

## Pathologists from China to Train at CUHK

The Department of Anatomical and Cellular Pathology will receive HK\$500,000 from the Fok Ying Tung Foundation over the next three years to establish training fellowships for pathologists from China.

Pathology deals with the causes of diseases and is a major discipline in patient management. According to Dr. H.K. Ng from the Department of Anatomical and Cellular Pathology, pathology in China has fallen behind the West due to the lack of Western medical literature in many Chinese institutions, the absence of a systematic training programme, and the exodus of talents to the West in the 1980s. His department has set up a committee under the department board to promote pathology in China and to assist Chinese medical institutions in their training programmes.

The fellowship scheme will enable four to five fellows to receive training at CUHK each year. There will be two levels of training. One is for lecturers and young pathologists who will undergo training in surgical pathology, autopsy, and cytology for six to 12 months; the other is for more senior faculty staff who will undergo training of a shorter duration on laboratory organization and management, computerization in pathology, and teaching and training.

## Conference on Chinese Societies and Social Indicators Studies

The Hong Kong Institute of Asia-Pacific Studies of CUHK, the Department of Sociology of the Hong Kong University, and the Department of Applied Social Studies of the Polytechnic University of Hong Kong jointly organized a conference on Chinese societies and social indicators studies from 27th to 29th April 1995. Over 30 overseas and local academics and experts in the relevant field attended and delivered a total of 23 papers.

The conference comprised several thematic sessions, each dealing with a specific topic such as the development and application of systems of social indicators, social development, quality of life, socio-cultural orientation, education and employment, social differentiation, and health and family.

The function was held in the Cho Yiu Conference Hall on CUHK campus. Prof. Ambrose King, pro-vice-chancellor, officiated at the opening ceremony.



## Ho Sin-Hang Professorship Scheme in Full Swing

A new professorship scheme has been set up with a generous donation from the Ho Sin-Hang Education Endowment Fund to support internationally renowned scholars to visit the University for three to six months.

The invited scholar is expected to advise on the planning and development of relevant programmes of studies and research activities at the University as well as carry out teaching, research, and other duties in the host faculty.

Faculties may advise the vice-chancellor of eligible scholars interested in visiting the University. The vice-chancellor will, after due consultation, make

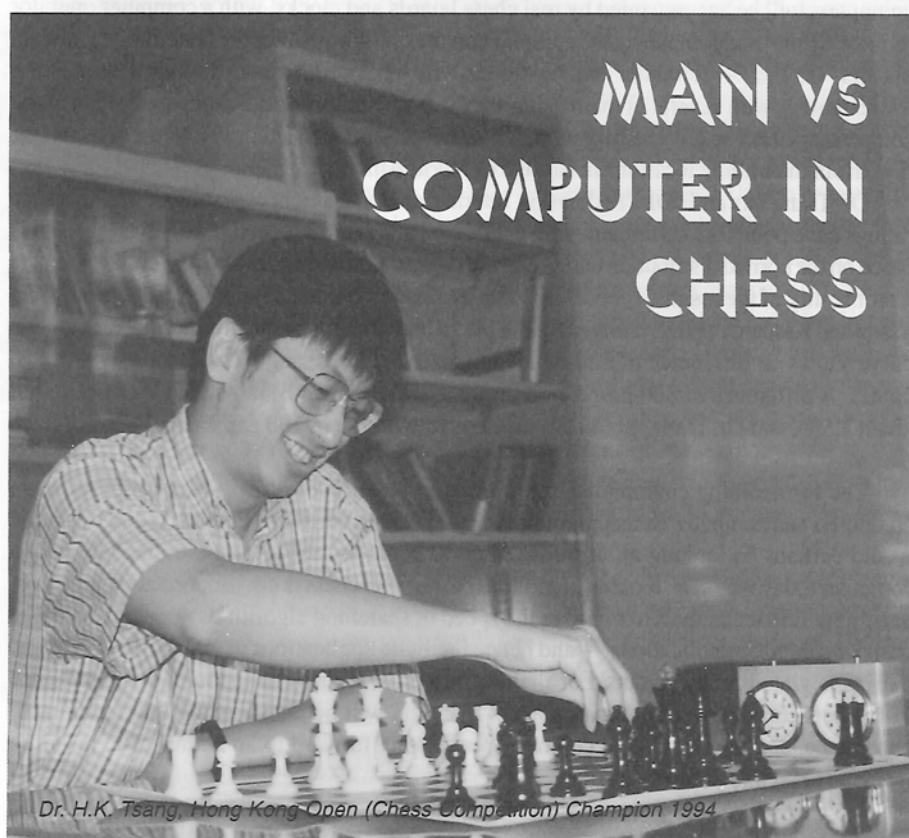
recommendations to the Trustees of the Endowment Fund for approval.

The first Ho Sin-Hang Professor appointed by the University was Prof. C.K. Chu, Fu Foundation Professor of Applied Mathematics from Columbia University, who visited the University between October 1994 and January 1995.

In April this year, the second professorship was awarded. Prof. Ira Horowitz, graduate research professor of the University of Florida, has been appointed as Ho Sin-Hang Professor of Decision Sciences and Managerial Economics to visit the University between April and September 1995.

Prof. Horowitz's research, teaching, and professional skills are broad-based, spanning the fields of decision sciences, managerial economics, and industrial organizations. He has published over 100 articles and book reviews, served as editor and reviewer for many reputed academic journals, had over 30 years of experience in curriculum management and development, and consulted for industries, businesses, and government agencies.

His visit is expected to contribute significantly to the work of his host department, the Department of Decision Sciences and Managerial Economics in the Faculty of Business Administration.



25th-30th May 1995 will see the CUHK hosting the Eighth Computer Chess Championship, a competition organized every three years by the International Computer Chess Association (ICCA). In the past, the championships have taken place in either North America or Europe. Prof. Monty Newborn of McGill University in Canada, an ex-president of the ICCA, invited his former colleague, Prof. Omar Wing, dean of engineering at the University, to bid for the 1995 championship. An enthusiastic response to this invitation, a response that was partially influenced by a desire to further research in computer science in the Faculty of Engineering, is what has brought the competition to Hong Kong this year. Incidentally the current ICCA president, Prof. T.A. Marsland, professor of computer science at the University of Alberta, is presently residing in Hong Kong.

The main aim of the championship is to find the best combination of computers and software programmes that play chess. The 24 participants this year include the world's strongest chess playing computers, including Fritz (a Dutch programme that was the first computer to defeat World Champion Gary Kasparov in a series of five-minute games), Chess Genius (a British programme which recently defeated Kasparov in a two-game match where each player had 25 minutes for all their moves), and the winner of the 1994 ACM (Association of Computing Machinery) International Championship, IBM's Deep Blue programme.

This computer championship is primarily sponsored by IBM (USA). Other major sponsors include Sun Microsystems, Compunetics, the ACM, Saitek, Varitronix, the Hong Kong Chess Federation, and CUHK. In the course of the competition, on 28th May, the Saitek Challenge — sponsored by Saitek, a Hong Kong based manufacturer of computer chess machines — will take place between the six strongest chess players of Hong Kong and the five leading chess playing computers of the competition, plus a Saitek computer. The human team will include the Hong Kong national team and International Master Dr. M.K. Wong

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## Comments from Senior Administration

From the Chairman of the  
Research Committee

The University has always emphasized research, together with teaching and service, in the assessment of individual members of the academic staff. Over the last few months, the University for the first time undertook an assessment of the research performance of each department as a unit.

