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Mr. Lee's Commentary and Dairy



Inside C2

# Southern DAILY

Make Today Different

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## An energized Trump appears in public for first time since COVID-19 diagnosis



U.S. President Donald Trump stands on a White House balcony speaking to supporters gathered on the South Lawn for a campaign rally that the White House is calling a “peaceful protest” in Washington, U.S., October 10, 2020. REUTERS/Ken Cedeno

WASHINGTON (Reuters) - Boasting about his achievements and hurling unsubstantiated allegations against his opponents, U.S. President Donald Trump appeared back to his old self as he addressed supporters at the White House in his first public appearance since being diagnosed with COVID-19.

U.S. President Donald Trump stands on a White House balcony speaking to supporters gathered on the South Lawn for a campaign rally that the White House is calling a “peaceful protest” in Washington, U.S., October 10, 2020. REUTERS/Ken Cedeno

Standing alone and not wearing a mask, the Republican president spoke from the White House balcony at an event called “a peaceful protest for law & order,” urging a crowd of largely Black and Latino supporters to help get out the vote in the Nov. 3 presidential election.

His appearance - amid continued questions over whether he is still contagious - is seen as a first step toward resuming full campaigning next week, with events planned in Florida, Pennsylvania, and Iowa, on Monday, Tuesday, and Wednesday, respectively.

Speaking firmly and without hesitation, Trump delivered a shorter-than-usual campaign speech, hailing his record in fighting crime and boosting the U.S. economy, while slamming Democrats as supporters cheered. A flesh-colored bandage was visible on his right hand.

The White House has not released the results of Trump’s latest COVID-19 test and has declined to say when he last tested negative. A White House spokeswoman said on

Friday that Trump would be tested for COVID-19 and would not go out in public if it was determined he could still spread the virus.

Earlier this week Trump’s doctor, Dr Sean Conley, cleared Trump to resume public engagements.

It was the first public event Trump has held since he was released from a three-night stay in hospital on Monday, when some observers watching his return to the White House said he appeared at times to be short of breath.

The White House has released videos and Trump has called into television shows since then, but this was the public’s first chance to see the president live.

**PANDEMIC HANDLING**

Trump delivered a wide-ranging speech that touched on scraping former President Barack Obama’s healthcare reform law, popularly known as Obamacare, criminal justice reform, and the state of the economy.

But opinion polls increasingly show that as Election Day approaches, voters see Nov. 3 as a chance to cast a vote on Trump’s handling of the coronavirus pandemic that has killed more than 210,000 Americans.

Trump and his administration have faced widespread criticism for their handling of the pandemic, as well as for a lax approach to mask-wearing and social distancing in the White House and - in recent days - confusing messages about how ill the president has been.

Democrats and some commentators criticized Saturday’s White House event for potentially exposing a new batch of supporters to the virus and for using a federal building as an election prop.

Asked about it in New Castle, Delaware, Biden said he hoped that Trump and his supporters were taking precautions.

“They should be socially distant and wearing masks,” he said. “It’s the only responsible thing to do.”

Republican Tom McCullagh, who is running for a state senate seat in Illinois and flew to Washington for Trump’s event, said he was not worried about catching the virus.

“If the president felt it was safe enough for him to hold a rally, I trust his judgment,” McCullagh told Reuters.

McCullagh wore a mask and kept his distance from other participants but said he and a friend did not have their temperature taken before entering the White House grounds. Sources familiar with planning for the event had said that all participants would be screened for possible COVID-19 symptoms and have their temperature taken.



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# North Korea unveils ‘monster’ new inter-continental ballistic missile at parade



SEOUL (Reuters) - North Korea unveiled previously unseen intercontinental ballistic missiles at an unprecedented predawn military parade on Saturday that showcased the country’s long-range weapons for the first time in two years. Analysts said the missile, which was shown on a transporter vehicle with 11 axles, would be one of the largest road-mobile intercontinental ballistic missiles (ICBMs) in the world if it becomes operational.

“This missile is a monster,” said Melissa Hanham, deputy director of the Open Nuclear Network.

Also displayed were the Hwasong-15, which is the longest-range missile ever tested by North Korea, and what appeared to be a new submarine-launched ballistic missile (SLBM).

Ahead of the parade, which was held to mark the 75th anniversary of the founding of its ruling Workers’ Party, officials in South Korea and the United States said Kim Jong Un could use the event to unveil a new “strategic weapon” as promised earlier this year.

A senior U.S. administration official called the display of the ICBM “disappointing” and called on the government to negotiate to achieve a complete denuclearization. The parade featured North Korea’s ballistic missiles for the first time since Kim began meeting with international leaders, including U.S. President Donald Trump, in 2018.

The U.S. official said Washington was holding fast to four commitments made by

Trump and Kim at their historic meeting in June of that year, including a pledge by Pyongyang to “work toward complete denuclearization of the Korean peninsula.”

Kim made no direct mention of the United States or the now-stalled denuclearization talks.

“We will continue to build our national defence power and self-defensive war deterrence,” Kim said, but vowed that the country’s military power would not be used preemptively.

