

## Time to Reperiodize History, Says Wei Lun Visiting Professor



Prof. C. Warren Hollister, professor of history and medieval studies at the University of California at Santa Barbara, gave a lecture at the University in his capacity as Wei Lun Visiting Professor on 28th March.

Entitled 'The Decline and Fall of the Middle Ages: Reperiodizing European History', the lecture reexamines the periodization of European history and its imposition on Asian history. Prof. Hollister points out that the idea of a thousand-year era dubbed the 'Middle Ages' is increasingly at variance with historical research on Europe. Research by recent historians has resulted in a new periodization which runs thus: Classical Antiquity (c. 500 B.C. to A.D. 180), Late Antiquity (c. 180-1050), Traditional Europe (c. 1050-1789), and Modern Europe (c. 1789-present, or 1789-1945, followed by Postmodern Europe). The newly reordered civilization termed 'Traditional Europe' saw the Renaissance, the Scientific Revolution, the

Enlightenment, and the beginning of the French Revolution.

Whether or not this new periodization is adopted in postsecondary curricula in Europe and the United States, Prof. Hollister believes that changes to the periodization of Asian history should be seriously considered.

A distinguished historian and medievalist of international repute, Prof. Hollister obtained his BA in history from Harvard University and his Ph.D. from UCLA. His list of offices include chair of the University of California Press Editorial Board, president of the Medieval Association of the Pacific, and president of the American Historical Association (Pacific Coast Branch). Prof. Hollister has received many honours in the United States and from international institutions for his teaching and writing. His 12 books have been translated into a number of languages and he has published over 45 scholarly articles on medieval history.

## Telling the Poison from the Pill

The University's Chinese Medicinal Material Research Centre (CMMRC) has developed two methods to distinguish the poisonous adulterant *gwai kou* from the genuine herb *wai ling sin*.

*Gwai kou* has caused nine poisoning cases in Hong Kong in February and March this year, three last year, two in 1989, and several in Taiwan and Kuala Lumpur. The Health Department has advised all herb shops to stop selling *wai ling sin*.

Research on the poisonous herb began in 1989. But due to the increasing seriousness of the problem, a special committee has been set up in the University for research into methods of distinguishing the two herbs. Dr. Paul But, director of CMMRC, disclosed that two reagents had been developed for spot check of *gwai kou*. The herbs can be identified within

minutes of contact with the reagents by their different colour changes and exudates.

As the preparation of the reagents is complicated, CMMRC will not disclose the formulae to the public at this stage, but will supply the reagents to herb dealers and authorities in charge of drug control. It will also propose to have the reagents and methods added to the Chinese pharmacopoeia.

CMMRC has recently entered into an agreement with the National Institute for the Control of Pharmaceutical and Biological Products in China to collaborate in the research and development of quality control methods and standards of Chinese medicines. The institute is affiliated to the Ministry of Public Health and is responsible for the nationwide quality control of pharmaceuticals and biological products.

## Nine-year Compulsory Education under Probe

An education research project proposed by researchers from CUHK and the University of Hong Kong has been awarded \$1.7 million in funding by the Commission of Education.

Entitled 'Research on the Aims, Objectives, Targets, Enforcement of Nine-year Compulsory Education and the Assessment and Allocation System', the project focuses on three aspects of the nine-year compulsory education: aims and objectives, implementation and effectiveness, and when and why students fail. Compulsory education was first introduced in Hong Kong in 1978.

The chief investigators are Dr. Wong Hin-wah from the University's Faculty of Education, and Dr. Andrew Wong from the HKU Faculty of Education. Other collaborators from this university include Dr. Hau Kit-tai, Prof. John Lee, and Dr. Ni Yujing. Document analysis, questionnaires, interviews and seminars are used to solicit data. Subjects of the research include over 10,000 school principals, teachers, primary and secondary pupils.

The project began in March 1996 and is expected to last four months.

## Close Relationship between Politics and Religion in Ancient and Medieval Times

An academic conference on 'Politics and Religions in Ancient and Medieval Europe and Asia' was held on campus on 26th and 27th March.

Jointly organized by the Department of History and New Asia College, the conference was the first of its kind in Hong Kong. Scholars from mainland China, Taiwan, and the University presented a total of 18 papers. Prof. C. Warren Hollister—renowned medievalist from the University of California at Santa Barbara and Wei Lun Visiting Professor—gave a keynote speech on 'Anglo-Norman Political Culture and the Twelfth-Century Renaissance'.

In his speech, Prof. Hollister examines the background and causes of the outburst of historical writing by monks, often on the deeds of monarchs and nobles, during the twelfth-century Renaissance in Western Europe. According to Prof. Hollister, this not only demonstrates the intellectual vigour of the period but also the symbiosis binding monasticism and the ruling secular order. He moreover attributes it to the intellectual movement in



twelfth-century Western Europe which viewed the cosmos as a rational order created by a rational god, and therefore open to human intellectual exploration. Cause and effect thus came to dominate history-writing. These new trends also prompted an immense shift towards written administration in royal governments, and an upsurge in systematic thinking in theology and law, architecture, and the arts.

## CONFERENCE AND BOOK FAIR TO PROMOTE TRANSLATION

To enhance bilingualism in Hong Kong and to develop Chinese translating studies, an academic conference was held at Cho Yiu Conference Hall from 1st to 3rd April by the Department of Translation.

The theme of the conference was 'Studies in Translating into Chinese'. Forty eminent scholars in the field from mainland China, Taiwan and Hong Kong presented papers and Prof. Ambrose King, pro-vice-chancellor of the University, officiated at the opening ceremony.

Concurrent with the conference, a book fair of translation and bilingual publications from mainland China, Taiwan and Hong Kong was held from 31st March at Sir Run Run Shaw



Hall.

The events were sponsored by the Translation Society of Hong Kong, Commercial Press (HK) Ltd., Longman Asia Ltd., Oxford University Press (China) Ltd., and Reader's Digest. (Far East).



## Lectures and Seminars by Visiting Scholars

- Prof. Per Venge from the Department of Clinical Chemistry of the University of Uppsala Hospital in Sweden conducted two seminars at the Prince of Wales Hospital as visiting scholar to the Department of Chemical Pathology. The first seminar, which took place on 23rd March, addressed the subject of 'Monitoring Allergic Inflammation'; the second, on 29th March, focused on 'Research Frontiers in Cellular Allergy'.
- World-renowned architect Dr. Ken Yeang delivered a public lecture on 28th March in the Wong Foo Yuan Building at the invitation of the Architecture Department.

