

Seven Honoured with Vice-Chancellor's Exemplary Teaching Award 2001

Seven teachers, one from each of the seven faculties of the University, were presented the Vice-Chancellor's Exemplary Teaching Award 2001 by Prof. Arthur K.C. Li, vice-chancellor of the University, at a ceremony held on 28th May 2002 in the Esther Lee Building. The winners of the award were Prof. Chan Hung-kan (Faculty of Arts), Prof. Andrew Chan Chi-fai (Faculty of Business Administration), Prof. Allan Walker (Faculty of Education), Prof. Zhang Shuzhong (Faculty of Engineering), Prof. Gregory Cheng



(Faculty of Medicine), Prof. Fan Jianqing (Faculty of Science), and Prof. Gordon Mathews (Faculty of Social Science). They each spoke for one minute about their feelings on receiving the award, while the vice-chancellor commended them for their

performance as teachers. Each awardee received a 24-carat-gold trophy and a certificate.

The objective of the award, now in its third year, is to give open recognition to outstanding teachers of the University and to encourage

commitment to teaching.

The hundred or so guests attending the ceremony included University Council members, University Officers, members of the Senate, senior administrative staff, and guests of the recipients.

The *Newsletter* interviewed the awardees prior to the ceremony, and their interviews are carried on page 4 of this issue.

From left: Prof. Chan Hung-kan, Prof. Andrew Chan Chi-fai, Prof. Allan Walker, Prof. Arthur K.C. Li, Prof. Zhang Shuzhong, Prof. Gregory Cheng, Prof. Fan Jianqing, and Prof. Gordon Mathews



FUNDING SUPPORT FOR THREE RESEARCH-RELATED EVENTS

The following research projects and visiting scholars scheme organized by the University have attracted funding support from different quarters:

- **Relationship Between Postural Balance, Somatosensory Evoked Potentials and the Progression of Scoliotic Deformity in Adolescent Idiopathic Scoliosis: A Longitudinal Study (US\$70,800)**
Sponsor: Scoliosis Research Society
Principal investigator: Prof. Jack Cheng Chun-yiu (Department of Orthopaedics and Traumatology)
- **Classroom Studies of Group Processes: How Do the Problem-solving Processes of Successful and Unsuccessful Groups Differ? (US\$35,000)**
Sponsor: The Spencer Foundation
Principal investigator: Prof. Chiu Ming-ming (Department of Educational Psychology)
- **Visiting Scholars (Mainland China) Scheme (US\$74,250)**
Sponsor: The Ford Foundation
Principal coordinator: Prof. Kuan Hsin-chi (Universities Service Centre for China Studies)

Hong Kongers Plagued by Panic Disorder

Approximately 120,000 people aged between 15 and 60 may suffer from panic disorder in the territory. About 4.4 per cent of 3,000 people interviewed in a telephone survey conducted by the Mood Disorders Centre in April 2002 were found to fit the diagnostic criteria of panic disorder.

Sufferers are troubled by sudden attacks of physical and emotional symptoms. They avoid potential stressful situations like driving, flying, and

travelling alone by bus or MTR. About four per cent of the sufferers have suicidal thoughts.

Most people with the disorder have not received effective treatment. Eighty per cent are still worried about their health despite getting normal results from physical check-ups.

The results of the survey were released in a press conference on 20th May at the Sheraton Hotel in Tsim Sha Tsui.

Website Committed to Combating Childhood Obesity

Childhood obesity can lead to adult obesity, cardiovascular diseases, cancer, and diabetes. However treatment for the condition is ineffective, slow, difficult, and labour intensive for the young sufferers and their families. Prevention is the most effective method of tackling this epidemic.

The Food and Nutritional Sciences Programme of the Faculty of Science inaugurated Hong Kong's first educational website dedicated to bettering the nutritional well-being of the younger generation and combating childhood obesity at C.C.C. Rotary Secondary School on 20th May 2002, which is China's Student Nutrition Day. Prof. Georgia S. Guldán of the University's Department of Biochemistry was present to explain the content of the website.

The interactive bilingual site named 'Fun-in-Seven' (<http://www.cuhk.edu.hk/fns/fun-in-seven>) is aimed at children, their families, and teachers. It was developed from a year-long research project funded by the Quality Education Fund, involving 12 primary

and secondary schools in a nutrition and physical activity promotion campaign led by a team of multi-disciplinary experts in nutrition, physical education, public health, paediatrics, midwifery, home economics, and education. Students, their parents, teachers, domestic helpers, and other interested parties can



access the site and learn from educational materials grouped under seven themes. These seven areas have been demonstrated by research to have been essential for increasing children's awareness of the problems of being overweight, changing their attitudes and behaviours, and leading them to the path of a healthier lifestyle.

Business Students Visit Top Corporations in Asia

Some 230 undergraduates of the Faculty of Business Administration began a week-long visit on 13th May to 40 leading corporations, government agencies, and universities in Tokyo, Singapore, Beijing, and Shanghai. Institutions covered include the Bank of Japan, Japan Airlines, Sony Corporation, NTT DoCoMo Inc., Nomura Holdings, National University of Singapore, National Computer System Pte. Ltd., Lynk Biotechnologies Pte. Ltd., Tsinghua University, and Fudan University. During their visit, the students met

with senior executives of the organizations.

This programme is intended to provide an opportunity for students to acquire international exposure, understand real-life business management challenges confronting corporate leaders today, and to exchange views with their counterparts from China's top universities.

As part of their background briefing, Mr. Mike Rowse, director-general of Invest Hong Kong, spoke to the students on 'Hong Kong's Strategy in Attracting Inward Investment' on 10th May in the Esther Lee Building.

2002 Stephen C. Soong Translation Studies Memorial Awards

Results for the 2002 Stephen C. Soong Translation Studies Memorial Awards were announced following an adjudicators' meeting on 17th May 2002. The two awardees are Chang Nam Fung (Lingnan University), whose winning piece is 'From the Margin to the Centre (?) On the Past and Future of Chinese Translation Studies from the Point of View of the Polysystem Theory' (in Chinese); and Zeng Lisha (Guangdong University of Foreign Studies), whose winning piece is 'On "Rules" and the Dialectical Relationship Between

Translation Theory and Practice' (in Chinese).

In addition, two entries received honourable mention: 'Cultural Hybridity and the Translated Text: Re-Reading D.H. Lawrence in Chinese' by Leo Chan Tak-hung (Lingnan University), and 'The Chinese and Western Translation Traditions in Comparison' by Tan Zaixi (Hong Kong Baptist University).

The panel of adjudicators consisted of Dr. Mary Fung, Dr. Eva Hung, Prof. David Pollard, and Prof. Wang Kefei.

To Learn Through Practice

Chung Chi College Toastmasters Club

To be a toastmaster and a committee member of the Chung Chi College Toastmasters Club, the most important thing is to learn through practice. On every Saturday starting last September, a group of some 40 Chung Chi College Toastmasters Club members gather on the Chung Chi



college campus for one-and-a-half hours to learn public speaking and practise their presentation skills. The weekly meeting follows the format of the International Toastmasters Club in the United States, which includes a prepared speech section, an impromptu speech section, and an evaluation section, conducted mostly by the student members themselves. The prepared speech section requires the speaker to prepare a short speech before handing it in and presenting it to the audience during the meeting. The impromptu speech section requires members to speak for one-and-a-half minutes on a topic with no preparation. In the evaluation section,

speakers are being evaluated by senior members or guests on their performance. Our club is strongly supported by the teaching and administrative staff of the college and veterans of the Toastmasters Clubs in Hong Kong. Two or three experienced toastmasters from other clubs give workshops or act as evaluators in each of our meetings.