Kim blamed international sanctions, typhoons, and the coronavirus for preventing him from delivering on promises of economic progress. “I am ashamed that I have never been able to repay you properly for your enormous trust,” he said. “My efforts and devotion were not sufficient to bring our people out of difficult livelihoods.”

The video showed Kim make an appearance as a clock struck midnight. Dressed in a grey suit and tie, he waved to the crowd and accepted flowers from children while surrounded by military officials in Pyongyang’s recently renovated Kim Il Sung Square.

Kim spoke for nearly half an hour, often visibly sweating despite the cool morning air, shedding tears when thanking the troops, and smiling and laughing as he watched the missiles.

The parade was highly choreographed,

with thousands of troops marching in formation, displays of new conventional military equipment including tanks, and fighter jets launching flares and fireworks.

Experts said that the new, larger ICBM is likely designed to carry multiple independent reentry vehicles (MIRVs), allowing it to attack more targets and making interception more difficult. Michael Elleman, director for Non-Proliferation and Nuclear Policy at the International Institute for Strategic Studies, estimated on Twitter that the new large missile could potentially deliver 2,000-3,500 kg “to any point on CONUS,” making it more capable than Soviet R-16 or R-26 ICBMs that were never deployed.

The new ICBM is likely intended to dispel doubts about North Korea’s ability to strike the continental United States, and an implicit threat that they are preparing to test the larger missile, said Markus Garlauskas, a former U.S. intelligence officer for North Korea.

“If the Hwasong-15 could carry a ‘super-large’ nuclear warhead to anywhere in the U.S., then the natural question is what can this larger missile carry?,” he said.

Pyeongang is widely expected to test the larger missile in coming months, said Riki Ellison, founder of the non-profit Missile Defense Advocacy Alliance, sending a message to both Trump and his Democratic challenger Joe Biden.

Stay Home!

# BUSINESS

Wear Mask!

## Best School Bus Safety Guidelines For The COVID19 Pandemic



Mask mandates, open windows and empty seats can help reduce the spread of the coronavirus. (Photo/Anderson AP)

Compiled And Edited By John T. Robbins, Southern Daily Editor

Short trips. Masks for everyone. Far fewer passengers than before. Those are my top recommendations for how America’s school buses should take kids to and from school during the pandemic. I am a professor of mechanical and aerospace engineering who studies the “flow physics of particles and droplets.” Since March, I have worked with my University of Michigan colleagues to measure COVID-19 risks on the buses college students use to get around our campus. Based on our guidance, those buses now follow routes that take 15 minutes at most to complete, down from as long as 45 minutes before the pandemic. All passengers must wear masks, and the maximum occupancy is half of what it used to be. My recommendations for K-12 buses are similar.



Numerical model showing the flow of air and concentration of aerosols inside a campus

bus. (Photo/graphic Credits/Zhihang Zhang, Jesse Capecelatro, Kevin Maki, Jim Smith and Jason Bundoff) **Airborne droplets** It’s not yet clear what the minimum dose of the coronavirus is to become infected. But it is now established, based on an analysis from recent outbreaks, that the virus is predominantly spreading from one person to another through airborne droplets. Droplets of various size are expelled when you cough, sneeze, sing or even just speak. Large droplets – to be exact, those greater than 50 microns across, about as wide as a human hair – tend to fall within a couple of feet and deposit in the confines of the seat. However, smaller droplets can remain suspended for hours and carry the coronavirus throughout the bus. Air currents generated by heating, ventilation and air-conditioning – often referred to as HVAC systems – are capable of spreading these droplets, which scientists call “aerosols,” from an infected person to other passengers. Open windows bring in fresh air and dilute the overall concentration, greatly reducing the risk of an outbreak. **8 recommendations**

The number of children regularly boarding school buses has plummeted from around 25 million before the pandemic due to the large number of students who are doing remote learning either full-time or several days a week. But some school districts have welcomed students

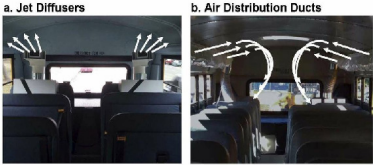


back into classrooms. The Centers for Disease Control and Prevention recently updated its school bus guidance, and several educational transportation trade groups have produced a task force report with detailed guidance of their own. These eight recommendations are best practices for families and school leaders to take into consideration. To be sure, some could prove impractical due to the nature of children and the budget realities in school districts everywhere.

- 1. Require masks** The best way to prevent the spread of COVID-19 on school buses is to ensure that everyone wears masks, which are safe for children 2 and up to use. Not only do masks minimize the number of droplets that escape, they slow down the droplets that aren’t stopped and reduce the distance they can travel – all of which are crucial in close quarters. However, not all masks are equally effective. Loosely folded face masks and bandana-style coverings don’t capture the smallest droplets. Well-fitted masks with multiple layers are best. And no mask works if the wearer doesn’t cover their mouth and nose at all times. For that reason, it would be ideal to ban the consumption of food and beverages aboard buses.
- 2. Make trips brief** Bus trips ideally should take no more than 15 minutes to minimize the risk an infected person will spread the virus. Unfortunately, U.S. school bus rides average about 30 minutes, typically taking even longer in rural areas. Where it’s feasible, school districts should adjust routes to shorten ride times.