Currently practising in Asia, Dr. Yeang's area of expertise is designing high-rise buildings based on low-energy principles. His designs can be found in Malaysia, China, Australia and Vietnam. His work has been exhibited in Nara Town Hall and the Axis Gallery in Japan, and the Aedes Gallery in Berlin.

## A Taste of Another Culture for Students on Yale-New Asia Exchange



In its third year now, the undergraduate exchange programme between New Asia College and Yale University adopted 'Urban Issues' as this year's theme to enable students of both cultures to have a better understanding of issues such as housing, medical care, and employment in the host country.

The programme comprised two parts. From 9th to 22nd February, eight New Asia students visited Yale University

where they presented papers on Hong Kong's urban issues. They also toured New York City and Washington, D. C. Then from 10th to 20th March, six Yale undergraduates repaid the visit. Besides visiting the Hong Kong Stock Exchange, the Mai Po Natural Reserve and other scenic spots, they went sightseeing in Shenzhen, and presented their reports on different urban issues in their home country at a symposium on 19th March.

Prof. Bridges with an undergraduate student



Students may think that their teachers' problems aren't any of their business, not in the classroom anyway, and their teachers will probably not disagree. But the seven CUHK architecture students who attended a Problem-Based Learning workshop conducted by Prof. Edwin M. Bridges — professor of education from Stanford University and visiting professor to the Department of Educational Administration and Policy — may think otherwise.

These students had to design a new house for Prof. Bridges as his old one had been



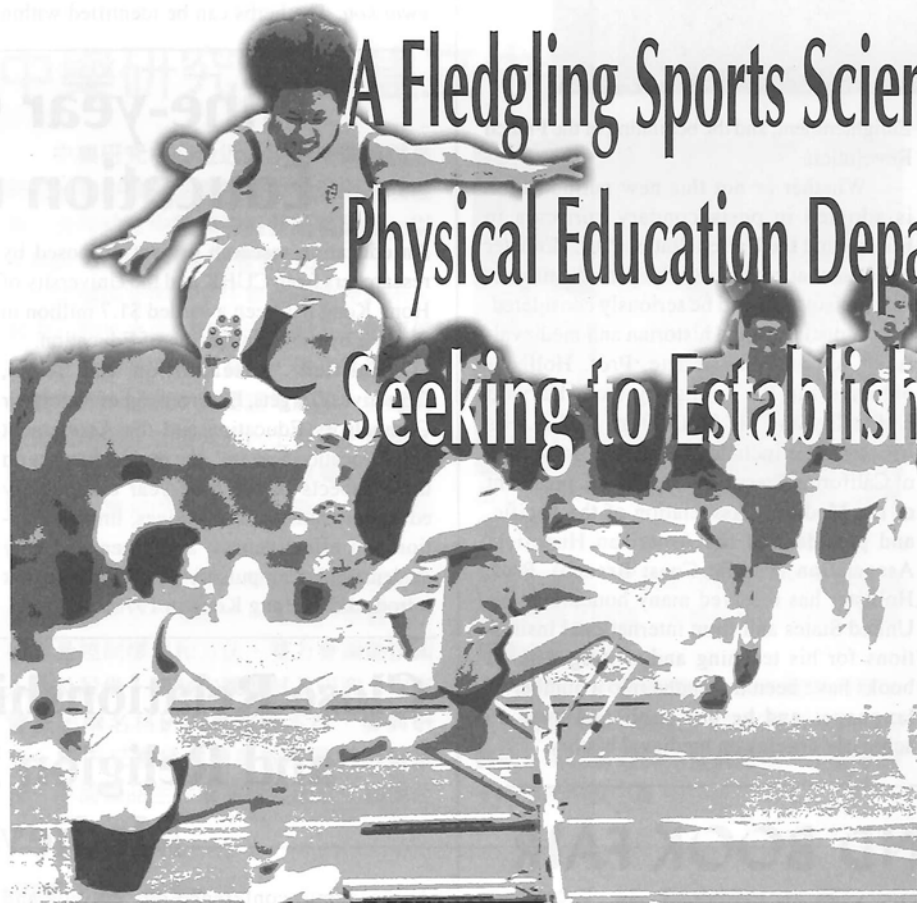
The Department of Sports Science and Physical Education is small in terms of staff strength. Including Dr. P. D. Robinson, chair of the department, there are only nine staff members — six of lecturer rank or above, and three instructors. Their major task is to train graduate teachers of physical education for local schools.

### Programmes in Great Demand

'We probably get some of the highest number of applicants relative to the number of student places available,' says Dr. Robinson. Last year, 208 JUPAS Category A Students (i.e., those who opt for the programme as one of their first three choices) applied for a total of 20 places in the full-time undergraduate programme. In fact the programme was the first choice for 91 of them. As for the part-time undergraduate programme, there were also over 110 applicants, of whom 102 were eligible and only 20 could be accommodated.

According to Dr. Robinson, such over-subscription shows not only the great demand and popularity of their programmes, but also an apparent oversight in government planning. 'The big question mark is whether the government is really interested in producing *thinking* physical education teachers who are university graduates,' he says. 'At the moment the majority of PE teachers in the schools come from teachers' colleges and cannot be classified as specialist physical educators. They simply have not had enough training. This is why so many of them apply to do a part-time degree.'

Currently the department also runs an M.Ed. and an M.Phil. programme, both of



## A Fledgling Sports Science and Physical Education Department Seeking to Establish Itself

which started in 1994, the same year as the full-time undergraduate programme was introduced. Prior to that only part-time degree programmes were offered. In fact the department itself is only four years old, having been created in 1992 after the reorganization of the former Physical Education Department.

### Hurdles to be Overcome by a Young Department

How does he evaluate the growth and development of his department in the four years? 'I am very pleased with our progress. But if somebody looks at us from outside the department, the distance will give a different perspective, a perspective that may be erroneous,' Dr. Robinson replies.

He explains that a department may be continuously producing work, exploring new ideas and developing research, but unless one is within that department one cannot really know what is going on in it. He finds that very often the research goals of the University are set too high, given the time and capabilities of a new department. While he admits that research is important, it can be an uphill task for his department.

