

## 編見

博群大講堂又一次為校園帶來驚喜，請來穆罕默德·尤努斯教授談他顛覆傳統銀行業的故事。《通訊》記者記錄了他的如珠萬語，供大家細味。

孟加拉學者不甘自困象牙塔而成就扶貧事業，吐露港畔的同仁也踏出結實腳步，紛紛以所研所學為社會帶來轉變；幾個知識轉移基金項目展現了學府與社區的美妙連結。

尤努斯為窮人提供信貸，因為他別具慧眼，對他們的還款信用滿有信心。信用卡的運作也本建基於信，成為獲利生意，放貸者就扭曲了原有觀念，叫你相信只要償付最低還款額，已是信用的極致。想知道第一張信用卡的故事嗎？我們就為你送上。

人們賦予字詞的意義，總是受所處環境的影響。〈說東道西〉趣談幾個因視角不同而用詞迥異的例子，令人會心微笑。

世事紛雜，令人困惑。只此一家的中大通識教育最近獲得國際殊榮。參與其中十多年的梁美儀教授今期與我們聊聊，怎樣為新生準備扎實的學習基礎，訓練他們理性審視各種現象，予以回應。

## Editorially Speaking

The University Lecture on Civility has brought another pleasant surprise to our campus by inviting Prof. Mohammad Yunus to tell the story of how he subverted conventional banking. Our reporter has recorded his wise and provocative words and shared them with our readers.

As the Bengali scholar left the ivory tower to help the poor, so too have researchers in this part of Asia. Academics at the Chinese University have been granted the Knowledge Transfer Project Fund to make a social impact with their research.

Yunus made it possible for the underprivileged to take out loans because he had insight and confidence in their repayment. Credit cards used to operate on a basis of trust but the earning of profits corrupted the original intention, and lenders now lead us to believe that minimum repayment is already a generosity. We will tell you the story of the first credit card.

The one and only CUHK General Education system was recently bestowed an international honour. We had a chat with Prof. Leung Mei-ye who has been involved in it for over a decade, on how to build a solid foundation in freshmen and train them to scrutinize and respond to the world with rationality.



Photo by ISO staff

### 挑戰學生的大學通識課程 (頁8) The University General Education challenge (p.8)

## 目錄 CONTENTS

2

特寫 Feature  
將貧窮送入博物館  
Exiling Poverty to the Museum

4

特寫 Feature  
知識轉移近觀  
Fine Specimens of Knowledge Transfer

5

校園消息 Campus News

6

財金淺趣 Financially Friendly

6

說東道西

7

宣布事項 Announcements

8

口談實錄 Viva Voce

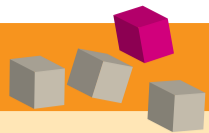


## 美景良辰 A Blissful Union on a Beautiful Campus

攝影：戴毅龍先生  
Photo by Mr. Tai Ngai-lung

中大景致秀逸，尚能在此共訂婚盟，是何等難忘。同為新亞書院和新聞與傳播學院畢業生的潘達培和徐岱靈，日前在新亞書院圓形廣場舉行婚禮，逾三百名親友前來見證。

The unique Amphitheatre at New Asia College makes a perfect backdrop for a wedding. It was here that Eric Poon and Dora Choi, both alumni of New Asia College and the School of Journalism and Communication, tied the knot, witnessed by over 300 guests.



# 將貧窮送入博物館 Exiling Poverty to the Museum



香港政府日前公布的數據顯示，本港貧窮人口接近一百萬，即是大約每七個人當中便有一個是窮人。貧窮是否無法消滅？還是我們一直用錯方法？10月14日，人稱「窮人的銀行家」、孟加拉經濟學家穆罕默德·尤努斯教授擔任中大「博群大講堂」主講嘉賓，以「盆景樹下小錢莊」為題，與近千聽眾分享他解決貧窮的理念。

## 捨棄經濟理論的經濟學家

尤努斯教授於1969年在美国取得經濟學博士學位，1972年回孟加拉任吉大港大學經濟學系系主任，一心希望將所學貢獻祖國。孰料1974年，孟加拉發生大饑荒，「滿目都是飢餓的人群，而我卻在學校裏教授一些華麗的經濟理論。我覺得自己一無是處，於是走出校園，希望幫助到人，那怕只是一個。」他往訪大學附近的喬布拉村，發現不少婦女不能向銀行借錢，只能夠借高利貸做小生意，卻利不抵債。他只是借出自己的約二十七美元，便改善了四十二個家庭的生活，令他首次感受到小額貸款對窮人的重要性。後來，他為更多窮人作擔保，向銀行貸款，結果他們都能準時還款，但因借貸款項增多，漸漸受到銀行諸多阻撓。他忽發奇想：不如自己籌辦一間專為窮人服務的銀行吧！遂成立了格萊珉銀行。格萊珉，孟加拉語就是「鄉村」的意思。

## 反其道而行的格萊珉銀行

這一所專門提供信貸服務予窮人的銀行，自1983年成立以來，已發展成孟加拉最大的商業銀行之一；其模式亦在全球一百多個國家獲採納，運行近一百八十個複製項目。成功典範「格萊珉美國」在十一個城市開展項目，使近五萬名基層婦女受惠。截至2015年1月，累計發放貸款一百六十五億美元，還款率超過百分之九十八。2006年，尤努斯教授和格萊珉銀行因「從社會底層推動經濟和社會發展的努力」，共同獲頒諾貝爾和平獎。

「背後其實沒有甚麼深奧的理論——我看傳統銀行如何做，

便反其道而行，卻意外行之有效。」尤努斯教授說：「傳統銀行借錢給富人，格萊珉借給窮人；傳統銀行借錢給男人為主，格萊珉借給婦女為主；傳統銀行需要擔保，格萊珉講求信任；傳統銀行開在市鎮中心，格萊珉主動走入農村。」

尤努斯教授指出現存的社會制度是為富人而設計，當然不能使窮人獲益。他沒有走老路，像爭取政府多撥資源，或以慈善方式救助窮人，因為這只會令資源枯竭，長遠難以為繼；亦因為這種「恩惠」由上而下，更加深人們對窮人的負面印象。他要做的，是讓本金生生不息之餘，更激發人既有的潛能，為生活奮鬥。「窮人就像被種成盆景的樹。即使是最好的種子，要是被栽種在只有六吋深的盆子裏，不管跟原來的大樹多麼相像，最終亦只能長成那麼高。問題不在種子，而在土壤。」

## 改變經濟活動的土壤

尤努斯教授深信金融制度是解決貧窮的良方，但要改變遊戲規則。格萊珉銀行不單純借貸：它規定貸款必須用於創業，且重點借貸予婦女——高達百分之九十七借款人為女性。其獨特的操作模式，有助增加窮人的社會資本，例如將無近親關係的借貸者組成五人小組，要求他們定期交流，擴闊底層人民的社交網絡；又要借貸人遵守協議，例如讓孩子上學，保持環境衛生等。如是者，借貸者改善經濟情況，同時亦提高了生活品質，這是傳統借貸不可能做到的。