- 3. Leave most seats empty** Reducing the number of passengers on buses makes social distancing more viable and decreases the likelihood an infectious person is riding the bus at a given time. The CDC recommends limiting occupancy to one child per row in nonadjacent seats to reduce the risk of a bus ride turning into a superspreader event. Since most standard school buses accommodate around 72 kids, this may mean at most filling buses to one-quarter of their capacity by allowing only about 18 students on board. Keeping most of the kids off the bus will be easier if schools encourage students to walk or bike to school or catch rides with their parents. Following a hybrid approach, with at most half of students attending in person, can also help achieve this goal.
- 4. Keep windows open** Leaving the windows and roof hatches open helps bring in fresh air, reducing the concentration of infectious droplets on the bus and increasing the time children and the driver can be on board. It might not be feasible to keep the windows open when the temperature drops below the freezing point or when it’s raining hard. Students would need to bundle up more than usual in the wintertime and dress for the heat in warmer weather.
- 5. Use specialized air purifiers when windows are closed** These devices, especially high-efficiency particulate air (HEPA) filters, could potentially help reduce the transmission of the coronavirus. Some manufacturers are already retrofitting buses with medical-grade air filtration systems.



- 6. Don’t use AC or heat when bus windows are closed** It’s best to take this precaution because the air-

flow HVAC systems generate can increase the spread of airborne droplets throughout the bus. If the windows are closed, using air conditioning or automotive heating can make everyone on board more at risk of infection. However, when windows are open, HVAC systems can help bring in fresh air and remove any contagion-carrying droplets.

- 7. Protect bus drivers** Drivers require specialized personal protective equipment because of their exposure to each child who enters the bus. In my view, drivers should wear N95 masks, which provide maximum filtration and would extend the time they can spend on the bus before potentially inhaling enough infectious droplets to become ill. Drivers should be frequently tested for COVID-19. Plexiglass barriers between the bus driver and the door, also known as sneeze guards, would help maintain social distancing and minimize exposure. Having additional adults on the bus would increase the risks of infection, but it might otherwise be hard to enforce new bus rules, and monitors are required for the transportation of many students with special needs. Any bus monitors would also require high-grade personal protective equipment.



- 8. Maintain good hygiene** It’s not clear that checking every child’s temperature would be practical or viable, especially on buses without any staff assisting the driver. But all buses should have on board a supply of spare masks for students who forget or lose their own, hand sanitizer dispensers and small touchless trash cans. The education transportation task force recommended cleaning buses between routes, disinfecting vehicles daily and not using a bus for at least 24 hours if it turns out that someone on board had an active COVID-19 case. None of these recommendations will be easy to follow across the board. But it’s clear that there are ways that school districts can reduce the risks tied to school buses for the duration of the pandemic. (Courtesy theconversayion.com)



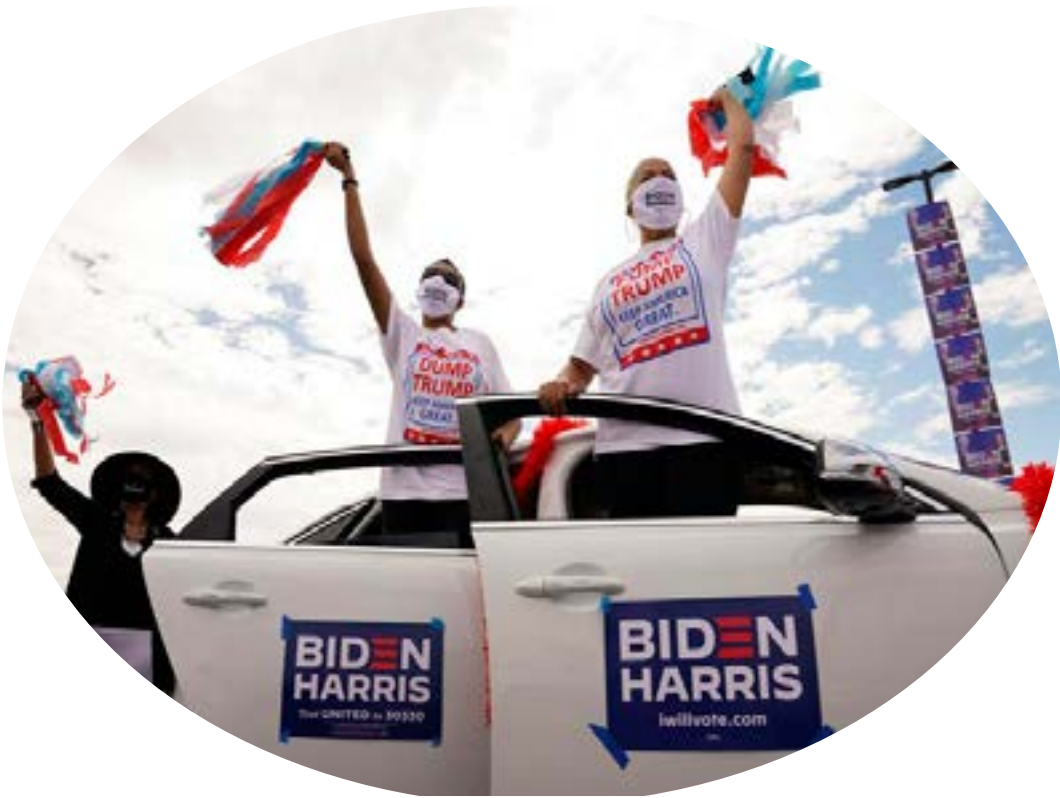
Editor's Choice



Supporters cheer at a drive-in event for Joe Biden at the Southeast Career Technical Academy in Las Vegas, Nevada, October 9. REUTERS/Kevin Lamarque



