching Institute offers free, professional development for teachers and school leaders. The courses are designed to move participants beyond passive professional learning. Inspired Teaching aims to teach teachers with a holistic approach. All Institute sessions, both in-person and online, are fully interactive. Online sessions are 'cameras on' and 'mics unmuted' so participants can get to know, and interact with one another. Participants are not limited to sitting and listening, rather they are encouraged to be active throughout the courses. The organisation also encourages teachers to register with colleagues to deepen learning and create space for growing ideas as a community. Certificates of completion are provided for all participants. Upcoming courses include 'Student-Centred Reflection Tools', in which participants will practise mindfulness exercises they can share with students and colleagues, explore a variety of feedback tools that they can use with students and families, and plan activities that enable students to reflect on their own learning journeys.

“启发式教学”机构（Inspired Teaching Institute）专为教师和学校领导提供专业发展课程。这些课程旨在帮助参与者摆脱消极的专业学习。该机构的目的是为教师提供全面教学。该机构的所有线下和线上课程都是全互动模式。线上课程要求所有学员打开摄像头和麦克风，帮助学员相互了解和互动。这些课程不要求学员端坐听讲，而是鼓励他们全程积极参与。该机构还鼓励教师与同事一起报名参加，以深化学习，并形成社群，为思想发展创造空间。课程结束后，所有学员都将获得结业证书。该机构即将推出的课程包括《以学生为中心的反思工具》。在该课程中，学员将实践可与学生和同事分享的正念练习，探索各种可用于学生和家长的反馈工具，并规划活动，帮助学生反思自己的学习旅程。



Learning through the Community & Environment

行万里路

The Marine Stewardship Council is an international non-profit organisation. They recognise and reward efforts to protect oceans and safeguard seafood supplies for the future. Visitors to their website can download a selection of free curriculum-linked lesson plans and resources for geography and science classrooms. In addition to short films, lesson plans, quizzes, and resources for younger learners, teachers are advised to examine The Marine Stewardship Council's 'games and activities for classrooms' website sections, which include film resources, group activities, and experiments that complement their other learning resources.

海洋管理委员会是一个非营利性国际组织。该组织认可并嘉奖为了保护海洋和保障未来海产品供应所做的努力。访客可在其官网上下载与课程相关的免费的地理、科学教案及资源。除了针对低年级学生的短片、教案、测验和资源外，教师还可以查看海洋管理委员会网站中的“课堂游戏与活动”板块，里面含有各种小组活动和实验，可与其它学习和电影资源结合使用。



Image: Marine Stewardship Council
图：海洋管理委员会

Teacher of the Week

见贤思齐



Image: Michael Soskil
图: Michael Soskil

美国教师 Michael Soskil 打造了一个全球课堂，利用技术让学生参与国际项目。他的学生与 70 多个国家和国际空间站进行过交流互动。他的学生为肯尼亚内罗毕的基贝拉贫民窟筹集了 12000 美元，用于购买滤水器。他们还用数学课换肯尼亚学生的斯瓦希里语课。Michael 的学校虽然位于贫困地区，但其学生的测试成绩超过了州平均水平。Michael 是微软创新教育专家、非政府组织顾问，荣获数学和科学教学卓越总统奖，并被全球教师奖评为全球十大教师之一。

Michael Soskil (USA) has created a global classroom that uses technology to connect his students to international projects. His students have interacted with over 70 countries and the International Space Station. Soskil's students have achieved real-world success by raising more than \$12,000 for water filters for Nairobi's Kibera slum. They have traded mathematics lessons for Swahili lessons with students in Kenya. Soskil's school has exceeded state averages in tests, despite poverty in the area. He is a Microsoft Innovative Educator Expert, NGO advisor and has received the Presidential Award for Excellence in Mathematics and Science Teaching. He was named one of the top 10 teachers in the world by the Global Teacher Prize.



Article of the Week

篇章见真知

The shared reading of digital storybooks with young children: Parents' perspectives, Nicholas and Paatsch (2023)
《与幼儿共读数字故事书：家长视角》—— Nicholas 和 Paatsch (2023)

The possibilities and challenges of digital technologies for young children are widely documented. However, parental guidelines place greater emphasis upon potential harms, advocating that parents limit their children's screen time, or advise that parents simply read digital texts as they would a printed text. This article suggests that advising parents to limit screen time may result in parents avoiding the use of digital texts when shared reading with their child.

