



国际华人体育与健康协会

International Chinese Society for Physical Activities and Health

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ICSPAH Quarterly Newsletter Issue 28

October 2011

Dear members and friends:

It is always a pleasure to put together the newsletter for ICSPAH. We have so many active members with so many news to report. It is a pity that we do not have the time to report everything. In this issue, in addition to report recent activities of our members, I have asked a few people (member and friends) to write about their experience that concerns exchanges between people within and outside of China. We have excellent reports related to visiting scholar to the US, doctoral student (from China) studying in the US, and US professor taking students to China for a short visit. Prof. Hu, of Shanghai University of Sport, wrote an informative story about her experience in coming to and studying in the US as a visiting scholar. Mr. Lunhua Mao, a doctoral student at University of Florida, share his insight of understanding the study of Sports Management outside of China. Dr. Yuanlong Liu introduced his journeys to China with his students. I am sure this information shall be very helpful for people engaged in similar activities, or will explore these types of opportunities.

Li Li, President, ICSPAH

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Members Participation of International University Sports Federation Conference

By Dr. Jin Jin Yang

This summer Drs. Jinjin Yang and Yuhua Li were invited to FISU Conference Shenzhen 2011. The conference was hosted by Shenzhen University. Shenzhen University is a young, dynamic and innovative university and the campus is beautiful. There were approximate 350 participants from 42 countries. Among these participants, 200 of them are from China and 150 from other countries. The conference setting was consisted of one main hall (7 key-note speakers) and five sessions with specific theme for each session. Dr. Jinjin Yang has chaired two sessions and provide summary for each session. Dr. Yuhua Li was representative of University of Memphis to attend this conference, as well as to facilitate collaborations in both teaching and research between the two universities.

The conference was well organized and participants got involved in sessions by asking questions and providing comments. Both of us were impressed by all the Chinese keynote speakers' English level and informative presentations. In addition, we were very happy to see the active participation of young professors and graduate students, which is a big improvement comparing to the previous conferences we have attended in China. The future of research and practice in physical education and sports in China looks very promising. If you like to know more about the FISU conference Shenzhen 2011, the following website would be a good source to check (<http://fisu.szu.edu.cn>).



Dr. Yuhua Li and President of Shenzhen University (left). Drs. Jinjin Yang and Yuhua Li with Shenzhen University student volunteers (right).

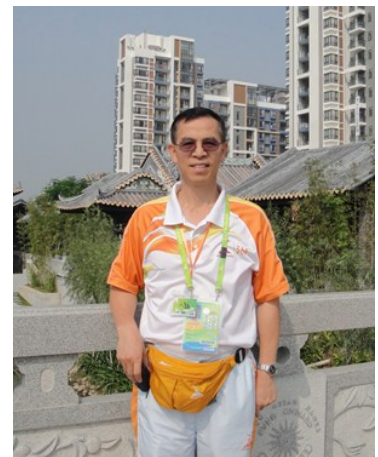
Report from Dr. Zan Gao



Under Dr. Zan Gao's leadership, a research symposium titled "Promoting Physical Activity Participation Through Exergaming" has been accepted by 2012 AAHPERD national conference. This symposium is to explore the impacts of different Exergaming methods on children's psychosocial attributes, physical activity participation, and performance. It would lead to more research and practice to improve children's experiences and responses to Exergaming while simultaneously helping them stay physically active and engage in health behaviors. Everyone is welcome to attend this symposium.

New Book

Dr. Ming Li, as the lead editor, together with two other sport management colleagues, published an edited book with Human Kinetics entitled "International Sport Management". The book was published in August 2011 – Li, M., MacIntosh, E. W. & Bravo, G. A. (2011). *International Sport Management* (Eds.). Champaign, IL: Human Kinetics.



Dr. Ping Xiang's new publications

Xiang, P., Gao, Z., & McBride, R. E. (2011). Student teachers' use of instructional choice in physical education. *Research Quarterly for Exercise and Sport*, 82, 482-490.

Xiang, P., Liu, Y. L., McBride, R., & Bruene, A. (2011). Longitudinal goal patterns and their effects on students' motivation in running programs. *Journal of Experimental Education*, 79, 295-317.

