

曾志朗教授略歷

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曾志朗教授是台灣中央研究院院士及語言學研究所特聘研究員，世界頂尖的語言學和認知心理學家。曾教授於 1969 年遠赴美國深造、教學與研究。1990 年代返回台灣，20 多年來為發展台灣心理學和認知科學做出了巨大的貢獻。他大力推廣兒童閱讀和科學教育，被媒體親切地稱為「台灣教育的心靈捕手」、「最會說故事的科學人」、「老頑童」和「熱血校長」。他歷任台灣的教育部部長，行政院政務委員和文化建設委員會主任委員。

1944 年，曾教授在日治時代的高雄旗山出生，是一家糕餅鋪老闆的長子。山裡自由自在地生活培養了他頑皮、樸實的性格，又給了他天馬行空的想像力。高中時，他常常在放學後跑到西子灣的沙灘上，看海水沖刷而成的深深淺淺的管道：海水一沖再沖，淺的管道慢慢消失；深的管道融合了小水溝，在海水的沖刷下變得更深。

少年曾教授的一個「著迷」，不期然竟成了此後幾十年研究物件的寫照——人類認知系統運作的機制正恰似西子灣海灘上的深溝淺溝，長期記憶裡的內容會越來越組織緊密，不易忘記。曾教授在為他人書作的一篇序言裡拾起這段少年記憶：「看到那樣情景，我自己是有些震撼的，好像因此悟懂了一些道理。」

騎著單車玩世界的「天才兒童」從高雄去了台北，就讀於台灣國立政治大學教育系。曾教授在政治大學的教育心理系碩士班，真正開始了和心理學的緣分。當時的教育心理系是旨在研究如何促進有效學習以獲取知識，並以實驗方式探討人類行為運作。數理邏輯強的曾教授，覺得這種科學的取向比佛洛伊德學說來的更加有趣，他確立了自己的研究志趣：以科學實驗方法，找出記憶或學習的歷程中大腦的運作機制。

碩士班畢業後，曾教授留學美國，1973 年獲賓州州立大學認知心理學博士。1974 年底，開始任教于加州大學。1976 年，曾教授和語言學家王士元教授合作，提出漢字閱讀時大腦運作的研究計畫。根據當時的研究成果，他提出了有創建性的觀點，證明不只是拼音文字需要字形到字音的轉換，漢字在閱讀的歷程上也需要這樣的轉換。這個觀點的提出激發了許多後續的研究。

1978 年春天，曾教授的課堂上來了一位戴個小帽子的神秘中國老先生。一年裡，他從不缺席，最後一堂課，他邀請曾教授到家裡吃飯。飯桌之上，謎底終於揭曉：這位老先生原來是旅美多年，被譽為「中國語言學之父」的趙元任。

做了曾教授一年「學生」的趙元任對他說：「中國的心理學家沒有盡到責任。」他認為漢字本身包含許多有趣的聲調，而眼下只能看到心理學家對英文語言的研究。曾教授承諾趙元任，一定好好研究中文閱讀的相關問題。

在此之後，曾教授一面在加州大學繼續漢語心理學的研究，不久又來到當代語音學研究重鎮——耶魯大學哈斯金氏（Haskins）實驗語音研究所進修。在以研究英文語言的心理歷程為主的國際心理學界，曾教授開創的漢語心理學充實了原有的理論基礎，又提供了一個新方向。1984 年，曾教授回國立台灣大學心理系擔任客座教授，一開課便吸引了許多學

生，連不少老師也都坐在最後一排旁聽，短短一年，曾教授帶起了一股漢語心理學研究的熱潮。

幾十年潛心鑽研，為曾教授摘取了科學王國裡的一項項殊榮。1994 年他以在認知心理學與漢語文神經語言學方面的傑出貢獻，當選為第二十屆中央研究院院士，是中央研究院遷台後，首位人文組心理學院士。同年並獲國際主導認知科學研究的機構 International Association for the Study of Attention and Performance 聘為委員之一，全世界只有 30 位認知心理學者獲得這項殊榮。2010 年，曾教授被授予發展中世界科學院院士。