To illustrate his point, he gives the following analogy: 'It is like planting a seed, providing it with water and nutrients, and thinking that nothing is happening while in actual fact, under the ground, a lot *is* — the soil is changing, roots are growing, etc. This is because looking from afar, you are not aware of the subtler changes taking place in the plant. It is only when the bud and flower appear that you can see the de-

velopment, but that takes a long time.'

Dr. Robinson would like to see more people from the Senate Committee on Physical Education or from the Faculty of Education visit the department so that their difficulties, as well as accomplishments, can be fully explained and better appreciated.

### Initial Lack of Equipment Has Delayed Research

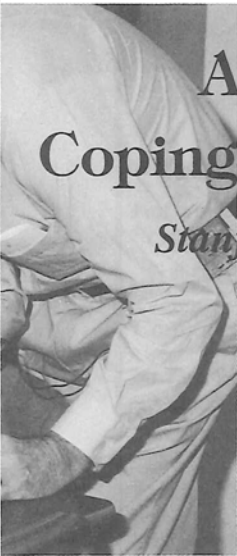
One such difficulty, Dr. Robinson explains, was the initial lack of laboratory equipment needed for research. Since the equipment involved was costly, the process of procuring it had to be gradual. 'We have received a sizeable amount of criticism for not having published much. But you cannot publish unless you do research, and you cannot do worthwhile research unless you have the equipment to do it with. But I am happy to say that now much of our research is yielding results, and the work of staff members is coming to the fore. So I have no worries about the department's research and publication. It is just a matter of giving people the time and the opportunity to do it,' he says.

A primary area of the department's research is children's health status, and the amount of physical education knowledge they need to maintain fitness and good health. Research is underway to evaluate the impact of heavy school satchels on the posture and back of school children. There is also a project to study how respiratory muscles can be trained to improve performance. Dr. Robinson himself is working with the University's Centre for Environmental Studies to study the effects of environmental pollution on the immune system and the fitness level of school children.



# A Foretaste of Problem-Based Learning: Coping with Real World Problems in the Classroom

## Stanford Professor Conducts Workshop for CU Teachers and Students



destroyed by an earthquake in California measuring 7.1 on the Richter scale. They were asked to make accommodations for certain factors, such as that Prof. Bridges and his wife may develop health problems as they grow older, and may even end up in wheelchairs; that as diabetes runs in his wife's family, she may one day become blind; that the next major earthquake has been predicted to be 7.5 in magnitude and is to occur within the next 30 years. To design a house like that, the students had to read up literature on ageing and earthquakes, turning to their professor only for guidance and support.

Prof. Bridges's supposed housing predicament is typical of the kind of problem used in Problem-Based Learning (PBL), i.e., it is realistic and is one the students are likely to encounter in their future profession. PBL is an instructional strategy which organizes the imparting and learning of knowledge around

realistic problems in a special field. In the place of lectures, students work in small groups while the teacher is there to provide or recommend resources they can draw on to solve the problem. To elucidate the various aspects of a problem, materials from different disciplines are used.

PBL originated in the field of medical education in the early 1980s. Since then it has been adopted by 27 different disciplines in institutes of higher education in North America, Europe, Australia, and Thailand, both as supplements to and as the basis of courses. It has been used mainly on students training for particular professions, such as architecture, medicine, teaching, engineering, and law.

Prof. Bridges was invited by the Teaching Development Unit to conduct a series of introductory PBL workshops for the teaching staff of the University from January to March 1996. In all, seven workshops were run for seven faculties. The workshop quoted at the beginning of the article was specially organized

for the Department of Architecture at the request of its chair. Three additional workshops were conducted in March to help teaching staff draft problems and to conduct a limited field test of PBL in the future.

According to Prof. Bridges, much ink has been spilt on PBL in the West. Although its outcome and effectiveness haven't been studied in the context of Asian culture, new ground is being broken. During his visit, Prof. Bridges adopted the PBL approach in a Master of Education course he co-taught with Prof. Benjamin Chan and Prof. Allen Walker, entitled 'Organizational Change and Development in Education'. Based on the observations from the course, the three are now preparing an article for publication.

Research has shown that students taught by PBL are more highly motivated and enjoy their education much more than students taught by the lecture method. Prof. Bridges believes PBL is more effective in motivating students precisely because it makes no assumption that people are motivated or have to be so to profit

from it. On the contrary, it will be their source of motivation.

From his experience with the M.Ed. and the architecture students, Prof. Bridges observes that the students' reaction to PBL, their behaviour and performance are virtually identical to those of his students in the United States. They all displayed much enthusiasm for what they were doing and thought the approach 'realistic, meaningful, and worthwhile'. Prof. Bridges however added that the architecture students seemed to resist working as a team. This he attributes to their lack of experience in doing group work throughout the previous years of their education, and their preference for evaluation based on individual performance.

Many teachers who attended the workshops found PBL an inspiring teaching strategy. Prof. Teresa Siu, coordinator of the Teaching Development Unit, says the unit is planning tentatively to show the materials and videos of the PBL workshops to faculty deans, and discuss with them as well as other interested teaching staff the possibilities of its adoption. Prof. Siu stresses though that this will only take place in mid-May after the exams. The Teaching Development Unit also intends to invite Prof. Philip Hallenger, a former student of Prof. Bridges, to conduct further workshops at the University this Christmas or next spring. ○

Piera Chen

### Teaching and Learning Infested with Language Problems

Prior to coming to Hong Kong, Dr. Robinson has worked in the UK, Canada, Ireland and Singapore. In his opinion, the most dedicated students are those in Singapore, who incidentally are far more fluent in English than students in Hong Kong. One observation he has made in his four years here is that the students' standard of English has been progressively declining. This makes learning difficult, particularly for students with a weak science background. They need to grapple not only with the new, science-related terminology, but also its expression in English.

This has affected teaching too. Teachers find it difficult to cover the

curriculum in full because students are unfamiliar with not only the scientific contents of the course but also the medium of instruction. Dr. Robinson says, 'It is difficult to find out whether these students have understood or not, since they are not very forthcoming in either asking questions or answering them in front of all their friends. This is a problem I am sure all English-speaking lecturers have to cope with. Considering that the students need to have attained a certain level of language

proficiency in both Chinese and English at the time of admission to the University, the problem needs to be addressed either in the evaluation of the required level or its implementation.'