Our club was chartered in March 2002, becoming the 28th club in the Hong Kong Division. To mark this momentous event and to celebrate the 50th Anniversary of Chung Chi College, the college held a charter presentation ceremony on 20th April 2002. Prof. Rance P.L. Lee, head of college, and Mr. Talis Wong, Division H Governor, Toastmasters International, officiated at the ceremony, which was attended by over 70 students and staff of the college.

It has been a marvellous year working as the president for the Chung Chi College Toastmasters Club. Being a committee member, I have learnt a lot about job delegation and cooperation. At a personal level, I have become a better public speaker. I remember that back in Form Two, during one of my oral examinations, I was so nervous that I forgot my whole speech and stood in front of the class without saying anything for almost a minute. Who would have ever thought that I would participate in the Toastmasters International Speech Contest eight years later? I was honoured to have won the In-House Prepared Speech Contest on 16th March 2002 and the Area H2 Speech Contest on 23rd March 2002. And it has been a great pleasure (and pressure) to represent the Area H2 in the Division H Contest on 27th April 2002. It took me a long time to revise the speech, and I was fortunate to be given help on delivery and language use by other toastmasters. The most unforgettable thing, however, was that some professors, staff and members, in spite of their hectic schedules, gave me support by showing up during the contest.

I will step down as President this September. I hope that the next committee would live up to the club motto 'To Learn Through Practice', and emphasize cooperation in polishing their public speaking skills.

Chow Oi Wing
(ENG 3/3, Chung Chi College)

Service to the Community and International Organizations

- Prof. Charles K. Kao, honorary professor of engineering, has been appointed by the Chief Executive of the HKSAR as a member of the Council of Advisers on Innovation and Technology for two years from 20th April 2002.
- Prof. Liu Pak Wai, professor of economics, has been appointed by the Chief Executive of the HKSAR as a member of the Council of Advisers on Innovation and Technology for two years from 20th April 2002.
- Prof. Kwok Siu Tong, professor in the Department of History, has been appointed by the Chief Executive of the HKSAR as a member of the Release under Supervision Board of the Prisoners (Release under Supervision) Ordinance for three years from 10th May 2002.
- Prof. Constantine Metreweli, professor of diagnostic radiology and organ imaging, has been appointed by the Secretary for Health and Welfare as a member of the Medical Council of Hong Kong from 12th April 2002 to 30th September 2003.
- Prof. Diana T.F. Lee, associate professor in the Nethersole School of Nursing, has been appointed by the Secretary for Health and Welfare as a member of the Residential Care Homes (Elderly Persons) Appeal Board for two years from 25th April 2002. She has also been appointed by the chairman of the Nursing Council of Hong Kong as a member of the working group on Ethical Issues for Nurses and the Nursing Profession.
- Dr. Kenneth Pang Kwok Hung, director of the University Health Service, has been re-appointed by the Secretary for Health and Welfare as a member of the Residential Care Homes (Elderly Persons) Appeal Board for two years from 25th April 2002.
- Prof. Fok Tai Fai, professor of paediatrics, has been re-appointed as a member of the Nursing Council of Hong Kong for three years from 15th June 2002.
- Prof. Sydney Chung, professor of surgery, has been appointed by the Hospital Authority as a member of the Regional Advisory Committee of the New Territories for two years from 1st April 2002.
- Prof. Che Chun Tao, professor in the School of Chinese Medicine, has been re-appointed by the Chinese Medicine Council of Hong Kong as a member of the Committee on Assessment of Chinese Medicine Degree Courses for two years from 7th June 2002.
- Mrs. Clara Lee, director of student affairs, has been re-appointed as the institutional representative of CUHK in the Joint Committee on Student Finance for a year from 1st May 2002.
- Prof. Ambrose King, professor of sociology, has been appointed as a member of the 14th Board of Directors of Feng Chia University, Taiwan, until 10th September 2002.

(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.)

Research Centre for Translation

e-mail: renditions@cuhk.edu.hk
website: www.renditions.org



Notes of a Blissful Ghost

By Yang Lian

Translated by Brian Holton

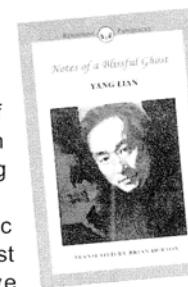
Yang Lian burst on the Chinese poetry scene in the late 1970s as a member of the *Today* group. The political storms of the last two decades have turned him into a writer in exile.

Yang exploits this condition of exile to probe our human and linguistic predicaments. This leads to a continuous reinvention of the poet's self and his chosen form of expression. In Yang's own words, he is always 'crossing boundaries and scaling walls'.

This volume traces Yang's poetic career from 1982 to 2001. It is the most comprehensive and representative collection of Yang's work to date.

Yang was awarded the Italian Flaiano International Prize for Poetry in 1999.

ISBN 962-7255-24-5, 160 pages, HK\$89, US\$14.95



Renditions
A Chinese-English Translation Magazine - Number 57



Renditions No. 57 (Spring 2002)

A miscellaneous issue featuring proverbs from H.A. Giles' *Gems of Chinese Literature* in bilingual format, stories from *Eighty-one Dreams* by Zhang Henshui and *Yijian zhi* by Hong Mai, Ming ditties by Feng Menglong, as well as contemporary poems by Hsi Muren, Han Dong, and Shu Ting.

132 pages, HK\$99, US\$25

The books are sold at a 30 per cent discount to staff members at the University bookshop, John Fulton Centre.

宣布事項 ANNOUNCEMENTS

颱風襲港及暴雨的有關安排

General Arrangements for Typhoon and Rainstorm Warning

由行政事務處發出的有關颱風襲港及暴雨之安排通告，已由新聞及公共關係處於二零零二年五月二十四日連同《校園活動一覽》一併派發，同人亦可致電新聞及公共關係處（內線八八九九）索取。

A circular on general arrangements during the approach of typhoons and the hoisting of rainstorm warnings, issued by the Office of the Director of Administrative Services, was sent to various units as an attachment to *Campus Events* on 24th May 2002. Those who have not received the circular or who would like to obtain more copies should call the Information and Public Relations Office at Ext. 8899.

辦理延長工作簽證須知

Visa Extension

同人若沒有香港居留權，須留意本身的香港工作簽證逗留期限，並於限期屆滿前四星期內申請延長簽證。大學僱員可聯絡人事處索取在職證明，俾便申請延長工作簽證，查詢請電內線七二九二。

Staff members who do not hold the right of abode in Hong Kong are reminded to check the validity of their employment visas. They should arrange to renew their employment visas within four weeks prior to their expiry date. Application for extension of employment visa requires a sponsorship letter from the University to certify the staff member's employment status. Staff members may approach the Personnel Office (Ext. 7292) for the said sponsorship letter.