除了重視窮人的金融服務權利，尤努斯教授更希望透過發展社會企業改變社會。他指出，商品從生產到銷售予顧客之間，太多「中間人」謀取暴利。究其原因，資本主義社會強調人的自利，人被設定為賺錢機器，「商學院只會教人追求公



司利潤，而非解決社會問題。」他成立數十個社會企業，好像與食品公司合作生產廉價乳酪，改善農村兒童健康；建設家用太陽能系統；推動孟加拉流動通訊發展，從而改善經濟等。他沒有佔有這些能解決問題的企業的股份，笑言助人比賺錢更使他「超級快樂」。

尤努斯教授認為，現在的年輕人掌握科技的力量，足以改變世界，理應思考如何利用手上工具打出自己的一片天。他不諱言，為他人工作「與奴隸制度相差不遠」，故鼓勵年輕人要做工作的創造者，「『找工作』是一個陳舊的觀念。人本生而為企業家的。如果教育使人忘記自己具創造力的本質，這種教育不要也罷。」他的理想世界是零貧窮、零失業、零碳排放，屆時我們的孩子只能在博物館內，「參觀」人類曾經有過的貧窮。

尤努斯教授此行帶來的不只是風趣幽默、發人深省的演講，更重要的是他已和十幾間香港機構初步接觸，計劃將格萊珉銀行引入香港。他逾三十年的減貧經驗，會否為香港帶來啟示？



穆罕默德·尤努斯教授  
Prof. Muhammad Yunus

The government's recent figures on poverty in Hong Kong indicate close to a million people are struggling under the poverty line, which means one out of every seven Hong Kongers live in poverty. Is poverty impossible to eliminate? Or have we been using the wrong approach? On 14 October, Prof. **Muhammad Yunus**, Bengali economist, also known as 'Banker to the Poor', was invited to CUHK by the University Lecture on Civility to share his ideas on tackling poverty with a thousand-strong audience on the topic 'Small Loans for a Big Future'.

### Abandoning Economic Theory

Professor Yunus obtained a doctoral degree in Economics in the US in 1969. He then returned to Bangladesh and joined Chittagong University as head of the Economics department in 1972. In 1974, famine swept through Bangladesh. 'When famine was raging outside, and I was teaching those elegant economic theories, I asked myself, "Am I teaching something about people? Or just cooking up something to please myself?" I found that I was not useful to anybody. So I went out of the university to find something I could do to feel useful to at least one person.' He visited the village of Jobra near the university, where he found lots of women engaged in small businesses. Because they were not 'bankable' hence not eligible for loan services provided by conventional banks, they could only make a living at the mercy of loan sharks. He only lent them US\$27 of his own money and helped 42 families. That gave him the first taste of the importance of microcredit to the poor. Later he became a guarantor for people applying for bank loans and they made repayments on time. However, with more money loaned, banks started to reject his applications. He had an idea: Why don't I run a bank that serves the poor? Eventually, Grameen Bank was founded. 'Grameen' means 'village' in Bengali.

### Grameen Bank: Doing the Opposite

Founded in 1983, Grameen Bank provides microcredit to the poor without requiring guarantees. It is now one of the biggest commercial banks in Bangladesh. Grameen's model has been adopted in close to 180 projects in over 100 countries. Grameen America is a successful case that has projects in 11 cities in the US, benefiting over 50,000 women living in poverty. As of January 2015, total loans

of Grameen amount to US\$16.5 billion, and repayment rate is over 98%. In 2006, Professor Yunus and Grameen Bank were jointly awarded the Nobel Peace Prize for their 'efforts through microcredit to create economic and social development from below'.

'There is no sophisticated rule, principal, guideline to run my programme. I just look at what the conventional banks are doing, and then I just do the opposite. And it works beautifully for me.' Professor Yunus said, 'They go to the rich, I go to the poor; They go to the men, I go to the women, They need guarantee, I trust everyone. They open in city centres, I go to the villages.'

Professor Yunus noted that the existing social system designed for the rich will not do the poor any good. So he didn't take the old road to overcome poverty like asking government to allocate more resources to the poor or offering them charity. He believes these traditional methods fail to create income for tackling problems in the long term. They also fail to recognize the problem for what it is and come up with a solution. It leads to people distancing themselves from the issue by saying that if the poor worked harder, they wouldn't be poor. What he does is change the system and help the poor to unlock their potential and fight for their lives. 'To me, the poor are like Bonsai trees. When you plant the best seed of the tallest tree in a six-inch deep flower pot, you get a perfect replica of the tallest tree, but it is only inches tall. There is nothing wrong with the seed you planted; only the soil base you provided was inadequate.'

### Changing the Soil of Economic Activities

Professor Yunus is convinced that financial systems could benefit the poor, but we have to change the rules of the game. Grameen Bank is not just a lending institution; it has its own unique operating model. For instance, it offers loans to women living below the poverty line—over 97% of borrowers are women; every borrower is required to form a solidarity group of five people, who must not be closely related. It helps the poor to develop their social networks; besides, there is a list of agreements that borrowers have to agree to follow, such as sending children to school,

and keeping the environment clean. The agreements significantly modify people's traditional way of living, and go far beyond the spheres of regulations of conventional banks.

Besides honouring the poor's right to financial services, Professor Yunus hopes to change society through the development of social enterprises. He pointed out that too many 'middlemen' are making a profit in every stage of the process between goods production to sales. The reason is that in capitalist societies, people are motivated by self-interest. They are 'one-dimensional money-making robots'. 'Business schools only teach people how to make money for companies rather than solve social problems.' He set up dozens of social enterprises, for instance Grameen formed a venture with a food company to produce yogurt that provides rural children many key nutrients; built solar home systems in Bangladesh; promoted mobile communications in Bangladesh to improve the economy. Professor Yunus doesn't own any shares in these social enterprises. To him, 'making other people happy is super-happiness'.

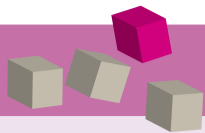
Professor Yunus believes that young people today have mastered the power of technology to change the world; they should think about how to make good use of the tools in their hands. He bluntly dismissed the idea of working for others as artificial and not far from slavery. It has to stop. Young people should be job creators not job seekers. 'Finding a job is an old-fashioned idea...People are born to be entrepreneurs. It is a shame if education makes us forget who we were.' Professor Yunus hopes we will achieve zero poverty, zero unemployment, and zero carbon emission soon. It is only then that we can turn our current human civilization rooted in selfishness to one based on what it truly means to be human. One day our children may have to go to museums to see how we once allowed so many fellow human beings to live in poverty.