A participant stands during the playing of the U.S. national anthem during a drive-in campaign event for Joe Biden at the Southeast Career Technical Academy in Las Vegas, Nevada, October 9. REUTERS/Kevin Lamarque



Supporters cheer at a drive-in event for Joe Biden at the Southeast Career Technical Academy in Las Vegas, Nevada, October 9. REUTERS/Kevin Lamarque



Joe Biden poses for a photo with mariachi entertainers during his visit to the East Las Vegas Community Center to speak about the disproportionate ways the coronavirus has impacted Latinos, during a campaign stop in Las Vegas, Nevada, October 9. REUTERS/Kevin Lamarque



Joe Biden listens to vice presidential candidate Kamala Harris speak during a campaign event at a carpenters union in Phoenix, Arizona, October 8. REUTERS/Kevin Lamarque



Joe Biden looks out from the top of the airplane steps as he departs Phoenix, Arizona, October 9. REUTERS/Kevin Lamarque



Joe Biden raises his drink at the Barrio Cafe during a small business bus tour while campaigning in Phoenix, Arizona, October 8. REUTERS/Kevin Lamarque



Joe Biden turns to running mate, vice presidential nominee Kamala Harris, as they speak to reporters in a hangar after they arrived at Phoenix Sky Harbor International Airport in Phoenix, Arizona, October 8. REUTERS/Kevin Lamarque



Today’s Students Are Not The First To Face Remote Learning

## Remote Learning Isn’t New: Radio Instruction In The 1937 Polio Epidemic Was Required



Compiled And Edited By John T. Robbins, Southern Daily Editor

A UNICEF survey found that 94% of countries implemented some form of remote learning when COVID-19 closed schools last spring, including in the United States.

This is not the first time education has been disrupted in the U.S. – nor the first time that educators have harnessed remote learning. In 1937, the Chicago school system used radio to teach children during a polio outbreak, demonstrating how technology can be used in a time of crisis. Outbreaks of scarlet fever, measles, diphtheria, influenza and other communicable illnesses have been documented that regularly closed schools before vaccines greatly reduced childhood diseases.

Responses varied from district to district. During the 1918-19 influenza pandemic, school boards held special meetings to debate the best way to proceed. Chicago, New York and New Haven were among the cities that never closed, using medical inspection and individual quarantine instead, while other schools shuttered for

up to 15 weeks.

School closings typically halted formal learning. For some kids, it meant extra playtime, while others went back to work at home or on family farms. Schools sometimes compensated for lost instructional time by shifting the academic calendar or mandating Saturday attendance.

### Chicago Children To Be Taught By Radio, Press Until Polio Subsides

**Opening of Schools Is Indefinitely Postponed**

Burlington, Ill., Sept. 10.—(AP)—The reports of 16 new cases, including the fatal case of a 4-year-old boy, today in Chicago, continuing with the fear of contracting the disease and other health conditions reported today, forcing of the new date were in Chicago, have in Chicago county outside of Chicago and one each in Cook, Champaign, Kane and Rock Island counties.

### Terse News

**WON SECOND PRIZE**

High Prize, received by Henry Grove of Sterling and raised by River Larkin of this city, won second prize in the high school class of the Oregon horse show this week.

**MINOR COLLISION**

Crew driven by Miss Bennett and Ted Talty, got at the First Hotel golf club, figured in a minor collision at the corner of North Dakota Avenue and Royal Street this morning about 7 o'clock. Neither of the drivers were injured.

**Radio school**

In 1937, a severe polio epidemic hit the U.S. At the time, this contagious virus had no cure, and it crippled or paralyzed some of those it infected. Across the country, playgrounds and pools closed, and children were banned from movie theaters and other public spaces. Chicago had a record

109 cases in August, prompting the Board of Health to postpone the start of school for three weeks.

This delay sparked the first large-scale “radio school” experiment through a highly innovative – though largely untested – program. Some 315,000 children in grades 3 through 8 continued their education at home, receiving lessons on the radio.

By the late 1930s, radio had become a popular source of news and entertainment. Over 80% of U.S. households owned at least one radio, though fewer were found in homes in the southern U.S., in rural areas and among people of color.

In Chicago, teachers collaborated with principals to create on-air lessons for each grade, with oversight from experts in each subject. Seven local radio stations donated air time. September 13 marked the first day of school. Local papers printed class schedules each morning. Social studies and science classes were slated for Mondays, Wednesdays and Fridays; Tuesdays, Thursdays and Saturdays were devoted to English and math. The on-air school day began with announcements and gym. Classes were short – just 15 minutes – providing simple, broad questions and assigning homework.