大學游泳池消息

University Swimming Pool Notice

大學游泳池於六月十日（星期一）至九月一日（星期日）延長開放時間為：

- 第一節：上午八時至下午一時四十分
- 第二節：下午二時三十分至晚上九時

另，游泳池第一至第三水線由六月三日至七月八日（七月一日除外），逢一、三、五借予體育運動科學系作「夏季游泳課程」之用，六月三、五及七日借用時間為上午十時半至下午一時，其他日子為上午十時至中午十二時半。

With effect from 10th June (Monday) to 1st September (Sunday) 2002, the daily opening hours of the University Swimming Pool will be extended as follows:

- 1st Session: 8.00 a.m. – 1.40 p.m.
- 2nd Session: 2.30 p.m. – 9.00 p.m.

The first to third lanes of the swimming pool will be reserved for the summer swimming course organized by the Department of Sports Science and Physical Education on the following days and at the following times:

- Monday: 3/6 (10.30 a.m. to 1.00 p.m.)
10/6, 17/6, 24/6 and 8/7 (10.00 a.m. to 12.30 p.m.)

- Wednesday: 5/6 (10.30 a.m. to 1.00 p.m.)
12/6, 19/6, 26/6 and 3/7 (10.00 a.m. to 12.30 p.m.)
- Friday: 7/6 (10.30 a.m. to 1.00 p.m.)
14/6, 21/6, 28/6 and 5/7 (10.00 a.m. to 12.30 p.m.)

中大評議會本月廿二日召開周年會員大會

香港中文大學評議會常務委員會訂於二零零二年六月二十二日（星期六）下午五時，假九龍尖沙咀美麗華酒店召開周年會員大會。會員大會後，將安排茶會及校友論壇，以及校友聚餐。

本屆議程包括一般周年會員大會事項，並舉行選舉，以填補即將任滿之評議會主席（一名），補任常務委員（一名），以及選任常務委員（兩名）。凡評議會成員，均有權登記出席評議會會員大會，並有投票權。

中大評議會是由中大全體畢業生組成的法定組織，其基本功能包括協助大學加強公共關係，支持大學建立良好社會形象，就有關大學發展向校方提供意見，選出代表加入大學校董會，及安排為大學或社會公益籌款，以實踐評議會的目標。

中大評議會本年首次安排茶會及校友論壇，在會員大會後（約下午六時）同步舉行，出席校友可自由選擇參與茶會或參加論壇。評議會常委將在論壇回應校友對常委會工作的詢問和意見。

校友聚餐則於下午七時舉行，凡登記出席評議會周年會員大會並參加聚餐之中大校友，餐費每位一百八十元。未有登記出席周年會員大會，只參加聚餐之中大校友及來賓，餐費每位二百八十元。

有關中大評議會周年會員大會及校友聚餐詳情，包括各類表格，均可由中大校友事務處評議會網頁（<http://www.alumni.cuhk.edu.hk/html/convocat.html>）下載，或請聯絡「香港中文大學評議會秘書處」（電話二六零九七八七二或二六零九七八六零，傳真二六零三六二二六或二六零三六九七九）。

訃告

大學前校董暨聯合書院前校董會主席馮秉芬爵士於二零零二年五月十六日辭世，本校同人深表哀悼。

馮秉芬爵士為本港商界翹楚及卓越銀行家，備受業界尊崇；一向熱心社會文化事業，於促進文教工作、青年運動、社會福利及扶輪社等公益活動，均有巨大貢獻。

馮爵士早於一九六三年本校創辦時，即出任大學臨時校董會成員及擔任「首任校長就職及首屆頒授榮譽學位典禮」委員會主席，其後出任大學校董近三十年；並於一九六二至一九七二年間出任聯合書院校董會主席。數十年來，馮爵士愛護大學，扶掖學子，對帶領及推動大學、書院的發展，貢獻良多。馮爵士於一九九二年榮休，復出任香港中文大學基金會贊助人，繼續協助本校推動各項發展計劃。

馮爵士一生致力於促進高等教育事業，成就卓著。本校同人對馮爵士多年的領導及貢獻，將永遠感念與懷念！

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請須輸入**中大校園電子郵件密碼**。

Put on Your Thinking Caps Please!

Prof. Gordon Mathews, Faculty of Social Science



He rips up money, wears masks, speaks to his audience with the lights off, makes them ask questions by refusing to say anything except in response to questions... No, he is not a magician. Prof. Gordon Mathews, a winner of the Vice-Chancellor's Exemplary Teaching Award, is simply an anthropology professor who comes up with whacky ideas for subverting his students' assumptions about the social world they live in. 'The objective of anthropology as a discipline is to understand human societies in a holistic way. As an anthropology teacher, my role is to make students question everything from money to love to education itself in order to understand the processes which have moulded us as human beings and to see beyond that moulding and its illusions. My students should not unthinkingly believe anything that anyone tells them, including what I tell them. If I can succeed in getting them to question their lives, and think independently, then I am a good anthropology teacher,' said Prof. Mathews. And the highest praise he has ever received from a student was 'That class really made me think!'

Having said that, he added what makes a good teacher differs from discipline to discipline: a good teacher of accounting or engineering would probably be one who can get students to most effectively learn the subject matter. Prof. Mathews feels 'very lucky' to be an anthropologist as he believes he would probably be 'a terrible teacher of accounting or engineering'. While it is not possible to prove the truth of that statement, it is clear that Prof. Mathews enjoys teaching students to acquire perspective more than subject matter.

It is often believed that wisdom, unlike knowledge, cannot be learnt. And exams as we know them may be able to test knowledge but not wisdom. For this reason, students receiving bad grades in Prof. Mathews's class do not have to worry about getting accusatory remarks from him. Grades, he says, are ways that society sorts its members into prospective future social classes; they may have little to do with intelligence, let alone wisdom. However students who do not pay attention in Prof. Mathew's class are in danger of being shouted at because it means they are not thinking, or at least not thinking hard. But fortunately, he says, that does not happen very often.

Speaking of challenging preconceived ideas, Prof. Mathews's associations with his students show that not accepting what you are told can bring pleasant surprises. Youngsters in Hong Kong have sometimes been described by Westerners as childish, from the way they socialize to their dependence on family. Prof. Mathews finds that, among his CUHK students at least, this is a matter of social performance rather than of actual thinking. It is said CUHK students are passive in class, but he succeeds in drawing them out of inertia by posing questions directly to them in class — which they answer. Hong Kong students have also been criticized for their utilitarian approach to learning. However every year when Prof. Mathews poses this question to his students: 'Which would you choose: to graduate with high honours and learn nothing in university or to learn a lot and get no honours?', the majority say they would choose the latter.

Is there anything in Prof. Mathews's experiences and personality that contribute to his being a good teacher? 'I helped run an English conversation school in Sapporo, Japan during the 1980s. If students didn't come, I couldn't pay the rent. That certainly taught me the importance of trying to be a good teacher. I'd starve if I wasn't!' he said. On a more serious note, he said that if he is a good teacher, it is because he really believes in what he teaches. Besides, he cares about his students a great deal, and because most realize he cares about them, they study more diligently. Perhaps that explains why he believes the Exemplary Teaching Award would make more sense and have more credibility if it were run by students. 'If we allowed a committee of students across disciplines and faculties to select the winners of the exemplary teaching award, we would be treating CUHK students as adults, as they deserve to be treated, rather than as children. It's their education, after all. Shouldn't they be doing the selecting?'