数字技术给幼儿带来的可能性与挑战已广为人知。然而，面向家长的指南更多强调了数字技术的潜在危害，主张家长限制孩子的屏幕时间，或建议家长像朗读纸质文本一样给孩子朗读数字文本。本文认为，建议家长限制屏幕时间可能会导致家长在与孩子共同阅读时回避使用数字文本。

高质量教学可提高学生成绩，而有效的专业发展（也称专业学习）则是提高教学质量和学生成绩的重要课堂工具。为提高学生成绩，我们应认真关注专业发展和专业学习的设计。设计和挑选专业学习与发展机会的人尤其应当注重方法。方法是专业发展和专业学习的核心要素，它们是可见和可复制的，方法的缺失会削弱活动效果。最重要的是，它们有人类行为研究证据的支撑。在教学以外的情境中，它们也能为实践带来改变。方法可包括重温已学内容，设定目标，提供反馈和制定行动计划。正挑选专业学习和发展活动的人应对活动项目的方法进行挑选；设计活动项目的人应将方法纳入其设计中。同时还应慎重考虑，确保专业学习和发展活动具备研究依据，活动内容来源可靠。领导必须确保专业学习和发展活动能够有效积累知识、激励员工、发展教学技巧和融入实践。促进有效专业学习和发展的方法可根据以上四大要素进行分类。专业学习和发展活动应力求从这四大类方法中各选一个方法。为了积累知识，活动可采用认知负荷管理和重温已学知识等方法。为了激励员工，活动可采用以下方法：设定目标并就目标达成一致，提供来源可靠的信息，给予肯定，在取得进步后进行巩固。为了发展教学技巧，活动可采取提供指导、提供社会支持、提供示范、给予监督与反馈和安排演练等方法。为了融入实践，活动可利用以下方法：提供提示与线索，推动行动计划制定，鼓励监督，根据具体情况进行重复。

改编自英国教育捐赠基金会 (EEF) 《有效专业发展指导报告》



The Profession 术业专攻

How to Select Professional Learning/Development Opportunities

High quality teaching improves student outcomes, and effective professional development (sometimes referred to as professional learning) offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve student outcomes, careful attention should be paid to how professional learning and development are designed. In particular, those who design and select learning and development opportunities should focus on mechanisms. Mechanisms are the core building blocks of professional development and learning. They are observable, can be replicated, and could not be removed without making the activity less effective. Crucially, they are supported by evidence from research on human behaviour. They have been found in contexts beyond teaching to change practice. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. Those who select professional learning and development activities should seek mechanisms in prospective programmes; those who design such programmes should include mechanisms in their design. Careful consideration is required to ensure that professional learning and development activities are evidence-based, and that content is drawn from trusted sources.

Leaders must ensure that professional learning and development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. These four elements can be used to categorise the mechanisms that comprise effective professional learning and development. Planned activities may aspire to include a mechanism from each of these four groups. In order to *build knowledge*, planned activities can include mechanisms such as managing cognitive load and revisiting prior learning. In order to *motivate staff*, planned activities can include mechanisms such as setting and agreeing on goals; presenting information from a credible source; providing affirmation; and reinforcement after progress. In order to *develop teaching techniques*, planned activities can include mechanisms such as instruction; social support; modelling; monitoring and feedback; and rehearsal. In order to *embed practice*, planned activities can include mechanisms such as providing prompts and cues; prompting action planning; encouraging monitoring; and prompting context specific repetition.

Adapted from the Education Endowment Foundation (EEF), *Effective Professional Development, Guidance Report*

Teaching Tip of the Week

教学技巧

Surprisingly, students are often more discriminating about teachers than supervisors and school leaders are. Moreover, they are often accurate in their discrimination. Perhaps it is no wonder that there is increasing concern about student engagement. All is not rosy with teachers, teaching, and schooling. It is sobering to realise that we have a teaching cohort that is average, at best, in the eyes of most students. It is sobering to realise that each child will meet only a few teachers who they will consider to have a lasting and positive effect on them. It is sobering to realise that these teachers will be remembered not because they taught social studies or mathematics but because they cared about teaching the students their passion for their subject, gave students confidence in themselves as learners and as people, treated the student as a person, and instilled a love of learning of their subject(s). Are you one of those teachers?