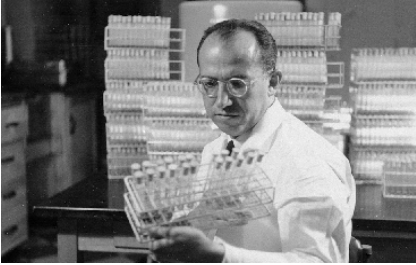
The objective was to be “entertaining yet informative.” Curriculum planners incorporated an engaging commercial broadcasting style into the lessons. Two principals monitored each broadcast, providing feedback to teachers on content, articulation, vocabulary and general performance. When schools reopened, students would submit their work and take tests to show mastery of the material.

Sixteen teachers answered phone calls from parents at the school district’s central office. After the phone bank logged more than 1,000 calls on the first day, they brought five more teachers on board.

News stories reporting on this novel radio school approach were mostly positive, but a few articles hinted at the challenges. Some

kids were distracted or struggled to follow the lessons. There was no way to ask questions in the moment, and kids needed more parental involvement than usual.

In general, media coverage focused on the innovation of the delivery method. Access issues received little attention. Even Superintendent William Johnson didn’t know how many students tuned in for the lessons.



Jonas Salk, developer of a polio vaccine, holds a rack of test tubes in his lab in Pittsburgh in 1954. (AP photo.)

Radio instruction officially ended at the end of September when schools reopened. Though the program ran for less than three weeks, it transformed the role of local radio in Chicago education. The experiment initiated a partnership between the city’s public schools and local radio stations, which was quickly cemented in the formation of the Chicago Radio Council. The council produced educational shows, broadcasted educational conferences and supplemented specific grade-level curriculum.

The partnership also brought more radios into schools, with teachers required to include on-air programs in their lesson plans. It also offered opportunities for students to participate in newscasts, radio round tables and other programming.

**Remote learning 2020**

Fast forward to 2020. When the current pandemic shut down schools last spring, nations around the world instituted remote learning. But many countries used multiple platforms: About three-quarters also offered classes on television and about half used radio learning – which was particularly important in developing nations. Instruction through multiple technologies helps, but many kids simply have no access. Approximately one-third of students worldwide cannot participate in digital or

on-air education because they don’t own a computer, TV or radio, lack reliable internet access or live in remote areas that lie beyond the range of broadcasts.

**Lessons from Chicago**

Chicago’s handling of remote education during its 1937 polio epidemic offers lessons on ways to use technology to address the current educational disruptions. But even where most students have access to reliable internet service, the pandemic has highlighted the mass-scale burdens of the digital divide.



**1930’s: The “Golden Era” of Radio and advent of remote learning.**

One example comes from Southern California, where a survey of 45 school districts found substantial differences in distance learning among children living in high-poverty communities compared with those in more affluent areas. State officials estimate that California’s students need more than a million computers – and additional hot spots.

This highlights the need for funding in the U.S. – and in nations worldwide – to address technological inequalities in schools and to teach educators, administrators, parents and students how to better use digital platforms.

This pandemic could reshape education once school safely shifts back to the classroom. Innovative use of digital tools and platforms could enrich curriculum, provide online makeup material and create new ways to connect with students beyond the traditional modes of learning. It would also reduce the environmental impact from distributed papers and help teachers, students and parents to more easily connect outside of the classroom.

Pandemic teaching may not just be a temporary means to an end. It could ultimately improve education, much like Chicago’s radio experiment in 1937. (Courtesy theconversation.com)



# 中美教育的不同地方

一、为谁而学：

美国教育告诉学生学习是自己的事，让学生自己去想，想学什么东西，因而学生一般学得主动、灵活、高兴。而中国的教育总是要事先给学生做出细致繁琐的各种规定，该学什么，学多少，什么时候学，该怎么学等等，中国的学生视学习为功利，因而习惯于应付，学习是家长、老师的事情，是为升官发财找工作而学，学得被动、教条、无奈。

二、育人目标：

美国不太重视“基础知识”的学习，极其看重学生“创造力”的培养，因而才会有美国白领不会算10减6等于几貌似“可笑”的事情发生，他们觉得要趁孩子年龄小时抓紧培养创造性思维，而中国教育特别重视所谓的“双基

”，重在练“基本功”，不重视对学生创造力和思维能力的培养。美国的学生低分高能，中国的学生高分低能。因而世界500强企业，一般不愿意接收中国学生，在他们看来，中国教育是培养知识的奴仆，而不是在“育人”。

三、课堂：

中国的教育善于给孩子一个总结，把学生教到无问题就好；美国的教育善于给孩子一个启发，把学生教到能不断提出新问题。中国的课堂要举手发言，美国的课堂鼓励自由发言。中国的课堂如果对教师的结论不同意会遭受批评，而在美国的课堂上则受到表扬。中国的课堂讲纪律，美国的课堂讲人权。