The immediate impetus to the internal research assessment exercise was the adoption of a decentralized one-line budget for each academic department starting with the academic year 1995-96. This development consists of two important elements. First, by devolving to faculties and departments the responsibility to manage their own affairs within an overall budget, efficiency and productivity should improve. Secondly, the overall budget is to contain a portion that is performance-based, so that there will be suitable incentives as well as accountability. Having accepted this move to decentralization, the Administrative and Planning Committee instructed the Research Committee to design and implement an internal assessment exercise to assist the Resource Allocation Committee in budget allocation. Although 30 per cent of the budget for academic departments is notionally tied to research, for 1995-96 only 5 per cent will be allocated on the basis of the internal research assessment exercise, with the remaining 25 per cent allocated on a pro-rata basis (weighted according to the nature of the subjects).

The modalities of the assessment exercise, as well as the results for each department in relation to its own faculty average and the overall university average, have already been communicated to department chairs, and it is expected that these would have been passed on to the academic staff. Therefore it would be more useful to concentrate on overall impressions and deal with a few frequently asked questions.

First and foremost, the assessment

## The Internal Research Assessment Exercise

shows that across the University in virtually all departments, there is very active research; minor variations among different units should not be allowed to cloud this finding. There are many examples of works of significant impact in all fields, as well as evidence that colleagues are now aiming at extremely high quality. In retrospect, the quality thresholds adopted in the current exercise could have been raised; they almost certainly will be in any future exercise.

Secondly, it appears that this exercise has helped departments to take stock and set goals for themselves, as for instance in the quality of publications. Moreover, departments have now accepted the responsibility and the challenge of raising a proportion of their research funds externally — not only as a means of enhancing resources for research, but also as a way of subjecting projects to disinterested external scrutiny. Departments were free to set their own target figures for external grants, though in the majority of cases these turned out to be essentially the same as the ones suggested by the review panels.

Two myths need to be debunked. In this exercise, there was no list of 'approved'

journals, and no mechanical yardstick to measure what is good research output — no sensible academic would believe that such a set of criteria could be constructed for even one major discipline, let alone across the entire span of subjects covered at CUHK. The review panels agreed only on broad guidelines, tempered with flexibility and common sense in actual application. For example, an article in a reputed peer reviewed journal may be assumed to be of reasonably high quality, especially if the reviewing process has been at arms' length. In contrast, a conference presentation might not have gone through as rigorous a review. But, the faculty deans have had the opportunity to convince the panels otherwise in particular circumstances, for example, because of the nature of the

subject, because the conference was especially prestigious, or because the presentation was a specially invited keynote speech. The same goes for books of high quality which may not have gone through a formal refereeing process.

The second myth is that the exercise (like the earlier UGC exercise) demanded from each academic an output of at least three items over four years as a quantitative goal. This was certainly not the case; rather, the panels would consider *at most* three items, and in many cases a single significant item would be judged to be more than adequate. In deciding that, in effect, a fourth entry would not even be looked at, the exercise was designed to stress quality rather than quantity.

It is likely that there will be future internal research assessment exercises, and that there will be a larger linkage to funding. However, it is thought that future exercises could probably be done in a less cumbersome and less mechanical way, and higher quality-targets could be set. The performance indicators could also be improved. For example, in the current exercise, the supervision of research

postgraduate students was taken into consideration, but only through the percentage of PhDs. The rationale was that the total number (including MPhils) had in the past been set by a centrally determined quota, and therefore did not reflect performance. With more places becoming available and quota no longer strict as of the academic year 1995-96, it will make sense to include MPhils in the future. Nevertheless, it has to be recognized that no formal assessment method can be perfect, and the results must not be treated as gospel.

Such assessments should in fact be taken with a large grain of salt as far as individuals are concerned, and herein lies a difference between three levels of assessment: the UGC assessment of institutions, the internal research assessment of departments, and the assessment of individuals for purposes such as substantiation or promotion. The larger the aggregate unit of assessment, the more acceptable it is to use simple and gross measures, in the knowledge that errors will tend to wash out in the average; the same methodology, if blindly transferred to individuals, would fail to take account of special circumstances and could result in injustice. The review panels therefore stated clearly that the results of this assessment will not be made known in the case of individuals, and under no circumstances should they be used in staff assessment.

Indeed, the real issue — in this assessment and in future assessments — is not about funding or about comparison and competition between different units. Even without the linkage to funding, the University needs to take a serious look at itself from time to time, to understand the strengths and weaknesses of each unit, and to set goals for the future. In the end the real questions are: *Will such an exercise signal the right message about the expected role of research in the University? Will this in turn lead to improvements in the future for the University as a whole?* The answer would be 'yes' to both questions — provided the purpose and the nature of the assessment are not misunderstood. It is hoped that this article will contribute in a small way towards a better understanding.

Kenneth Young

### (MAN vs COMPUTER IN CHESS cont'd)

who works in the Prince of Wales Hospital (but is affiliated with the Singapore Chess Federation). The match will be played at a rate of 40 moves in two hours each, followed by either the remaining moves in 30 minutes each, or game adjudication by a panel including International Master Michael Valvo and International Master David Levy. Saitek will also be giving members of the general public the opportunity to win Saitek computer chess machines in competitions held during the championship.

The local organizing committee of the championship consists of six members and is chaired by Dr. H.K. Tsang of the Department of Electronic Engineering, who is the Hong Kong Open Champion in 1994. Dr. Tsang did a major part of his schooling in the UK, and was introduced to chess at the comparatively late age of 14 by a teacher who himself is an avid and eminent chess player. He feels 7-8 years to be the right age that a child can be initiated into chess, though children as young as 4-5 years are also known to comprehend the game and make good moves. Dr. Tsang quotes the example of the famous Hungarian educationist, Polgar, who introduced his three daughters to chess from infancy with very successful and encouraging results. His youngest daughter, Judit Polgar, is today one of the strongest players in the world. In Dr. Tsang's opinion, she is an exceptional and gifted player in a game which somehow does not seem to hold popular appeal for many women. This is surprising, given that chess is a game primarily of the mind and mental concentration, while requiring its share of physical stamina with a single game often requiring a player to sit for six to eight hours at a stretch.

According to Dr. Tsang, though chess is a popular game in Hong Kong in high schools, it does not receive the emphasis it does in the US where studies have shown a high correlation between chess playing abilities and academic abilities.

When asked about general attitudes towards, and acceptance of, computer chess vis-à-vis chess between humans, Dr. Tsang felt that computer chess has been gaining strength rapidly in the last few years, and is challenging the strongest human players. IBM's Deep Blue Programme has already reached the standard of perhaps the top 200 human players in the world and could, in the next five to 10 years, equal that of the very best. But given a

choice, Dr. Tsang himself would much rather play with another human, or at least, while playing with the computer, have the familiarity of a real chess board beside him to replay each move on. In the imminent championship on campus too, the chess games with the computers will be accompanied by real chess boards and clocks, with a computer operator replicating the moves made by the computer on the chess board, for the benefit of the human players. Of the 24 computer entries, some will be Pentiums and the rest Engineering Workstations, with several of them using very strong multiprocessor computers. Five of the computers will not be physically present, but will instead be connecting by internet or telephone lines from their home locations in Europe or North America.