Professor Yunus is planning to introduce Grameen Bank to Hong Kong and has made initial contact with dozens of local social enterprises. Will his 30-plus years of experience in poverty eradication bring enlightenment to this most capitalist of world cities? 📖



尤努斯教授(中)參觀博群大講堂舉辦的貧窮專題展覽

Professor Yunus (centre) visits the exhibition on global and local poverty hosted by the University Lecture on Civility



## 知識轉移近觀

## Fine Specimens of Knowledge Transfer

知識轉移近年已發展為本地及海外高等教育界不可或缺的使命。中文大學向來致力於服務社群，一直不遺餘力結合學術與民眾，互協互利。2009年設立的知識轉移項目基金（KPF），鼓勵教研人員將知識和創見應用於不同範疇，造福社會。

基金至今已撥款逾三千二百萬港元，資助一百三十個項目，讓超過二百名不同學科教研人員，轉移其所知所長，貢獻本港社會。負責管理基金的研究及知識轉移服務處副處長**蔡錦昌**博士，對獲資助項目種類之多與影響之深廣，感受殊深。他說：「這些項目包括培訓教師如何教授有學習和社交障礙的學生；開發中草藥藥用價值及用藥安全網上資料庫；開展公眾健康教育活動，喚起對老年疾病的關注；以及開發智能手機程式，方便以粵語為母語者辨識普通話與粵語的差別。」

## 本業還是旁騖？

對於一些教學人員來說，走進社區本就順理成章。人類學系**譚少薇**教授說，參與社區工作是自然不過的，人類學研究必須「入世」，才能有全盤和到位的了解。她開展的KPF項目旨在加深人們對香港少數族裔的認識，除為大學生舉辦一系列的培訓工作坊，到中學主持研討會，又為公眾編製資料套。

藥劑學院**李詠恩**教授面對研究與社區工作，本就分配時間猶豫不決。不過，她始終以服務社會為己任。最近獲基金支持的項目，目標是加強大家對心房顫動早期檢測的認識。這種異常的心律，會增加中風的風險。李教授採取主動，舉辦講座及工作坊，又開設網上資訊平台，向長者及其照顧者介紹相關知識。

現在，李教授已可平衡研究和社區工作，兩者更產生了協同效應。KPF項目讓她獲得第一手資料，應用於論文和申請其他資助上；而她為學生設計的外展服務計劃，亦成為教學的延伸。

## 意外收穫

有着同樣體會和得着的，是建築學院的**田恒德**教授。他構思了一項創新的社區參與和賦能項目——「妙想氈開」，落區在西營盤及天水圍實行，旨在凝聚居民的社區歸屬感。項目團隊教導參加活動的中學生攝錄採訪，為自己的社區製作錄像，通過放映會、聚會及社交媒體，策動居民重塑社區的特色，共同構思如何利用區內的公共空間。項目的成果引發田恒德教授開展相關研究，更獲優質教育基金撥款支持。KPF項目不但為教學法開闢新徑，也造就了新課程的開設。

蔡博士表示，由於社區項目多屬跨學科性質，意味項目負責人須跟其他學科的教研人員合作，像是李詠恩教授便聯同心臟科的同事推廣長者健康教育；田恒德教授的項目所應用的多媒體表達法，也有賴新聞與傳播學者及專業人士的協助。

心理學系**陳瑞燕**教授與一位音樂家合辦「互動傳情音樂會」，結合臨床心理學和音樂，特別構思一套節目，引導自閉症兒童藉著欣賞音樂表達自己，也讓公眾人士參與，以了解自閉兒童及成年的特殊需要。就像其他中大學者般，陳教授不滿足於站在台上講學，而是希望「觸動大眾的心靈」。

把珍貴時間用於實驗室或診所，收穫豈不更大嗎？投放於社區服務值得嗎？矯形外科及創傷學系**梁國穗**教授認為是值得的。

脆性骨折常見於長者，隨着人口老化，預計病例將不斷上升。身為此方面的專家，梁教授發現治本之法，首要是投放時間教育大眾如何「防跌」。他的KPF項目，就是通過講座、風險評估及專業培訓，進一步加強公眾對肌肉減少症（由年老而導致肌肉質量和力量減少）及脆性骨折的關注。梁教授推動這些社區項目，經常要犧牲周末和公眾假期，不過，服務社會的熱誠是他的動力，而他也堅信在KPF支持下，能更有效益把其專業知識轉移至社區，造福人群。

## 第七個年度

KPF已踏入第七個年度，新一輪撥款申請亦已開始，截止日期是12月初。有意申請可參與11月13日中午在鄭裕彤樓5號演講廳舉行的交流會，詳情請閱[www.orkts.cuhk.edu.hk/knowledge-transfer-initiatives/funding-schemes#kpf](http://www.orkts.cuhk.edu.hk/knowledge-transfer-initiatives/funding-schemes#kpf)。



蔡錦昌博士  
Dr. Tony Tsoi

Knowledge transfer has in recent years emerged as an integral mission of higher education. Always committed to serving the community and a pioneer in knowledge transfer, CUHK has long dedicated efforts and resources to bring gown and town together in mutually beneficial ways. The Knowledge Transfer Project Fund (KPF) was set up in 2009 to encourage faculty members to be personally involved in applying their knowledge and ideas in projects that are visible and beneficial to the community.

Thus far, the fund has supported 130 projects with a total funding of over HK\$32 million. It has enabled more than 200 CUHK researchers of all academic disciplines to transfer their research expertise to the Hong Kong society in ways that are immediately noticeable and beneficial. Dr. **Tony Tsoi**, Associate Director of the Office of Research and Knowledge Transfer Services which administers the fund, was impressed with the variety of projects and the level of impact generated. He said, 'Past projects include training teachers to work with students with learning and social difficulties, developing an online system to provide health and safety information related to Chinese herbal medicine, launching public education campaigns to heighten the awareness of different ageing-related diseases, and developing a smartphone app to sharpen Cantonese speakers' perceptual distinction between Putonghua and Cantonese.'

## Attraction or Distraction?

For some academics, walking into the community is second nature to what they are already doing. Prof. **Maria Tam** of the Department of Anthropology said that her involvement in community work had come to her very naturally, because anthropology required researchers to be 'in the world' in order to have a holistic and emic understanding of it. Her KPF projects set out to promote greater understanding of some of the ethnic minorities in Hong Kong. She had conducted a series of training workshops for university students and seminars in secondary schools, and compiled an information kit for the public.

Prof. **Vivian Lee** of the School of Pharmacy was initially in two minds about sharing time between pharmacological research and community work. But she was always driven by a sense of mission to serve the community. Her most recent project funded by KPF sought to promote greater awareness and early detection of atrial fibrillation that may increase the risk of stroke. Her project reached out to the senior citizens and their caretakers by means of lectures, workshops and an online platform.

Professor Lee now finds balance and synergy between her research and community work. Her KPF project provided much useful data she could use in her publications and applications for other research grants. And the outreach programme she designed for her students has become an extension of her classroom.

## Rewards Unforeseen

Prof. **Hendrik Tieben** of the School of Architecture also found he had gained from the KPF experience in terms of teaching and grant applications. His 'Magic Carpet' project is a novel approach to community participation and empowerment. This outreach project, implemented in Sai Ying Pun and Tin Shui Wai, aimed to cultivate a sense of belonging for residents in the two communities. Teenagers from local high schools were trained to create video interviews about their neighbourhood and used screenings, gatherings and social media to engage residents to restore the identity and reshape the public space in their respective communities. The project results have informed Professor Tieben's further research and won him support from the Quality Education Fund. The KPF project has also opened up new pedagogic possibilities resulting in new degree courses.

Dr. Tsoi said that the multidisciplinary nature of many community projects would often put the project leaders into collaborations with their colleagues or researchers from other fields. Professor Lee had collaborated with a cardiologist in her education of the elderly, whereas Professor Tieben's multi-media method had made collaborations with journalism experts and professionals necessary.