四、师生关系：

在中国，一日为师终身为父，孩

子刚踏入学校就知道老师总是高高在上，而在美国教授也没有什么权威可谈的。美国人不承认权威。中国孩子盲目崇拜老师，觉得老师总是对的，中国的老师喜欢保持威严，不苟言笑，美国老师很喜欢和小孩一起聊天，是要好的朋友关系。

考试制度不同

五、考试制度：

美国的考试经常是开卷，孩子们一周内交卷即可，而中国的考试则如临大敌，单人单桌，主监考副监考严防死守。在中国，考试的主要目的是为了淘汰；而美国的考试目的在于寻找自身存在的不足，查漏补缺，以利于今后的发展。

六、班级人数：

中国虽明文规定每班不超过45人，但乡镇及县级学校班级人数平均60人之多，法律并不能约束什么。而在美国，一个班的人数不超过30人，31个人就属于违反教育法，不同的是美国人看重的是诚信——自我信誉度，故不敢越雷池半步。

七、时间：

在一年中，中国中学生有8个月是上课时间，每天11个小时左右的在校时间。美国学生每年只有1000个小时左右。上学时间短、课业负担少，这是让孩子做自己感兴趣的事，孩子有了更多的自由安排时间还能让孩子学习自己安排时间。

八、成绩单：

成绩在美国属于“隐私”。老师给家长看成绩单，他只给你看自己小孩的成绩，不会公布全班的成绩。在中国，行政部门会想方法的公布学校成绩。教师的考核也要看学生的升学率、优秀率。学生从一年级开始就在这样的机制下长达12年之久，心理压力之大是显而易见的。

九、教材：

美国的教材浅显，对孩子没有严格的要求，特别是数学，导致许多

的成年人离开计算机对数字就没了概念，连日常生活的计算都成了难题，看之非常可笑，但是他们注重动手能力、创新能力的培养。我国的教材一味的强调夯实基础，才导致机械重复的作业一堆堆，其结果是造就了一批有一批的高分低能的人才。

十、课外生活：

中国一般不太允许小孩参加真正的社会活动。但在美国小学生一旦走进校门就开始真正参与社会活动了。美国的课外活动是学生自发参与，经费也是大家共同出资、共同寻求赞助。比如，8岁的孩子会帮人家清洗洗衣机，一次8美元，为别人演奏等等，把赚到的钱拿来搞活动。当然并非所有的活动都是为了赚钱，也有很多是打义工的。美国让小孩接触社会环境的方式非常多，他们认为教育即生活。









# 中美教育差异性在哪(上)



『教育不是注满一桶水，而是点燃一把火。』然而，中国的教育还是停留在一味灌输注水的层面，而美国教育却懂得激发学生的学习潜力，思辨思维以及其他潜质。

我来到美国读高中已一年有余。虽然时间不长，中美教育和文化的差异让我仍在体验和探索中。在这些不同的教育文化差异之间，对我影响最大、体会最深的，当属中美学校育人文化的不同了。

首先中美教育体制上的差异最先影响了我——美国的高中没有文理分科，而且在计算总成绩GPA的时候没有主科与副科的区别；每个年级也不是整齐划一的上课，而是根据各个学生的实际情况和爱好来选课，鼓励学生去挖掘、发现自己的兴趣和爱好，因为学的是自己喜欢的课程，哪怕再难也爱学肯学，这样学习就变得轻松和简单了，是热爱而不是负担。成为学校一年一度的体育课明星。

另外一个不同是相对于中国老师们相对单调而死板的教学方式而言，美国老师们的授课风格更加多样化。在生物课上，老师讲课为主，提问为辅；到了历史课，老师则让大家多思考，多发言；而数学课上，老师则因材施教，在帮助所有学生掌握教学大纲中的所有要点的同时，鼓励层次高的学生自行学习，或是在他的辅导下学习更具挑战性的知识。虽然美国老师们的授课方式各不相同，甚至有些老师之间有很大的差距，但是在他们的教育理念当中，有一点是相同的，那就是通过自己的教学以及对学生人格的渲染，让学生能够最终成为对自己有信心，并拥有独立思考与判断是非能力的人。

我在美国上高中一年多来，从老师那里听到的最多的两句话就是“你做的非常好”，以及“我希望你们能往深处思考”。而在中国，在应试教育的影响下，老师往往很难在课上发挥出自己的教育风格和理念，即使有也非常有限；而在激励学生思考这一方面上，中国的老师们可就逊色很多了：在理科课上，老师的目标不是“让学生拥有理性思维”，而是“让学生拥有强大的解题能力”，换言之，就是“让学生找到‘题感’，形成不同的定向思维”，而在更加强调批判性思维的文科课上，国内的绝大多数老师们的目标也依然是向学生们灌输解题方式，以求中高考时能拿到更多的分数。

我在我的母校——北京市海淀区一所中学上学的时候很幸运，因为我遇到了一个能开导学生思维的数学老师，以及立志教会学生们批判性思维的历史老师和政治老师。只可惜，那位数学老师在我初三的时候不得不在中考的巨大压力下低头，转而向我们灌输解题的思维定式；而对于我的历史老师和政治老师来说，在应试的压力下，同学们都要忙著主课考试，能够认真地听每一节她们讲课的人，全班不超过五个（以一个班四十五个人计）。