1989 年，曾教授在美國的科研事業已是功成名就。台灣國立中正大學校長林清江的一通越洋電話，開啓了曾教授此後 20 多年作為教育家不平凡事業。生性浪漫的曾教授掛下電話，第二天就買了機票，直奔嘉義民雄「考察」籌建中的中正大學。站在舉目泥濘的甘蔗地裡，校長林清江在空中比畫一棟棟不存在的建築物，一旁的曾教授興奮地點頭，在那片 400 公頃大的土地上，他仿佛看到拔地而起的大學，也看到了即將起飛的台灣科學教育事業。

1990 年 8 月，國立中正大學心理所成立。在國外享有盛名的曾教授回台灣後，一切從零開始。在偏僻封閉、條件不足的環境下，他努力邀請許多國際級學者前來演講；身兼社科院院長的曾教授，還從美國找回優秀學者創設語言所，和心理系所合作，共同發展認知科學，成為中正大學的特色。

在中正大學，曾教授上課、演講大受歡迎。他將人文情懷與不同學科的背景融入科學的講授之中，又擅長講故事。他上課激情貫注，有時講著講著，一個箭步跳到講桌上，學生們深受感染，在學習知識之餘，為他傳遞的知識理念所折服，大歎「真的是大師的演講」。

1997 年，曾教授轉任陽明大學，並在 1999 年擔任校長。2000 年 5 月，他進入內閣擔任教育部長與行政院政務委員，2002 年擔任中央研究院副院長。從 2006 年起擔任台灣聯合大學系統總校長。2008 年 5 月起，他又二次進入政界擔任行政院政務委員，主理教育與文化，並兼任文化建設委員會主任委員。從科學家到教育家，曾教授有其堅持：「教育不只是幾個學分而已，而是真正對人的氣氛。」

推廣兒童閱讀是曾教授任教育部長後第一個具體政策。這個政策源自於他作為科學家的認識：研究表明，從小閱讀的孩子，認知能力比較強。當科學問題變成政策問題，就沒有那麼簡單：有些兒童有書讀而未讀，有些兒童連書本也沒有，對偏遠地區的兒童，曾教授更是焦急：「你能想像，有一個人生在那裡，但是整個腦力卻無法發揮？」

擔任部長之前，連續十二年，他和政大教育系畢業的校友、美國科技教育協會理事喬龍慶等人定期送書到大陸許多偏遠地區，認養了近兩千個鄉村學校圖書館；在台灣，他和太太洪蘭教授充當顧問，協助嘉義竹崎國小的老師，成立「春風化雨社」，不定期捐款、贈書和文具書櫃。

上任之後，曾部長與同仁規劃近兩個月，為計畫制定了積極、清楚的行動方案——三年為期的全國兒童閱讀運動，包括幼稚園到國小學童每年閱讀五十至百本書籍，編印閱讀

指導手冊、培訓閱讀種子教師、閱讀分享書籤、推薦閱讀書單講座，發起全國兒童閱讀日、閱讀護照等，動員學校、家庭一起加入。

在推廣兒童閱讀之外，曾教授還利用自己的影響力，寫專欄、出書、在全島各地演講，推廣科學教育；甚至憑在教育電台主持的科普節目「人人都是科學人」，勇奪廣播金鐘獎教育文化節目主持人獎。

科學研究、推廣兒童閱讀、科學教育，在台灣曾教授推動一項又一項激動人心的事業。不變的是「老頑童」的那份真誠和純真，那一份科學家的全心投入。「頑童校長」還在期待著拍電影，實現他對科學和教育的浪漫想像。正如太太洪蘭教授所說：「他覺得台灣很有衝勁，每天都做不一樣的事情，做了就會發生，盡了力就有成果。」

本文部份細節、引語參考 2000 年 9 月《遠見雜誌》之人物專題報導，與曾志朗教授為圖書《真希望我 20 歲就懂的事》所寫專文導讀。

Professor Ovid J. L. Tzeng – Biographical Sketch

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Professor Ovid J. L. Tzeng is Academician and Distinguished Research Fellow at Academia Sinica of Taiwan. He is a world-leading expert on psycholinguistics and cognitive neuroscience, an influential educator, and was a highly popular senior government official. Professor Tzeng went to the United States for doctoral study in 1969 and developed a distinguished career in teaching and research. Since his return to Taiwan in the 1990s, he has made immense contributions to the local development of psychology and cognitive science. He is an advocate for children reading and popular science education, and is described by the media as “the catcher of students’ hearts,” “a scientist good at telling stories,” “an old man with a youthful heart,” and “a wildly passionate university president.” He has also served in the government as the Minister of Education, Minister Without Portfolio, and Minister of the Council for Cultural Affairs.