Prof. **Agnes Chan** of the Department of Psychology worked with a musician in developing the 'interactive concert for autism', combining clinical psychology and music to develop a cost-effective programme to teach children with autism to better express themselves through music appreciation. Her project also provided an opportunity for the general public to understand the special needs of children and adults with such trait. Like many CUHK scholars, Professor Chan is not contented with only speaking from the lectern but wishes to 'move the heart of society' in the capacity of a scholar.

Is it worthwhile to invest in the community so many precious hours which might otherwise be more gainfully spent in the lab or the clinic? Prof. **Leung Kwok-sui** of the Department of Orthopaedic and Traumatology thought it is.

Professor Leung is a specialized clinician in fragility fracture, a common problem among the elderly. He found that with the ever increasing number of cases, a more effective way to help the ageing population is to invest time in educating the community on how to prevent 'falling' in the first place. Through talks, risk assessments and professional training, his KPF project provided more support to inform the community of the risks of sarcopenia (age-related loss of muscle mass and strength) and fragility fracture. Professor Leung's involvement in community projects often required him to work on weekends and public holidays. But he was fueled by passion and a firm belief that more good can be done by transferring his expertise on a scale that is enabled further by the KPF.

## Season 7

The KPF has entered its seventh season. Call for applications has already begun and the deadline is early December. An information session for potential applicants is scheduled at noon on November 13 at LT5 of Cheng Yu Tung Building. More information may be found in [www.orkts.cuhk.edu.hk/knowledge-transfer-initiatives/funding-schemes#kpf](http://www.orkts.cuhk.edu.hk/knowledge-transfer-initiatives/funding-schemes#kpf).

## 中大與艾伯塔大學加強學術聯繫 CUHK Reaffirms Partnership with University of Alberta

艾伯塔大學校監Ralph Young先生率領一行七人代表團，於10月14日到訪中大。代表團成員包括常務副校長Steven Dew博士（左）、國際關係與招生處常務理事暨助理副校長（國際）黃岑博士和中國學院院長侯秉東先生等，由本校校長沈祖堯教授（右）、協理副校長張偉雄教授、以及中大香港亞太研究所聯合所長趙永佳教授接待。



兩校代表交換最新發展及科研動向，並審視兩校現有合作和在世界大學聯盟中共同參與的項目。中大與艾伯塔大學於1996年簽署學術交流備忘錄，成為合作夥伴，並於1999年簽署另一份備忘錄，制訂本科生交流計劃。是次訪問，沈祖堯校長和Steven Dew博士在兩校代表見證下續簽兩份備忘錄，深化兩校的合作關係。

A seven-member delegation led by Mr. Ralph Young, Chancellor, University of Alberta, visited CUHK on 14 October for the purposes of strengthening ties and reaffirming partnerships in academic collaboration and student exchange. Members of the delegation include Dr. Steven Dew (left), Provost and Vice-President; Dr. Cen Huang, Executive Director of International Relations and Recruitment and Assistant Vice-President (International); and Mr. Gordon Houlden, Director of the China Institute, among others. The delegates were warmly received by Prof. Joseph J.Y. Sung (right), Vice-Chancellor of CUHK; Prof. Gordon Cheung, Associate Vice-President; and Prof. Stephen Chiu, Co-Director, Hong Kong Institute of Asia-Pacific Studies.

Representatives of both universities exchanged the latest developments and information on research programmes of their respective institutions. They also reviewed existing collaborations and engagements in the Worldwide Universities Network, to which both universities belong. In the presence of representatives from both universities, Professor Sung and Dr. Dew took the opportunity to renew two Memoranda of Understanding—the first signed in 1996 for academic collaboration, and the second signed in 1999 for undergraduate student exchange.

## 聯合書院五十九周年 United College 59th Anniversary Celebrations



聯合書院在10月中旬慶祝五十九周年院慶，書院及學生會攜手舉行了一連串活動，包括院慶活動開幕禮、聯合起跑、大筵地等。

院慶典禮在10月16日舉行，邀請書院校董會主席張煊昌博士和南豐集團行政總裁梁錦松先生擔任主禮人並致辭。活動高潮為當晚的千人宴，逾千名嘉賓、校友和師生參與盛會。

The United College celebrated its 59th anniversary in mid-October with a series of celebration activities, including the opening ceremony, UC Run, the outdoor bazaar, etc.

The 59th anniversary ceremony was held on 16 October. The College invited Dr. Thomas H.C. Cheung, Chairman of the College Board of Trustees and Mr. Leung Kam-chung Antony, Group Chief Executive Officer, Nan Fung Group to officiate at the ceremony and deliver speeches. The celebration climaxed with the 'Feast-for-a-Thousand' held in the same evening. Over a thousand College staff, students, alumni and guests enjoyed the dinner.

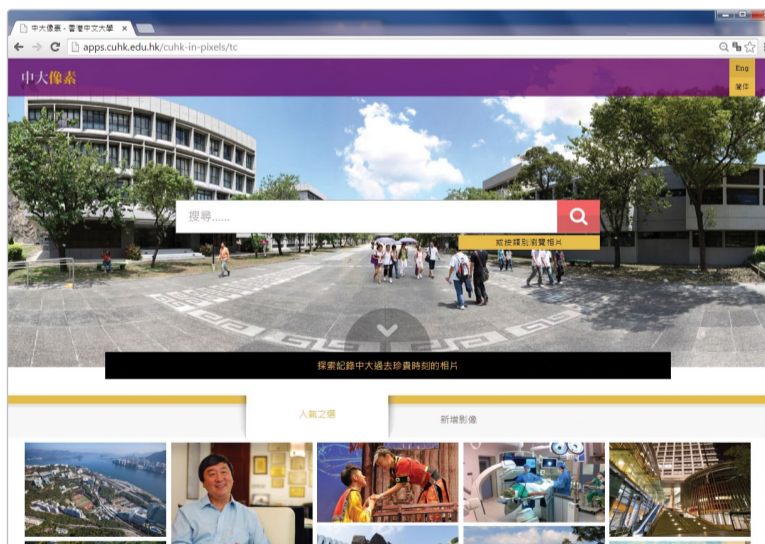
## 「中大像素」探索中大舊貌與新顏 New 'CUHK in Pixels' Image Database Shows Many Faces of CUHK

中大半世紀以來累積的珍貴相片盈千累萬，儼然一個大寶庫，等待發掘。年前資訊處建立「資訊處刊物數碼資料庫」，將資訊處出版的中大刊物數碼化，供各界人士取用，甚受歡迎；現再創新猷，推出「中大像素」相片庫，分享大學創校至今記錄珍貴時刻的相片。網站現已啟用 (<http://apps.cuhk.edu.hk/cuhk-in-pixels/>)，亦可從中大網頁首頁登入。

「中大像素」版面簡潔，使用方便。相片現分為「校園」、「書院」、「學習」等八個類別，訪客可選入其中一個類別隨意欣賞，亦可利用搜尋功能，彈指之間找到心儀相片；每張相片均顯示內容標籤、拍攝時間等資料，部分更有「相片來源」，附有網址連結，讓大家發掘相片背後的故事。「中大像素」現存相片數量逾一千五百張，日後會不斷增加。

資訊處處長曹永強先生說：「中大歷年來拍下不少相片，捕捉校園裡許多人、事、物，是中大人的共同回憶。成立『中大像素』目的是透過展示這些相片，鼓勵校內同仁分享珍貴影像。」他期待「中大像素」內容會繼續擴充：「首階段我們計劃網羅在大學出版物內出現過的相片，稍後希望校內各部門也能積極參與，提供相片，共同建設一個真正全校性的相片庫。」

CUHK has accumulated thousands of photos taken over the last five decades—treasures waiting to be mined and, recently, they have been. Some years ago the Information Services Office (ISO) launched the 'ISO Publication Digital Archive' featuring digitized



versions of University publications. The archive has been well received by CUHK members and the public. Now the ISO presents 'CUHK in Pixels', a database of images capturing momentous occasions of the University since its founding. A website (<http://apps.cuhk.edu.hk/cuhk-in-pixels/>) has been created for the purpose, that can be accessed via the official CUHK website.