### Space a Constraining Factor

Housed on the ground floor of the Kwok Sports Building, the department is 'very tight for space, and bursting at the seams.' There are only six offices for staff members, one classroom, and three laboratories. Though they have the use of other classrooms within the University, their own facilities have to serve as multi-purpose rooms whenever necessary. Furthermore, as the building was purpose-built as a squash centre, all three laboratories are actually conversions. The sports psychology laboratory, for example, serves as a laboratory-cum-classroom. The biomechanics laboratory was originally intended as a viewing gallery for one of the squash courts. And the equipment in the 'full to bursting' exercise physiology laboratory cannot be

spaced out as it should be: the bicycle ergometers, the treadmill, the plastic Douglas bags and all other specialized equipment are all cramped together in a most dissatisfying manner.

Dr. Robinson hopes that the space problem can somehow be resolved to ease teaching, research, and administration.

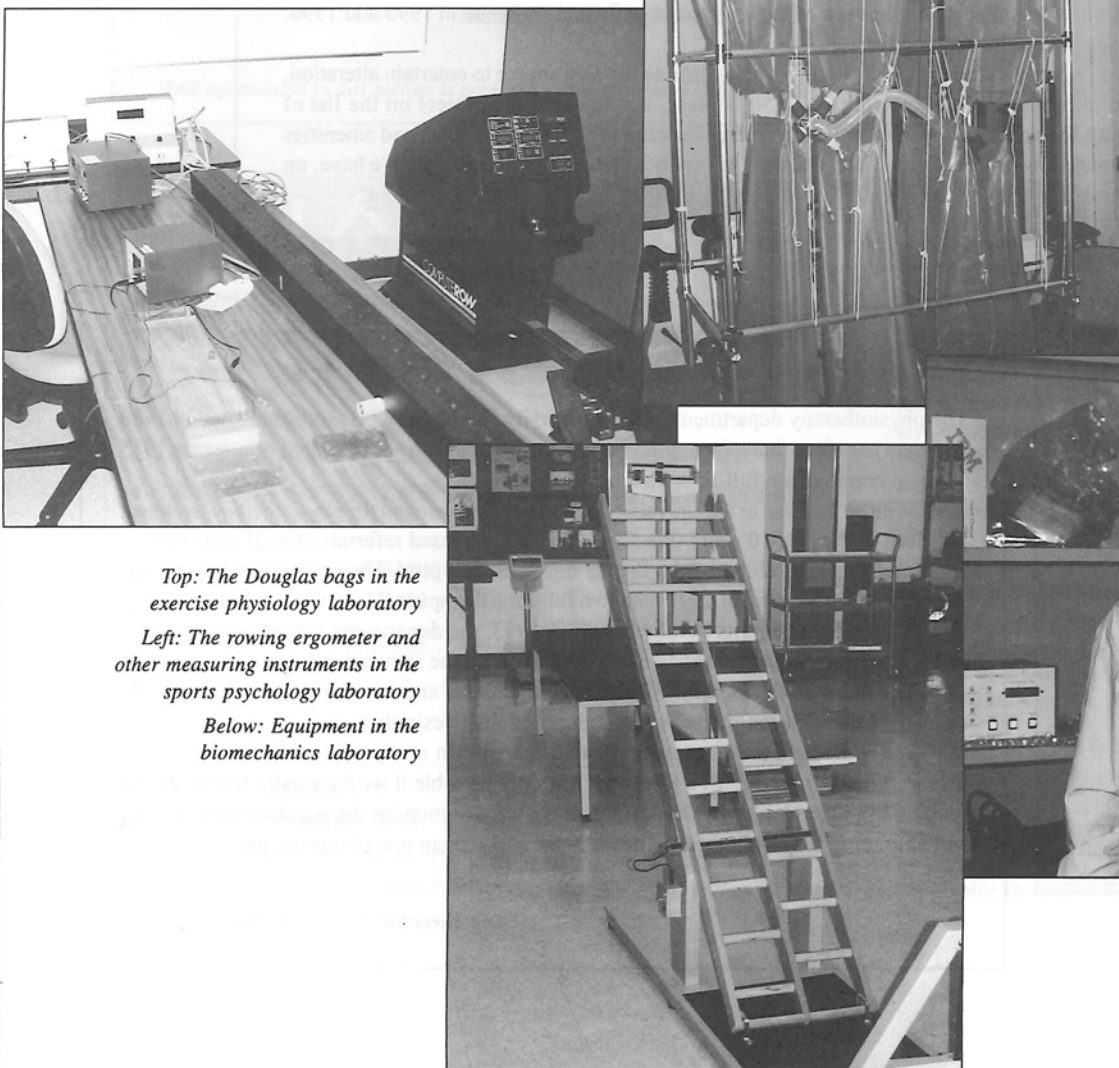
### One-line Budget May Breed Insularity of Departments

Last but not least, Dr. Robinson is worried that while the one-line budget is good in some aspects, it may result in increased insularity in departmental spending. Departments will tend to spend resources on their own programmes and not on projects or courses that benefit students of other departments. Very often student quotas placed on courses are filled by students of the department offering the course. 'I am not sure how this is going to develop,' he says, 'but it does not bode well for either joint courses or greater interaction between different departments.'

How will this insularity affect the department's development plans? 'We don't just want to produce physical education teachers; we want to produce people who, after doing a sports science degree, can move into all sorts of fields in Hong Kong, such as the health sciences, recreation, management, etc. In the long term, we would like to be able to offer not only B. Ed. degrees, but maybe a B.Sc. in sports science or a BA in sports studies. All these require inter-departmental cooperation and the pooling of resources. For instance, if a student is studying sports sociology, it would be beneficial if he could take courses in the psychology department or the sociology department.'

Dr. Robinson concludes, 'It is unlikely that any new programmes can be implemented unless other departments are willing to support and underpin the courses we offer.' ○

Shalini Bahadur



Top: The Douglas bags in the exercise physiology laboratory  
Left: The rowing ergometer and other measuring instruments in the sports psychology laboratory  
Below: Equipment in the biomechanics laboratory



Dr. Paul Robinson



## 新任講座教授

### Professorial Appointment

大學委任林國威教授為眼科及視覺科學講座教授，由一九九六年三月廿三日起生效。

林國威教授於一九五七年取得東德克薩斯浸會學院外科醫學士學位，一九六三年獲匹茲堡大學頒授哲學博士學位。同年加入美國國立衛生研究所任博士後研究員，六五年出任訪問科學家。六六年改投美國視網膜基金會任研究助理，七零年出任副科學家並兼任波士頓大學研究助理教授。七三年任奧爾巴尼醫學院研究副教授；八零年晉升為研究教授，並出長該校眼科生物化學實驗室。兩年後，受聘為德克薩斯衛生科學中心大學講座教授兼眼科生物化學實驗室主任。林教授服務該校十四年，直至到中大履新。



Prof. Lam Kwok-wai has been appointed professor of ophthalmology and visual sciences from 23rd March 1996.