海口市外事侨务办公室

HAIKOU FOREIGN AND OVERSEAS CHINESE AFFAIRS OFFICE

尊敬的姜镇英先生：

首先向您致以诚挚的问候，衷心感谢您一直以来对海口市经济社会发展的关注和支持。

成立于2008年4月27日的“海口市海外智囊团”是我市首个由海外知名华侨华人精英组成、旨在为我市发展建言献策的高层次咨询机构。首届智囊团成立3年多来，为海口市对外交往和各项事业发展发挥了积极作用，在海内外享有一定的影响力和知名度。

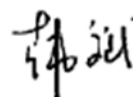
我很荣幸地告知，经海口市委、市政府批准，您被提名为新一届海口市海外智囊团成员（暨海口市政府海外高级顾问）。新一届（第二届）海口市海外智囊团会议定于2011年11月20日下午在海口召开。届时，海南省委常委、海口市委书记陈辞先生，海口市市长冀文林先生将出席此次活动，并与智囊团成员进行交流。来自18个国家和地区的约50位海外侨领、专家学者和知名人士，做为第二届海外智囊团成员将出席此次会议。

召开第二届海口市海外智囊团会议是我市实施海外高层次人才引进计划的重要举措，此届海外智囊团成员的任期正值我国“十二五”规划实施期间和海南国际旅游岛建设推进的关键阶段，您的到来必将为此次会议增光添彩，为建设海口美好明天谱写新的篇章。


祝您旅途愉快，并期待着在海口与您见面！

海口市外事侨务办公室

主任：韩斌



二〇一一年十月十日



Congratulations to
Dr. Zhengying Jiang

Congratulations to Dr. Ming Li

Dr. Ming Li was elected as Chair of the Board of Commissioners of the Commission on Sport Management Accreditation (COSMA) in June 2011. The COSMA is a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education in colleges and universities at the baccalaureate and graduate levels through specialized accreditation. Institutions, students, employers, and the general public all benefit from the external verification of quality provided through COSMA's accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by COSMA's

美国公派访学申请杂记

上海体育学院 户进菊

2011年8月22日，在经历了一年半的辛苦努力之后，我终于搭乘东航的飞机飞往美国开始为期一年的国家公派访学生活。

对于英语专业的毕业生，去英语国家留学、访学或旅游，应该都是心中的梦想之一吧。毕竟从进入大学的那一天，课堂上我们都被要求在全英的氛围中学习英语，课下听BBC和VOA、读英文小说、掌握英美文学知识。能够有机会亲自去真实的英语文化环境中生活和学习，也不枉多年学习英语的辛苦和努力。而作为一名体育学院的英语教师，出国学习体育相关知识，从工作层面是体育院校英语学科发展的需求，从个人角度是进入体院几年来苦苦追求的利用英语优势学习体育知识、融合英语和体育的出发点，更是觉得意义与责任重大，所以回想这一年半来为出国学习所走过的路，多有一番思绪在心头。

一、出国访学申请

国家留学基金委每年3月都会公布当年资助出国留学的各类项目和申请要求。但是由于本人多年忙于工作、学习和家庭，也由于担心申请成功的机率较小，所以多年来从未对此付出努力。看着身边的同学和朋友一个个出去又回来，心中甚是羡慕。于是，在同事的鼓励 and 学校的倡导下，我于2010年4月份申请了国家留学基金委的国家公派访学项目。

其实，留学基金委留学项目的访问学者项目申请程序并不复杂，只需认真填写一份“国家留学基金管理委员会出国留学申请表(非学生类)”申请表即可。申请表包括八个部分的内容：A 基本信息；B 申请留学情况；C 外语水平；D 国内接受高等教育或进修经历；E 境外学习/工作经历；F 国内工作经历；G 主要学术成果；H 研修计划。很显然，最重要的部分是研修计划，需要精心策划并认真填写。计划包括五个部分的内容：（1）拟留学专业(研究课题)在国内外研究情况及水平；（2）拟选择的留学国别、留学单位及选择原因；（3）达到本次出国学习预期目标的可行性；（4）出国学习目的、预期目标、计划、实施方法及所需时间；（5）学成回国后的工作/学习计划及工作单位可提供的科研条件。要求计划字数不超过1500字。