Adapted from John Hattie, Visible Learning

令人惊讶的是，学生可能比督导和学校领导更擅长鉴别教师，而且他们的判断往往很准确。如此一来，越来越关切学生的学习参与度也就不足为怪了，毕竟教师、教学和学校教育都不尽如人意。我们应清醒地认识到，在大多数学生眼中，教师队伍的水平充其量只能算作一般。每个孩子只会遇到少数几个他们认为会对自己产生持久积极影响的教师。这些教师之所以被铭记，并不是因为他们教社会科学或数学，而是因为他们注重向学生传递他们的学科热情，教导学生对自己作为学习者和人类的身份充满自信，把学生当作具体的个人来对待，并向他们灌输对学科的热爱。您是这样的教师吗？

改编自约翰·哈蒂《可见的学习》

Resource of the Week

共享资源

The American Association of Chemistry Teachers (AACT) strives to provide teachers of chemistry with the best teaching resources. Most of the Classroom Resource Library is comprised of content from successful teachers who created and shared their own work. Currently there are over 1,100 classroom resources available in the library for K-12 teachers of chemistry to use in their classrooms. The library is organised into three grade bands (elementary, middle and high). A large collection of multimedia resources, including animations and videos are also available for use.

are also available for use. 美国化学教师协会 (AACT) 致力于为化学教师提供最好的教学资源。在其课堂教学资源库中，大部分内容都来自成功的教师，他们创建并分享了自己的作品。目前，该资源库中共有1100多种可供K-12化学教师使用的课堂资源。这些资源分成了小学、初中和高中三个级别，并含有动画和视频等大量多媒体资源。



Image: <https://teachchemistry.org/classroom-resources>
图: <https://teachchemistry.org/classroom-resources>



Image: Wei Huang
图: 黄炜

Meet your Colleague

广交同仁

Name: Wei Huang

姓名: 黄炜

School (Workplace): ISA Liwan

学校(工作地点): 爱莎荔湾学校

Position: Boarding teacher

工作职位: 寄宿老师

Home town: Guangzhou, Guangdong

家乡: 广东广州

Favourite Chinese food: Cantonese

food, Beef hotpot buffet

最喜欢的中国食物: 粤菜, 潮汕自助

牛肉火锅

Favourite foreign food: Meringue française

最喜欢的外国食物: 法式蛋白饼

Fun fact: I'm tall but I'm not good at playing basketball. If you see me holding a basketball on the basketball court, it's more likely that I'm cleaning up the court.

趣事: 我长得高但是不擅长打篮球。如果你看到我在篮球场里拿着篮球, 那我可能是在清理篮球场。



ISA International
Education Group
爱莎国际教育集团

Video of the Week

视界互联

Prioritising Teacher Self-Care is a video from *edutopia* which explains one education system's simple self-care strategy. The school at the centre of the video, Fall-Hamilton Elementary, provides social and emotional support for teachers. This includes a system by which teachers can contact a peer when they need to step outside their class for a minute or two to centre and calm themselves. This video is part of the website's video series on integrated social, emotional, and academic development in Nashville and features key practices from Fall-Hamilton Elementary. The website *edutopia* is the digital face of the George Lucas Educational Foundation, which was launched by the award winning filmmaker in 1991, with a mission to use strategic approaches to improve education.

《重视教师的自我关怀》(Prioritizing Teacher Self-Care) 是教育乌托邦 (*edutopia*) 网站上的一段视频, 介绍了某所学校的自我关怀小策略。视频中的学校 Fall-Hamilton 小学会为教师提供社交和情感支持。该校制定了这样一个制度: 如果教师需要离开教室几分钟, 去集中精神和平复心情, 他们可以呼叫同事帮忙暂时管理课堂。这段视频是教育乌托邦网站关于美国纳什维尔市的社会、情感和学术综合发展系列视频之一, 介绍了 Fall-Hamilton 小学的主要做法。教育乌托邦网站是乔治·卢卡斯教育基金会的数字门户, 该基金会由获奖电影制片人乔治·卢卡斯于 1991 年创立, 其使命是利用战略方法改善教育。



