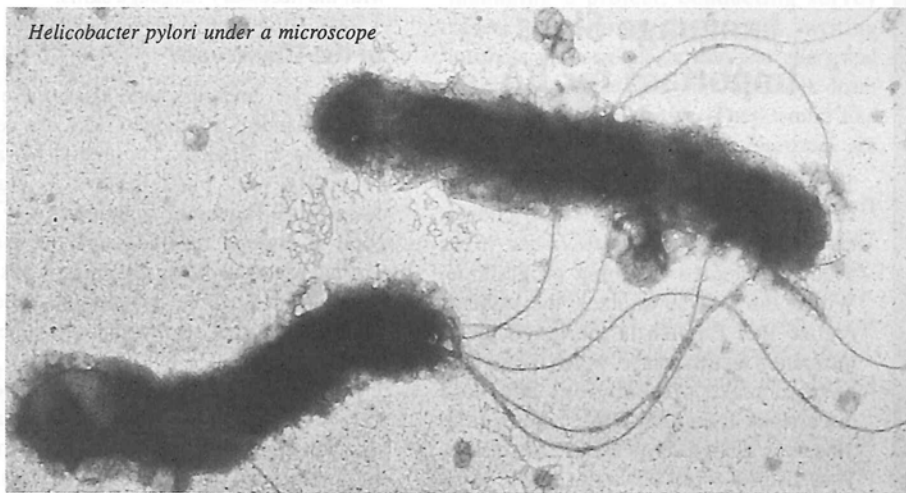


MEDICAL TEAM HEADS FOR SHANDONG TO STUDY GASTRIC CANCER

Helicobacter pylori under a microscope



A team led by Prof. Joseph Sung of the Faculty of Medicine left for Yantai in Shandong province on 21st April to participate in a joint study on gastric cancer undertaken by CUHK and Beijing Medical University. The project examines whether eradication of the bacteria *Helicobacter pylori* will prevent the development of gastric cancer.

Gastric cancer is the most common malignancy in the world and is the fourth major killer amongst cancers in Hong Kong. In 1994 alone, some 600 people died from the disease in the territory. Its cause has been largely unknown until recently when epidemiological studies show that patients infected by *Helicobacter pylori* have a significantly higher risk of developing this type of

cancer. Much scientific and clinical research has focused on the relationship between the bacteria and the disease.

Medical doctors, nurses and researchers from the two universities will carry out screening tests by endoscopy in the city of Yantai which is a high prevalence area for gastric cancer. Patients at high risk will be given antibiotic therapy.

Four years ago the CUHK Faculty of Medicine pioneered the use of the one-week triple therapy for the treatment of *Helicobacter pylori*-related peptic ulcers in Hong Kong. Today this regimen has become the international standard for treating peptic ulcers.

The current project is supported by the Hong Kong Society of Digestive Endoscopy.

Framework Instituted for Summer Classes

To provide flexibility for teaching units to offer courses in summer, the Senate has recently instituted a broad framework for a summer session for full-time credit-unit-based undergraduate programmes. The framework will create the additional space of seven weeks after the conclusion of the second term of an academic year for students to take specific courses offered by specific departments. This is one way of meeting the needs of students who have little time during regular terms for those courses, but it is

also entirely up to the teaching units to decide whether to run a summer session. No additional tuition fee will be levied for the summer courses.

The Senate APC has already approved the offering of a total of four courses proposed by the ELTU (ELT 1107, 1108 and 3101) and the Physics Department (PHY 4901) in the summer of 1996. It is expected that all other teaching units will be able to offer summer courses under the framework from the summer of 1997 if they so choose.

NEW PROGRAMMES FOR 1996-97

The University Senate recently approved the introduction of the following new programmes in the 1996-97 academic year:

- Postgraduate Diploma Programme in Nursing—a self-financed programme organized by the Department of Nursing.
- Diploma Course in China Marketing—jointly organized by the Faculty of

Business Administration, the CUHK Asia-Pacific Institute of Business, and the Hong Kong Trade Development Council.

- Certificate Programmes (Elementary and Advanced) in Training of Cantonese Opera—jointly organized by the School of Continuing Studies, the Urban Council, and the Hong Kong Cantonese Opera Association.

Service to the Community and International Organizations

* Prof. Kenneth Young, pro-vice-chancellor, has been re-appointed by HE the Governor as a member of the University Grants Committee for two years from 1st April 1996.

* Prof. Yue-man Yeung, head of Shaw College, has been re-appointed by HE the Governor to serve on the Town Planning Board and the Hong Kong Housing Authority for two years from 1st April 1996. He has also been re-appointed by the Financial Secretary as a member of the Hong Kong Committee for Pacific Economic Cooperation for the same period. Prof. Yeung has also been appointed guest professor of Peking University.

* Prof. Kai-ming Chan, professor of orthopaedics and traumatology, has been appointed by HE the Governor as a member of the Hong Kong Sports Development Board and chairman of the Hong Kong Sports Institute Management Committee for two years from 1st April 1996.

* Prof. Ambrose Y. C. King, pro-vice-chancellor, has been nominated by the

University to serve on the Council of the Opening Learning Institute for another year from 19th June 1996.

* Dr. Chin-chin Wan, director of the School of Continuing Studies, has been nominated by the University to serve on the Committee on Management and Supervisory Training for the period up to 31st March 1998.

* Mrs. Clara Lee, acting director of the Office of Student Affairs, has upon nomination by the University been appointed by the Secretary for Education and Manpower as a member of the Joint Committee on Student Finance for the period up to 30th April 1997.

* Prof. Pak-wai Liu, pro-vice-chancellor, has been re-appointed by the Financial Secretary as a member of the Hong Kong Committee for Pacific Economic Cooperation for two years from 1st April 1996.

(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.)

International Conference on Basic Education

Over 400 educators gathered on Chung Chi campus on 5th and 6th April to attend an international conference on basic education jointly organized by the Faculty of Education, the Hong Kong Institute of Educational Research, and the Hong Kong Primary Education Research Association. The theme of the conference was 'Nurturing Competent Teachers for Basic Education'.

Prof. Felice Lieh Mak, chair of the Advisory Committee on Teacher Education and Qualifications, officiated at the opening ceremony. The four keynote speakers—Prof. James Calderhead, Prof. Alan Tom, Prof. Chen



Prof. Felice Lieh Mak

Yongming, and Prof. Ou Yung-sheng—spoke on the latest developments in teacher education in the UK, USA, China and Taiwan. Seventy papers were presented at the conference.