对于中美教育的文科而言，接受美式教育的学生们的批判性思考能力完胜接受中式教育的学生；但是对于理科而言，美式教育与中式教育各有利弊——接受中式教育的学生的基本功扎实，但在遇到真正需要发散性思维的解答题时，往往会束手无策；而接受美式教育的学生的基本功普遍较弱，但在遇到需要发散性思维的解答题时，有时会想出令人大吃一惊的解答方式；除非你要以做学问位为业，



对于理科而言，美式教育的利大于弊。

成为学校形象大使

在美式教育体制下，每个学生的成绩记录是录像式的，学生的每一次作业和考试都会得到重视，每一次作业、考试的成绩都会记录在案，在总成绩里占有不同的权重，成绩的好坏都会影响到学生的期末总成绩；平日里，每次作业都会被量化、归档，美国老师能十分客观地计算学生的日常成绩；学生必须在最后期限前上交作业，否则就会被扣除相应的分数（在我的学校，一般迟交要扣三十分，有些老师也会扣除五十分）。

这样的话，老师既承认了学生们的付出，也起到了惩罚的作用；而期末考试成绩仅占学期总评成绩的百分之二十，美国的这个考评体系全程记录了学生的学习过程，学生不能够以临阵磨枪的方式，靠考前突击复习冲刺来提高总成绩。

而在中国

如果学生的期中期末考试不够理想的话，就意味着他们一学期的努力也就付诸东流了，平时的作业成绩得不到合理的对待和归档，当在老师计算日常成绩的时候，一般都是以他对学生的印象为主，主观地评分。而对于学生迟交作业一事来说，老师的惩罚措施要不然太重，比如说直接记零分，要不然没有处罚。对于直接被记零分的学生来说，他们的付出和努力没有得到足够的尊重；而对于没有受到惩罚的学生来说，他们就失去了一次领略自己的过错所带来的痛楚的机会。

(未完)



# 中美教育差异性在哪(下)

中式教育系统下采用了照相式的考试方法，到期中期末一考试，分数一出就是这个学期的总成绩，没有反映学生的整个学习过程。对照比较，美式录像般的成绩记录方式更能客观公正体现一个学生的学习成绩和状态。

学校教育的另外一个十分重要的组成部分是对学生良好品质的树立和培养。如果说良好的教育为一个人的成功提供基础和机会的话，那么这个人的品格则直接决定了这个人能否抓住这样的机会，对他尊重 and 做人的诚信是基本的立身之本。

我们学校非常重视学生的品行教育。在课上，老师会教育学生们尊重他人。他们不仅希望学生们在别人说话的时候认真倾听，还有就是十分期望学生们尊重老师和他人的工作成果。

而在这方面上，一直自称为“礼仪之邦”的我们中国人就逊色了许多。举个例子，在美国，当学生们写探索性论文时，他们要引注他们用到的所有文献，甚至包括微博（引注一般包括两部分，第一个部分是在文中指明引用或借鉴的位置，另一个部分是在整文后对整个文献的出处，作者等基本信息的标注），而且学生们在引用或借鉴时会十分小心，因为稍不留神，他们在文章中的引用或借鉴就会被说成是抄袭或剽窃，从而永无翻身之地，因为美国人把信誉和尊重看得很重。

然而到了中国，引用别人的文献是很少有人标注，这就给了学生们“别人的脑力工作成果不需要被尊重”的暗示，而这种暗示，则导致了现在社会上对别人的脑力工作成果的不尊重。加入美国国家高中生荣誉生协会

与中国学校和家长普遍期待孩子的学习成绩能够出人头地不同，美国的学校和家长们更加希望自己的孩子能够成为领导。有趣的是，美国人眼中的“领导”与中国人心中的“领导”是截然不同的两个概念。

在美国人心中，一个leader，也就是领导，并不需要真正成为一个团队的头领，但他应该有优秀的品质，强大的气场，并且各种情况下能够身先士卒，乐于助人，并且通过自己的行动带动别人做正确的事；而在中国人的心目中，领导就是一个团队的头领，就是一个被服务的对象，他需要干的事就是指挥他人，然后自己独享其成。其实在英文里专门有一个词形容这种人，这个词不是“leader”，而是“boss”。

正因为整个美国社会对领导才能的重视，美国学校非常重视对学生领导力的培养。绝大多数美国中学都会设置领导力才能课。虽然这节课是选修课，但是许多学业顾问会“强制”他们心中的“精英苗子”们上这节课。但是到了中国，学校并不不给学生们提供这方面的教育，但是即使提供了，由于不是主课又会有多少学生去认真地听课呢？

美国学校不仅设置课程以培养学生的领导力，而且也重视在课余生活中对学生的能力进行培养。例如我之前建立了一个乒乓社团，遇到过有关领导方式的一些问题，当我在尝试自己解决问题但又觉得无从下手的时候，我向我的生活老师求助。他首先肯定了我的工作，给我分析情况，再对



我这个问题给出了几种不同的解决方法，并让我结合具体形势，自行选择。他在帮助我解决问题的同时，鼓励我，并且培养我的领导经验，从而提升我的能力，经历了一些波折我在我们学校建立了乒乓