Image: <https://www.edutopia.org/>
图: <https://www.edutopia.org/>

你好！

感恩母爱的中国经典古诗词
Classic Chinese Poems of Gratitude
for a Mother's Love

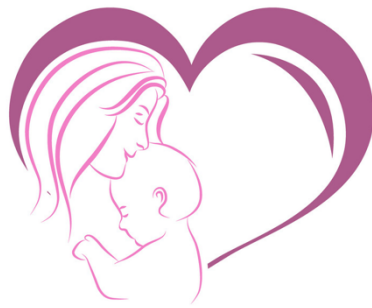
This Sunday is Mother's Day. Here is a classic ancient Chinese poem that recounts the greatness of a mother's love.

Song of the Parting Son
Meng Jiao (Tang Dynasty)

From the threads a mother's hand weaves,
A gown for parting son is made.

Sown stitch by stitch before he leaves,
For fear his return be delayed.

Such kindness as young grass receives
From the warm sun cannot be repaid.



本周日是母亲节，让我们共同鉴赏一首吟诵母爱之伟大的中国经典古诗词。

Yóu zǐ yín
游子吟

Mèng jiāo (táng)
孟郊 (唐)

cí mǔ shǒu zhōng xiàn , yóu zǐ shēn
shàng yī 。

慈母手中线，游子身上衣。

lín xíng mì mì féng , yì kǒng chí chí
guī 。

临行密密缝，意恐迟迟归。

shuí yán cùn cǎo xīn , bào dé sān chūn
huī

谁言寸草心，报得三春晖。

Character of the Week 汉字中国

妈

“妈”，读作 mā，用于称呼母亲。“妈妈”的发音在全球范围内具有一定的相似性。语言学家罗曼·雅各布森指出，婴儿能发的第一个音节是“啊”或“mah”，因为这两个音节不需要很复杂的口腔位置，并且与婴儿吃奶时的嘟哝声有关。这种共性导致了不同语言中“妈妈”的发音相似。‘妈’ is pronounced ‘mā’. This character is used colloquially to refer to ‘mother’. Interestingly, ‘Mother’ in many languages sounds similar. Linguist Roman Jakobson pointed out that ‘ah’, or ‘mah’ are usually the first sounds babies reach for because they do not require complex mouth positions. Moreover, ‘mah’ is associated with the murmuring sound a baby makes when it is breastfeeding. This may explain the universality of ‘Mama’.

Image: mā
图：妈



Tips for Foreign Guests in China 国际友人小贴士

如何邀请妈妈等家属来中国游玩？—— Q 字签证

根据入境时间长短，分别有 Q1 和 Q2 两种探亲签证：Q1 是长期团聚签证，停留期为 180 天-5 年；Q2 是短期探亲签证，持此签证入境，最多可在中国停留 180 天。Q1 和 Q2 签证均适用于具有中国永久居留资格的外国人的家庭成员。其中家庭成员包括配偶、父母、子女、子女的配偶、兄弟姐妹、祖父母、外祖父母、孙子女、外孙子女以及配偶的父母。

How to invite your mum or other family members to visit China:
The Q Visa

If you want to invite relatives to visit China, you can advise them to apply for a Q visa. This visa has two options, Q1 and Q2, depending on the duration of the planned visit. Q1 is a long-term reunion visa with a stay of between 180 days and 5 years. Q2 is a short-term family visit visa with a stay of up to 180 days in China. Both Q1 and Q2 visas are applicable to family members of foreigners with permanent residence status in China. Family members include spouses, parents, children, children's spouses, siblings, grandparents, maternal grandparents, grandchildren, and parents of spouses.

Film of the Week 心随影动

《重返 20 岁》Miss Granny

该片是中韩合资拍摄的奇幻爱情喜剧电影，主要讲述了 70 岁的奶奶沈梦君通过在青春照相馆拍照，摇身一变为 20 岁的妙龄少女孟丽君的故事。老奶奶一辈子都没过上梦想中的生活，她喜欢唱歌，却早早结婚有了孩子。想和心上人白头到老，但丈夫却在战争中死去。好不容易将儿子培养成教授，自己也变老了。变回 20 岁的她，重拾音乐梦，邂逅爱情，找回了丢失的青春。如果你能回到 20 岁，会做些什么呢？

This film is a Sino-Korean co-production. It is a fantasy romantic comedy. It tells the story of a 70-year-old grandmother, Shen Mengjun, who transforms into a 20-year-old girl, Meng Lijun after taking photos at a photo studio. The grandmother has never lived the life of her dreams; she loves singing, but got married and had children when young. She wanted to grow old with her true love, but her husband died in a war. After raising her son to become a professor, she grew old. Turning back to 20, she regains her passion for music, encounters love, and finds her lost youth. If you could go back to being 20, what would you do?