The 'Forum' is 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.

Faculty Differences Over Language Requirements?

In this issue, three teachers from three different faculties talk about their observations of the language proficiency of their students and their views on what needs to be done. The ELTU Director also tells us what has so far been done by his unit.

Natural Languages Not a Top Priority for Engineering Students

Engineering students do not communicate well in words and they have good reasons for it. In the first place, natural languages are but their second language. Engineering students are by and large preoccupied with two kinds of academic tasks — solving classroom problems and manipulating hardware and software in the laboratories. Understandably, their primary academic concern is to score high grades, and to do so, they know as well as their teachers that they have to be good at numbers, symbols, C, C++, command languages, instruction sets, and the like. Those talented in quantitative skills are admired and envied, and so are those who are good at wares hard or soft — though a little less so as they may not fetch as high grades in examinations as the former. Those good at words are also admired, but little envied. Since everybody wants to be admired *and envied too*, their priorities are therefore obvious.

We have to sympathize with our students who are already toiling under great work pressure. To demand their going beyond bread-and-butter work is too much for most of them. They know as well as their teachers what is and what is not their bread-and-butter. Language skills? Yes, but...

What I am trying to get at is this — that many students in our faculty do not excel in languages and they do so by choice, consciously or unconsciously. It is a willing price they pay for maximizing academic scores in the face of time constraints. To be a good engineer is to be shrewdly rational about tradeoffs in a constrained universe. So much we teach them, so much they have learnt, and applied to their own time-constrained universes.

Many students of other faculties have language problems because of various deficiencies, but not our students. They are

in fact smart enough to become language masters, if only they so choose. See how they learn languages with the weirdest syntax to talk to machines! You would be impressed by the way they have struggled with and prevailed over dumb and stubborn machines that refuse to understand them. As they manage well to communicate with intolerant computers in unnatural languages, they would be able to communicate with tolerant human beings in natural languages too. This again is obvious.

And yes — we as teachers also know what does and does not count. Not only that,



we practise the implied priorities in our dealings with students. Of course we appreciate good verbal and writing skills, but we are used to extracting meaning from jumbles. Our students know that as long as they get the answers right, inaccurate English does not matter. Bad presentation may hurt a little, but not much. Our tolerant attitude towards sloppy

language usage is in fact quite well publicized. Just check out the many notices put up around our HSH Engineering Building. PE ratios of language skills are not good enough for engineers.

We must sympathize with our students who do not have the time to learn all that they would need to keep everybody's mouth shut. As their professional mentors, we already have a very hard time finding slots for many very important engineering courses. If they do want to improve their languages, well, we sincerely hope that they may find their own time to do so. Respectable engineers do not talk to people who do not understand them anyway. Perhaps only sales engineers do. But they are not a respectable breed, are they?

Language problems? What language problems?

Ng Wai-yin
Associate Professor
Department of Information
Engineering

Language Skills Important for BA Students

Thursday, 11th January 1996. It is the first day of class for 21 undergraduate students enrolled in 'Current Business Issues' in the Student Oriented Teaching programme. Within the first 10 minutes, the students realize that English is the language of instruction for this course, which means they have to make presentations and hold discussions in English. The lecturer is from Singapore and speaks only the Fujian dialect. They also know that having a Chinese name does not mean that the lecturer can speak Cantonese.

After the initial surprise and anxiety of having to use English 'full time' with me, they accept the challenge and the opportunity to practise and improve their English. I tell them that they have much to gain by building up their English speaking and writing skills. These skills will give them an edge when competing for jobs with other qualified candidates, such as those from mainland China and those from America and Britain who want the experience of working in Asia.

My views and observations of the standard of English of CUHK students come from my teaching experience over the last seven years as well as discussions with managers and human resource practitioners in Hong Kong. It was the managers and business practitioners who alerted us to the declining English proficiency of graduates from local tertiary institutions. They want graduates with good communication skills and these include written and spoken English. Multinational companies and local companies with international business interests express worry over the drop in the number of job candidates with adequate English or Putonghua skills.

There is a need to share the business community's expectations with our students. Multi-lingualism (Putonghua and English) is a definite asset for any career, especially one in regional and international business. Students therefore need to be well-equipped with the necessary language skills.

In the Classroom

In each undergraduate class, there is often a handful of students who are very proficient in English. These students are generally very participative in class discussions. The rest of the students may be good at reading the language but their writing, especially their grammar, needs to be polished. Spelling mistakes do appear when they forget to run the spell-check program.

Using English spontaneously can be a stressful experience for students. Many are reluctant to speak out and do so only when their views are solicited. When making presentations, they read verbatim notes prepared beforehand. Each time they are called on to give an opinion, a nervous and terrified expression is seen on their faces.

There are also times when I discover, to my pleasant surprise, the more-than-adequate English standard of some normally passive students. But it only happens when I ask for their views. What if I never had the chance to find out who they are and help them become more confident in using English? As a teacher, it is frustrating to miss the opportunity to help develop students' po-

Average Standard of English Majors Also Dropping

Is the English standard of CUHK undergraduates slipping? My answer is a qualified YES. From my daily contact with students, I find that their average standard has indeed been dropping over the years. The number of students who cannot express themselves properly or articulate their thoughts clearly in English appears to be on the rise. Here I'm talking about the *average* English standard across the student population, not the English standard of individual students. Some of them are comparable to native speakers in proficiency and fluency. But many others are 'below par'.

Is the English standard of CUHK English majors dropping? My answer is also a qualified YES. While a sizeable number of English majors have a very good standard of both spoken and written English, and do appreciate Western culture, the average standard is not what it used to be. More and more students join the English Department without any background in English literature or an adequate knowledge of Western culture.

The students' English standard in general leaves a lot to be desired.

How then can students' English proficiency be improved? First, staff across faculties should realize that they have a 'communal' responsibility to help students recognize the importance of effective communication in Chinese as well as in English. Being an international language, English is especially important if graduates want to transcend their immediate environment and take their place in the international arena. To help them achieve this goal, teaching staff should be more active in the language referral process: advising students to take relevant English Language Teaching (ELT) courses or referring them to the ELT Unit or the Independent Learning Centre (ILC) for 'diagnosis' and 'treatment'. These students should be given priority when enrolling for specific courses.