球社。与中国和世界上其他国家相比，美国的育人理念十分独特，而这种十分独特的育人理念培养出了美国一批又一批精英。





# 博納影業出品《中國醫生》正式開機

## 劉偉強執導 張涵予李晨發文致敬醫務工作者

10月1日，由博納影業集團出品的電影《中國醫生》正式開機。該片由劉偉強執導，將全景展現抗擊新冠肺炎壹線廣大醫務工作者的感人故事，充分詮釋“生命至上、舉國同心、舍生忘死、尊重科學、命運與共”的偉大抗疫精神。據悉，該片將在2021年上映，為建黨百年獻禮。

博納影業集團出品的抗疫題材影片《中國醫生》，於2020年10月1日正式開機。該片由劉偉強執導，集結了電影《中國機長》的核心班底。

影片開機之際，主演張涵予通過微博表達了自己的激動心情，“在祖國71歲生日這一天，我們的《中國醫生》開機了。這是壹部向祖國獻禮、向中國每壹位醫務工作者致敬的電影，感謝所有‘中國醫生’的付出。他們值得被記住，也應該被歌頌。”主演李晨表示自己將“全心全力”詮釋角色，“向中國醫務工作者致敬，祝福每壹位‘中國醫生’安康吉祥！”

據悉，早在2020年4月初武漢“解封”的第壹時間，電影《中國醫生》的創作團隊便來到抗疫壹線，與數百位醫護工作者面對面交流，收集到大量十分珍貴的第壹手資料。

博納影業集團創始人、董事長於冬表示：“希望用我們的真情、我們的鏡頭，記錄2020這個特殊的年份，致敬中國抗疫英雄！”



“《中國醫生》的主創們，必將把‘生命至上、舉國同心、舍生忘死、尊重科學、命運與共’的偉大抗疫精神，融入到影片的創作中、角色的

塑造中去，真實再現廣大醫務人員白衣為甲、逆行出征，舍生忘死挽救生命的偉大精神，為廣大觀眾獻上壹部弘揚中國精神、凝聚中國力量的精品

佳作。”獲悉影片開機，有不少網友積極發表評論響應，有網友表示：“早就期待壹部關於醫務工作者的正能量的

電影！”還有網友稱：“中國醫務工作者在抗疫工作中展現出的精神，值得歌頌和銘記！《中國機長》拍得好，期待《中國醫生》！”

# 《金剛川》再曝角色海報工作照

吳京、張譯、鄧超主演 管虎&郭帆&路陽合導



由管虎、郭帆、路陽共同執導電影《金剛川》近日再曝角色海報和工作照，張譯、吳京、李九霄、魏晨和鄧超扮演的角色名稱曝光，影片將於10月10月25日剛好是中國人民誌願軍抗美援朝出國作戰70周年紀念日之際。

陳可辛

## 《奪冠》經歷了很多沒試過的事



10月3日，電影《奪冠》（原名《中國女排》）票房突破4億大關。影片發布“互換角色”主創特輯，揭秘如何在電影中重新“鍛造”這支冠軍之師。

電影《奪冠》展現了中國女排近40年的奮鬥史，幾代功勛接力，共同造就了這支王牌之師。從選角到呈現，可謂形神兼備地復刻了這支“冠軍之師”。陳可辛直呼：“這部戲經歷了很多以前從來沒試過的事情。”

80年代女排的演員，是由劇組全國“海選”，從幾千名專業排球運動員中層層淘汰最終選定的。這些從未接觸過表演的素人女孩，經歷了漫長的排球訓練和表演課程；新壹代女排隊員則真人空降，裏約奧運冠軍隊幾乎全員出演。雖然是

本尊還原親身經歷，也有重重障礙。朱婷表示演了戲才知道演員的辛苦：“我第壹天熬夜到凌晨三點，垮了。”面對導演要求的情感爆發，朱婷也難以入戲。後來鞏俐現場化身“表演指導”，與朱婷在片場走心長談，告訴她：“不要去演，妳心裏表達什麼就說出來。”才成就片中朱婷與郎指導打開心扉的對手戲。

把運動員變成演員不易，演員變成運動員同樣是巨大挑戰，壹幹主演紛紛苦心钻研球技。開拍前鞏俐貼身跟隨郎平觀察學習，在場邊動記筆記的模樣儼然壹位優等生。郎指導也十分貼心，為了方便鞏俐學習，不顧腰腿的舊傷始終站著指導。吳剛更是練球練到肌肉拉傷。

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# 休斯顿湾区欧美动漫精品展再度登场

休斯顿湾区欧美动漫精品展(Houston Gulf Coast Toy & game show)在疫情缓和后再度登场，距离上次的展会已有九个月之久，并且完美落幕，是为休斯顿盛大的流行动漫产品盛会之章。创意市集等精彩内容吸引了各类观众。包括游戏玩家、动画爱好者、前来参加展会，展会活动包括动漫工作坊、新片预览书籍，电玩等。展销齐集了最新动漫刊物、纪念品、网路游戏等摊位。参观者们还可以参加小组讨论环节。此外有多种限量精品，展现地方创意能量主题，提供全方位的欧美动漫交流平台。