With a neat layout and a user-friendly interface, 'CUHK in Pixels' features images in eight categories, including 'Campus', 'College', and 'Learning'. Visitors can browse photos by clicking the categories or find photos by keyword search. Every photo contains details like 'tags' and 'time shot'. Some photos have information on 'source' which when clicked will show you the backstory. Over 1,500 photos have been uploaded so far, and the number will continue to increase.

Mr. Tommy Cho, Director of Information Services, said, 'The faces, events and landscapes on campus have left many beautiful images which make up the collective memory of the University. The archive is an effort to promote and democratize the visual culture on campus by making these valuable memory traces accessible to everyone.' He saw it as a continuous and growing resource: 'Our first steps are to make available all the photos that have appeared in the University publications. In later stages we hope that other units may follow suit and contribute their photos to make it a truly University-wide image resource.'

## 窮人的信用卡

### Poor Man's Credit Card

關於感應式信用卡的保安漏洞廣受報道，令人不禁想到，自人類祖先以貝殼為原始的交易媒介以來，我們走了多長的一段發展路。

信用卡的歷史並不是很長。首張銀行卡名叫Charg-It，是在1946年由美國布魯克林的一家銀行發出。那時候還不是大眾化的消費產品，而是只供銀行客戶在當地購物，但稍後才付款之用。

在1949年某天晚上，麥克納馬拉到紐約一家高級餐廳，吃了一頓愉快的晚餐，飯後才發覺自己把皮夾留在家里。不知出於尷尬還是創業家本能使然，或者兩者皆有，他在此事上察覺，替代現金的生意大有可為。一年後，他和拍檔發出首張大來信用卡，推出後一年已吸引了兩萬人使用。

自十九世紀中葉起就從事旅行支票和匯票業務的美國運通，看到大來信用卡的成功大受啟發，所以在1958年美國運通發出它的首張信用卡，不久普及到世界各地和不同貨幣。VISA和MasterCard後來也加入分一杯羹。

香港人熱中於信用卡交易。根據金融管理局的資料，截至2015年6月，香港共有一千九百萬張信用卡在流通，平均每張香港居民擁有二點七張信用卡。本年第二季共有一億二千八百六十萬筆信用卡交易，總值一千四百三十七億元。

帶在身上叮叮噹噹的硬幣已逐漸消失，拿來結帳或許還會被收銀員拒收。我們正邁向棄用現金的社會，在人們眼中，身懷現款可能並不是方便或者有派頭的事情了。洞悉先機的



加拿大學者麥克盧漢在幾十年前就說過：「金錢是窮人的信用卡。」

The much publicized security flaws of contactless enabled credit cards make one realize how far we have come since our ancestors were using seashells as a rudimentary means of exchange.

The history of credit cards does not go back very far. The first bank card, called 'Charg-It', was issued in 1946 by a bank in Brooklyn. It was not a mass consumer product but only available to the bank's customers for making payment for local purchases at a later stage.

One evening in 1949, after a delightful dinner at a classy New York restaurant, Frank McNamara found out he had left his wallet at home. Either out of embarrassment or an entrepreneurial instinct or probably both, he saw the niche for an alternative to cash. A year later, he and a partner brought out the first Diners Club credit card, and attracted 20,000 cardholders in the first year of its launch.

The success of the Diners Club card inspired American Express, which had been in the traveller's check and money order business since the mid-nineteenth century. In 1958 American Express issued its first credit card and soon made it available in other geographical locations and currencies. VISA and MasterCard joined the fraternity later.

Hongkongers are enthusiasts of credit-based transactions. According to the Hong Kong Monetary Authority, by June 2015, a total of 19 million credit cards were in circulation in Hong Kong. Each of its inhabitants carried on the average 2.7 cards. The second quarter of this year saw a total of 128.6 million credit card transactions, with a total value of \$143.7 billion.

The nickels and dimes have disappeared if they have not been rejected at cashier counters. We are heading towards a cashless society, where carrying cash may not be regarded as a convenient or 'cool' thing. A few decades ago, the clairvoyant Canadian scholar Marshal McLuhan said: 'Money is the poor man's credit card.'

## 說東道西

### 一字褒貶

電影《非誠勿擾》有一幕說到男主角葛優和徐若瑄飾演的台灣女孩相親，裏面一段很有趣的對話。

徐若瑄說：「我爺爺就是因為大陸淪陷就跟着國軍撤退去台灣。」

葛優說：「等會兒等會兒，我們叫『解放』！你們叫『淪陷』，我們叫『解放』。」

徐若瑄說：「『解放』？甚麼叫『解放』啊？我明白的，『解放』跟『淪陷』只是角度上的說法不同而已。」

中國人有句話叫「一字褒貶」，這裏的「淪陷」與「解放」講的同一件事，但用詞不同，就表現出褒貶的態度。有時候英文裏一個簡單的詞，翻譯成中文時就須注意詞義的褒貶。比如，從甲午戰爭至二次大戰結束，台灣為日本佔領，英文就是 Japanese occupation of Taiwan，但用中文說，用詞可能就須斟酌了。好幾年前，台灣就曾為這段時期應稱為「日據時代」還是「日治時代」爭議過一陣子。爭議背後主要是史觀的不同，主張用「日據」的，自然反映了比較是從中國民族主義出發的立場。

因此，在翻譯的時候，常常須要注意中文這種褒貶詞，例如，英文的 rebellion 比較不帶價值判斷，但翻譯成中文時應用甚麼詞表達就要考究了。如果譯一本外國史家寫太平天國的歷史著作，Taiping Rebellion 該譯為「太平軍起義」，還是「太平軍叛亂」？又如 Boxer Rebellion 應是「庚子事變」、「拳匪之亂」還是「義和團運動」？

舉一個和香港關係較密切的例子，1898年中英兩國簽署《展拓香港界址專條》，英國向中國租借新界，但1899年英國接收時，新界鄉民武力反抗，與英軍激戰了六天。英文文獻稱這些人為 rebels，究竟該譯作「叛軍」還是「起義軍」？那可要視原作者的立場而定。如果站在新界人的立場，大概應稱為「抗英義軍」了。如果採取比較中立的觀點，或許可譯作「反抗軍」。