Secondly, CUHK students should be made to recognize that it is their responsibility to attain a reasonably good level of English proficiency. 'God help those who help themselves.' They must have a strong will to improve before others can come to their help.

Thirdly, more opportunities should be provided for students to improve their language skills. Innovative designs for English courses should be encouraged to provide a greater variety of course-types to suit different kinds of learners at different levels of proficiency. There should also be greater flexibility in programme admin-



Learning Centre (ILC) to my students. The ILC is a cheerful place which helps students in innovative ways. It is difficult to teach English skills to students who have not had the foundation or basic training in their primary and secondary schooling. The self-learning approach promoted by the ILC may be one of the many ways for them to acquire such essential skills.

What can tertiary institutions do to address the concern of the business community? The Faculty of Business Administration has responded to this problem by offering a new course — Business Communication — to its undergraduate students. The course began in September 1995 with eight sessions taught by the ELTU, who has done a first-class job designing the course. The classes are small, so that the 20 students get adequate attention. Students learn to use English effectively through the completion of a group project. They are also taught skills in managing a project, conducting survey research and group discussions, writing business and career documents and letters, and making presentations. The feedback from students is most positive. They would like more of these classes. More resources are however needed for additional sessions.

The Education Commission's *Report No. 6* points out that implementing a strategy to improve language proficiency also depends on 'the public, including students, parents, employers, politicians, and others with a stake in language proficiency issues, whose attitudes and concerns may have a significant impact...'

Raising language proficiency requires the collaboration of the University administration, the teaching staff as well as the students. Top management has to provide the resources and give the green light, both of which are essential for teaching staff to help their students. Many faculty members know the problem but think they cannot contribute to the solution. They can with the support of their departments and faculties. And students must see the advantage of multilingual skills in their future careers. They must *want* to improve.

Chua Bee Leng
Lecturer
Department of Management

tential, and large undergraduate classes certainly don't make the task easier.

'The rich get richer.' This rings true in classrooms. Students who are proficient in English continue to improve with practice while the less confident ones avoid using it. It is a vicious cycle that can only be broken if students become aware of the need to improve and overcome their fear to speak in public. During presentations and discussions, my approach is always to encourage them to use English and then reinforce their efforts with praise and feedback. A positive attitude towards students is reciprocated by positive responses.

Another way of 'immersing' students in English is by engaging them in conversations about non-academic subjects. When we talk about dormitory life and dental braces, students forget their inhibitions and are eager to express their views. But even in informal conversations, it may be necessary to invite individual students to talk about their feelings in English.

When reading students' papers and projects, I often have to pay attention to the grammar and spelling in addition to the content. A colleague from the English Language Teaching Unit (ELTU) suggested that corrections be made in pencil. Students are less discouraged by this than by red markings all over the pages!

Initiative and Resources

I often recommend the Independent

stration and timetabling to accommodate more students.

In this context, I would like to use the United College Language Improvement Project as an example. United College was given \$1,000,000 in 1995 by the University to run the Language Improvement Project (LIP), which is a non-formal, non-credit-unit-bearing programme. A full-time programme executive has been recruited to take charge of programme administration and development as the College believes, and our initial experience has confirmed, that if the programme is to develop on a firm footing, a full-time executive is essential.

In the February-April 1996 session, a total of 170 students enrolled in seven

language modules. They are Grammar and Vocabulary, English Grammar for Academic Writing, English Speaking Activities Workshop, Speaking and Listening, Better Reading and Writing for Academic and Practical Purposes, Written Communication for Professional and Business Purposes, and Speaking Putonghua. Classes for the modules took place after regular class hours, from 5.30 p.m. to 9.00 p.m.



Joseph Hung
Associate Professor
Department of English

Initial statistics suggest that students on the whole made improvements in their chosen language skills.

For the May-June 1996 session, a total of 209 students have enrolled in ten modules. A new English module — Public Speaking and Leadership — has been added. A new incentive scheme has also been introduced whereby the two students who have made the most progress in each module will be invited to take part, free of charge, in a five-day Chinese/English Language Immersion Camp in a university in China. The immersion programme will include language learning activities, interaction with university students in China, and some social and sight-seeing activities, all in the context of the target language environment.

As convener of the English section of the LIP, I understand that United College will continue to revise and update the LIP courses so that they can better cater to students' needs.

How the ELTU Director Views the Issue

'It is very popular now to do two things — complain about the falling standards of English, and say that language enhancement is a priority. Both are easy to say, but very difficult to do something about. ... What I am trying to do is build a programme campus-wide which will provide the most effective utilization of resources to improve English language proficiency,' says Prof. Lyle F. Bachman, director of the English Language Teaching Unit (ELTU).

Multi-pronged Approach

This programme he is spearheading for the ELTU is multi-pronged. One prong is the English for Specific Purposes courses, wherein ELTU specialists work with content specialists of other departments in developing courses, to be delivered by ELTU staff. These skills-oriented courses are designed to cater to the specific language needs of students in specific disciplines.

A second prong is the content-based adjunct model. A content teacher and an ELTU specialist work together in developing lectures, this time to be delivered by the former in English. The ELTU specialist sits in on the lectures and works with the students on language problems after class.

Another prong emphasizes teaching in English. Prof. Bachman feels that 'ultimately, this is the most important component of the whole plan. The University has accepted in principle that every department needs to conduct a certain amount of courses in English each term, so that every student is exposed to at least one course in English each term for the three years.' This will give the students an extensive and prolonged exposure to English, and will allow contextual use of the language.

The Independent Learning Centre (ILC), a bilingual self-access language facility within the Faculty of Arts, is another extremely important part of the programme. The ELTU supplies the staff for the English Section of the ILC, which is frequented by an average of 2,000 students each week. The ELTU also provides classroom instruction for over 3,000 students annually.

An Essentially Collaborative Effort that Allows Heterogeneity and Flexibility

Prof. Bachman, who joined the University in August 1994, believes the greatest and most significant achievement of the ELTU during his tenure to have been to bring about a basic change in the perception of language teaching at the University level and among the deans, most of whom now accept that language teaching and language learning is a part of academic teaching and academic learning. It cannot be compartmentalized. He also believes it is meaningless to learn about a subject if one cannot communicate what one has learnt. 'Reading, writing, listening, speaking, are all tools for the acquisition and communication of knowledge — reading and writing particularly,' he says.