Song of the Week 华夏之乐

《是妈妈是女儿》黄绮珊&希林娜依·高
It's mum and daughter Huang Qishan & Curley Gao

歌曲采用隔空对话的方式聚焦母女间未曾言明的爱意，分别从妈妈和女儿的视角唱出了各自的心里话，表达了对彼此的牵挂。歌词虽朴实无华，如妈妈关心地问“早上吃饭了吗，按时睡觉了吗，原谅我只懂这样参与你生活”，女儿随即回答“可是我都没做得到所以不说话”，在这一来一回的沟通中，传递着含蓄的情感。“放手如果是一门功课，妈妈一生没考过”，希望大家能拥有大声表达爱意的勇气！

This song focuses on the unspoken love between a mother and daughter in the form of a distant dialogue. Singing from the perspectives of the mother and daughter, they express their innermost thoughts and their attachment to each other. Though simple, the lyrics implicitly convey complex and loving emotions. Examples include when the mother asks *Have you eaten breakfast? Are you sleeping on time?* And says *Forgive me for only knowing how to participate in your life like this*, while the daughter responds, *But I haven't done it, so I stay silent, and If letting go is a subject, mum will never pass the test in her life*. We hope everyone can find the courage to express their love out loud.

What's On – Guangzhou & Guangdong

悦游粤精彩

A Constellation of Cities: Contemporary Art and Experiment in Southern China and Beyond, May 1 until October 31, Guangdong Museum of Art (BAIETAN), 19 Bai'etan South Road, Liwan District. This exhibition seeks to incorporate core domestic urban clusters such as Beijing and Shanghai into a comparative framework, extending to Southeast Asia and Western art fields with Eastern influences. Through mutual reflection, it aims to explore the diversity of 'Southern' cultural and artistic networks and the contours of cross-border exchanges and connections. In fact, the interweaving of diverse centres is becoming a cultural trend, forming constellations that gather into chains, which in turn form networks, erasing rigid boundaries. 'Southern' is not only based on geographical cognition but also transcends this regional construction, representing a creative perspective. It leads visitors into the diverse and complex jungle of artistic practices and connections with history, thought, and culture.

Explore Guangdong

漫游广东

Why not mix weekend travels with Francophone Quebecois folk music? If you fancy visiting The Goat in Panyu district, Guangzhou tonight (May 10th) or Friends Bar and Club in Zhongshan tomorrow night (May 11th) you can also enjoy the rhythmic melodies of Sara Dufour. Dufour's band is well known on the scene since a breakthrough moment when they performed in front of 90,000 people at a summer festival in Québec City, opening for legendary francophone rock group, Les Cowboys Fringants.

这周末大家何不来一场魁北克法语民谣音乐体验? 如果大家在今晚(5月10日)前往番禺区的山羊北美运动餐吧, 或者在明晚(5月11日)前往中山的知己酒吧, 就可以欣赏到加拿大民谣女歌手 Sara Dufour 带来的优美旋律。Dufour 的乐队曾在魁北克市的一场夏日音乐节上为传奇法语摇滚乐队 Les Cowboys Fringants 开场献唱, 为九万观众呈现了一场突破性的演出, 并由此在音乐界走红。

5月1日至10月31日, 广东美术馆(荔湾区白鹅潭路19号白鹅潭馆区)将举办《城市链——风起南方的艺术实验大展》。本展览试图将北京、上海等为核心的国内城市群纳入比照的框架, 并扩展至东南亚、亚洲以及具有东方因素的西方艺术场域, 希望在相互映照中, 探讨南方文化艺术网络的多样性和跨际交流及连接的形廓。事实上, 多元中心的交织正成为文化趋向, 它们星星点点, 集结成链, 由链又成网, 消弭了僵化的边界。“南方”一方面是基于地理认知, 另一方面则超越了这种区域化的建构, 更多的是代表一种颇具创造力的视角。它将引领着我们走进那纷纭庞杂的艺术实践以及与之深刻勾连的历史、思想、文化的关系丛林。