Dr. Tsang has an FIDE (Federation Internationale Des Echecs) rating of 2,200. These ratings have points added to them with every win, and points deducted with every loss. It is based on the normal distribution curve, and the comparative ratings of two players can indicate a probability of the results, should they play against each other. Hypothetically, should Dr. Tsang and Kasparov (FIDE rating of 2,800) play a match of 100 games, the normal distribution curve shows a difference of 600 points to mean that Dr. Tsang would probably win two games. A difference of 300 points (eg. between IBM's Deep Blue with an FIDE rating of about 2,500, and Dr. Tsang) predicts a result of 15 wins out of 100 games for the lower rated player.

The forthcoming championship promises to be an interesting one, with progress in computers and computer chess programmes going from strength to strength. While Kasparov would perhaps be looking at, at most, 20 to 30 positions ahead of the immediate one, a computer today would be looking at millions! Computer chess is also important for research, in helping find techniques to improve the speed of searching algorithms — which form the basis of computer applications — and hence facilitate applications in real world industries, like in integrated circuit layouts. For all those interested in chess, the opportunity to see some of the best computers and human players in action will be an enriching and memorable experience, and the organizing committee is looking forward to an enthusiastic response from the press and public alike. ○

Shalini Bahadur



This is a forum for the free expression of opinions on specific topics — topics proposed by the CUHK Newsletter or by readers. Faculty and staff are welcome to suggest topics, contribute their comments, or respond to views expressed herein.

# Sexism on Campus

## How Real Is the Issue?

Four academics, two male and two female, respond to our request to talk about their observations on sexual bias and discrimination at CUHK.

When asked to comment on the question 'Have I personally experienced or observed sexism on the Chinese University campus?', my immediate response was to indicate that my answer would be exceedingly short. The reason for this brevity is simply due to the fact that during my six years here at CUHK, I have never once witnessed an act, or read a statement, which could be remotely considered to be sexist. I base this statement on the experience I have had across all aspects of University activity including student/staff interaction, departmental organization, Faculty of Medicine business and central administration.

In areas where subtle forms of sexism may exist, such as in the selection of students for highly sought after places in medical school or in appointments to staff positions and in promotions, never once have I heard mentioned that consideration should be given to an applicant's gender.

Concerning specific policies which the University may adopt to counteract sexism where it occurs, on the bases of the experience of those other than myself, it is extremely important not to introduce an atmosphere in which every male is assumed to be sexist unless proven otherwise. This need for caution is based upon my experience at Stanford University in California where attempts to demonstrate that sexism is now firmly under control have begun to interfere not only with normal human behaviour (which most certainly does not include sexism) but also with the content of the curriculum. To give an example of the absurdity of the Stanford situation, a few of last years' medical students were given to counting the number of minutes spent in lectures dealing with the male anatomy and comparing it with that devoted to the female. When it was discovered that a few minutes more had been spent describing matters masculine, an official complaint was lodged at the Dean's Office to indicate that this discrepancy represented a blatant form of sexism. I sincerely hope that this sort of overreaction never occurs at CUHK.



J.A. Gosling  
Professor of anatomy

Dr. Choi Po-king, lecturer in educational administration and policy, has talked to our reporter about her observations on sexism on campus. The following is a summary of her views.

CUHK is fast becoming an all-girls university.

At least that's how the myth goes. But how did this myth come about, especially when it's never been borne out by actual figures?

Dr. Choi Po-king of the Department of Educational Administration and Policy attributed it to a fear some may have of the increasing number of female students. Back in the 1970s and 1980s, the student sex ratio was about six men to four women, or at times seven to three. Since the mid-80s after the introduction of the provisional acceptance scheme, there has been a slow but steady increase in the number of incoming female students. Dr. Choi said certain members of the University greeted this with apprehension because they believed the quality of the University would suffer as a result. In the year when the sex ratio of incoming students evened out to 1:1, some male academics on the Committee on Undergraduate Admissions were noted to have expressed their disapproval by describing the sex ratio as 'deteriorating'. In another case, a male lecturer wondered aloud in the first lecture of an undergraduate course why there were 'so many women' in the class. To him, it was a sign of a second rate university. Dr. Choi said that graduate students had also complained of similar sexist remarks from lecturers. She comments, 'These lecturers may be unaware they've said something discouraging to female students. Society does not expect females as much as it does males to pursue a university education, but somehow these women have made it into university. They need encouragement, not discouragement. A female has to be very tough to withstand this kind of discouragement from a teacher.'

Another discouraging phenomenon for female students is the relatively small number of female lecturers. Dr. Choi observed that female students find it easier to identify with a female lecturer at a psychological and emotional level, although they may equally enjoy a male lecturer's classes. Therefore, in the science departments and faculties where teaching staff are predominantly male, there's very little or no support system for female students. Even in the Arts Faculty where the majority of students are female, less than 20 per cent of the teaching staff are female. And in the Faculty of Education which is supposed to have the highest percentage of female students in the University, female teachers make up only 29 per cent of the total teaching staff. Dr. Choi says this imbalance means it is much harder for a female than a male student to find a role model in the University.

Dr. Choi notices sexual bias in yet other forms which may escape those less conscious of gender issues. In the staff list of the *Chinese University Calendar*, she points out, women teaching or administrative staff are each given the title of 'Miss', 'Ms', 'Mrs' as the University sees befits their marital status, whereas for men, only the academic and professional titles are listed. Similarly, on the monthly payslip, married female staff are automatically addressed by their husband's name despite the fact that some had indicated upon joining the University they didn't want to use it. 'Why is the status of a woman's private life but not a man's indicated in a public document where only the professional or academic qualifications are relevant?' asks Dr. Choi.

Furthermore, in the point system adopted by the University for the assignment of living quarters which can be found under the section 'Housing Benefits' in the Terms A *Staff Handbook*, two of the point-worthy items are 'wife' and 'working wife'. There is however no mention of a corresponding 'husband' and 'working husband' as should be expected of an institution where female staff members eligible for this benefit do in fact exist. The gender-neutral terms 'spouse' and 'working spouse' would have been more appropriate.

Dr. Choi believes these gestures stem from a traditional phenomenon: a married woman very rarely went out to work and therefore was defined only by her marital status. But times have changed and many married women are now working. Yet despite this, Dr. Choi says, many people still retain the habit of calling a married woman 'Mrs'. 'Certain women prefer not to use their husband's surname. So to make sure the public know they are married or divorced, the University labels them as "Ms". It's an obsolete tradition to define a woman by her marital status and not her own academic or professional achievements. The University still accepts it, though not consciously I suppose.'

In course regulations and certain on-campus publications such as the *CUHK Newsletter*, Dr. Choi continues, the traditional 'he' is used in cases where modern usage would prefer 's/he'. According to Dr. Choi, when confronted with the supposedly all-encompassing 'he', certain female students may feel alienated. She feels that 'It's time to reconsider this outdated practice.'

In attempting to eliminate any kind of discrimination, conscious or unconscious, the raising of awareness is crucial. Unfortunately, Dr. Choi finds that CUHK students are not particularly sensitive to gender issues — the level of their awareness is much the same as that of society at large. One way to raise awareness in the University is through gender-related courses. However, she does not find the University's attitude particularly receptive or encouraging. At present, many such courses are offered as part of the colleges' general education programme at the expense of the organizers' personal resources and not as regular department-funded programmes. Dr. Choi said that some academics are of the belief that gender is not mainstream and has no 'market', and therefore do not see it as an important area of development.