Remedial language courses, Prof. Bachman feels, form only one small part of the solution to the language problem. 'What is needed is substantial and sustained exposure to the language. This exposure cannot be provided only in the English classes — it has to be exposure in lectures, exposure in the community. This is why the colleges also have an important role to play in ensuring that English becomes a part of the University community.'

The ELTU plays the role of a facilitator in the implementation of the programme.

Advice and support are supplied to whichever department, faculty, or college approaches the unit for suggestions. Prof. Bachman has consulted for many educational bodies in different parts of the world and is always apprehensive of one phenomenon: governments, ministries, and administrators tend to favour applying decisions uniformly to all schools. 'I have never seen a country, including Hong Kong, where the education system is completely homogeneous,' he says. 'Communities are always heterogeneous. It is the same with the University. I think I have been able to convince the administration here that what we need is a plan that has many different components, and that allows a large degree of flexibility, so that different departments, faculties and colleges may implement the different pieces of this plan in different ways.'



Students Motivated but Shy

Prof. Bachman himself teaches a class consisting of 18 students from some 10 different departments. Most of them are in their first year and enrol because they are aware that their English is not good and wish to improve it. 'The course aims not only at improving their listening and speaking abilities, but also helping them to learn some communication strategies that they can use to continue their own language learning after they finish this course. Their actual progress in listening and speaking may be minimal, but just the fact that at the end of the course they feel confident enough to continue using the language is a major accomplishment,' he says.

But like many other teachers in the University, Prof. Bachman feels that the students are very, very shy. 'Many of them are anxious about being laughed at when they speak English, or afraid that they will make mistakes — the same kinds of worries and concerns that non-native speakers of English have all over the world. The thing I work at the most, certainly at the beginning of the course but also right through, is to create a warm, secure, non-threatening environment in the class so that students will feel confident enough to speak up.'

A Short but Rewarding Innings

Prof. Bachman will be leaving the University after a two-year stint to rejoin the University of California at Los Angeles this autumn. He initially came on leave for three years, but the sudden incapacitation of one of his colleagues there has necessitated his earlier return. He would have liked to complete the three years here that he feels form the life cycle of a foreign expert. The first year, as he sees it, is largely a learning experience, wherein one gets acquainted with one's colleagues and the situation around, and formulates a plan. In the second year one starts to implement this plan. In the third year, the aim is to solidify it, and ensure that it will continue. He calls it 'the frosting on the cake', and goes on to say regretfully, 'It is a pleasure that I will not have. But it has been a very rewarding and challenging two years. My plan is in motion now, and I hope that if I return after say five years, it will still be growing, and things will not be back to what they were one and a half years ago when I joined.'

Comments from Senior Administration

From the University Bursar

If one looks around The Chinese University of Hong Kong today, it is difficult to imagine what it was like in its early days. With the exception of Chung Chi College, whose original buildings were constructed in the 1950s and 1960s, there was not another building on campus until 1970 when the Benjamin Franklin Centre (BFC) was completed. From its comfortable surroundings in the Hang Seng Bank Building at 677 Nathan Road, Kowloon, the University administration moved into the BFC over incomplete roads, with the sound of blasting nearby as contractors continued to shape the rest of the campus. Gongs were sounded when an explosion was due and the few staff that were around trembled accordingly.

A part of the administration that moved at the time was what would now be called the Bursar's Office, with its

small unsophisticated accounting system: it did possess an NCR machine which did most of the ledger work, and another small machine for the payroll, but apart from that the accounting system was rather primitive, even though it performed well according to the demands of the time.

The University's growth since those days has been phenomenal, and quite naturally, the accounting system has grown and adapted accordingly.

fore a need to produce more statistics, and more management accounting reports. A good and reliable accounting system was essential for achieving these objectives.

The system devised in the 1970s and 1980s certainly helped to improve the University's accounting and management techniques. The Bursar's Office and the Computer Services Centre/Information Management Unit met regularly and produced a system with the help of an IBM mainframe and then an AS/400 minicomputer. The Personnel Office was also involved in the project.

While this new system of computerization, installed in the 1980s,

ment, database, updatedness, reliability, compatibility with other IBM systems, application interfacing, Chinese characters handling, system management, and implementation and future maintenance. The time taken for this evaluation — nearly six months — was well spent.

What will the accounting system achieve for the University and what improvements will result? First the University will have an excellent state-of-the-art on-line system. Secondly financial reporting will become much more streamlined — financial reports will be up-to-date and can even be produced daily if required. Thirdly the system will enable the University to obtain management information necessary for analysing financial data, making management decisions, as well as projecting future budgets more clearly and concisely. The system will also facilitate the decentralization process by allowing departments to input expenditure applications and purchase orders directly.

Implementing and installing a new accounting system is a very demanding process, requiring tolerance and patience on all sides for a successful conclusion. The Bursary, and the Information Technology Service Unit/Computer Services Centre are working very hard to ensure this. The challenge also generates enthusiasm and with that, the determination to ensure the new system is up and running by 1st July 1996.

David A. Gilkes

A New Accounting System

Whereas in the early 1970s it was serving 2,500 students, 800 staff, and a budget of HK\$30 million, the system now serves nearly 12,000 students, over 5,000 staff, and a budget of HK\$2.5 billion.

In the 1970s and 1980s, the catch words were 'management accounting'. It became increasingly clear in that era that the accounting system could be used for analytical purposes in addition to its basic functions of recording financial transactions and paying staff on time. Throughout the world, there was a trend to consider universities as organizations with great impact on society. This entailed greater accountability, and there-

solved many of the on-going problems, it was becoming increasingly out-dated by the end of the decade. The University continued to grow, new concepts and ideas were in the market and it was soon clear that a new accounting system was needed.

After much discussion and investigation, the University decided on an SAP R/3 system with IBM as the system integrator. In evaluating the systems under consideration, several criteria were used — business functionality, adaptability and flexibility, user interface, degree of openness, image processing capability, userbase and goodwill, costs, technology advance-

新任講座教授

Professorial Appointments

統計學講座教授

Professor of Statistics

大學委任李錫欽教授為統計學講座教授，由一九九六年四月一日起生效。

李教授為本校數學系畢業生，七二年取得理學士學位後，負笈美國洛杉磯加州大學進修，先後於七四、七六及七七年獲授文科碩士、理科碩士及哲學博士學位。

攻讀高級學位課程期間，李教授在洛杉磯加州大學任研究助理和研究生物統計師。七七年加入中大數學系任教，五年後轉投統計學系，八五年晉升高級講師，九零年升為教授。

Prof. Lee Sik-yum has been appointed professor of statistics from 1st April 1996. Prof. Lee graduated from CUHK with a B.Sc. in 1972, and obtained his MA, M.Sc. and Ph.D. from the University of California at Los Angeles in 1974, 1976 and 1977 respectively. During his postgraduate studies at UCLA, Prof. Lee served as a research assistant in the Department of Psychology and as a research biostatistician.