Prof. Mathews sometimes worries that if students' command of English drops below a certain point, it will become impossible to teach sophisticated ideas in English. Fortunately, he says, this has not happened. Since he joined the Anthropology Department seven years ago, it has become a more international place, with postgraduate students from Norway, Japan, Malaysia, and Bangladesh, among other places, which has made teaching more interesting for him. However he points out that certain university policies, such as the external examiner system, make him a less effective teacher. 'After I grade students' final papers, they may never have the chance to see them, since the papers have to be rushed off to the Registration and Examination Section. I do hope this policy can be changed,' said Prof. Mathews.

Despite a few complaints, Prof. Mathews would probably not be happier if he were in a different station in life. 'If I wasn't an anthropologist, and especially an anthropologist living overseas (he is from the US), I'd probably be a very unhappy person, because I would be in the middle of society instead of being able to stand outside it. I'm very, very lucky, I believe, to be doing what I do. But who knows? Maybe in a different life, I'd have become a jazz musician!' said Prof. Mathews.

From Swimming Pool to Classroom

Prof. Allan Walker, Faculty of Education



Prof. Allan Walker of the Department of Educational Administration and Policy is not particularly comfortable if you call him an exemplary teacher to his face. While he enjoys getting recognition for his work, he thinks good teachers need to be humble if they are to keep learning and to gain students' respect. Good teachers, he says, are those that use all the methods, strategies or techniques at their disposal to help students understand, think, and then articulate their own position. They also have a solid understanding of what they are teaching, which involves being active in research and staying in close touch with developments in the field. Prof. Walker also

strongly believes that good teachers are able to make students 'feel good' about themselves while maintaining high standards and expectations. Measured against this yardstick, Prof. Walker believes many teachers across the University deserve the award as much as he does because 'at times... everybody is a good teacher, and, at other times, they're terrible teachers.' However he also thinks that everyone can become a better teacher by conducting and/or keeping up to date on research both in his/her area of specialization and on effective teaching itself, and by developing a willingness to experiment and even fail, in order to learn something new.

Prof. Walker, who describes himself as 'a determined, open-minded person, who, in general, likes people and doesn't have an ego problem', has taught in many different places and to different target groups. His first formal experience as a teacher was teaching young children how to swim every summer in Australia. After that he taught primary school students while a principal of an all-Aboriginal school in Australia. His first tertiary teaching experience was as a graduate student in the US. Since then, he has taught as a full-time faculty member at the National Institute of Education, Nanyang Technological University in Singapore, and at universities in Australia. He has also done part-time teaching in Vietnam and the Philippines. Speaking of people and experiences that have helped shape him as a teacher, he mentions Prof. Joseph Murphy, a young academic who taught him while he was studying in the US. 'He was an outstanding role model, both as a researcher and a teacher, for a budding academic. As a teacher, the way he structured his classes, organized and varied the learning experiences, set high expectations and took an interest in his students really made an impact on me. Even now I often think of him when teaching,' said Prof. Walker.

His learning has continued at CUHK, and he clearly recalls a 'rather humbling but very worthwhile experience' when he first started teaching at CUHK: 'I remember standing in front of my first classes, trying to crack jokes and teach pretty much as I had for the last two years in Australia. All I got in return were polite smiles—nobody laughed, but they did smile instead of answering my questions. I soon learnt I had to get into what they thought and where they came from if I was going to make a difference.' Prof. Walker says he continues to learn not only from his colleagues but also from observing teachers in Hong Kong secondary school classrooms, a requirement in the Faculty of Education, an experience he describes as 'a great source of inspiration and learning'.

While he finds it hard to accurately describe how his teaching style, from pool to university classrooms, has changed over the years, he believes he is constantly shifting how and what he teaches in response to student needs and external contexts. Coming to CUHK, for example, has meant for him a battle between 'shifting my style to suit the students, and shifting the students to suit my style', a battle that has left him 'somewhere in the middle'.

Prof. Walker, who teaches a wide range of courses, from undergraduate students who have never taught before to school principals with 30 years' experience, has a high regard for all his students, especially those who trudge up the hill to attend classes after a full day's work. What does he like or dislike most about his students? He admires their pragmatism, their perseverance and willingness to learn and is sometimes critical of their punctuality (or lack of it) and, somewhat ironically, the same pragmatism he admires.

教學如跳拉丁舞

工程學院張樹中教授

得到校長模範教學獎，系統工程與工程管理學系張樹中教授感到很高興，「也沒想到，有點出乎意料，因為我在中大的日子不長，才不到三年。」「當然我覺得自己無愧得這個獎，但另一方面，很多同事都應該得到，所以覺得自己也很幸運。」



張教授曾在上海復旦大學及荷蘭鹿特丹 Erasmus 大學唸書和任教，接觸過不同文化背景的學生。他從教師的角度說，中國內地的學生（起碼是他一九八八年離開上海時的學生）視教師為長輩、導師；教師要解答學生的疑惑，教育和開導他們，把他們從無知的境界解放出來，所以會有一種蠻偉大的感覺。在荷蘭則不一樣，教師好像是導遊，有些地方自己先去過了，學生還沒有，不清楚該如何走，要看的東西在哪，規矩怎麼樣，得給他們介紹。荷蘭人與人交往直接了當，學生雖也尊重老師，但彼此地位平等。至於香港的學生呢，應該說是界乎兩者之間，只是他們表達比較含蓄，要知道他們的真正想法不是那麼容易，開始時溝通有些困難。

要教好書，首先便要解決溝通的問題。「我確實不太肯定學生到底有沒有困難，於是在中大工作的第一個學期中間，我便給本科生設計了一個科目檢討（course evaluation），結果發現他們對教學並不是沒有意見，只是不問他們就不講罷了。於是我根據他們的意見調整了課程進度。」此後，張教授常利用下課後的時間與學生聊聊，了解他們的想法。翌年，他在校方正式的科目檢討中取得五點四的整體得分（六分滿分）。

張教授表示，得獎的原因可能是自己對教學很感興趣。他認為學生開始修讀一門課時，學習動機不一定很強，教師有責任去提升他們的興趣，這需要動很多腦筋，並不容易，此過程與從事科研沒甚麼差別。「我的看法是，人的心理影響能起百分之六十的效果。如果學生不感興趣，不但學得吃力，還無甚收穫。要有興趣，學習效率才高。教師要做的，就是激發學生的學習動機。」張教授又說，傳統上認為教師要求嚴格，是為學生好，這當然有一定的道理；但他個人的感受是，激發學生的學習興趣更為重要。