Prof. Lam obtained a BS degree from East Texas Baptist College in the United States in 1957, and a Ph.D. degree from the University of Pittsburgh in 1963. After graduation, Prof. Lam joined the National Institute of Health first as postdoctoral fellow, then visiting scientist. From 1966 to 1973, he worked for the Retina Foundation. Thereafter he joined Albany Medical College as research associate professor, and was promoted to research professor and director of its Ophthalmic Biochemistry Laboratory in 1980. Prior to his appointment at this university, Prof. Lam was professor and director of the Ophthalmic Biochemistry Laboratory at the University of Texas Health Science Centre at San Antonio for 14 years.

Prof. Lam is married, with three children.

### Private Tenancy Allowance (PTA)

From the Acting University Bursar:

The Hong Kong Government has announced the following new rates of PTA with retroactive effect from 1st April 1996:

## 宣布事項 ANNOUNCEMENTS

Salary Range (w.e.f. 1.4.95) (HK\$)		PTA (HK\$)		
Non-clinical	Clinical	Family	Married	Single
83,935up	95,550 up	35,410	31,870	28,330
55,640-81,495	53,660-72,195	29,810	26,830	23,850
48,025-53,110	47,135	25,750	23,180	20,600
40,380-45,485	41,120	21,790	19,610	17,430

The revised rates will apply to  
(a) staff newly joining the scheme on or after 1st April 1996, irrespective of when the tenancies commence; and  
(b) staff already on the scheme whose tenancies commence on or after 1st April 1996; such tenancies include fixed term new or renewed tenancies and existing tenancies extended on a month-to-month basis under the protection of the Landlord and Tenant (Consolidation) Ordinance.

### 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.

### 教職員及配偶國粵語課程

#### Putonghua and Cantonese Courses for Staff and Spouses

新雅中國語文研習所由一九九六年六月六日至八月八日於方樹泉樓再度為本校教職員及其配偶舉辦下列各項國、粵語課程，上課時間暫定星期二及四下午五時至六時四十分。

- (一) 供外籍教職員及其配偶選修之初級國語課程。
- (二) 供外籍教職員及其配偶選修之初級粵語課程。
- (三) 供粵籍教職員及其配偶選修之初級國語課程。
- (四) 供非粵籍教職員及其配偶選修之初級粵語課程。

以上各課程每班限額八人，少於四人不開班，按報名先後取錄。學費全期三千八百八十港元，凡聘任期不少於兩年之本校全職教職員及其配偶，如未獲其他語言學習資助者，可獲大學津貼學費百分之四十。

有意就學者，請於一九九六年五月廿四日前與該研習所聯絡（內線六七二七）。

The New Asia Yale-in-China Language Centre will offer Putonghua and Cantonese courses to University staff and their spouses from 6th June till 8th August 1996. The following courses have been tentatively scheduled to take place every Tuesday and Thursday from 5.00 p.m. to 6.40 p.m. at the Fong Shu Chuen Building:

- (1) Beginner's course in Putonghua for foreigners.
- (2) Beginner's course in Cantonese for foreigners.
- (3) Beginner's course in Putonghua for non-Putonghua speakers of Chinese origin.
- (4) Beginner's course in Cantonese for non-Cantonese speakers of Chinese origin.

The size of each class is limited to eight students and the minimum number of students to form a class is four. Enrolment will be on a first-come-first-served basis.

Basic tuition fee for each course is HK\$3,880. The University will subsidize 40 per cent of the tuition fee for all full-time academic and administration staff as well as their spouses who are expected to be with the University for at least two years and who are not receiving a language study subsidy from any other source. For enrolment, please contact the Chinese Language Centre at Ext. 6727 before 24th May 1996.

## Letter to the Editor

Unlike many international universities, CUHK has not paid enough attention to the physical well-being of its staff and students. The sports facilities are either insufficiently equipped or insufficiently serviced. With the increase in staff and student numbers, more physical facilities are needed. The inadequacy of sports facilities results in the higher incidence of physical problems among students and staff, especially the latter. Although swimming is recommended by most doctors and physiotherapists as the best physical exercise, it remains a serious problem at the University. The swimming pool is open only half the year, and clearly not used to the full.

The other major insufficiency is in health services, physiotherapy treatment in particular. The physiotherapy room of the University Health Service is often overcrowded with patients. The two full-time physiotherapists can hardly catch their breath serving a university community of over 15,000 in a clinic with only eight beds. Each patient has to wait for 5 to 25 minutes for treatment. Waiting for new equipment is another great trial of patience for both patients and therapists. It's a tug-of-war where either the patient wins the use of the equipment he/she needs or loses all hopes of getting the appropriate treatment.

I would propose that the University consider building an indoor swimming pool and providing more manpower and facilities in the physiotherapy room. These additions will contribute enormously towards alleviating the discomfort of those who use these facilities, and will rejuvenate the entire campus community.

Sabrina Chin Su-fen  
Assistant Professor  
Department of Curriculum and Instruction

### Response 1

In planning the University's facilities and physical development, input is sought from different sources, and the needs and operational modes of different units are considered. It was through such efforts that facilities like all-weather track surfacing, a squash centre, extra tennis courts, air-conditioning and lighting for the University gymnasium/stadium were acquired one after the other.

We have made many requests for funding to the UGC over the years for other sports facilities. We asked specifically in May 1991 for funding to construct a new swimming pool for teaching and training purposes. Notwithstanding our failure to secure UGC support each time, we thrice submitted, between 1992 and 1994, an alternative suggestion to equip the existing pool with warm-water facilities. That request was also turned down. In view of the unfavourable financial climate in 1995 and 1996, the project was put on the pending list.

Last year, upon learning the UGC would set up a separate funding source to entertain alteration, addition and improvement works under HK\$15m a piece, we included the project on the list of items queueing for such funding. Unfortunately and understandably, sports facilities and amenities usually command low priority in the UGC and the University's allocation of resources. We have, on our part, exerted more effort in extending or improving existing facilities than is apparent.