Prof. Lee joined the University as lecturer in the Department of Mathematics in 1977, and transferred to the Department of Statistics in 1982. He was promoted to the rank of senior lecturer in 1985, and reader in 1990.

地理講座教授

Professor of Geography

大學委任梁怡教授為地理講座教授，由一九九六年四月一日起生效。

宣布事項 ANNOUNCEMENTS

梁教授為本校校友，七二年獲授社會科學學士學位，繼往美國科羅拉多大學進修，七四年取得文科碩士學位，七七年得理科碩士和哲學博士學位。

梁教授在科羅拉多大學進修期間曾擔任助教，七七年返港回母校地理系任講師，先後於八四及九零年晉升為高級講師和教授。

Prof. Leung Yee has been appointed professor of geography from 1st April 1996. After graduating from CUHK with a B.S.Sc. in 1972, Prof. Leung continued his studies at the University of Colorado in the United States, where he obtained the degrees of MA in 1974, and MS and Ph.D. in 1977. Concurrent with his studies at the University of Colorado, Prof. Leung was teaching assistant in the Department of Geography and for the Population Dynamics Programme.

Prof. Leung joined the University in 1977 as lecturer in the Department of Geography. He was promoted to the rank of senior lecturer in 1984, and reader in 1990.

Professorial Inaugural Lecture

Prof. Leslie Young, professor of finance, will deliver his professorial inaugural lecture entitled 'East Asian Development and the Dynamics of Institutions' on 17th

May at 5.00 p.m. in LT4 of Wong Foo Yuan Building. All are welcome to attend.

偉倫講座

Wei Lun Lecture

英國愛丁堡大學實驗病理學講座教授 Prof. Andrew H. Wyllie 將以偉倫訪問教授身分，於五月六日下午五時假威爾斯親王醫院臨牀醫學大樓演講廳主持公開講座，講題為「凋謝：生理與疾病的細胞程序死亡」。歡迎出席。

Wei Lun Visiting Professor Andrew H. Wyllie, Professor of Experimental Pathology from the University of Edinburgh, will give a public lecture entitled 'Apoptosis: Programmed Cell Death in Health and Disease' on 6th May at 5.00 p.m. in the lecture theatre of the Clinical Sciences Building, Prince of Wales Hospital. All are welcome to attend.

兩性角色交流會

Annual Gender Role Workshop

香港亞太研究所性別研究計劃和新聞與傳播學系將於五月十八日合辦一九九六年兩性角色交流會，探討傳媒對性別角色的建構，以及傳媒教育、訓練及工作中的性別因素。副文康廣播司劉吳惠蘭女士獲邀為主講嘉賓。

會議假信和樓第二講堂舉行，由崇基學院贊助，費用全免。有意出席者請向朱小姐報名（電話二六零九八七七五或傳真二六零三五二一五）。大會設托兒服務，歡迎採用。

The Gender Research Programme of the Hong Kong Institute of Asia-Pacific Studies and the Department of Journalism and Communication will jointly organize the Gender Role Workshop 1996 on 18th May from 9.00 a.m. to 4.00 p.m. in LT2 of the Sino Building. The theme this year is 'Gender and the Media', and the function is sponsored by Chung Chi College. For registration and enquiries, please contact Ms. Serena Chu at Ext. 8775 or fax 26035215. Child-care services will be provided.

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中大通訊 CUHK NEWSLETTER

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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*, Publication Office, University Secretariat, The Chinese University of Hong Kong (tel. 2609 7297; fax. 2603 6864; e-mail pub2@uab.msmail.cuhk.edu.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.
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新書 New Books

中文大學出版社
CU Press

《唐宋法制史研究》

法制史屬較冷門的學科，但過去二十年來，從事這方面研究的學者人數不少，每年出版的有關著述也不斷增加；這與今天中港台社會較以往更加關注法制問題，有很大的關係。事實上，要認真探索今日及明日的法制問題，尤其是當代華人社會的法制問題，絕不可能將中國數千年積累下來的法制傳統置諸腦後，而期望一個西方型態的法治社會可以在中華大地冒升。

《唐宋法制史研究》由蘇基朗著，探討唐、五代及宋的政治與法律體系。唐初制度往往受史家推許為大一統帝制政府的合理運作典型；宋代制度則代表下開明清君主專制先河的中央集權典型。作者對唐初都督及宋代版籍和法律體系的討論，以及對有關問題的疏理，有助後學全面而有系統地論述兩代法制；作者又提出重要的思考資源以比較中國今天的法律體系。

國際統一書號 962-201-721-5，二百三十頁，平裝本，一百二十港元。

大學教職員在富爾敦樓大學書店購買該書，可獲八折優待。

English News Writing

Written by Bryce T. McIntyre, *English News Writing* is a professional writer's handbook which addresses issues faced by ESL (English used as a second language) newspaper reporters, magazine freelancers

and journalism students when writing in English. Focusing on writing rather than reporting, the book devotes more space to topics such as style, usage, and the structures of news stories. There are thorough discussions of the inverted pyramid, speech coverage, feature writing, writing critiques, narrative styles of writing, and the jargons of the journalism trade.

The book is a response to the need for a journalism text for ESL journalists and students. In many regions where English is used as a second language, there are English language newspapers run by local people; large English language wire services also hire local personnel to staff foreign bureaus. ISBN 962-201-731-2
216 pages, paperback, HK\$120

The Uncertain Hand: Hong Kong Taxis and Tenders

The taxi industry is one of the key components of Hong Kong's commuting system, with a daily patronage of around 1.5 million passenger journeys.

Written by Christopher D. Hall, *The Uncertain Hand: Hong Kong Taxis and Tenders* is in essence an analysis of how people in the taxi business have interpreted the process of governmental regulation. By comparing the history of regulation changes

to developments in the taxi business, including the rise and fall of the illegal taxi trade, the patterns of taxi accidents, malpractice complaints, and taxi licence prices, the book demonstrates that these regulations have been inconsistent, erratic, and incomprehensible to people who risk their money in public auctions for licences.