由于我们学校的英语专业（体育英语方向）在2007年修订教学计划时开设了体育新闻和体育管理两个方向的模块课程，几年来，这两个模块课程的师资一直未能妥善解决。主要是因为懂体育新闻和管理的老师大部分不能够用英语授课，而现有的英语老师基本都是外语学院出身，懂体育的很少。所以学校也在计划进行这方面的师资培训。另外，学校在2009年成立了外国体育研究中心，旨在研究各国体育政策、历史、设施等，也需要外语好的老师能够懂一些体育知识，以便从事体育文献的翻译或参与外国体育的科学研究。

基于这两个方面的考虑，在填写研修计划时，我把研修领域定在了体育新闻，研修题目为“美国职业体育与媒体关系”，申请学校为美国印第安纳大学。所以，在“拟选择的留学国别、留学单位及选择原因”一项中我这样写到：印第安纳大学是美国著名院校，新闻学院是印第安纳大学实力最强的学科之一。印第安那州以印第安纳波利斯500赛车比赛而闻名于世。印州还有悠久的篮球传统，除了印第安纳步行者队还有NFL印第安纳波利斯小马队，以及网球的印第安纳波利斯公开赛……

申请表格填写完毕后先网上投寄，然后打印出来交给学校，由学校填写意见后再寄出。

在经过漫长几个月的等待逐渐感觉无望之时，2010年7月我收到了国家留学基金委寄来的中英文资助出国留学资格证书。证书中写到：“经专家评审，您已被录取为2010年国家公派访问学者项目出国留学人员，可利用合作项目或个人合作项目（访问学者）。国家留学基金资助您赴美国留学，留学身份为访问学者，留学期限12个月，留学资格保留至2012年12月31日。资助方式为A类：全额资助方式（在外留学期间奖学金生活费和一次往返国际旅费）。”国家留学基金委寄来的材料中除了中英文资助证书以外，还有一本“出国留学人员须知”、6份“资助出国留学协议书”等文件。

看到证书，顿然觉得自己太幸运了！看来国家留学基金委评审人员敏锐地察觉了我们学科的迫切需求，当然也不乏学校对我们学科的大力支持。

二、美方学校邀请函与DS-2019表格

其实，在申请国家留学基金委的项目时，我还没有与印第安纳大学有任何实质性的联系，更没有拿到对方的邀请函。获得资助之后，我开始积极与印第安纳大学联系访学事宜，并希望能够在当年9-10月份赴美。可是所联系的三名体育新闻系的导师都因为当年联系太晚，2010年已经有1-2名访问学者被婉拒或者要求推迟1年时间再访问。正在犹豫之际，恰逢我校与路易斯安那州立大学有合作项目，有幸与学校代表团访问了该大学，并参加了两校合作项目的签约仪式。访问期间，学校优美的环境、先进的体育设施与谦和的文化氛围给我留下了深刻的印象，我决定改变初衷，到这里学习一年。因此，在短暂的访问期间我接触了运动科学系当时的系主任和运动科学系李立教授，对访学事宜向他们进行了咨询。得知这里只有新闻系，没有体育新闻系，但是有体育管理专业，归属于运动科学系。体育管理也是我们体育英语的专业方向之一，况且，对本人来讲，无论体育新闻还是体育管理都是全新的开始。同时，我咨询了同行的国际交流处处长，得知国家留学基金委对研修计划和访问学校的改变似乎并没有严格的规定。

从路易斯安那大学访问回来之后，才得知李立教授早已经被聘为上海体育学院的特聘教授，与上海体育学院运动科学学院有着密切的学术合作关系。遂又多次与李教授联系，咨询我去那里访学的可能性。李老师根据我的情况，不仅为我提出了诸多可行性的建议，还利用自己的便利条件为我推荐了体育管理专业的指导教师。因为双方学校是合作单位，又刚刚签订了合作协议，加上李教授的全力相助，所以联系很顺利，很快获得校方寄来的邀请函以及DS-2019申请表格（DS-2019表也就是J-1签证申请表，D.S. 是designated sponsor 的缩写）。表格包括department information, scholar information, program information和funding information几个方面的内容。第一部分由对方学校填写，其他部分由申请人完成。填好后，与资助证明、个人的护照、同去的家人护照和DS-2019申请表格一起传真或通过电子邮件寄给对方学校（如果家人暂时不去，可以不用传真）。然后等待美国政府对表格的审批。