Vincent W. S. Chen  
Director, Buildings Office

### Response 2

The physiotherapy department of the University Health Service was established in 1980 with one part-time therapist to offer services to clients with sport-related injuries. In 1985 it began employing a full-time therapist.

With an increase in the University population, the demand for physiotherapy treatment has risen in the past 10 years. We have also had increased referrals of staff and students from the specialist clinic of the Prince of Wales Hospital. Hence the department was strengthened in November 1991 with two full-time therapists. However, with the introduction of outpatient benefits to retired staff in 1993, the department is again placed under stress as we have to accommodate more clients with the same resources.

The increase in the number of clients, therapists and equipment would inevitably make the treatment room much more congested than desired.

We appreciate the suggestion that an increase in manpower and facilities would help improve our services. This, however, is only possible if we have extra resources and funding from the University. In the meantime, we will monitor the situation very closely, and upgrading the physiotherapy department will remain one of our top priorities.

Lo Tsun-fan  
Acting Director, University Health Service



## 嶄新校舍教學樓

嶄新的崇基教學樓一至四期，外型設計新穎壯觀，顏色清麗。它們各有平台可供休憩，二、三、四期亦有走廊相連，四周更種滿花木，給人朝氣勃勃的感覺（圖一）。

教學樓的周圍環境有不少獨特之處：第四期(信和樓)正門側有一片翠綠如茵的台灣草坪，校園甚為少見。草坪上植有一列高與人齊的龍柏，給彩色繽紛的花葉團團圍繞，隱約地遮擋著地下停車場（圖二）。細數環繞教學樓群的花槽，竟有三十四個之多，創中大紀錄。建築物外牆採用淺色紙皮石，再襯以顏色鮮艷的花木，倍添宏偉壯觀。向外平台花槽一律種上紫紅色筋杜鵑（圖三）。此花不單顏色奪目，而且花期甚長，整個秋冬季節此落彼起，嘆為觀止！

建築樓群前身是八座相連的兩、三層高教學樓，其中兩座的中庭植滿高大樹木，由於建築需要而砍伐殆盡，曾經引起部分人士非議。如今事過境遷，也只是茶餘飯後的話題罷了。目前尚剩下七、八兩座舊教學樓，「崇基人」尚可憑以緬懷往事吧！



圖一



圖二



圖三

Information in this section can only be accessed with [CWEM password](#).

若要瀏覽本部分的資料，

請須輸入 [中大校園電子郵件密碼](#)。

## 中大通訊 CUHK NEWSLETTER

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聯合書院促進雙語教學課程書法班學員去年舉辦師生暨校友書法聯展

得一位日籍學生報讀，惟有取消，非常可惜。」常教授透露，他們會從學生興趣入手，設計新活動及課程，重新宣傳推廣，以吸引更多參加。

### 促進雙語教學課程

七九年開始，聯合書院基金委員會每年撥款舉辦綜合語文訓練課程，由英文及中文導師每星期會見學生，指正習作錯誤及弱點，從而提高學生的語言能力。

後來，書院因應學生需要，把語文訓練課程修改為現時的形式——就特定題目設立短期課程，課程多是為期五週，每週

上課兩小時。

這些課程的學生人數一向穩定，每學期有近二百人報讀，約佔書院學生總人數百分之八。不過，由於部分課程如普通話班與語文改善計劃的課程重覆，對兩者皆有影響，聯合書院會修改安排，以便更有效地運用資源。

### 逸夫

逸夫書院語文進修計劃分為學期、暑期和跨年課程。

### 學期課程

旨在改進學生的中英文傳意技巧。上學期開設的英文項目有「英文寫作夜」、「電腦寫作班」和「英語三文治午餐聚會」；中文項目為「邏輯與寫作」。

書院聽取學生意見，更改下學期舉辦的活動。英文項目方面，除續辦「電腦寫作班」外，增設求職信、申請信函及商用書函的寫作技巧，以及會話溝通策略、自我發展策略、演說、討論及總結技巧、演講技巧等。中文項目邀請校外人士主持「中文寫作的多面化」，以電影、漫畫、報刊、小說、歌詞、廣告為題材，分析文字運用技巧，並有寫作訓練。

### 跨年語文服務

書院提供一系列自學英語素材，包括錄像帶和電腦軟件，供學生借用，又鼓勵他們利用電子郵件或電話錄音向教師請教英語難題。

又與資訊科技服務處合作，編寫多媒體軟件，供學生自學普通話，預計於六月完成。

### 暑期活動

六、七月間會舉辦為期六天之「普通話夏令營」，內容包括漢語拼音、普通話

會話，以及小組及大型活動。完成夏令營課程者，可獲發證書，成績優異的更可得獎學金，於七、八月間往北京語言學院參加為期一個月的「普通話速成班」。

未能參加夏令營卻擬參加速成班者，可向書院申請半費津貼，到北京語言學院學習普通話。

### 學生反應

「同學大多知道他們的語言能力欠佳，但學習主動性卻不足，報讀課程的人數不如理想，尤以上學期的課程為然。」逸夫書院院務室主任吳寧女士說：「上學期我們舉辦『英語三文治午餐聚會』，原意是讓同學有更多機會與英語人士交談，可是出席的學生很少。」吳女士說，交通是影響學生出席率的因素之一，因為午餐聚會在逸夫校園舉行，結束後，學生未必能趕及往校園其他地點上課，只好放棄練習英語的機會。所以，下學期便改用晚間小組活動的形式，讓學生磨練英語會話。

「我們還在努力摸索哪些課程及活動最吸引學生，」她說：「希望學生及早進修，這對他們求學及日後就業都有莫大幫助。」

陳偉珠

## 恢復中文英文為必修科

中國語言及文學系黃維樑教授

閱讀校內同學的習作、便條、海報、申請表格，以至出版物上的文章，我常不勝驚訝：為甚麼這許多同學的文字都有毛病？有錯別字，書法潦草，文句不通，俚語和英語夾雜等等。看這些同學的書面表達，我感到不舒服。聽一些同學的談話，同樣不安：讀音不正確，如「江」「光」「理」「你」不分；「其實」「囉」等語詞濫用。……

幸好不是所有同學都如此。能夠進入馬料水這校園的，語文水準總不能太低。我在中文系任教，該系同學的會考和高級會考中文科都有優良的成績；一般來說，他們的中文能力優於其他學系的同學。儘管如此，我仍然有「懷舊」的心情：昔日的中文系同學，中文是比較好的。