Although Dr. Choi describes CUHK as having an 'entrenched male agenda', she says there are promising developments, such as the setting up of a society for women studies (女研社) by several undergraduate women, to publish their own pamphlets and to refine the theoretical bases of their feminist views. And keeping fingers crossed, she hopes things will start moving in that direction. ○

To understand how academic or personal titles are accorded to individuals on the official staff list and in other University documents, the Newsletter has approached the Personnel Office for clarification. Here is a reply from the Director of Personnel.

The designation of 'Miss', 'Ms.' or 'Mrs.' on the staff list of the *Chinese University Calendar* is not meant to denote the marital status of female employees in the University. It is largely for the purpose of identifying whether the last name which appears on the list is the person's maiden name, or her spouse's last name. For example, for a female staff under the name of 'Mary Chan', 'Chan' can either be her maiden name or her husband's surname. The title of Miss or Mrs. is to help identify this.

All these references may be dropped so that in future only their academic or professional titles are used. This should however be a conscious decision on the part of the University and should take into consideration staff views on the subject, which may be diverse.

The computerized payroll system on AS400 which keeps University staff records is operated on the basis of information listed on the Hong Kong Identity Card. Names on the payslips generated from AS400 will reflect the names as they appear on the HKID cards; designations used (Prof., Dr., Mr., Mrs., Ms., or Miss) will follow the choices of individual staff members as indicated on the completed forms for new employees. For those who have chosen 'Mrs.' or 'Ms.', however, the uniform designation of 'Ms.' will be accorded, because the surname that appears on an ID card can be a maiden name or the spouse's surname, and the system will not differentiate between the two.

Again, the present practice can be modified to remove references to all these designations so that only the names are used. Without such titles however, it may appear to be rather impersonal by addressing the staff with the name only, say 'Mary Chan' instead of 'Miss/Ms.

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Mary Chan'. Again, this is a matter of convention and can be changed if that is what is preferred.

It is difficult for us to comment on whether personal titles should be used in a professional context. Normally we consider three points: (i) individual preferences — some married women prefer to be addressed as 'Mrs.', some don't; (ii) the propriety of addressing people who are without professional or academic titles only by their names; (iii) the practical function of personal titles in indicating a person's gender when it is not self-evident in the name. The argument would of course be 'Do we need to know?' For personnel administration, it is convenient to know because of benefit provisions such as maternity benefits. For day-to-day purposes, the need may not be as obvious but for courtesy, people are normally addressed with titles.

Regarding the use of the term 'working wife' in the *Staff Handbook*, we have alerted the Housing Committee to review the wording of the point system for assignment of quarters, and suggested the use of 'working spouse' instead of 'working wife'.

We hope the above serves to explain the present practice. If additional information or clarification is needed, we shall be happy to furnish it.

Sophie Lau  
Director of Personnel

### Comments from the Editor

We leave it to readers to judge whether the language of the *CUHK Newsletter* smacks of sexism. Our *conscious* effort though has been to avoid using the non-specific 'he' as much as possible, and, instead of using the newly coined 's/he' (and all the clumsy 'him/her', 'his/her', and 'herself/himself' that may follow), we prefer to substitute the third person singular by a plural noun.

In quoting University regulations and statutes, however, we quote them verbatim, as they have been approved by the University Chancellor, Council, or Senate. We do note that the non-specific 'he' appears not infrequently in the regulations and statutes, and we welcome comments, by linguists in particular, on such usage.

When I was asked to write a short piece on sexism at CUHK I immediately became defensive. Had



I unconsciously made a sexist remark that targeted me for such an article? Like most males, I plead guilty to some form of sexism — laughing at a sexist joke; remaining silent when witnessing sexist behaviour, listening to sexist discussions or reading sexist materials. On the other hand, perhaps my conscious, resolute and vocal opposition to anything sexist, or indeed to discrimination of any kind, had filtered through to the Publication Office?

I had nothing to fear or be proud of, for neither had motivated them to call me — they had apparently chosen me somewhat randomly to provide a male point of view. This brief, off-the-cuff point of view will focus on the discrimination/stereotyping side of sexism, as harassment is being addressed fairly positively by the University (see

the 19th March 1995 issue of the *CUHK Newsletter*).

My only experience of overt sexism in my three and a half years at CUHK centres on a remark made by a BBA male student during the 1990–91 academic year, my first here. He said CUHK was a 'marriage university'. When I asked for an explanation, he replied that CUHK had more females than males — true in the Business Administration undergraduate programmes — because females came to the University to look for husbands. He laughed as he told me this. Thinking it must have been a joke, I too laughed, and extended the joke with, 'And I foolishly assumed admission to university had to do with school results.'

Now that I know a lot more about this university, I believe I could have dealt with this young man differently. He was intellectually above average, critical of academic standards and not the joking type. Our discussion was in fact about academic standards and his remark could have been a flippant way of expressing his opinion that many of the students, particularly women, were not committed to academic pursuits. It could also have been an inappropriate projection of his dissatisfaction with the method of admission. I should have probed into the real causes of his frustration, dispelled any misguided beliefs with facts, and shown him that scapegoating was not the best way of expressing them.

If the incredible case mentioned in the 19th March 1995 issue of the *CUHK Newsletter* is accurate, academic staff are also capable of judging academic standards in the same flippant, stereotypical way — a lecturer is claimed to have said that CUHK was not a 'top university' because of the large number of women attending his class. It would, of course, be nonsense to suggest that women (or men) are intellectually less capable than men (or women). Yet the employment pattern at CUHK shows that women are highly underrepresented in academic posts, particularly in the higher ranks, whereas in administration the females are in the majority except at the very top.

I know enough about CUHK to be able to say categorically that the Vice-Chancellor, the Acting Registrar and the Director of Personnel (not because she is a woman, for women have been known to discriminate against other women) would not permit even a flake of gender discrimination in recruitment, appointments or admissions. Why is it, therefore, that women are underrepresented in higher-paid jobs, and overrepresented in lower-paid jobs as well as in the student body? The basic reason, not the cause, I believe, is that we do not have explicit objectives on gender proportions for our academic or administration establishments, nor for student admissions. At least I do not know of any. To my knowledge, our selection and admission criteria simply do not include gender.

Some years ago, I remember visiting Saab Scania, the giant Swedish industrial concern. As I toured one of its factories, I was surprised to see equal numbers of men and women working side by side. That surprised me. I learned that one of the company's priority objectives was equal representation of men and women in all spheres of its operations. This was not easy, but Saab's top management were determined that it should happen.

Equal representation of men and women for staff and students would also be difficult to achieve at CUHK — in some areas and disciplines more than others — and would not be without problems. Consensus and support from both men and women would not come easily. Implementation would require new structures and expenditure of resources. It would have to be championed by devotees who would not rub people the wrong way. And so on, and so on! All this would take a long time to achieve without loss of quality. In my humble view and for my money, after the dust has settled, the effort would have been worth the candle.

Mike S.G. Goldstein  
Senior lecturer in management

The work of a colleague, an accomplished writer, teacher, and researcher, seems not to be taken very seriously. Her movement up the ranks has been very slow. How much of this is due to the (feminine?) way she conducts herself as an academic?