譯者要拿捏該褒該貶，有時候還要看書或文章是在哪裏出版或發表，比如是中國大陸還是台灣。美國史家陶涵 (Jay Taylor) 有本書叫 *The Generalissimo's Son*，此書最先由台灣出版社翻譯成中文，裏面用詞的觀點自然是從國民政府的觀點出發。例如原書提到1949年共產黨攻佔廣州。原書寫：Canton fell. (p. 183) 台灣中文版就譯成「廣州淪陷」(第198頁)。後來此書出大陸版，「淪陷」就改成了「失守」(第169頁)。

這方面要是不夠敏感，可能就會鬧笑話。多年前有部電影 *The Hunt for Red October*，故事是關於辛康納利飾演的蘇聯潛艇艦長 Ramius 意圖投奔美國，其中一幕講到中央情報局分析員 Jack Ryan 判斷出 Ramius 的意圖，講一句：「Ramius may be trying to deflect。」電影在台灣上演時，中文字幕譯作「雷米斯可能想變節」。當時有人在台灣報章的副刊專欄猜測，這字幕可能是拿香港那邊譯好的。因為如果台灣譯者，deflect 應當會譯作「投誠」。的確，在那個國共常有戰機投奔對方的時代，是「變節」還是「投誠」，茲事體大，可一點也輕忽不得。

有時候褒貶的運用來製造你想要的心理效果。國共內戰後期，國民黨在軍事上節節敗退，語言上卻繼續採用精神勝利法，明明是「撤退」，卻叫「轉進」。據說當年報章標題寫着：「我軍一日轉進千里，敵軍在後追趕不及」。這種文字遊戲頗像傳說中曾國藩率領的湘軍當年連敗於太平軍，上奏朝廷的奏摺把「屢戰屢敗」寫成「屢戰屢戰」，以示自己接連遭遇挫折仍努力不懈。當然，「轉進千里」故事今天已成了笑話。

以往教翻譯的老師常告誡學生注意詞義的褒貶時，常用的例子就是「驕傲」，強調這個詞在中文裏是貶詞，不要用來翻譯英文的 pride 或者 proud of。但今天電視報章雜誌滿眼是「我的驕傲」、「中國人的驕傲」，翻譯老師看了不知有何感想。

## 第七十八屆大會典禮特別安排

### Arrangement for the Seventy-eighth Congregation

大學第七十八屆大會（頒授學位典禮）將於11月19日（星期四）上午10時在林蔭大道舉行，由大學校長沈祖堯教授主持，頒授碩士學位及學士學位暨主持卓敏教授席就職典禮，並頒發傑出教學和研究獎。

同日下午，各書院將為所屬學士學位畢業生舉行畢業禮，詳情如下：

The Seventy-eighth Congregation for the Conferment of Degrees will be held at 10 am on 19 November 2015 at the University Mall. Prof. Joseph J.Y. Sung, Vice-Chancellor and President will confer first and master's degrees and officiate at the Inauguration of the Choh-Ming Li Professorships and present awards for teaching and research excellence.

The graduation ceremonies held by the seven Colleges for first-degree graduates will take place in the afternoon of 19 November. The schedule of the ceremonies is as follows:

#### 成員書院學士學位畢業典禮

#### First-degree Graduation Ceremonies Held by Seven Colleges

書院 College	時間 Time	地點 Venue	主禮嘉賓 Guest of Honour
和聲書院 Lee Woo Sing	12nn– 1:15pm	逸夫書院大講堂 Shaw Lecture Theatre	梁鳳儀博士（和聲書院院監會主席） Dr. Leung Fung-yee Anita Chairperson, Committee of Overseers, Lee Woo Sing College
逸夫書院 Shaw	12nn– 2:15pm	邵逸夫堂 Sir Run Run Shaw Hall	黃偉雄先生（中原地產亞太區總裁） Mr. Wong Wai-hung Chief Executive Officer (Asia & Pacific), Centaline Property Agency Limited
晨興書院 Morningside	12nn– 2:30pm	晨興書院宴會廳 Dining Hall, Maurice R. Greenberg Building	莫里斯教授（晨興書院院長） Prof. Sir James Mirrlees Master, Morningside College
新亞書院 New Asia	1:30pm– 3:15pm	林蔭大道 University Mall	丁新豹教授（香港中文大學歷史系客席教授及 名譽高級研究員） Prof. Ting Sun-pao Joseph Adjunct Professor and Honorary Senior Research Fellow, Department of History, CUHK
善衡書院 S.H. Ho	2:00pm– 3:45pm	何善衡館 Ho Sin Hang Hall	李慧敏女士（恒生銀行董事長兼行政總裁） Ms. Lee Wai-mun Rose, JP Vice-Chairman and Chief Executive, Hang Seng Bank
崇基學院 Chung Chi	2:00pm– 4:30pm	崇基禮拜堂 Chung Chi College Chapel	劉燕卿女士（香港申訴專員公署申訴專員） Ms. Lau Yin-hing Connie, JP The Ombudsman, Office of the Ombudsman, HKSAR
聯合書院 United	3:30pm– 5:30pm	邵逸夫堂 Sir Run Run Shaw Hall	葉安娜博士（萬事達卡香港及澳門總經理） Dr. Anna Yip Head of Hong Kong and Macau, MasterCard

碩士學位課程畢業典禮則於11月20日（星期五）及21日（星期六）按學院分八節舉行：

The master's degree graduation ceremonies will be held on 20 and 21 November in eight sessions:

#### 碩士學位課程畢業典禮

#### Master's Degree Graduation Ceremonies

學院 Faculty	日期/時間 Date/Time	地點 Venue	主禮嘉賓 Guest of Honour
第一節（文學院） Session 1 (for Faculty of Arts)	20.11.2015 10am–12nn	林蔭大道 University Mall	香樹輝先生（資深傳媒人及宙輝顧問有限公司 董事總經理） Mr. Heung Shu-fai Media Consultant and Managing Director, Sirius Pacific Consultants Ltd
第二節（理學院） Session 2 (for Faculty of Science)	20.11.2015 11am–12nn	邵逸夫堂 Sir Run Run Shaw Hall	馬錦星先生（香港科技園公司行政總裁） Mr. Ma Kam-sing Allen Chief Executive Officer, Hong Kong Science and Technology Parks Corporation
第三節（工程學院） Session 3 (for Faculty of Engineering)	20.11.2015 2pm–3:15pm	邵逸夫堂 Sir Run Run Shaw Hall	李偉光先生（ASM太平洋科技有限公司行政總裁） Mr. Lee Wai-kwong Chief Executive Officer, ASM Pacific Technology Limited
第四節（社會科學院） Session 4 (for Faculty of Social Science)	20.11.2015 3pm–5:30pm	林蔭大道 University Mall	梁家榮先生（香港特別行政區政府廣播處長） Mr. Leung Ka-wing Director of Broadcasting, HKSAR Government
第五節（教育學院） Session 5 (for Faculty of Education)	21.11.2015 10am–11:30am	邵逸夫堂 Sir Run Run Shaw Hall	林超英教授（香港特別行政區環境運動委員會主席 及香港中文大學地理與資源管理學系客座教授） Prof. Lam Chiu-ying, SBS Chairman, Environmental Campaign Committee, HKSAR Government and Adjunct Professor, Department of Geography and Resource Management
第六節（工商管理學院） Session 6 (for Faculty of Business Administration)	21.11.2015 10am–12:15pm	林蔭大道 University Mall	陳德霖先生（香港金融管理局總裁） Mr. Chan Tak-iam Norman, GBS, JP Chief Executive, Hong Kong Monetary Authority
第七節（醫學院） Session 7 (for Faculty of Medicine)	21.11.2015 3pm–5pm	林蔭大道 University Mall	陸志聰醫生（醫院管理局港島西醫院聯網總監） Dr. Luk Che-chung Cluster Chief Executive, Hong Kong West Cluster, Hospital Authority
第八節（法律學院） Session 8 (for Faculty of Law)	21.11.2015 3pm–4pm	邵逸夫堂 Sir Run Run Shaw Hall	Annabelle Bennett 法官（澳洲聯邦法院法官及 香港中文大學法律學院諮詢委員會榮譽委員） The Honourable Justice Annabelle Bennett Judge, Federal Court of Australia and Honorary Member, Advisory Board of Faculty of Law, CUHK