大概两个月以后，我收到了对方学校邮寄过来的DS-2019表格。拿到DS-2019表格之后，我开始办理签证事宜。

三、办理签证

按照基金委寄来的留学人员须知要求，办理签证首先需要购买预约电话卡、支付签证费、护照邮寄费、网上支付SEVIS 费用、网上填写DS-160表格和面签等程序。

1. 购买预约电话卡和支付签证费

办理签证首先要在美国大使馆指定的银行（上海是中信银行）购买预约电话卡和预缴签证费。电话卡分36元8分钟和52元12分钟两种，当时害怕打电话出错耽误时间，我买了12分钟的那种，其实一个人8分钟就够了。签证费也是在中信银行支付，大约900元左右。另外还要支付签证后领事馆邮寄护照的费用50元左右。

2. 预约签证、填写DS-160表格、支付SEVIS 费用

打预约电话之前，按照网上很多朋友分享的经验，我预先把自己的身份证号码、护照号码、DS-2019表格条形码上方的号码等基本信息准备好之后，才开始按照电话卡上指定的程序开始预约签证，电话预约很顺利，大约5-6分钟就预约好了签证时间（2011年8月5号上午11点半）并获得了预约签证号码。

预约签证之后（其实也可以在预约签证之前），需要在美国领事馆网站上在线填写DS-160表格，因为上次访美时也进行过网上签证，所以，这次比较熟练地填写了表格，并按照要求将确认页打印出来，面试时需要交给领事馆人员。

填完DS-160表格之后，我又按照要求在网上支付SEVIS（Student and Exchange Visitor Information System 的缩写）费用180美元，因为需要美元支付，才发现自己没有外币卡，不得已借用好友的卡完成了支付，并支付证明打印出来，签证时用。

3. 面试签证

面试当天，因为有朋友事先告诉要我早些过去，说早签早完事，领事馆对预约的时间似乎并不怎么严格执行。所以我早上8点钟就到了美国领事馆，工作人员检查了我的预约号码和时间，告诉我11点再来。白白早来了这么久，只好在附近街边闲逛。依我本次签证的经验看来，按照预约的时间提前半个小时到达领事馆即可，不需要提前时间太久，领事馆基本上是按照预约时间进行面试的。

到了11点，和同一时间段预约签证的人一起来到八楼领事馆，送资料、按手印，等待考官面试。我被排在了7号窗口，面试官是一位和善的Lady，问了以下几个问题：What's your current job? What do you do in the United States? Will your dependents go with you? Who pay for your study? Have you been to the United States before? 一一回答问题之后，她说：Fine! Your application has been approved. Enjoy your stay in America! 不到10分钟的时间面试签证结束，心情愉快地返回。

没想到，第二天一大早就收到了快递公司送来的签好证的护照，看来美国领事馆效率很高啊。

四、办理“资助出国留学协议书”公证

签证完以后，我开始办理协议书的公证。我的协议书早早都已经填写完毕，但需要公证后才生效。协议书由甲、乙、丙三方共同签订，甲方为国家留学基金委，乙方为访问学者本人，丙方由两名，第一担保人和第二担保人。其中的甲方已经签名，乙方和丙方签完后同时到公证处办理签约公证事宜。

2011年8月9号上午，我和两位担保人去位于杨浦区四平路1149号第一公证处进行公证。我们10点多到了公证处，领了号码0006，发现前边只有一个人正在办理公证。可是我们等到11:15分，他们才办理完，看来公正是件严谨的事啊。轮到我们公证时，公证员仔细检查了需要的所有文件，询问了诸多问题，并给我们三人拍了合影，同时让我们重新签了各自的名字（来之前我们已经在六份合同上签完了字，但是公证人员要求必须当面签字）。一切程序结束后，让回家等通知，说他们手续办完后会电话通知本人持身份证来取公证书，时间大约1-2周。

五、预订机票

拿到签证之后，我和留学服务中心联系预定机票，本想定8月18号-20号的机票，可惜被告知，那几天的机票订不到，最后定了22号的机票，也算不错。从上海浦东起飞，转乘洛杉矶和亚特兰大，最后到达巴吞鲁日。