Her academic writing contains features that feminist researchers and Western discourse analysts have identified as being more often used by female authors than by male authors:

- It is 'personal'. She uses anecdotes to make her points and add interest. She writes from a first person point of view. She sometimes mentions her feelings.
- It is 'non-adversarial'. It does not rely on attacking the work of others in order to create a research space for herself; nor does it focus on showing how the arguments of others are faulty in order to establish her own authority. Instead her work seeks to build upon the accomplishments of others in her community of scholars. It assumes a collegial relationship to readers.
- It sometimes uses narrative of steps in reasoning rather than analysis or argument, induction or indirection rather than deduction, to make its points. The thesis may be implicit.
- It gives details and is contextual and particular rather than abstract and general. She seems to write from her 'whole self', (she is more than just an academic), and to want to bring in the whole world (including the blossoming jacaranda outside her window). There is less distance between self and object of discussion.
- It sometimes seems unwilling to come to definite conclusions, which might close off discussion and exclude complexity, ambiguity, or messiness.

Her publishing practices too are different from those of some of her colleagues, in that she enjoys writing textbooks and finds as much pleasure in publishing pieces of writing in local journals, the newspaper, and other less prestigious sources as in publishing in international journals. It may be that her scholarly community is closer to home.

Teaching is big commitment for this colleague. She would never willingly give up teaching, even if asked to assume administrative responsibilities. She devotes herself to students, learns their names and takes time to work with them closely, believing that her mission is to help students become engaged with their learning. To this end, she seeks input from students and spends a great deal of time revising her teaching materials. She is innovative, and also spends time in groups with other teachers, discussing teaching.

For this colleague, research is an extension of teaching rather than a separate activity. She is less interested in research leading to the development of theory, and more interested in studying the ways theory might be applied in particular contexts. Her research methods tend to be the 'soft' sort, such as analysing texts, conducting interviews, and making use of observation: qualitative methods. When she writes up her research results, she is only too aware of how subjective the research process really is, and that to a great extent, researchers construct their conclusions through the writing-up process itself.

This colleague has learned to write in the traditional academic style, to give stimulating lectures to large groups of students, to conduct quantitative research. But she chooses not to, believing that to do so would be like being forced to speak in an alien tongue or to make a commitment to a vision of the world she doesn't really believe in. And yet, is it because this colleague writes the way she does, devotes herself to teaching, conducts research on 'soft' topics using 'soft' (qualitative) research methods, and conducts herself as an academic by establishing connections rather than by establishing superiority, that her work does not seem to be valued as it should? And if so, what are the implications?

Possible lack of recognition for this colleague's work, and that of others like her, for these reasons, is only one tragedy. Another is that colleagues who might be at their best writing, teaching, and researching in what appears to be a more feminine style might not realize that there could be alternatives to believing that academic writing is synonymous with being adversarial and impersonal, that teaching means lecturing, or that research means statistical reduction of everything and everyone to numbers. Or there might be those who are aware of the issues, but fear that unless they work in 'mainstream' ways, it will affect their prospects for substantiation, promotion, receiving research grants, and publishing their work. In either case, potentially productive academics will not do the kind of work of which they are capable.

Of course, these issues go far beyond impact on individuals. The value placed on 'soft' disciplines may be lower than it should be as long as research methods in the hard sciences are taken to be the highest form of scholarship. The situation also goes beyond the boundaries of any one university and out into the academic community as a whole. And yet isn't there room in the intellectual world for different sorts of contributions to writing, teaching, and research, and wouldn't valuing those which have sometimes been seen as 'feminine' encourage a broader range of high quality scholarship? What would happen if more scholars, teachers, and researchers did not use adversarial methods to establish authority, admitted ambiguity and exploration into the intellectual dialogue, conducted research without believing that they are discovering fixed and objective truths, and admitted the personal into their teaching and their writing?

Michele Chase  
Lecturer, English Language Teaching Unit



# 宣布事項 ANNOUNCEMENTS

## RGC Invites Applications for Earmarked Research Grants

The Research Grants Council is inviting applications for earmarked research grants in 1996-97. Applications should be made on prescribed forms and sent to the Research Administration Office by 4th September 1995. Please direct all enquiries to the office at Ext. 8885.

## UK/HK Joint Research Scheme 1995-96 Invites Application

The British Council and the Research Grants Council are inviting applications for the UK/HK Joint Research Scheme 1995-96.

Conveners of the six research panels in the University are expected to submit their recommendations to the Research Committee by 15th July 1995.

## 收費及暑期免費校車服務 Fee-charging & Non-fee-charging Bus Service for Staff in Summer

交通組提醒大學同人，由一九九二年起，所有大學校內穿梭校車之乘客，包括學生、教職員及其家屬等，在下列日期內乘搭穿梭校車時，每次必須繳交一張面值一元之乘車券：

- (一) 星期日及公眾假期；
- (二) 每年六、七、八月（選科及註冊日除外）。

乘車券每本十張，費用十元，在交通組發售。當值司機亦隨身攜帶小量乘車券供急需乘車乘客購買。

而校方為方便教職員上下班，於六月一日（星期四）至八月卅一日（星期四）期間，提供不收費之教職員專用班車服務，每班一車次，按下述時間路線行駛：

上行線：  
星期一至六（兩班次） 由嶺南體育館開出，往新亞書院。  
上午八時三十分及 中途停大學體育中心、潤昌堂、梁銑鋸樓及聯合書院。  
八時四十分

下行線：  
星期一至五（兩班次） 由新亞書院開出，往火車站。中途停聯合書院、大學行政樓及大學體育中心。  
下午五時零五分及五時二十分  
星期六（一班次） 中午十二時四十五分開出

查詢請致電交通組（內線七九九零或七九九二）。

Since 1992, passengers of University shuttle buses have to tender a one-dollar coupon on the following days:

1. Sundays and public holidays;
2. All days in June, July, and August except days for course selection and registration.

Such coupons come in books of ten and may be purchased from the Transport Unit. A small number of coupons are also available from the bus driver.

The University also provides a non-fee-charging bus service during the months of June, July and August (except on Sundays and public holidays) to facilitate those staff members who travel to and from work by train. To tie in with University working hours, the bus will run on the following schedule from 1st June to 31st August:

**Up Route**  
Monday to Saturday at 8.30a.m. and 8.40a.m. (two trips per day)  
Lingnan Stadium → CU Sports Centre → Y.C. Liang Hall → K.K. Leung Bldg. → United College → New Asia College

**Down Route**  
Monday to Friday at 5.05p.m. and 5.20p.m. (two trips per day)  
Saturday at 12.45p.m. (one trip per day)  
New Asia College → United College → University Admin. Bldg. → CU Sports Centre → University Train Station

Please direct all enquiries to the Transport Unit (Ext. 7990 or 7992).

Information in this section can only be accessed with **CWEM password**.

若要瀏覽本部分的資料，

請須輸入中大校園電子郵件密碼。

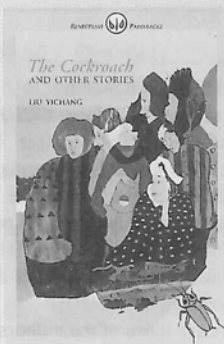
(All information in this section is provided by the Personnel Office. 此欄資料由人事處供給。)

## Renditions Paperbacks

### The Cockroach and Other Stories

by Liu Yichang

HK\$89



Liu Yichang, who has devoted the best part of his career to serving the cause of literature in Hong Kong, has set all the stories in this collection in Hong Kong. These stories, structured differently and narrated interestingly, lend a gaze into the lives of ordinary Hong Kong people of recent decades.