張教授在荷蘭教書時，得一位經驗豐富的同事的啟發，採用了一個能激發學生學習動機，又很有新鮮感的辦法去設計課外作業，反應良好。來到中大以後，又根據香港文化背景及學生的心理特點加以修改，建立了一個更可行的方法。「我覺得做課外作業很重要，也很痛苦。但假如每週定期做，形成了規律，就不感到那麼痛苦了。」張教授在一門研究生的科目試驗了他自創的功課評分系統。首先，參與最為重要，不論答案對與錯，學生只要交了功課，就能取得該次功課的分數。張教授解釋說，學習當然有點痛苦，他的目的是盡量讓學生學得愉快一點。譬如，既讓學生了解正確的解法，又減少他們因犯錯而受罰的不愉快感受。這一科學生交來的作業，他總是留待上課時與學生一起處理：他會請一名學生出來擲毫子，每擲一次便篩去一半交來的功課，直至剩下一份，然後請該位被隨機選中的學生在全班面前演講其解法。張教授通常會出難度較高的題，而學生在班上做的過程中，他又會提出很尖銳的批評，該名學生若應付不來，便請其他人幫忙；沒有人會做的，他才在黑板上講解。這個方法的效果很好，學生都很認真準備功課，否則會有被選中而當眾丟醜的風險。他還笑說：「給選中的學生自然是有壓力的，而壓力有些是來自中國人愛面子的特性，特別是年輕的男同學，總不希望女同學面前傻呼呼的做不出來罷。」

教好書和做好研究，在時間上有沒有衝突呢？「要做好甚麼事情，都得動點腦筋的。設計一種好的教學方法並測試其可行性，需時不少；要激發學生上課的興趣，也得費時間想辦法。儘管我的課已教了幾年了，但每次上課之前，我總要把內容在腦子裡過一遍，確保每個環節都不會出錯，所以備課也很花時間。幸虧香港的教學任務不算很重，這個學期的課多些，下個學期就會少些，就能多做一些研究。這方面我還是能處理好的。」

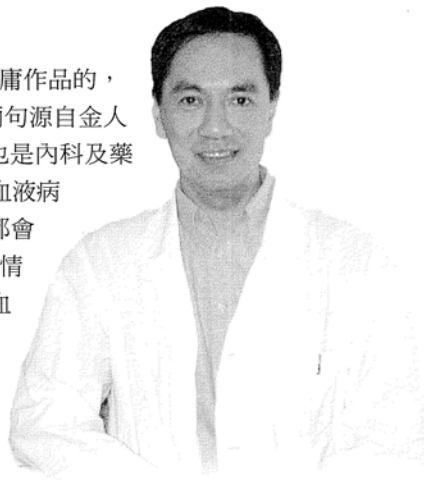
自己是得獎者，對於如何才是「好教師」有甚麼看法呢？張教授認為，「好教師」的概念不是很清楚的，很難判斷，不像做研究，可以根據發表的論文和研究成果去評價。張教授覺得，說某個人是好老師，就有點像說那個人跳舞跳得好。「拉丁舞要跳得好，還得要有個好的舞伴；好的老師，一定要有好的學生配合，因為教學是雙向的。我個人感覺，如果學生對學習非常熱心，非常有興趣，那我教課的效果和水準會很好，否則反之。這次得獎，可能是我去年的運氣好，碰上了一班好學生，與我配合得比較好，希望以後的運氣都這麼好。」

張教授表示，得獎的原因可能是自己對教學很感興趣。他認為學生開始修讀一門課時，學習動機不一定很強，教師有責任去提升他們的興趣，這需要動很多腦筋，並不容易，此過程與從事科研沒甚麼差別。「我的看法是，人的心理影響能起百分之六十的效果。如果學生不感興趣，不但學得吃力，還無甚收穫。要有興趣，學習效率才高。教師要做的，就是激發學生的學習動機。」張教授又說，傳統上認為教師要求嚴格，是為學生好，這當然有一定的道理；但他個人的感受是，激發學生的學習興趣更為重要。

多情的教授

醫學院鄭彥銘教授

「問世間情是何物，直教生死相許？」熟讀金庸作品的，都記得這經常在《神鵰俠侶》出現的句子。這兩句源自金人元好問所作的詞《摸魚兒·恨人閒情是何物》，也是內科及藥物治療學系鄭彥銘教授教書時最喜歡引用來解釋血液病的，他說：「學生第一次上血液病學的課時，我都會跟他們說，情分為三種：多情、無情和假情。多情就猶如血細胞太多，無情是太少，而假情就猶如血細胞功能失常。人被稱為多情，一就是因為他到處留情，一就是因為有很多異性主動接近。同樣道理，血細胞過多，一就是因為自身骨髓製造血細胞過程出了問題，一就是受外來刺激物的影響。」



鄭教授是加拿大多倫多大學醫學及哲學博士，一九九二年回港服務，在香港大學醫學院主力從事研究工作。由於喜歡與人接觸，又希望可即時看到病人的進展和學生的進步，故於一九九七年轉到中大任教。

他說：「我做學生的時候，也不喜歡老師採用枯燥乏味的教學法。自己當了教師，就會盡量從學生的角度出發，以時事、故事及笑話為楔子，引起學生的興趣，再以深入淺出的方法解釋血液病學。這樣不單可加深學生的記憶，更有助他們明白講授的內容。此外，還要主動接觸學生，了解他們所需所想。」

鄭教授已連續獲得醫學院一九九九至二零零零年及二零零零至二零零一年度的最傑出教師獎，現在再獲校長模範教學獎，可見他對教學饒有心得，更廣受學生愛戴。鄭教授笑說：「最重要的是讓學生感受到自己的教學熱誠，減少彼此的隔膜，鼓勵他們遇疑難時即來找我。不管是提問或是希望補課，我都會盡量抽出時間來回應。」

鄭教授認為，很多香港學生自小死啃書，少思考，上課時甚少提問，以致課堂氣氛全不活潑。他不會要求學生背誦書本內容，授課也是以解難方式為主，只會問學生應該如何治療某個病人，而不會問某種病有甚麼病徵。

對於接連獲得教學獎，鄭教授表示「開心。」沒有其他？「這個獎固然有鼓勵作用，代表校方認同我的努力，倒是自己感到仍未達到理想的教學效果。我的教學目標是，學生不但能明瞭所學，更能學以致用。可是，批改考卷時，發覺部分學生對一些已講授的課題，原來仍然是不明所以的。所以，我仍需努力。」

直接回饋社會

理學院范劍青教授



「教學是一門藝術。」統計學講座教授范劍青教授說。范教授認為教學包括了「教」和「學」，為人師者必須具有教學熱誠，學習如何把知識的精華授予學生，關心他們能否明白和掌握內容。他很喜欢教學，因為把知識傳遞給學生，而他們用以服務社會，這是對社會的直接回饋，比研究更快見到成效。

他說：「教師常有一個問題是，覺得講授內容都很簡單，往往忘了這是自己鑽研多年後才會有的感受。對第一次接觸這些學問的學生來說，又是另一回事了。所以，我盡量從學生的角度出發，希望做到『深入淺出』或『淺入深出』。」他喜歡以例子解釋，如以投資房地產來說，可用統計學來分析地區、面積、樓齡、該區犯罪率等等因素，建立模型，以判斷物業的市場價值。「多用例子不但可引起學生的興趣，更可令課堂的氣氛活潑起來，使更多學生樂於發問。」范教授笑說：「可惜我不會說廣東話，否則可以多說一點輕鬆有趣的例子，讓學生更易明白。」