中文水準下降，英文亦然。這已是社會各界觀察、評估後的共同結論。大家更迫切感到提高語文水準的必要，且付諸行動了。在校內，中、英文等學系，四所書院，以至大學中央，都投入人力物力，希望提高同學的語文能力。九五年大學中央更撥款予成員書院各一百萬元，指定用於語文活動。究竟這百萬元對「百萬大道」上芸芸學子的語文有甚麼進益呢？現在還不是評估的時候。就我耳聞目睹，書院不同，項目不同，同學的參與和得益程度也不同。得益總是有的，而且應該頗為可觀。這就像前幾年成立的中英語文自學中心一樣，很多同學走上田家炳樓，面壁練功，各自力求「止於至善」，下樓時都高興地得到這樣或那樣的收穫。

自覺語文能力不足而自發學習的同學有福了。然而，這些自求多福的同學，只佔大學中萬多位同學的小部分。其他同學的語文能力都夠好嗎？我認為中大應該全面恢復「大學中文」（或稱為大學國文）和「大學英文」兩科。實施要點如下：

（一）入中大前公開考試中英文科成績良好者，經過校內甄別試，如成績優良，可免修讀；其他同學必修。

（二）每科可定為三個學分。可安排為一般之學年課程，即九月至翌年四月修讀；也可是密集式課程，在暑假或其他假期修讀。

（三）內容必須切合同學的實際需要，要慎選任教教師，教學法力求靈活。大學中文一科須包括普通話。過去的大學國文、大學英文的課程內容、教學法等，應檢討改善。課程結束前，同學必須參加校內統一考試，不及格者得補考或重修。（順便一提：中文程度的測試，如何力求科學化，應是中大——中文大學——所關心的。）

語文能力良好，則求學、求職、處世無往而不利。設法提高同學的語文能力，乃為同學謀福利。孔子和亞里士多德，一中一西，都重視學生的語文鍛鍊。在電腦時代，我們依然離不開語文。目前，大學只讓同學「自求多福」是不夠的；要為全體同學籌謀福利。



## 學生的語文水平

物理系黃康權博士

前幾年負責通識課的時候，審閱過不少他系學生的論文，已注意到學生的語文水平有下降跡象。至於物理系學生的語文能力普遍不高，則由來已久，因為他們往往專注於物理概念和其數學理解方法，忽略了鍛鍊語文。物理功課只著重推尋，學生除在實驗課寫些簡單報告外，寫文章的機會不多；最能顯示學生語文水平的要算是學生（包括本科生及研究生）的畢業論文。審閱這些論文通常是一件非常艱辛的工作，負責的導師不但要花精神去「理解」學生行文的用意和思路，還要修改學生的文筆，更正明顯錯誤的拼字和文法。

近年電子通訊（electronic mail）流行，由於它需要英文互傳口訊，間接促使學生鍛鍊英



文寫作。一般電子通訊軟件沒有檢查拼字及文法的功能，信件未經編輯校對就傳給別人，很容易出現錯字。有同事收到研究生的口訊後說：「要靠『估』才可明白口訊的意思。」因為該口訊不但錯字百出，而且全無文法可言！我們固然可以利用電子通訊窺探個別學生（或教師）的英語水平，也可利用它來改善溝通能力。

時下學生的語文水平對物理教師的教學工作影響不算嚴重，但物理科選用的課本及參考書都是用英文寫的，如果學生的英語能力太差，要了解抽象的物理概念，就倍感困難，容易失去讀書興趣。

為改善學生的寫作能力，物理系今年新設了一科「科技通訊」，供理科生選讀，內容著重電子媒介之應用與科技專業寫作技巧，以指導撰寫實驗報告、科學論文、通俗作品、便箋和信函等為主，中英文兼顧。希望學生畢業時的語文能力有進步而不是倒退！

## 培養學生重視語文的意識

社會學系吳白強教授

大學生中英語文水平每況愈下？因為沒有客觀的統計數字，所以至今仍未證實。可是，現今大學生語文程度參差則是不爭的事實。相對於七、八十年代，我們現在也有許多成績優異的學生，但語文程度未符理想的，恐怕更多。這與大學數目及收生人數增多有密切關係。

我自七一年加入中大任教，一直都很關注學生的語文應用問題，尤其是英文。有時，見到一些奇文怪句，或不明其所言者，會抄錄下來，研究所犯毛病。翻看當年抄下的病句，對比今天學生的習作，大家仍是犯上類似的毛病——用詞不當、文法及句子結構錯誤、錯別字、中式英文、英式中文，例如把「佩服」寫成「配服」、「角色」寫成「角式」；更有'A student spoke out the answer'、'They still not yet know...'等病句。

學生語文程度欠佳，便會覺得書本內容艱深難懂，閱讀要倍花時間，自然地對該科提不起興趣，又怎會有投入感？以大學通識學科之一的「社會學與現代社會」為例，近年我收到學生的科目評估問卷，其中有不少表示課本「深澀」。然而，我從來沒有刻意選用艱澀的書本，所選課本的語文程度向來沒有大分別，基本上還是相當簡明易懂的。

由於一知半解，學生無論寫論文、交功課或答試卷，往往詞不達意，缺乏分析和組織能力。批閱他們的文章時，須猜度他們到底想說甚麼，費時費神，影響教學效率。這樣下來，教與學的質素均大打折扣。

語文訓練必須從基礎做起，大學在短短三、四年的時間，不可能根治學生的語文毛病。大學近年積極幫助學生提高語文能力，設語文自學中心、資助四所書院籌辦語文改善計劃等等，無疑有所助益，但只屬補救措施。最徹底的辦法是培養學生重視語文的意識，使他們了解語文對求學與工作均十分重要。有此意識，學生自會積極學習，力求提高其語文水準。此外，還要教導他們在閱讀時須善於思考，把有關知識連貫起來，使思考具批判性而又慎密，寫作時也可避免組織混亂和條理不清的毛病。不過，知易行難，如何達至還需大學同人一起參詳。

雖然個人力量有限，但我上課時經常提點學生語文的重要，且要求他們帶課本上課。每當談及一些比較特殊的概念或理論要點，我會與學生一起閱讀書中相關的段落，引導他們連貫其他知識，深入理解其中內容，再加以分析及評價。我於「社會學與現代社會」一科部分時間採用課堂討論的教學形式，要求學生就堂上討論，提交英文報告。當然，事前我必提醒他們撰寫報告應注意的事項。