Liu is editor of the prestigious *Hong Kong Literature* monthly, which he founded in 1985.

Sold at a 20 per cent discount to staff members at the University Bookshop, John Fulton Centre.

## Service to the Community and International Organizations

- Prof. Kenneth Young, pro-vice-chancellor of the University, has been appointed by HE the Governor as a member of the Radiation Board from 23rd March 1995 to 30th November 1996.
- Dr. Daniel Shek, senior lecturer in social work, has been appointed by HE the Governor as a member of the Commission on Youth for one year from 1st April 1995.
- Mrs. Grace Chow, director of student affairs, has been appointed by HE the Governor as a member of the Joint Committee on Student Finance for two years from 1st May 1995.
- Dr. Paul But Pui-hay, director of the Chinese Medicinal Material Research Centre, has been appointed by the Secretary for Health and Welfare as a member of the Preparatory Committee on Chinese Medicine for two years from 1st April 1995.
- Dr. Anthony P. C. Yim, visiting lecturer in surgery, has been elected as vice-president of the American College of Chest Physicians (Hong Kong & Macau Chapter) for two years.
- Prof. C. A. van Hasselt of the Department of Surgery was awarded the Fellowship of the Royal College of Surgeons of Edinburgh without examination on 15th July 1994.
- Prof. Chee Chow, visiting professor of the School of Accountancy, has been named the British Accounting Association's Distinguished International Lecturer for 1995.
- Prof. Chan Koon-hung of the School of Accountancy has been appointed as honorary professor by the Management School of the Shanghai Jiao Tong University.

(All information in this section is provided by the Information and Public Relations Office. Contributions should be sent direct to that office for registration and verification before publication.)

# 新課程滿足社會新需要

噪音、空氣污染、水質污染，和食物的衛生、營養、製造等，都直接影響我們的生活質素，日受各方關注。

香港市民已認識保護環境的重要，但普羅大眾所知和所能做的均有限，有些工作更需要具備專門知識方能妥善處理。

另一方面，香港生活節奏急速，為了爭取更多的時間，做更多的工作，不少人選擇快捷方便的食物。有關的食品工業遂迅速發展，人才需求極殷。

為了配合社會的新發展，本校特於去年九月開設環境科學及食品科學兩項學士學位課程，為社會培養專才。

## 構思多年 去年正式開辦

早在八十年代末期，當時的生物系系主任張樹庭教授就曾建議大學開設環境與食品科學課程，盡量利用理學院的師資和研究專長，協助提高本地生活質素。

然而，由於校方尚有不少急需發展的課程，該建議未獲馬上採納，及至九零年初，大學及理工教育資助委員會（現稱大學教育資助委員會）同意撥款支持，該兩項課程的籌辦工作得以展開。

## 籌備工作 費煞思量

為了利用現有資源並擴大課程範圍，校方決定由生物化學、生物及化學三系合辦環境科學課程，而食品科學課程則由生物化學系及生物系合辦。與本地其他同類課程比較，只有中大的屬跨學科課程。

校方又成立了兩個籌備委員會，專責擬定該兩項課程的方向、內容、科目及學生人數等事宜。委員會成員包括相關學系的教師、學科統籌、楊綱凱教授、張樹庭教授及李卓予教授。

## 籌辦期間之學科統籌

環境科學	
生物系王保強博士	九二至九三年度
生物化學系何國強博士	九三至九四年度
化學系柳愛華教授	九四年八至十月
食品科學	
生物系巴士威博士	九二至九三年度
生物化學系曾守焯博士	九三至九四年度



學生在實驗室上課



學生到戶外實地考察環境

籌備工作說難非難，說易也非易。首任環境科學學科統籌王保強博士表示，最令委員傷腦筋的是，如何盡量利用三系的專長，開設與別不同且滿足社會需求的課程。

籌委會最終決定環境科學課程偏重科學分析，即研究環境污染的成因及其影響，並以生物、生化或化學方法解決污染。至於食品科學課程的取向，在於食品的製造及處理技術，以及營養學，特別側重以先進科學技術，改善醬料、點心、湯等中國傳統食品的製造方法，和香港市民的營養問題，使課程內容更切合本地需要。

教師亦會按科目內容帶領學生參觀污水處理廠、垃圾堆填區、化學廢料處理廠、受污染地點、食品工廠、醫院營養部門……讓他們實地考察，充實知識。

由九四至九五學年開始，兩項課程分別由學科主任負責，由合辦之學系每年輪流學薦教師擔任。現任學科主任為化學系的梁永波博士（環境科學）和生物系的關海山博士（食品科學）。

## 學生反應

該兩項課程去年首次招生，環境科學課程吸引六百多人報讀，只取錄三十七人；食品科學課程也不遑多讓，激烈競爭後，只有三十一名學生獲取錄。

一學年課程剛結束，學生對環境科學課程有些甚麼意見呢？環境科學學科主任梁永波博士回應，學生認為所學到的知識甚多，且範圍廣泛，不過不同科目偶然會重複講授某些內容。王保強博士表示，學生反應不一，有的認為課程兼具趣味性，有的覺得課程編排太過緊密。該學科已決定於九五學年開展全面評

核，蒐集各方意見，再改善課程內容。

修讀食品科學課程的學生則認為一年級所修科目與食品科學直接相關的甚少，感覺上不似修讀該課程；加上他們並非隸屬一個學系，而是一個「課程」，所以「歸屬感」更感不足。食品科學學科主任關海山博士理解學生的感受，並解釋首年的課程旨在鞏固學生的基礎訓練，因此多是生物或生化科目。針對此問題，校方計劃開辦一些學分較少而直接與食品科學有關的科目，予一年級學生修讀。

## 未來發展與學生出路

梁永波博士表示，環境科學課程計劃安排二年級學生於暑假期間到環保署、生產力促進局等機構實習，汲取實際經驗。

梁博士又說，地方不足限制了他們的教學工作。職員要借用其他部門的辦公室，而學生則要奔波各實驗室之間，使用各種分散存放的儀器。他希望校方能盡快撥出地方，為環境科學和食品科學設置獨立辦公室和實驗室。

此外，教務會已通過於下學年開設環境科學，以及食品及營養科學兩項哲學碩士課程，讓有志於此的學生繼續深造。

選擇不深造的畢業生亦不愁出路，他們可投身環保署，工業署，生產力促進局，工業、生化業、食品製造業、食品銷售業等公私營機構，學以致用。本年度的大學聯招經已開始，報讀該兩項課程的學生十分踴躍，顯示環境與食品科學課程極受歡迎。

（資料搜集：陳偉珠）

## 中大通訊 CUHK NEWSLETTER

1. 本刊逢四日及十九日出版。
2. 來函或投稿請寄沙田香港中文大學秘書處出版事務處《中大通訊》編輯部（電話 2609 7297，圖文傳真 2603 6864，電子郵遞 pub2@uab.msmail.cuhk.hk）。
3. 投稿者須附真實姓名、地址及聯絡電話，文章則可用筆名發表。
4. 本刊編輯有權刪改及決定是否刊登來稿，不欲稿件被刪者請預先聲明。
5. 本刊所載文章只反映作者之觀點和意見，並不代表校方或本刊立場。
6. 本刊內容未經編者書面准許，不得轉載。
7. 本刊每期發行三千六百份，免費供校內教職員索閱，部分郵寄本地教育機構及與大學有關人士。私人索閱，請致函本刊查詢。

1. The Newsletter is published on the 4th and 19th of each month.
2. All contributions and suggestions should be sent to the Editor, CUHK Newsletter, c/o the Publication Office, University Secretariat, The Chinese University of Hong Kong (tel. 2609 7297; fax. 2603 6864; e-mail pub2@uab.msmail.cuhk.hk).
3. Contributions should bear the writer's name and contact telephone number, and may be published under pseudonyms. No anonymous letters will be published.
4. The Editor reserves the right to reject contributions and to edit all articles for reasons of clarity, length or grammar. Those who do not want to have their articles amended should indicate clearly in writing.
5. The views expressed in the CUHK Newsletter are those of the authors, and are not necessarily those of the University or the Editor.
6. No part of this newsletter may be reproduced without the written consent of the Editor.
7. This publication has a circulation of 3,600 and is primarily intended for staff members of CUHK. Copies are also sent to local educational institutions and individuals associated with the University. Those who wish to be included on the mailing list please contact the Newsletter direct.