2011年8月18日上午，公证处通知我去取公证好的“资助出国留学协议书”，然后拿着公证书去上海教育部出国留学预备人员培训中心拿到机票（没有公证书不能取机票），并预先领取了1400美元的奖学金和报到证明。

六、飞越太平洋

经过一年半的辛苦努力，我的访学之旅终于可以成行了。2011年8月22日，在浦东机场告别了家人和前来送行的好友，带着预先支取的1400美元奖学金和两个行李箱，我踏上了为期一年的访学旅程。

我知道，一年的时间很快就会过去，但是我也知道，这一年的机会来之不易。国内有多少人都在争取，我得到了，除了觉得幸运和感激，我更需要去好好珍惜这个机会，尽自己的全力，对得起国家和学校给我的奖学金和工资，对得起国家和学校给我的这个宝贵的学习机会。



Sports Management in the United States

Luke Lunhua Mao
University of Florida

I got acquainted with Dr. Li Li when he was on sabbatical leave in Shanghai University of Sport and I was then working for the international affairs office there. For the past two years after I came to study in the United States, we occasionally heard from each other. One day, Dr. Li asked me to write something about my experiences as a doctoral student in the United States. On the one hand, I feel flattered as it is my privilege and honor to share some of my personal experiences with colleagues in the sports circles; on the other hand, I have been hesitant because I believe there are certainly other fellow colleagues who are more capable and insightful, and my personal experiences may turn out to be narrow-minded.

I have been often asked to recommend “best” sports-related programs to those who are interested in studying outside of China either for a degree or a short-term academic visit. Colleagues from China often assume that the United States has the best research universities in the world and thus the best doctoral programs. It is certainly true that doctoral training in the United States is more systematic and rigorous. It may be, however, unfair to claim that USA has the best sports-related programs, particularly sport management programs which I am most familiar with and limit my discussions on. Comparing different programs in different countries like comparing apples and oranges. It is to the taste and needs of the individual. For example, sports management programs are often housed in business school in Australia and United Kingdom, it is seldom the case (with every few exceptions) in the United States. The sports management program at the University of Florida is housed in the Tourism, Recreation and Sport Management Department, College of Health and Human Performance. As such, we have a much broader view about sports and a wider range of research topics. In the department, we are encouraged to conduct interdisciplinary collaborations, especially between the folks in recreation /leisure and sports management. Another example of differences is that in most other countries, such as Canada, Australia, and UK, doctoral studies require no or minimal coursework, whereas in the United States every doctoral student typically has to complete two years’ coursework prior to setting up doctorate qualification examination. Some American students prefer Canadian model because they can entirely focus on their own research interests, others don't. Therefore, there is no “best” program but most “fit” program for an individual.

The research topics among different sports management programs also vary widely. Sport management is a kind of social science that is interdisciplinary and applicable in nature. Its relevance to the society determines its viability and shapes its future. For example, in the U.S., much scholarly efforts have been devoted to such topics as fan behavior, cultural diversity, leadership in sports, justice in sports organizations, and women sports. However, none of these issues may be deemed as consequential or pressing in China simply because of its different sports development stage, political system, or sports cultures. Chinese sports management scholars have their own sport legitimations. So are scholars in Europe, Australia, Canada, or other countries. The richness and diversity in sports management is both boon and bane to scholars. It is the richness and diversity that provide a platform for future collaboration between sports scholars. It is also the richness and diversity sometimes causes distress and misunderstanding. One of my Chinese colleagues submitted his study on sports gambling for the North American Society for Sport Management conference and was initially rejected by the section editor simply because sports gambling was not a part and parcel of sport management in North America; whereas in China, sports gambling is within the scope of sport management. It is the urging needs in the society that call for different research agenda and define the significance of the research. Without understanding and respecting these differences, collaborations may cause many misgivings. Scholars who have studied or worked in diverse cultural settings may better serve a bridge to connect the gaps between sports management circles in different countries.