#### 泊車安排

#### Parking

邵逸夫堂對面之停車場將闢作畢業生座席，由11月1日至30日暫停開放，以便搭建帳篷。11月19日典禮當日，范克廉樓、富爾敦樓、大學行政樓、中國文化研究所及田家炳樓等停車場，皆保留予嘉賓及公務車輛專用。

The car park opposite Sir Run Run Shaw Hall, to be used as a seating area for graduates, will be temporarily closed from 1 to 30 November for the erection of a canopy for the ceremony. Car parks at the Benjamin Franklin Centre, John Fulton Centre, University Administration Building, Institute of Chinese Studies and Tin Ka Ping Building will be reserved for guests with special parking labels on 19 November.

#### 停課安排

#### Suspension of Classes

11月19日典禮當日，全日制本科課程（醫科三至五年級除外）及研究院課程將會停課。

On 19 November, full-time undergraduate classes (except MB ChB Programme Years 3–5) and postgraduate programmes classes will be suspended.

#### 惡劣天氣應變措施

#### Wet Weather Contingency

典禮當日若遇暴雨等惡劣天氣，大學將啟動惡劣天氣應變程序，第七十八屆大會將移師至邵逸夫堂舉行，並直播到校園內多個演講廳；新亞書院畢業典禮則於晚上7時30分在邵逸夫堂舉行；碩士學位畢業典禮之第一節（文學院）、第四節（社會科學院）、第六節（工商管理學院）將移師至李兆基樓LT6演講室舉行，並直播到鄰近的多個演講廳，而第七節（醫學院）將移師康本國際學術園劉佐德演講室舉行，並直播到鄰近的多個演講廳。而在室內舉行的崇基學院、聯合書院、逸夫書院、晨興書院、善衡書院及和聲書院等畢業典禮，以及其餘四節碩士學位課程畢業典禮則不受影響。大學如需要啟動有關程序，詳情將在港鐵大學站及林蔭大道廣播，並在大學各校園出入口，以及畢業禮網站[www.cpr.cuhk.edu.hk/cong](http://www.cpr.cuhk.edu.hk/cong)宣布。

In the event of heavy rain, the University will launch a wet weather contingency plan. Upon an official announcement, the Congregation will be moved to the Sir Run Run Shaw Hall and simultaneously broadcast to lecture theatres on campus. The New Asia College Graduation Ceremony will take place in the Sir Run Run Shaw Hall at 7:30 pm. The Master's Degree Graduation Ceremony, Session 1 (Faculty of Arts), Session 4 (Faculty of Social Science) and Session 6 (Faculty of Business Administration) will be moved to the LT6 of Lee Shau Kee Building and simultaneously broadcast to nearby lecture theatres on campus; while Session 7 (Faculty of Medicine) will be moved to the Lau Chor Tak Lecture Theatre, Yasumoto International Academic Park and simultaneously broadcast to nearby lecture theatres on campus. The indoor ceremonies for Chung Chi, United, Shaw, Morningside, S.H. Ho, Lee Woo Sing Colleges and Sessions 2, 3, 5, 8 of the Master's Degree Graduation Ceremony will not be affected. If the contingency plan is to be implemented, details will be broadcast at the University MTR Station and the University Mall, and announced at the entrances of the University and on the congregation website ([www.cpr.cuhk.edu.hk/cong](http://www.cpr.cuhk.edu.hk/cong)) on the day.

#### 公積金計劃投資回報成績

#### Investment Returns of Staff Superannuation Scheme

基金 Fund	9.2015		1.10.2014–30.9.2015	
	未經審核數據 Unaudited	指標回報 Benchmark Return	未經審核數據 Unaudited	指標回報 Benchmark Return
增長 Growth	-2.74%	-2.78%	-4.46%	-5.88%
平衡 Balanced	-1.99%	-2.04%	-1.91%	-5.36%
穩定 Stable	-0.53%	-0.42%	-2.38%	-4.47%
香港股票 HK Equity	-3.48%	-2.36%	-8.32%	-7.07%
香港指數 HK Index-linked	-3.61%	-3.16%	-6.17%	-5.93%
A50中國指數 A50 China Tracker	-0.72%	-4.58%	25.08%	27.18%
港元銀行存款 HKD Bank Deposit	0.06%	0.004%	0.97%	0.04%
美元銀行存款* USD Bank Deposit*	0.04%	0.007%	0.68%	-0.10%
澳元銀行存款* AUD Bank Deposit*	-0.96%	-1.11%	-17.70%	-19.98%
歐元銀行存款* EUR Bank Deposit*	-0.27%	-0.27%	-11.88%	-11.77%
人民幣銀行存款* RMB Bank Deposit*	0.31%	0.48%	0.09%	-0.98%

強積金數據請參閱：[www.cuhk.edu.hk/bursary/chi/public/payroll\\_benefits/mpf.html](http://www.cuhk.edu.hk/bursary/chi/public/payroll_benefits/mpf.html)

For MPF Scheme performance, please refer to:  
[www.cuhk.edu.hk/bursary/eng/public/payroll\\_benefits/mpf.html](http://www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/mpf.html)

\* 實際與指標回報已包括有關期間內之匯率變動。

Both actual and benchmark returns include foreign currency exchange difference for the month.