## 截稿日期 Deadlines for Contributions

期數 Issue no.	出版日期 Issue date	截稿日期 Deadline for contributions
71	4.6.95	20.5.95
72	19.6.95	5.6.95

（七月停刊；八月十九日出版暑期特刊，報導人事動態及宣布事項；九月四日復刊。）

(No publication in July and August. A special supplement will be published on 19th August for Personalia and Announcements.)

# 退休在即

暑假過後，校園裡熟悉的面孔會少了十數張。

他們很多在中大服務了近五分一或四分一個世紀，乃至更長的歲月，而今到達退休的年紀，準備踏上人生的又一個新旅程。要離開大學了，他們有甚麼感想呢？退休後的動向如何呢？以下是本刊記者的報導。

## 黎麗玲博士

教育心理學系



黎麗玲博士以柔和的語調回顧在中大的歲月：「我在這裡工作了廿一年多，是一段很長的時間，加上這段日子見證了自己各方面的成長，對中大的感情不諱言是深厚的。」

她一面在中大教導別人的教師，一面看著時代的轉變，感觸很大。當中以教育學院由研究院的一個學部升格為與文、理、社、商、醫學院同地位的學院，並在校園內設立了固定的院址，最令她感到振奮。她感覺時下教育學院的學生比從前的觸角敏銳，適應力強，但有小部分學生投入感稍弱。

黎博士退休後會移居澳洲悉尼，與子女團聚，過些平淡的生活。閒時散步、游泳，並重拾狼毫畫國畫；她又計劃當義工，到醫院探訪病人，並在華人社區中心協助新移民適應當地生活。

## 陳佐才法政牧師

宗教系

對於快要離開中大，陳佐才法政牧師頗說不捨得。他喜愛校內的人事關係簡單，神學組的同僚和師生相處融洽。

他在中大度過了近四分一世紀——於崇基修讀四年，任教宗教系二十年。有感年屆花甲，尚有充沛精力，應繼續上路，擴闊自己的經驗，於是決定退休，全身投入牧養輔導工作，義務開解有需要的大眾，尤其是獨力撫養孩子的單親，亦會在中大校外進修學院講授神學。

陳牧師也會為《時代周報》撰寫武俠靈修專欄，以金庸的武俠小說為題材，撰寫入世的文章，啓迪人心。

他對年青講師的臨別贈言是，必須對所教的科目有興趣，對所教的學生有興趣，否則難以做好本分，並會加深師生疏離。



陳牧師本學年收到一幅學生手繪漫畫——畫中他為應屆畢業生團拱，是他出長神學組最後一年的驚喜。

## Mr. John N. Dent-Young

英文系

Mr. John N. Dent-Young 在英文系執教二十年後，將於七月退休。他表示會返英定居，但仍未仔細計劃未來動向，也許會到西班牙工作。

## 屈舜博士 (Dr. William C. Watson)

音樂系



屈舜博士於七十年代加入中大音樂系任教，前後服務中大十七年。他說，仍未具體安排退休後的生活，但可以肯定不會立刻投入工作，亦不會全職工作，也許會在美國西北部定居。他希望創作一些聲樂作品，還會在電腦應用方面加把勁，以及到處遊歷。

他說：「我在這兒度過了三分之一的時間，兒子也在這兒長大，又親眼看著中大和新界的變遷。對我來說，香港是老家。」

## 譚尚渭教授

校外進修學院署理院長

「依依不捨」是譚尚渭教授離開中大的最大感觸。他清楚記得自己是六五年七月一日加入大學的。三十年來，無論居住，教學及研究都是在校園內。他寄語年輕同事：中大是好僱主，只要專心努力工作，定會得到滿意的回報。



譚教授將於六月中放假，七月中回校打點一切，八月卅一日正式離職。但他退而不休，翌日即會出任公開進修學院院長。由於在校園居住已久，譚教授愛上了附近的環境，離開中大後會在沙田區居住。他將與化學系陳德華博士合作撰寫一本化學專書的部分章節，相信在未來一年，大家仍不時可在圖書館或化學系辦公室尋到他的蹤跡。

## 喬健教授

人類學系

喬健教授七三年加入本校服務，協助籌建人類學組，一九八零年更創辦人類學系，轉眼已過了廿二年。七月底退休後，他將往台灣國立東華大學出任族群關係與文化研究所所長，主理所務且指導研究生。

喬教授坦言十分不捨得離開這裏，因為香港是他居留最長久的地方，而中大人類學系更是他的心血結晶。由於他剛於去年開展山西樂戶研究計劃，未來的一段日子將不時往返中國、香港與台灣三地，且他又獲邀擔任新亞書院的學術交流顧問，所以與大學的聯繫將會繼續。這也許可減輕喬教授的離愁別緒。



## 林聰標教授

經濟系

林聰標教授將於五月卅一日退休，還差四個月，服務中大便滿廿九年了。退休後他將返回台灣，於國立中正大學繼續從事教研工作。



林教授說，自己一生的事業建基於在中大，這廿九年過得十分愉快愜意，因為中大工作環境舒適，人際關係融洽。任新亞書院院長的七年歲月，更是饒有意義的經驗。林教授十分肯定書院的功能，希望日後書院可獲更大的發展空間。他已應邀擔任新亞書院學術交流顧問，將經常與新亞保持聯繫。

## 徐子貞先生

新亞圖書館

「從一九五九年加入新亞圖書館，一晃已卅五年，只覺光陰飛逝。」徐子貞先生說。

扣除年假，徐先生將於六月離職。他表示會掛念中大的同事與環境，不過天下無不散之筵席，縱然不捨得，也要告別。

徐先生計劃先與家人往外地旅遊，返港後會逐步適應退休生活：閒來看書、聽音樂、弄孫為樂。



## 張均堂先生

建築處

「在這裏工作了十八年，相等於我的三分之一人生，也該是休息一下的時候了。」張均堂先生說。

他補充道，隨著大學急速擴展，建築處的工作愈來愈多，也更複雜，唯人手又不足，故此工作壓力很大。既到了退休的年紀，好應卸下緊張的工作，輕輕鬆鬆在家安享晚年。

## 麥國章先生

總務處

麥國章先生在中大工作了廿一年，與同事感情深厚，故此退休後仍會繼續與舊同事保持聯絡。

麥先生平素酷愛行山，日後不用上班，會有更多餘閒與同好者一起攀登香港各處的山嶺。他又透露將於六月底升任爺爺，屆時已不用上班，大可弄孫為樂。



## 黃建業先生

新亞書院輔導處

黃建業先生一九五八年畢業於新亞書院後，即應當時書院教務長唐君毅先生邀請，留校工作。黃先生說：「我的大半生都在新亞書院度過。」暑假便要離開相伴已四十年的環境，黃先生最懷念的是甚麼呢？