Wuhan Corner

邂逅武汉

Did you know that the Central China floods of 1931 are generally considered the deadliest natural disaster ever recorded? From 1928 to 1930, central China suffered a long drought. However, heavy snow in the winter of 1930/31 was followed by heavy rains during spring and summer. On average, two cyclones occur per year in the region, but nine hit in July 1931 alone. The high watermark was reached on August 19 at Hankou, modern-day Wuhan, when levels were 16 metres above normal. The death toll is estimated at between 3.7 and 4 million people, with a further 30 million affected. 大家知道 1931 年发生在华中地区的洪灾或许是中国历史上最致命的自然灾害吗? 1928 年至 1930 年, 华中地区遭遇了长时间干旱。然而, 1930 年至 1931 年冬天, 气候特别寒冷, 在河流上游留下了大量积雪和冰块。大量浮冰在春天融化, 与夏季暴雨汇合, 导致水位上涨。长江流域地区每年平均会有两次飓风, 但光在 1931 年 7 月就出现了 9 次飓风。是年 8 月 19 日, 汉口, 即现今武汉的水位暴涨, 比平时提高了 16 米。洪灾死亡人数估计为三千七百万到四百万人, 另有三千万人受灾。

World Food Corner

食遍天下

Salud, 76 Fenghuang North Road, Huadu District

赛鹿西班牙餐厅, 花都区凤凰北路 76 号

Salud is a great option for anyone who enjoys a good taco. However, for those in search of a real bargain, why not indulge in the weekly *Taco Tuesday* extravaganza at Salud. Choose from a delightful array of tacos, including Tropical, Halal-lujah, Veggie, Freakinbueno, and Meaty options including Birria, Pork, and Beef Brisket. All of these tacos are sold at irresistible prices of ¥10 and ¥15 every Tuesday. So why not treat yourself to a taco feast every Tuesday and savor the burst of flavors?

喜欢塔可(墨西哥卷饼)的朋友绝对不能错过赛鹿西班牙餐厅。想要花小钱吃大餐的朋友不妨参加赛鹿每周二的塔可大餐活动。活动当天赛鹿将推出一系列美味塔可, 比如热带塔可、清真塔可、蔬菜塔可和 Freakinbueno, 以及炖肉塔可、猪肉塔可和牛腩塔可等肉类塔可。每周二, 这些美味塔可只需 10-15 元不等。所以, 大家不妨在每周二犒劳一下自己, 肆意享受美味的塔可。

Local Food Corner

中华美食

白天鹅宾馆

White Swan Hotel

广州市沙面南街 1 号

1 Shamian South Street, Guangzhou



白天鹅宾馆

WHITE SWAN HOTEL

白天鹅宾馆置身于充满历史色彩的沙面, 1983 年开业至今曾接待过 40 多个国家的近 200 位元首和名人政要, 包括伊丽莎白女王、尼克松总统、比尔盖茨等。宾馆有多间风格各异的餐厅和酒吧。其中玉堂春暖自 2018 年起, 连续六年获得米其林一星餐厅荣誉, 主打独具岭南味道的广府粤菜; 宏图府供应传统粤式早茶; 流浮阁主推环球自助美食; 月兔吧提供鸡尾酒、葡萄酒; 美食屋则供应各类甜品、蛋糕、雪糕等。

The White Swan Hotel is situated in Shamian, an area full of history. Since its opening in 1983, it has hosted nearly 200 heads of state and notable figures from more than 40 countries, including Queen Elizabeth II, President Nixon, and Bill Gates. The hotel features several unique restaurants and bars. Among them, the Jade River restaurant has held a Michelin one-star rating since 2018. It specialises in authentic Cantonese cuisine. Meanwhile, Hongtu Hall offers traditional Cantonese dim sum; the River Café offers a sumptuous, international buffet in an impressive open-kitchen style setting; the Moon Rabbit Bar serves cocktails and wines; and the Deli shop offers a variety of desserts, cakes, and ice creams.

Name the Country 看图识国

Last Week's Answer 上期答案 – Vietnam 越南