# 梁美儀教授

## Prof. Leung Mei-ye

大學通識教育主任

Director of University General Education

中文大學最近成為首間獲美國通識教學協會頒贈優化通識教學獎的海外學府，甚麼因素激發角逐此獎項？

通識教育本身不是一個專科，不同大學各師各法，水準如何很難界定。教資會近年強調國際參照標準，大學通識教育部一向留意世界各地有關的模式和評鑑標準。大學在2012年全面推出通識教育基礎課程，學生反應良好，但我們不敢自滿，去年特邀請了國際知名的通識教育研究專家Jerry Gaff來校做一個全面檢討。他對基礎課程印象很深，鼓勵我們角逐此獎，所以我們便決定一試。

可以說說獎項的評審標準嗎？

評審涵蓋由醞釀到施行、成果以至由此衍生的持續改善的一個完整周期。我們需解釋怎樣界定優化的需要，計劃是否跟大學的使命和學生需要配合，有沒有研究或實證作為基礎，過程是否有不同持份者參與；實踐計劃是否審慎擘畫；可有改善學生學習的證據，而且能否據此幫助持續改進。

從甚麼時候起參與中大的通識教育？

我的本科是歷史，在法國念碩士和博士學位，1999年加入大學通識教育部出任副主任，協助其時的主任張燦輝教授，推出通識教育叢書，籌劃推廣通識文化的校園活動，也於現代語言及文化系兼任助理教授。2003年通識教育需要全面建立素質保證機制，我轉為全職服務通識教育部。

個人學習通識的經驗又如何？

當年在崇基學院，沈宜仁教授的大一通識課「大學理念」帶出清晰訊息：大學教育與中學教育截然不同，不再是追求模範答案，而是要自己尋學問。這給我很大啟發。此外，畢業前的Senior Seminar要求不同學系的同學組成隊伍，因應各人專長，發掘論文題目和資料。我組成員來自哲學系和數學系，我們從天文、思想和歷史等角度探討《通勝》，還訪問了堪輿學和曆法專家蔡伯勵先生，是很新鮮的跨學科研習經驗。

早前你代表大學往密爾瓦基領獎，介紹中大的通識教育時，反應如何？

評審單位對於我們循序漸進落實基礎課程，掌握學習成果的實證資料，逐步優化的過程非常欣賞。他們也訝異於一所綜合研究型大學竟能發展出這樣學分雖少卻既廣且深、影響全校學生的基礎課程。一位評審員甚至說要重新檢視改革通識教育的方法—與其每次全盤修整，是否應該效法中大，集中做好一個小範疇，從大一開始為學生打造共同的學習經驗。

基礎課程帶給學生甚麼挑戰？他們接受嗎？

在這個知識無限複製的網絡時代，我們要求學生摒棄二手三手資料，閱讀原典。在大班外還有小組討論，他們須面對面口頭與人溝通，並整理思想，化為有條理的文字。

深感欣慰的是2012年全面推行後，在一年級課的學生評估裏，基礎課程可說穩佔榜首。學能提升研究中心進行的相關查考，也得出正面評價。「太多閱讀」、「程度太深」等評語當然不斷出現，但他們也「樂於被迫」，慶幸因課程強制而認真學習了本應擁有卻出於惰性不肯追求的知識，思考嚴肅課題。學生本對學習非本科知識略有微言，但根據課前課後的比較，文科生對科學、理科生對人文課題的興趣均大有提高。

如何舒緩緊張繁忙的生活？

耕種，我家天台種了生菜青瓜等。我還喜歡看小說，最近捨沉重的作品，重看珍·奧絲汀，輕鬆一點。一般認為她寫的是愛情小說，但我覺得她其實是在尋常生活裏探討人性的不同面向，講無分貴賤，以誠待人和尊重別人的重要。這也給常處於繁忙狀態的我一點啟示，別忘了照顧他人的感受。



Photo by ISO staff

**CUHK recently became the first institution outside the US to be bestowed the Exemplary Programme Award for Improving General Education by the Association for General and Liberal Studies. What made the Office of University General Education (OUGE) decide to compete for the award?**

General education (GE) is not a discipline in its own right. Different universities have their own ways of developing and teaching it. There's no universal yardstick for measuring their performances. The University Grants Committee (UGC) has stressed the importance of meeting international standards. We have been paying attention to the education models and assessment methods related to GE around the globe. In 2012, the Chinese University introduced the General Education Foundation Programme (GEF). Although it has been well received by students, we are not complacent. Last year we invited Jerry Gaff, a world renowned GE expert, to review our programme. He was very impressed by the GEF and encouraged us to compete for this award. So we gave it a shot.

**What were the association's assessment criteria?**

The assessment covered the entire process—development, implementation, results, and how to ensure continuous improvement. We had to explain how we define our need for improvement, how the improvement scheme dovetailed with missions of CUHK and met the needs of students, whether the curriculum was based on research or empirical data, whether there was participation by different stakeholders, whether the implementation was carefully designed, whether there was evidence of improvement in student learning which could facilitate continuous improvement.

**When did you get involved in developing GE at CUHK?**

I studied history and obtained my master's degree and PhD in France. I joined the OUGE in 1999 as an assistant director, helping Prof. Cheung Chan-fai, the then director, to publish the 'General Education Series' and promote the concept of GE on campus. I also served as an adjunct assistant professor at the Department of Modern Languages and Intercultural Studies. In 2003 when there was a need to develop a quality assurance mechanism for GE, I began to work full-time with the OUGE.

**What were your personal GE experiences?**

Back then at Chung Chi College, I was greatly inspired by a message that Dr. Philip Shen delivered in a freshmen GE course 'Idea of University': university education is completely different from secondary education. You wouldn't be given model answers; you have to learn by yourself. Before graduating, we had to complete a 'Senior Seminar', which required students from different departments to form teams to decide on paper topics and conduct research according to our respective expertise. My teammates were philosophy

and mathematics students. We studied the Chinese almanac *Tung Shing* from the perspectives of astronomy, intellectual tradition, and history. We also interviewed Mr. Choi Park-lai, an expert in Chinese geomancy and calendars. It was a refreshing experience in interdisciplinary learning.

**You received the award in Milwaukee and gave a presentation on CUHK General Education. What was the response?**

The assessment panel was impressed by our well-paced implementation of the GEF, collection of empirical data of learning outcomes, and step-by-step improvements. They were surprised that a comprehensive research university can develop a foundation programme with relatively low credit requirements and that has an extensive and deep impact on all students. One of the panel members even said that it was necessary to review the way of GE reform—conventional sweeping reforms may no longer be desirable. Perhaps it would be better to learn from CUHK's experiences of focusing on small areas first and exposing students to common learning experiences as a foundation for learning partnerships.

**What challenges does the GEF pose to students? How was it received by them?**

In the digital age when people can cut and paste from the Internet whenever they like, we require students to give up second- or third-hand information and to read the classics. There are seminars in addition to large-class-size lectures. They have to engage in face-to-face and verbal communication, and organize their thoughts into coherent sentences.

Since its introduction in 2012, the GEF has consistently ranked top in freshmen evaluations. According to a survey conducted by the Centre for Learning Enhancement and Research, freshmen feedback is generally positive. Of course comments like 'too many readings', 'too difficult' constantly show up. But the students are 'happy to be pushed'. They are happy to be pressed to think about serious topics and acquire necessary knowledge that they wouldn't otherwise learn due to laziness. At first students are reluctant to learn knowledge outside their main subjects. But according to comparisons of before- and after-course surveys, both arts students' interest in science and science students' interest in the arts have grown.

**How do you relax?**

Through gardening. I grow lettuces and cucumbers on the roof of my home. I also like to read novels. But recently I don't have the energy for heavy ones. I prefer to read Jane Austen novels; they tend to be lighter. People generally see her as a romance novelist. But I think that her works explore the various faces of humanity, and depict the importance of treating others with sincerity and respect, regardless of social class. This serves as a reminder to consider other people's feelings in my constantly busy life. 📖