無論怎麼忙碌，范教授上課前必先備課半小時，把講授內容組織得更好。「如果沒有充分準備，會感到壓力，難以從容講解。如果學生聽不懂，自己就會感到失落。」他又經常提早到達課室，讓學生有更多發問時間。上課時，他先會用十分鐘概述上一課的講授重點。講解重點時，則會寫於黑板或白板上，並反覆說明，以加深學生的記憶。另外，他會於學期中向學生發問卷，讓他們自由表達對課程內容和教學法的意見，以作授課參考。范教授堅持親自改考卷，「雖然改卷很累，但這樣才能確知學生掌握了多少。」

范教授現為統計學系系主任，身兼教學、研究、行政多項工作。他對每項工作都同樣認真，「是責任感使然。」時間應付得來嗎？他開玩笑地說：「笨鳥先飛。提早上班，努力一點便可。」

他於二零零零年四月加入本校統計學系。任教兩年即獲獎，有甚麼感受呢？范教授說：「首先感謝提名人。過去從研究工作獲取不少獎項，也得到認同。然而，在教學上是第一次獲得這麼高的榮譽，感到無比殊榮。」

范教授於一九八二及八五年分別取得復旦大學理學士學位和中國科學院理學碩士學位，其後負笈柏克萊加州大學，八九年獲授統計學哲學博士學位。他先後於北卡羅連納大學及洛杉磯加州大學任教，並曾於九十年代中兩度在本校任教共約一年半。范教授在統計學理論及應用統計有傑出的成就，特別是在工業及金融業應用方面貢獻卓著，更獲國際統計學界的最高榮譽——統計學會會長聯合委員會（COPSS）之會長獎（Presidents' Award）。該獎頒授予四十歲以下的傑出統計學者，由國際間主要統計學會的會長聯合選出。

二零零一年度校長模範教學獎

李國章校長上月二十八日親自主持第三屆「校長模範教學獎」頒獎典禮，嘉許七位在

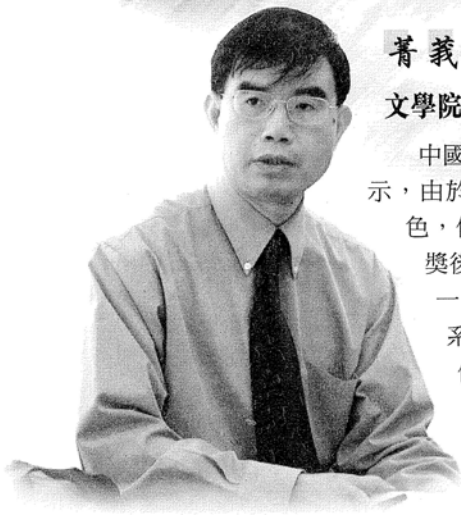
教學上有卓越表現的教師，他們分別是文學院陳雄根教授、工商管理學院陳志輝教授、教育學院

Prof. Allan D. Walker、工程學院張樹中教授、醫學院鄭彥銘教授、理學院范劍青教授和社會科學院 Prof. Gordon Mathews，

各獲足金金牌一面和獎狀一張。

典禮在利黃瑤壁樓一號演講廳舉行，出席者約一百人，包括大學校董、大學主管人員、教務會成員、高級行政人員和得獎者邀請的嘉賓。

本刊在頒獎典禮舉行之前，訪問了他們，以下是他們的得獎感受和教學心得。



著義樂育

文學院陳雄根教授

中國語言及文學系陳雄根教授謙虛地表示，由於該系其他教師的教學表現都很出色，他從來沒有想過會得獎。他知道得獎後，感到「很開心，很榮幸」。他頓一頓後又說：「我有幸能夠通過學系、學院的推薦和校長的拔擢，得到任教以來的最大榮譽，今後會更加努力教學，務求精益求精。」

陳教授取得中大的文學士和哲學碩士學位後，曾在中學任教五年，其後回母

校出任中國文化研究所編輯助理，並在中文系兼任「文字學」、「聲韻學」導修工作。六年後受聘為中文系導師，現為副教授。

教學二十多年，不少教師或多或少都有因循的積習。陳教授卻經常推陳出新，就算是同一科目，他每年都會重新備課，補充新資料。他特別珍惜大學所提供的教學空間，與他的中學教學經驗不無關係：「中學的教學著重灌輸知識，講授的內容和進度都有規範，經常要跟中文科的同事協調，又要花很多時間處理教學以外的校務。……在大學任教，教節少了，自由發揮的空間大了，從教學上得到的滿足感亦隨之而增加。」

他隨即補充說，當中學教師的滿足感也很大，因為中學生易受老師的感染，改過遷善。大學生則較有主見，不輕易接受老師的觀點，受感染的自然就少了。

陳教授的教育文憑也是在中大拿的。他表示，最受用的師訓內容是板書和教材設計的原理。「黑板或白板都是教具，要發揮其功用，得靠良好的組織力。我通常會在黑板右邊寫下授課的大綱，不會擦掉的，左邊則寫上關鍵字、詞，以資教學，寫滿了便擦掉再寫。」但為了善用上課時間，並方便教材上網，他近年已減少寫板了，改用預先準備好的投影膠片列出講授重點，但其組織原則一。

他除了用心，也運用創意來預備教材和教具。譬如說，為了講授「文字學導論」漢字形體的演變這一單元，他便搜羅了歷代文字圖版，製成膠片，在課堂上投影出來，讓學生了解文字的演變過程。講授「粵語研究與應用」時，為了引發學生的學習興趣，就不同的教學單元設計相關的習作，讓學生隨堂試做，以鞏固所學。他又發動學生隨機找同學做粵語錄音測試，選出有問題的讀音在堂上播放，讓學生在輕鬆的氣氛下分辨並掌握正確的發音。

陳教授一九八九年獲大學頒授哲學博士學位後，仍不斷探究教學法和課程設計，吸取他人所長。在一個教學研討會上，一名在外國大學教授中國詩詞的學者透露，他向外國學生解說詩句的意境時，有時要輔以圖解，遇到因文化差異而引起的不同理解時，更須詳加分析介紹。例如外國人每以黃昏為美景，絕不會聯想到消極的一面，因而不容易理解「只是近黃昏」的含意。陳教授從中得到啟發：要提高教學效益，必先多了解學生的背景。

學生接收到我的講授內容嗎？我是否說得太深、太多呢？功課量是否適中呢？陳教授不時觀察、詢問學生對教學的反應，從而調整教學策略，但底線是維持學科應有的水平，令學生學到必學的東西。

他最後說：「無論如何用心備課，間中總會給好學深思的學生問到一些不能即時解答的問題。我並不介意坦白說出自己不懂，要先翻查書刊才能解答。我會因他們有如此高的提問水平而驚喜，更深深感受到教學相長的樂趣。」

市場導向教學

工商管理學院陳志輝教授

新馬師曾演繹的《客途秋恨》，出於白駒榮的版本，依舊唱出失意人的千愁萬恨，卻在酸澀之餘，流露出多情書生的一絲悵達，別有韻味。

教書欠缺自我要求和創意，便不能有進。粵曲票友、市場學系陳志輝教授對教學的演繹，與新馬腔可謂殊途同歸：他為了滿足不同年代不同學生的喜好，不斷更新教學方法，更前瞻課程與學科的發展，加進應有而未有內容——當中部分內容需要創造出來，以配合學生未來的需要。