World widely sport management is relatively young as an academic discipline. We are still undergoing the growing pains. Therefore, we will be too light-hearted to be excited by what we are; instead we care more about what we will be. In this regard, I truly believe that the American way of training doctoral students has its merits in that it empowers students with tremendous potentiality. There are a few tools that are extremely helpful for training doctoral students in the United States. First of all, mentorship. In North America, doctoral students typically work very closely with their advisers either in the capacity of Graduate Assistant or Teaching Assistant. Advisers guide students through coursework and doctoral researches, and more often than not will become life-long collaborators. I, personally, have been fortunate enough to be able to work with one of the best scholars and mentors in the field, which for long run will benefit me enormously. Secondly, coursework. The essence of coursework lies with seminar courses. In North America, doctoral programs aim to prepare students for academics. As such, great emphasis has been attached to critical thinking and analytic abilities. Through seminar courses, students learn how to critique a study, analyze an experiment, design a survey study, or carry out appropriate statistical tests; also through seminar courses, students are encouraged to discuss research ideas and explore potential collaborations with each other. Furthermore, students are also allowed to take courses from different colleges or departments with the consent of their advisers. Depending research interests, students from the same cohort may take various types of courses. It is extremely helpful when you carry out collaborated projects in the future. Third, networking. Whereas Chinese people care a great deal of “*guanxi*”, in North America we emphasize professional networking. As a doctoral student, we attend professional conferences at least once a year. Multiple rehearsals will always be a

good strategy for international students who want to impress the audience. At conferences we not only present our own studies, we network with scholars in the same area and get acquainted with each other. These relations may later on in your career become critical.

The academia is known as the world of “publish or perish”. As the competition for a tenure-track becomes increasingly severe, doctoral students need to demonstrate the ability of publishing in quality academic journals before they enter into job market. However, there is also a trade-off between the quantity and quality of publications. For a doctoral student, an attainable and realistic goal will be more motivating than unrealistic one. In this regard, there is a markedly difference between the expectations of the number of publications between Chinese scholars and American scholars. For reputable sports management journals, the typical length of a paper will be 8000 words or about 20 pages. A publishable manuscript typically has introduction, literature review, data analysis and discussion. The reviewing process may take 1 to 2 years. Even after fully acceptance, the press time can last over one year. It is a reasonable expectation for a doctoral student publishes 3 or 4 papers but not dozens of papers before graduation. Therefore, when conducting joint research projects involving doctoral students, I truly believe that a more realistic goal will benefit the collaboration for long run.

The life as doctoral students in the United States is difficult, sometimes even harsh. However, the journey is also full of joy and sense of accomplishment. I wish this small piece of article may offer you some useful information about the sports management programs in the United States.



开发美国高校学生国外短期游学课程的体会
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在美国高校任教以来有个很深的体会是不了解美国学生。这些年来教的美国学生不能说桃李满天下，至少也是成百上千了吧。经常是上课来下课走。学生特别是本科生在校几年，大多数学生我既不知道他们从哪里来也不知道他们去了哪里。上课的英语却是越说越溜学生倒是没认识几个。实在是感到失落。经常回荡在我脑子里的还有很多的问号。美国老师和学生关系是一种消费的商业关系吗？美国学生人情冷漠吗？文化隔阂使我们不能相互了解吗？。。。说实话还经常有种感觉是久违了中国高校当老师时候的师生关系。



两年前我开了这门国外短期游学的课程（Explore Beijing and Inner Mongolia: Collaborative and Comparative Exploration of American and Chinese System）和美国学生朝夕相处几个礼拜。开课两年来还真的有些收获。和美国学生朝夕相处虽然很短，却建立了或者说找回了在中国高校当老师时候的师生关系。最有收获或“成就感”的是改变了这些美国学生对中国的看法。使他们通过自己亲身的经历见证了真实的中国。通过他们，把真实中国介绍给更多的美国朋友了解。这是不是可以归于对中美关系发展的贡献？呵呵，贡献不能说大，实事求是的讲还真实实在在的为中美关系发展作了点微薄的工作呢。



Paper 写得烦了吧？Research 做得离诺贝尔奖还远？上课如同嚼蜡？试试国外短期游学的课程吧。换个focus，也许回来你的paper 写得就不烦了，Research 做的会离诺贝尔奖更近一点，上课就会更有意义。还会为中美关系发展作贡献呢。还没拿到tenure？呵呵，那你还是写paper吧。等拿到了tenure也不晚。忠告是在你的年历上做个记号，到那一年别忘了为中美关系发展做点贡献。顺便发几张照片。人家说人们对图形的理解比文字更好。