「是早年新亞師生及同儕間那種和諧密切如一家人的關係。」他又慨嘆大學的擴展，無可避免地帶來疏離的人際關係。

黃先生尚未計劃退休後的動向，暫打算到外地旅行，閒來則看看書。



## 本校獲捐助五十萬元 訓練中國病理科醫生

病理解剖及細胞學系最近獲捐助五十萬元，設立獎學金計劃，每年培訓四至五名中國病理科醫生。

該系特成立專責小組處理培訓事宜。小組召集人吳浩強教授表示，病理科是一門重要的醫學科目，因為正確的化驗診斷，有助治療患者，而病理研究，則有助了解疾病的成因。

吳教授說，該系近年積極協助培訓中國病理科醫生，今次獲霍英東基金資助，成立「霍英東中國病理獎學金」，將可推動較全面的訓練計劃。未來三年，培訓小組會到國內重點醫學院，挑選一些優秀的年青病理醫生或講師，到

中大病理解剖及細胞學系接受訓練，為期半年至一年不等，訓練重點包括外科病理診斷、屍體解剖及細胞診斷。

吳教授透露，該計劃亦會資助國內資深醫生到中大作短期交流，加強他們對病理實驗室組織管理、病理電腦程序、病理教學及培訓計劃等專業範圍的認識。

吳教授稱，中國病理科近年發展較慢，平均水平不及西方，這是因為八十年代中期以後人才大量外流，國內又缺乏一套有系統的培訓計劃，而醫生接觸相關海外刊物的機會亦十分有限。他期望該計劃可為中國病理科作出貢獻。

## 中國近代海關史

近七十名海內外歷史學者於五月四至六日聚首祖堯會議廳，參加中國海關史第三次國際學術研討會，發表對中國近代海關史的研究心得。

出席研討會的香港學者二十多人，其餘四十多名學者來自中國、台灣、澳門、美國和日本。他們除交流新的海關史研究資料外，探討的專題廣涉中國海關的人事制度、中國海關與對外貿易、中國海關與中外關係、中國海關與日本，以及中國海關與近代中國社會等。

研討會由歷史系主辦，文學院及蔣經國國際學術交流基金會贊助。



## 華人社會研討會

逾三十位香港、中國、台灣和新加坡學者，上月杪參加在本校舉行的「第二屆華人社會社會指標研討會」，討論社會指標研究對華人社會的適用性，並論述各主要華人社會的指標研究發展概況，以及它與其他社會現象的關係。

與會者多為長期研究華人社會指標的社會學者，他們在會上就社會指標體

系的發展與應用、社會發展、生活素質、社會文化取向、教育與就業、社會分化、健康與家庭等專題交流，並發表論文共二十三篇。

研討會於四月廿七至廿九日假祖堯會議廳舉行，由本校香港亞太研究所、香港理工大學應用社會科學系和香港大學社會學系聯合舉辦。

## 中大出版社新書

### 國體與經體：對阿當·斯密夫原理的一種詮釋

Joseph Cropsey 著 鄧文正譯

阿當·斯密夫 (Adam Smith) 是近代經濟學的鼻祖，很多論著都引用他的著作替某些經濟政策辯護，但鮮有探討他所構思的社會經濟理論背後的道德理論基礎。本書恰正從道德理論的層面，探討斯密夫社會經濟學說



的立論基礎。斯密夫認為必須建立一種新的體制，以替代長期束縛著人類的傳統道德觀念和專制政治體制。這種現稱為自由資本主義的新體制，仗賴自由市場與自由競爭；它之所以能夠運作良好，是基於人性的「自我維護」願望。斯密夫鼓吹資本主義，並不意味著資本主義制度是自由體制，而是該制度可以讓人得到自由。他認為與其利用政治和宗教的束縛，逼人履行種種義務，倒不如讓人在新的政治體制下，受內在「自我維護」的「自利」動機驅使，而去爭取成功和致富。

他希望人能對人性有新的理解，從而追求一種較合乎人性和自由的生活。然而自由資本主義是否值得追求呢？他的學說又是否能真正為人們帶來新的國家體制呢？作者 Joseph Cropsey 自有見解。譯者鄧文正為本校政治與公共行政學系講師。

一百八十四頁，平裝本，港幣九十元

### 宣尼浮海到南洲：儒家思想與早期新加坡華人社會史料彙編

梁元生著

本書通過歷史資料，介紹儒學思想在新加坡的傳播情況，以及儒家思想與華人社會發展之關係。

作者在書中詳細分析十九世紀末葉，新加坡的儒學運動與當時華人社會的關係，描述華人社會在推行是次運動的方法和途徑，並就新加坡華人推行儒家思想的努力，分作四個範疇，介紹一些重要的史料：一是傳播儒家思想的媒介，包括崇文閣、萃英書院、會賢社、樂善社和好學會的資料；二是儒教復興運動的計劃及其推展；三是儒家思想普及化的努力，包括了「白話化」和「本土化」的課程改革及改寫課本的資料，例如邱菽園的《新編千字文》及張克誠的《孔教撮要白話》等；四是報章的言論，收集了當時幾份重要的華文報章中有關儒學的討論和辯論，這些華文報章有《叻報》、《天南新報》、《星報》和《日新報》等。此外，又分析和總結二十世紀八十年代新加坡的現代儒學運動，使讀者對儒家學說在新加坡的傳播有整體的認識，並了解儒家學說與歷史連貫發展的關係，明白為何九十年代的新加坡華人，對中國傳統文化產生回歸和嚮往之心。作者梁元生為本校歷史系高級講師。

二百七十四頁，平裝本，港幣一百二十元

(大學同人在富爾敦樓大學書店購買上述書籍，可獲八折優待。)

## 中文教學研討會

課程與教學學系於四月廿九日假信和樓和王福元樓舉辦「中文教學研討會」，與教育工作者討論閱讀教學的問題。

共有二百四十位學者、中學中文科教師、師資培訓人員和視導人員出席。他們環繞閱讀活動的設計、文言文篇章教學、中國語文及文化科教學，以及範文教學法分組討論，講述課程設計的問題，並探討有效的教學策略。



## 中大學生壁球賽奪獎



由熱心學生組成的中大壁球會，參加本年度大專壁球賽，奪得女子個人冠軍，以及男子和女子隊際季軍。

賽事於九四年十一月至九五年四月

舉行，由大專壁球會主辦。參賽院校有中大、港大、科大、城大、理大、浸大、嶺南及樹仁。

本校美國交換生 Lisa Regan 進入決賽並擊敗上屆冠軍的浸大代表，摘取女子個人桂冠。隊際賽事經過七輪激烈的比拚後，中大壁球會得男女子組季軍。男子隊際冠軍亞軍分別為港大及城大，女子隊則依次為城大及港大。

中大壁球會代表陳少康 (生化系學生) 表示，該會由熱愛壁球運動的中大學生組成，除與其他大專友隊對賽外，亦參加香港壁球總會舉辦的公開聯賽。