當問及得獎感受時，陳教授以「不錯」來形容此刻的心情。他認為要成為一位出色的教師，教學上必須有成就，而量度成就的標準則包括教學態度、科目內容、表達能力、學術水平、對學生的啟發等。但是不同的獎項，有著不同的評審標準。陳教授認為是次獲獎，只是基於他在某些項目較別的教授更配合評審的標準而已。

談到教學之道，陳教授認為要教學有成，教師就要了解學生，要接觸他們的眼神，留意他們的身體語言，感應他們的想法，這樣才能分辨出他們是要求更深入與高層次的講解，還是因內容太深奧而無法掌握。深入理解學生的情況後，陳教授會設法調整教學的方法和進度，並加以個別輔導。他又經常從他人的角度思考並自問：教師的存在價值是甚麼呢？他的答案是：轉化學生成為有水平、懂承擔、能適應及可帶領未來世界的領袖人才。

所以，當教師的一定要有學養，應不斷吸納相關的知識，經分析、歸納和推論後，再向學生解說理論，並指出未來發展的方向。「優秀的教師，加上卓越的課程設計，自然能夠吸引懂得欣賞的學生選修，這就是市場導向的教學。」

對於市場導向會導至「劣師驅逐良師」、「少功課與易過關的科目受歡迎」的說法，陳教授則不以為然，認為這是誤解市場導向，「想當然耳。」他指出，「其實大部分學生都不會誤解這概念。他們懂得分辨老師的好與壞，希望能選修好老師的課，不致浪費光陰。或許有小部分人看來沒有循此法而行，但相信他們大部分可能言不由衷，心底裡絕不會認為馬虎的教師才是典範。當然，當中會有一些人只顧大放厥辭，混淆視聽，把眾多同學說成是隨波逐流之輩。」他更補充說：「至於不宣之於口而心存僥倖的學生，為數不會很多。縱使他們能成功攀龍附鳳，取得大學的文憑，那又如何？這只不過是自己欺騙自己，沒有真材實學，兩三下子便為社會所淘汰。我一旦發現學生有此心態，便會馬上喝醒他們……經驗告訴我，此方法從來都很奏效。」他思索一會後，語重心長道出：「教書與輔導是分不開的，有時各佔一半時間。」

陳教授與學生相處之道，是以友善的朋友自居，但會堅持原則。他認為：「有關課堂上講授的內容，不應給學生牽著鼻子走。因為如果他們已有超卓的見解，也不應選修我的課了。不過，他們間中會提出新穎的觀點，而我一般都會問准他們，希望將他們的新觀點融入並益進日後的授課內容。」學生對他的直接影響，主要是在教學的具體表達形式上，例如改變考試形式，多邀請商界名人演說商戰經驗，以及多些帶領學生參觀商業機構等，而他教學亦應學生的要求而採用較平易、直接了當的言辭。

深諳市場學的他，認為教師自我推銷的最佳方法，莫過於抓緊 4P 營銷理論中的 Product（產品），只要能看準學生現在及將來的需要，不斷改良教學法，不斷充實講授的內容，一定可以建立口碑，在學生之間傳誦。

他的學生包括全日制本科商學生、工商管理碩士生和行政人員工商管理碩士生，從前更有兼讀制本科商學生——他們處於不同的人生階段而背景各異，他須以不同的表達方式授課，同一節課內往往要轉換多個角度去演繹，以不同的態度和方法與學生溝通，目的都是為了協助學生理解課程內容，從而取得較佳的教學成效。他說，每次上課都預備了最少百分之一百三十的內容，視乎學生的反應而出招，招式可謂層出不窮——堪可比擬粵曲梆黃的千變萬化，例如數白攬可接以快合尺滾花，襯序後，轉乙反二黃、土工慢板之類——務求引起學生的興趣，明白所講授的內容，引發新的思維。



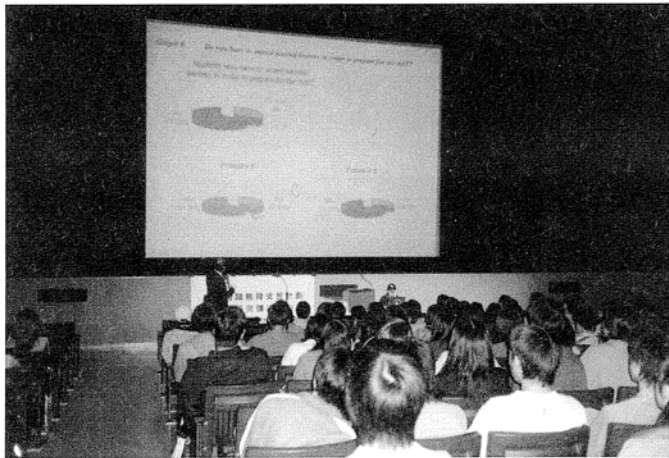
社會學系支援中學通識教育

社會學系今年連續第五年舉辦「社會專題研究比賽」，專門為中六通識教育科學生提供實踐機會，加強他們的學習效果。本屆共有三十二隊參賽，研究課題涉及青少年文化、青少年的外在美和自我形象、家庭與婚姻、中學環保政策等。社會學系一直派出多名助教指導參賽者，形式包括網上及課堂小組導修，並於六月一日頒獎禮結束後，為參賽者檢討研究得失，包括研究技巧和報告內容等。

而在比賽前，該系先後於二月及三月舉辦「社會研究講座系列」之「問卷調查」及「研究報告撰寫」講座，由丁國輝教授講解社會研究歷程、問卷調查的理論和實踐；吳白強及趙永佳兩位教授則引用過往的社會專題研究比賽報告為實例，講解撰寫研究報告的技巧。兩個講座各有三百多名中六學生及教師參加。

另外，社會學系今年獲教育署課程發展處委託及資助，開辦多個中學通識科教師工作坊。一月舉行的「評估學生研究報告」工作坊由課程發展處高級課程發展主任黃志堅先生及香港考試局科目主任盧家耀先生主持，向六十名教師闡述評估研究報告的準則。二月的「問卷調查」工作坊由該系助教梁懿剛先生主持，向二十名教師傳授要訣，以指導學生設計高水準的問卷。

此外，社會學系今年獲教育署課程發展處委託及資助，開辦多個中學通識科教師工作坊。一月舉行的「評估學生研究報告」工作坊由課程發展處高級課程發展主任黃志堅先生及香港考試局科目主任盧家耀先生主持，向六十名教師闡述評估研究報告的準則。二月的「問卷調查」工作坊由該系助教梁懿剛先生主持，向二十名教師傳授要訣，以指導學生設計高水準的問卷。



內地大學公共體育課程研討會

體育部上月九日舉辦「國內綜合大學『公共體育課程』研討會」，由華南師範大學體育科學學院鄧樹勛教授介紹內地綜合大學「公共體育課程」的目標及課程架構，並與中大教師分享他在大學體育課程發展的經驗。