The dispersion and volatility of taxi licence auction prices show that potential movements of the uncertain hand of regulation, rather than the inherent characteristics of the taxi business, is the major source of risk and thus speculation. It is also found that regulation has moulded the industry into one offering only 'generic' service of uncertain quality by driving brand name companies out of the market. ISBN 962-201-719-3
297 pages, paperback, HK\$120

The books are sold at a 20 per cent discount to staff members at the University Bookshop, John Fulton Centre.

香港亞太研究所

《兩岸四地的互動整合：機遇與障礙》

近年亞太區經濟發展成績驕人，要

維持穩定的經濟增長，區域性的合作是必然的趨勢。由於歷史及各種因素所推動，中國大陸、台灣、香港和澳門近年的交往與合作勃興，然兩岸四地的互動亦同時展現了各種不同程度的矛盾，尤以政治矛盾最為突出。本書由王家英、孫同文、廖光生合編，結集廿一位資深學者及專家的文章，探討在國際社會走向和緩的環境下，兩岸各方面互動整合的發展與問題。全書共分四部，包括兩岸關係發展的趨勢、機遇、障礙，和兩岸港澳政策的比較。

國際統一書號 962-441-528-5，三百卅一頁，平裝本，七十港元。

有意購買該書者，可致電二六零九八七七零香港亞太研究所查詢。

新聞與傳播學系學生

《飲茶請進》

本校新聞與傳播學系一群學生最近出版文集《飲茶請進——壹群大學生的自述》，論述大學生對社會變遷的感觸，和對文化身分的困惑。該書由撰文、編輯，以至攝影，均由新傳系學生負責；次文化堂出版社出版，售價四十五港元。



校園十景（之四）

水方子

環翠小路教育徑

眾多貫穿校園的大道小徑之中，數林蔭蔽日，且曲折清幽，人車罕至者，唯崇基學院的常青徑獨尊。它的起點為崇基學院教職員聯誼會橋頭，經崇基教職員宿舍 A、B 兩座附近的分叉路口，向右轉下，沿途樹木婆娑。前行不到一箭之遙，是 G 座宿舍，這幢兩層高的建築物原為醫療室，老一輩崇基人現仍以舊名稱之。

該宿舍對下有一條小溪，雨季溪水潺潺，冬季則只有科學館和基本醫學大樓排出之污水，偶爾會發出陣陣藥水味。繞過 G 座宿舍便見到一排高聳入雲的花眉竹，透過竹林隱約可見溪畔有一小塊沖積耕地，植了大量苗木，有時還見到綠化小組的學生在耕種。

沿著彎彎曲曲的常青徑前行幾分鐘，便到達眾志堂後面，視野豁然開朗，有草坪、杜鵑花叢和茶座，斷斷續續傳來人聲樂韻。常青徑至此已近終段，再向前走便是池旁路了。雖然整條小路不到七百來步，然而古木參天，蟬鳴鳥語，確是休憩勝地。

七十年代中期生物系師生將此段路程列入崇基教育徑內，並統計有樹木一百種，鳥類七十種。如今校園土木此伏彼起，恐怕大多數鳥兒已擇木而棲，遷徙他處了！筆者有幸二十多年來午飯後必在此曲徑散步，深感獨樂不如眾樂，特撰此文介紹。



水方子六十年代末加入中大，由於工作需要，經常穿梭校園各處，對本校一草一木瞭如指掌。日子愈久，愈是覺得校園景色優美，惟感到不少美景未為同人所察覺及欣賞，著實可惜；遂選取十處，分別撰文描述，更輔以照片及說明，透過《中大通訊》向讀者介紹。本文是校園十景系列第四篇。



推廣經濟學

經濟學系每年收生約一百一十人，今年本科生總人數近四百，是社會科學院眾學系之冠。系主任宋恩榮教授指出，該系開設之科目均不設人數上限，學生選課的自由度很大，所以往往有「大班」情況出現，例如貨幣與銀行學和金融經濟學兩科，今年就分別有二百五十及二百六十名學生選修。「系內一位同事曾經告訴我，過去八年他教過不同科目，每科選修人數從未少於一百人。」他說。

致力提高教學質素

每班人數如此多，如何確保教學質素呢？宋教授說：「解決方法有三：（一）加強導修課。系內有三十餘位全職及兼職教學助理，足夠為每個科目設導修課，教師可應學生需要加設導修課，由導師解答學生疑難。（二）學系特別把『現代經濟問題導修』安排為『學生為本』科目，再按學生人數分成小班修讀此科，每班人數約十五人。這樣，師生溝通更為深入及直接，教師較容易了解及協助解決學生疑難。（三）更新教學設備，提高教學效率。系方最近添置了一部液晶



宋恩榮教授

顯示投映機，便利教師講課。」

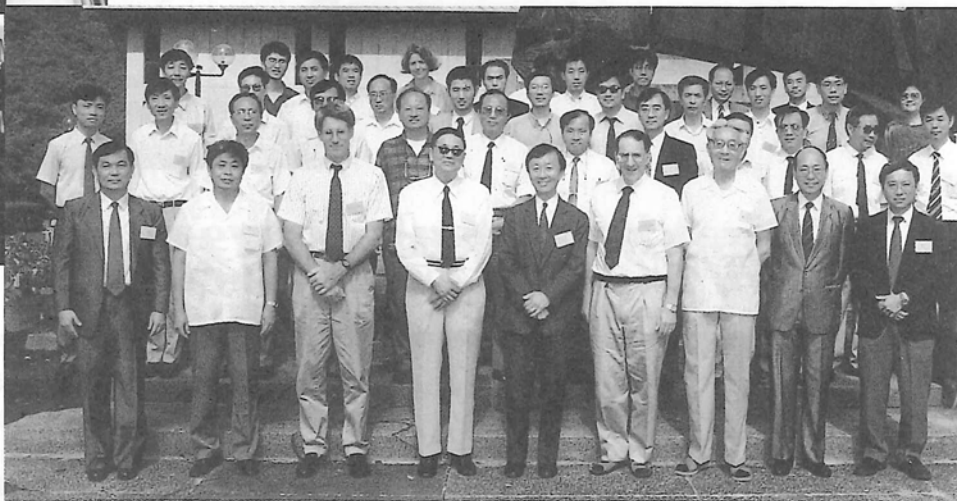
宋教授指出，學生人數多，師生關係便難免疏離，該系也不例外。他正研究如何加強對學生的輔導工作，促進師生關係，並提高教學質素。