Growing up as a gifted and creative child in Kaohsiung, Professor Tzeng attended the Department of Education at National Chengchi University in Taipei and began his pursuit in psychology when he entered the master program in educational psychology. He developed an interest in scientific experiments on the neuro-mechanisms of learning and memory processes. He went on to obtain a Ph.D. in cognitive psychology from The Pennsylvania State University in 1973 and started his professional career as a professor at the University of California, Riverside, in 1974. He soon launched a pathbreaking research project with Professor William Wang Shi Yuan, a renowned linguist, on how the brain functions in the reading of Chinese characters.

In the spring of 1978, Professor Chao Yuen-Ren, the Father of Chinese Linguistics, started attending Professor Tzeng’s class for a year, but Professor Chao did not reveal his identity until hosting a dinner at home for Professor Tzeng after the final lecture. Professor Chao faulted Chinese psychologists for overlooking the many interesting features of the Chinese language and following the mainstream focus on the English language. Professor Tzeng pledged to fill this void. Subsequently, he became a Visiting Associate Professor of Haskins Laboratories at Yale University, an influential center for contemporary linguistics research. The pioneering research of Professor Tzeng on the cognitive neuroscience of Chinese language has opened a whole new research frontier in mainstream academic research that has long focused on the cognitive neuroscience of English language.

Professor Tzeng has received numerous honours and awards. In 1994 he was elected as an academician of Academia Sinica, the first psychologist granted the honour since the academy was moved to Taiwan. He was one of the 30 eminent cognitive psychologists around the world invited to be a member of the International Association for the Study of Attention and Performance, a leading organization on cognitive science research. He was elected as a fellow of the Academy of Sciences for the Developing World in 2010.

In 1990, Professor Tzeng was recruited by National Chung Cheng University to establish the Center for Cognitive Science and serve as the director. He was a masterful and charismatic teacher, talented in story-telling and contagious with his passion and dynamism. Not surprisingly, his lectures were extremely popular. When he moved to National Yang-Ming University in 1997, he was soon elected to be one of the most popular university presidents of all time in Taiwan.

His distinguished professional career in Taiwan spans a wide range of academic administrative positions and public offices: the Vice-President and President of National Yang-Ming University in 1997 and 1999, respectively; Minister of Education in 2000; Vice-President of Academia Sinica in 2002; Chancellor of the University System of Taiwan in 2006; Minister Without Portfolio overseeing educational and cultural affairs, and Minister of the Council for Cultural Affairs in 2008.

As the Minister of Education, Professor Tzeng's first policy initiative was to promote reading among children with a three-year reading campaign. The programs designed to mobilize both schools and families include the reading of 50 to 100 books every year among students of kindergartens and primary schools, publishing handbooks on reading, cultivating pilot teachers, producing bookmarks for sharing reading ideas, conducting talks on book recommendation, celebrating Children Reading Day, and creating passports of reading.

In addition to the promotion of reading, Professor Tzeng is highly dedicated to popularizing science education by writing books and columns, as well as delivering lectures. He co-hosted a popular science radio programme *Science for Everyone* and received a Broadcast Golden Bell Award for "Best Host of an Educational and Cultural Programme."

Professor Tzeng is a remarkably successful and enterprising scientist, educator, and public servant. His long and distinguished career is decorated with one after another exciting ventures. The productivity of his career reflects not only the power of a youthful heart but also the great synergy of a charismatic person, a pure conviction, a romantic and imaginative mind, and a society one loves.

This biographical sketch draws on some of the details and quotations from a feature story that appeared in the September 2000 issue of *Global Views Monthly* and Professor Tzeng's 2009 reading guide for Tina Seelig's book, *What I Wish I Knew When I Was 20: A Crash Course on Making Your Place in the World*.