鄧教授亦為國務院學位委員會體育學科評議組成員，以及國家教育部全國高校體育教學指導委員會理論學科組組長。



十一年之癢

學生隊重奪師生網球賽冠軍



本屆「中大師生網球賽」於三月十一日舉行，學生隊以六比三獲勝，重奪失去了十一年的冠軍獎杯。

比賽由體育部舉辦，至今已有二十四年歷史，每年由現役網球校隊與教職員代表隊進行雙打賽，賽制為九盤五勝。本屆學生代表早前已奪得「香港大專網球賽」亞軍，實力強橫。

頒獎嘉賓麥繼強教授（後排右三）與師生球員合照

第四屆宋淇翻譯論文獎得主

由翻譯研究中心主辦的第四屆「宋淇翻譯研究論文紀念獎」評審會議，已於上月十七日在中國文化研究所召開，由卜立德教授、王克非教授、孔慧怡博士及張曼儀博士組成的評審委員會，選出本屆得獎名單（依姓名筆劃序）如下：

- 香港嶺南大學張南峰：《從邊緣走向中心（？）從多元系統論的角度看中國翻譯研究的過去與未來》
- 廣東外語外貿大學曾利沙：《論「規律」——兼論翻譯理論與實踐的辨證關係》

他們各得紀念獎狀及獎金三千港元。

此外，香港嶺南大學陳德鴻及香港浸會大學譚載喜則獲「評判提名獎」。

教職員羽毛球隊 造訪五邑大學



應五邑大學之邀，中大教職員羽毛球隊一行十四人，於五月十一日到廣東省江門市五邑大學，作為期兩天的訪問交流。五邑大學校長林健教授、副校長康思琦教授親切會見並盛情款待全體隊員。

同日下午，中大健兒穿著特為是次比賽訂製的「香港中文大學教職員羽毛球隊」球衣，步入江門市體育場，扣人心弦的激戰隨即在四個場地同時展開。其中以我方的黃乃正教授與王義智先生這對組合先後戰勝五邑林健校長配馮秋明先生，以及康思琦副校長配嚴強先生這兩對組合最為觸目。

每場激戰都體現了運動員刻苦練習、奮力拚搏的精神。我們的戰術多變，時而凌厲扣殺，時而中場平推，時而隱蔽佯攻，時而高遠拉鋸，時而短吊智取，打了三個多小時，終以十一勝三負結束了這場友誼賽。

在五邑大學的安排下，當晚我們夜遊江門市步行街，品嚐地道美食；翌日遊覽名勝古蹟，參觀了「梁啟超故居紀念館」，耳聞目睹「戊戌政變」歷史人物的大量史料，豐富了歷史知識，增進了對祖國文化的認識。

球場上下，短短兩天的活動，為兩校互訪邁開了可喜的第一步。

大學教職員羽毛球隊

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中國就業發展獎勵計劃 增加實習行業及城市

大學今年續辦「中國就業發展獎勵計劃」，供約二百名學生在暑假前往內地主要城市接受實習培訓，有八百多名學生申請，人數比去年增加超過四成，為歷屆之冠。

該計劃創於一九九七年，內容分兩部分：其一供升讀二年級的學生到國家機構或國營企業實習培訓和參觀等，其二供升讀三年級的學生到內地跨國企業實習六至八週。

該創新計劃獲內地及本港的國家和工商機構大力支持。今年二十九間跨國企業合共提供了近八十個實習職位，實習

地點也由往年的北京、上海、廣州及深圳，擴展至天津及瀋陽。

實習工作的種類亦趨多樣化，新增行業包括物流、酒店管理、管理顧問、物業管理顧問與代理、廣告、研究項目及項目管理等。傳統行業如會計及審計、航空、資訊科技、保險、銀行、電子、貿易推廣等，仍為中大學生提供不少實習職位。

「中國就業發展獎勵計劃」自創辦以來，為學生提供近千個實習名額，參與的機構包括九十間本地或跨國企業，以及三十八間國營機構。

建築學系慶祝成立十周年

建築學系為慶祝成立十周年，上月舉行一連串活動，包括兩個學生作品展、校友工作分享會、研討會和聚餐等。

其中的第六屆建築碩士畢業作品展，展現三十二名應屆畢業生的學習成果。展覽先於五月十至十二日假金鐘太古廣場大堂展覽廳舉行，五月十三至二十五日則回師王福元樓五樓舉行。

建築學研討會於五月十一日在利黃瑤璧樓一號演講廳舉行，探討地區建築設計及建築設

計的世界趨向。會議由五位知名建築師擔任嘉賓講者，他們分別是倫敦的Peter Ahrends、巴塞羅那的Jordi Badia、大阪的遠藤秀平，以及溫哥華的Stephanie Forsythe和Todd MacAllen。

第六屆建築碩士畢業作品展剪綵儀式



首批內地本科生畢業茶會



本校一九九八年率先在內地招收本科生，二十三人將於今年畢業。校方上月十日特於大學賓館設茶會，供他們聚首暢談。他們雖仍忙於考試，但已為前途作好打算，當中有決定留港工作，有回內地工作，也有計劃在香港或到海外深造。

十二萬人患驚恐症

醫學院香港健康情緒中心本年四月的電話調查顯示，在三千多名受訪者中，有百分之四點四人出現驚恐症徵狀。以此推算，全港十五至六十歲的人口中，最少有十二萬人是驚恐症患者，但大部分人都得不到適當的治療。

驚恐症所引致的身體和情緒困擾，會令到患者害怕獨自進行一些事情，例如到高的地方、駕車、乘搭公共交通工具等。約四成受訪者更曾產生自殺的念頭。

八成受訪者雖然通過了身體檢查，卻仍然憂慮自己的健康。

研究報告於五月二十日假尖沙咀喜



來登酒店宋廳發布，並由兩名驚恐症患者現身說法，講述他們醫治疾患的心路歷程。

抗兒童肥胖教育網站



一名中學生代表在記者招待會上發言

食品及營養科學課程上月二十日推出首個促進年青一代營養及身體健康發展的教育網站，主力對抗香港兒童最迫切的健康問題——肥胖，並響應「中國

學生營養日」。

網站名為「七項全能擺滿FUN」(<http://www.cuhk.edu.hk/fns/fun-in-seven>)，專為中小學生、家長和教師而設，包含了一些香港教育課程所沒有的內容，可以提高兒童和青少年對飲食問題的警覺，並導引他們採納健康的生活模式。教師可下載教材，於學校施行。

該網站是由一項優質教育基金資助的研究計劃發展而成，研究人員包括營養學、體育、公共衛生、兒科、婦產科、家政及教育的專業人士。

中國學生營養日是國家於一九九零年訂立的，旨在推廣學生營養的概念和開展有關的宣傳活動。

商學生海外研修 收知己知彼之效

投資推廣署署長盧維思先生上月十日在利黃瑤璧樓一號演講廳，向參加工商管理學院「海外研修計劃」的學生簡介「香港吸引外來直接投資的策略」，並跟學生答問交流(圖)。

約二百三十名「海外研修計劃」學生其後於五月十三日分批啟程前往東京、新加坡、北京及上海，進行一星期的交流學習，造訪日本銀行、日本航空公司、新力有限公司、野村證券、新加坡國立大學、新加坡國家電腦系統有限公司、清華大學及復旦大學等，並與它們

的高級行政人員會面。

商學院舉辦該計劃的目的，是開拓學生的國際視野，讓他們了解其他地區的文化和企業所面對的挑戰。