協助學生改善表達能力

宋教授又表示，師生均滿意現在的課程內容。近年學生在經濟理論、模型分析，以及計量經濟學等工具科目，表現依然出色。可是，他們表達能力欠佳，不能好好闡述自己的觀點。系方正研究在「現代經濟問題導修」一科中教授方法學，改善學生的表達能力，希望明年初能成事。

此外，該系考慮於研究院課程增設英語科目，協助學生提高撰寫論文及答

經濟學系學生人數近四百 三個方法確保教學質素



經濟學系曾籌劃多個大型會議，讓中外學者一起探討不同的經濟課題。

辯的能力。

競爭激烈 鼓勵研究

宋恩榮教授畢業於香港大學，獲授社會科學學士學位。其後負笈美國，取得明尼蘇達大學哲學博士學位，一九七七年加入本校經濟學系任教，去年底獲委為系主任。

宋教授說，科大及港大經濟系的師生人數比中大的更多，該系面對的競爭

壓力不少。他會盡力為系內教師爭取理想的教學及研究環境。

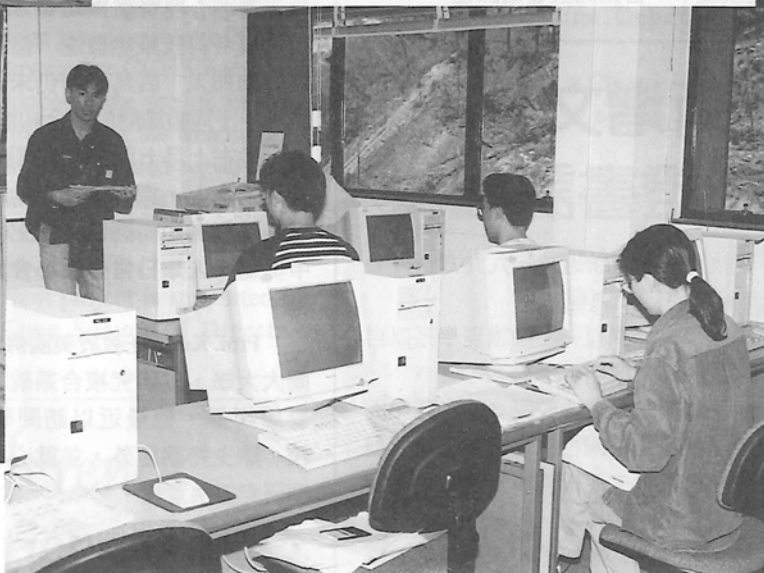
為保持競爭力，該系積極與工商管理學院合作，開展研究。此外，每星期均舉行研討會，由教師簡述研究成果或由知名學者主講，培養研究風氣。該系目前尚有教師空缺七個半，宋教授強調：「系方會聘請傑出教師，凝聚更強大的教研力量。」

陳偉珠

物理系蛻變



賴漢明教授



電算物理實驗室

克服內憂外患

物理系過去兩年努力適應中大學制的內在變化和本地專上學額擴充的影響，本學年已漸見成績。

該系主任賴漢明教授說：「現在的大學生注重畢業後的出路。在這個大氣候之下，純理科在收生方面無疑較吃虧。」加上物理科對學生的要求較高，除要掌握物理的概念外，也要具備相當的運算能力，才能分析各種物理現象，故該系不會勉強收生。

物理系為適應學制「四改三」和新生學習能力平均下降的現實，修訂了課程內容，加入應用物理組，並在部分必修科目實施分流教學，提高學生的學習興趣，成效不錯。本學年的收生情況也改進了，能達至系方的目標。

擴展研究課程

另一方面，該系研究院的發展令人滿意，本年碩士博士生名額由原定的卅七名擴展為四十七名。賴教授說：「大學根據學生數目和修讀該系科目的他系學生人數釐定撥款，而一名研究生約相等於三名本科主修生，因此，研究生之增長對學系的資源大有幫助。」但他們雀躍的原因並不在此，而是有這麼多學生願意到中大物理系深造，證明該系過去的努力沒有白費。他希望未來數年碩士博士生數目可增至六十人左右。

此外，該系上學年才開辦的理學碩士學位課程，也吸引了不少學生報讀。

成立電算物理實驗室

該系去年斥資三百萬港元設立電算物理實驗室，內置兩台小型超級電腦，多台六十四位元高速工作站，以及不少先進型號的個人電腦，相信也是吸引研究生入學的原因。

賴教授表示，物理系不是新的學系，校方不會為實驗室撥出額外資源，故他們在數年前便開始調配資源，加上去年成功申請的校內撥款，用諸設立該實驗室，加強物理系的設備。

他說：「該實驗室對物理系的教研工作大有裨益，可滿足學生的求知慾望，也對他們就業有幫助。」以本科生為

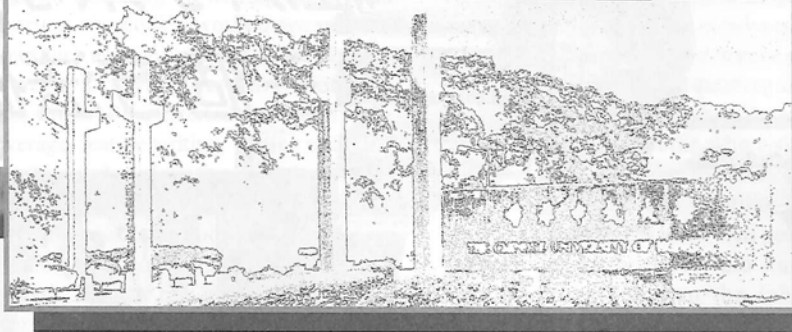
例，他們的擇業範圍可擴展至與電腦應用有關之行業，也可利用所學的電腦知識在其他行業工作；而該系一些研究生，利用電腦計算進行華南地區氣象預報及交通阻塞的研究，取得理想的進展。

新計劃

在介紹新設施之餘，賴教授不忘申述該系實事求是的作風：「有十分成績就說十分，不會誇大。」即如在爭取研究資助局甄選撥款上，賴教授承認去年的結果雖然不錯，但比預期低，他希望今年成績可以更好。

他透露，該系來年會正式引入電算物理組，讓本科生多一個選擇。該系亦會推行一些研究生外訪計劃，讓研究生在海外的研究機構或著名學府作短期學習和研究。此外，該系也積極考慮發展物理科通識科目，吸引他系學生修讀，從而達至科學普及的目標。

蔡世彬



高校長獲授名譽教授銜



高校長接受交大校長翁史烈教授(右)頒授名譽教授銜

高錕校長於四月九日在上海接受交通大學授予名譽教授銜，並參與科技研討會。

交通大學今年創校一百周年，特頒授名譽教授銜予高錕教授，表揚他在促進高等教育發展及拓展中港學術交流所作的傑出貢獻。高教授應邀為該校之貴賓，參加慶祝活動。高教授在交大的「科技是經濟和社會發展的首要推動力」主題報告會上，以「資訊科技對人類的影響」為題，向國內學者介紹香港訊息服務業的現況和動向，並指出光纖和衛星通訊技術會使中國和東南亞國家的訊息網絡飛速發展。

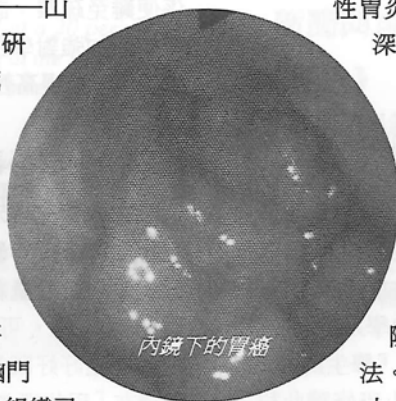
中港攜手探究根治胃癌良方

醫學院與北京醫科大學的研究隊伍正在中國胃癌高發區——山東煙台——開展合作研究，探討能否藉消滅幽門螺旋菌防治胃癌。

胃癌是全球最普遍的癌症，亦是香港第四號癌症殺手，其成因至今未明。近年流行病學的研究顯示，胃癌可能與幽門螺旋菌有關。世界衛生組織已將此細菌列為導致胃癌發病之首惡。因此，消滅幽門螺旋菌後，能否避免胃癌發生，備受腸胃科醫生及病人所關注。北京醫科大學是中國一所優秀的醫

科大學，該校腸胃科的林三仁教授對慢性胃炎、胃癌和幽門螺旋菌有深入的研究。中大醫學院對幽門螺旋菌和腸胃疾病的關係亦已開展研究多年。四年前，該院率先以「一星期之三聯療法」根治幽門菌引發的消化性潰瘍，成效顯著。此療法現已成為國際上治療幽門菌的標準方法。

中大研究隊一行七人由內科學系沈祖堯教授帶領，於四月廿一日赴煙台，為當地市民進行胃鏡普查，並為高危病人消滅幽門螺旋菌。此項研究計劃獲香港消化系內視鏡學會贊助。



暑期課程

教務會最近議決教學單位可於暑期開設學分制本科課程有關科目，供全日制學生修讀。教務會原則上同意該等課程應於下學期結束之後舉行，為期七週，且不收取額外學費。

暑期課程將為本科教學提供更大靈活性。學系可審視本身需要，安排某類

課程於暑期舉行；學生可有額外七個星期修讀於學年中無暇顧及的科目，取得所需學分。

英語教學單位和物理系已獲准於九六年暑假開辦課程共四項；而預計所有學系將可於九七年暑假開始，在既定準則之規範下，自由開設暑期課程。

訪問學人主持講座

腦與軀體的協調

著名心理學家 Prof. J. A. Scott Kelso 說，現今科技雖然發達，但機械人仍不能行動如人，因為學者仍未能打開人體結構中不同組織間的配合和協調之謎。

他在上月十九日的「調協與複雜性」公開講座上，探討人在活動時，其肢體或腦部組織如何調協；指出倘能了解當中奧秘，人類日常生活必會產生巨大變化。

Prof. Kelso 任教於美國佛羅里達亞特蘭大大學，以研究複合系統和腦科學飲譽學術界。他最近以訪問學人身分蒞校，除主持講座外，並就心理學系的兩項研究提供意見。

蔗糖與政經關係

著名人類學家 Prof. Sidney W. Mintz

最近以訪問學人身分來校與人類學系師生交流。他於上月十九日假新亞人文館主持關於蔗糖文化史的講座，探討蔗糖興衰與人類的密切關係，並剖析蔗糖貿易對經濟及政治的影響。

講座題為「權力之甘甜、甘甜之權力——蔗糖的文化史」。Prof. Mintz 述說蔗糖於三世紀在亞洲發源，九世紀傳到歐洲和美洲，至十五世紀工業興起才大放光芒，憑著價格相宜和味道甘甜，成為人類的至愛食品，也成為商人爭相推銷的商品，致令蔗糖貿易對當時社會的政治和經濟產生莫大的影響。

Prof. Mintz 為美國霍普金斯大學人類學系創辦人。他的研究範疇廣泛，尤專於加勒比海地區；他對食物文化與人類發展的關係見解精闢。

基礎教育國際研討會



四百多名教育工作者於四月五及六日雲集本校，參加基礎教育國際研討會。

研討會由教育學院及中大香港教育研究所合辦，香港初等教育研究學會協辦，主禮嘉賓為師訓及師資諮詢委員會主席麥列菲菲教授。陳永明教授、歐用生教授、Prof. James Calderhead 及 Prof. Alan Tom 任嘉賓講者，他們分別論述中、台、英、美培育教師的最新概況。與會者共發表論文七十篇，從不同角度探討如何培訓優秀的基礎教育教師。

新增文憑及證書課程

教務會最近通過在一九九六至九七學年起增設下列課程：

- 護理學文憑課程——由護理學系以自負盈虧方式開辦。
- 中國營銷管理文憑課程（前身為中國營銷管理證書課程）——由工商管理學院、亞太工商研究所及香港貿易發展局合辦。
- 粵劇培訓（初級）證書課程及粵劇培訓（高級）證書課程——由校外進修學院及香港八和會館合辦，市政局協辦。

數學新浪潮講座



剪不斷，理還亂

數學系上月二十日舉辦「數學新浪潮」講座第四講，向中四以上學生深入淺出講解紐結理論。

是次講座題為「剪不斷，理還亂」，由該系區國強教授主持。他說，圖形除可以其角度、邊長、面積等量度及辨別，也可利用拓樸學找出圖形之間的關係和異同；紐結理論是拓樸學一個分支，用以區別各種纏結和連環的結構。講座完畢，出席學生可親自操作電腦，了解纏結和連環的數學概念。