這學年開始，我多教「社會學寫作」(Writing for Sociology)一科，這是因應學生寫作能力不符理想而新設的科目，目的是培養學生的學習技巧，像如何討論社會學概念及理論，敘述和分析問題，並闡述研究所得，藉此協助他們寫出合格的學術文章，也有助於改善他們的寫作能力。選修該科的學生主動性很強，且上課十分用心，可見他們是心求進步的。

總的來說，學生如具備「四心」——決心、細心、耐心與恆心，必能提升本身的中英語文水平。

(吳教授口述，本刊記者筆錄)





# 提高學生語文能力 四所書院費盡心思

大學去年九月額外撥款四百萬港元，供成員書院籌辦活動改善學生的中英語文水平。四所書院各得一百萬元，自行決定運用形式。

崇基及新亞分別成立專責小組處理，聯合由促進雙語教學

委員會兼理；三院均由輔導處提供行政支援。

逸夫則由院務室及輔導處總攬有關工作。

九五至九六學年即將結束，四院怎樣利用該筆經費？推出哪些活動？

效果如何？本刊就此走訪有關負責人，了解詳情。

## 輔助正規教學

四所書院所推行的計劃名稱，分別為：

- 崇基學院提高語文能力計劃
- 新亞書院提高學生語文能力計劃
- 聯合書院語文改善計劃
- 逸夫書院語文進修計劃

雖然名稱稍有不同，但目標一致——透過各種活動，引起學生關注本身的語文程度，激發他們主動學習，從而提高語文能力。

四院均強調該等計劃只屬輔助性質。負責人曾諮詢中國語言及文學系、英文系、英語教學單位、語文自學中心及新雅中國語文研習所等部門，避免內容重覆；他們也有邀請這些部門參與籌劃工作。

四院均以服務大多數學生為大前提，所設計的活動盡量走進學生生活，配合他們的作息時間，並選取學生有興趣的題材。活動形式以小組為主，強調多元化和活潑生動，鼓勵學生多接觸語文。

## 崇基

崇基學院提高語文能力計劃工作小組以問卷收集學生的意見後，推出兩類活動，分別在學期中及暑假舉行。學期中課程旨在培養學生主動學習語文的習慣，暑期課程則讓學生充分利用假期提高語文能力，並出外體驗各地文化。

## 每晚活動不同

由九六年一月開始，學院逢星期一晚舉辦「中英語文諮詢」，學生可向當值老師請教語文應用問題，或要求特別輔導。星期二晚是「英語桌」，學生可在晚宴中與外籍教師及交換生閒談，既可磨練英語會話，亦增進文化交流。星期三晚是「中

文專題」或「普通話晚宴」。前者邀請校內外人士主講實用中文如應用文自學策略、如何撰寫具吸引力的新聞報告、辯論技巧等；後者性質與英語桌相同，旨在提供更多練習普通話的機會。星期四晚是「電影欣賞」，播映中、西名片，讓學生多聽普通話和英語。此類活動將持續至四月底。

此外，學院於二月之星期六下午舉辦「應用文訓練課程」，指導學生撰寫中文商用函件及求職信。另於三月下旬舉辦短期普通話課程，以增強學生的聽講能力。

## 暑期語言課程及學習團

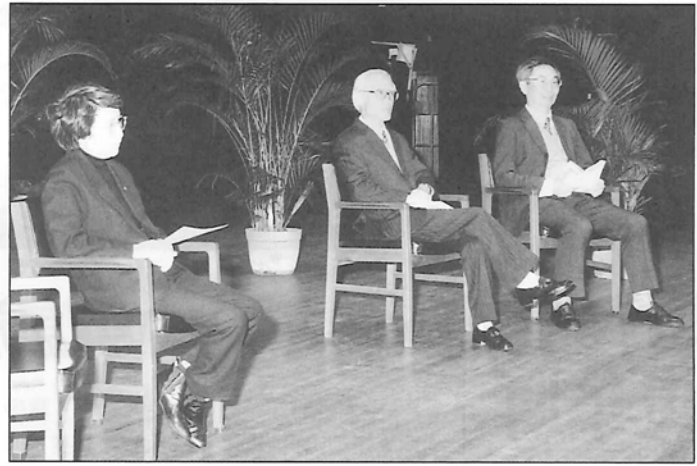
五、六月將舉辦多項暑期英語密集訓練課程，各為期三週，重點在改善學生之閱讀、會話及寫作能力。五至八月亦將舉辦中文「應用文基礎課程」、「商用中文課程」和「行政中文課程」，以及普通話課程。七、八月間會籌辦語文學習團，安排學生到中、英、美、加等地學習語言，體驗當地文化。例如，學院將於八月上旬贊助二十名學生組織「普通話園林景色文化」學習團，往華東訪問。

為鼓勵積極參與，學生於學期中參加活動，會計算積分。累積分數將有助獲甄選參加暑期學習團。

## 學生反應

學生對學期中的各項活動反應不錯，其中以英語桌及普通話晚宴最受歡迎，平均每次有五、六十名學生參加。唯一令人失望的是，學生沒有好好利用語文諮詢輔導，通常只有三、四名學生要求指導。學生對暑期課程及學習團的反應亦甚為理想，報名人數眾多，尤以英語密集課程為最。

徵集學生意見所得，他們認為各項活動對提高語文水平皆有裨益，希望學院可繼續舉辦。



新亞書院邀請著名作家余光中(中)、思果(右)和小思(左)主持「散文朗誦與欣賞」雙週會

## 新亞

新亞書院語文委員會聽取書院同人建議，訂定「提高學生語文能力計劃」，內容豐富，形式多樣，有講座、課程、夏令營、比賽、研討會和研究計劃，也包括出版專書。

## 中文項目

書院每年舉辦八至十次「國語桌」，讓師生午飯時以國語交談；又開辦國語班，於「新亞歌唱比賽」增設「國語歌曲獎」，並舉辦「國語演講比賽」及「中文寫作比賽」，鼓勵學生砥礪中文。

他們更邀請上海大學設計暑期密集式國語班，供約二十名新亞學生到上海學習一個月。書院將津貼一半費用。

此外，書院一月十二日的雙週會，特安排講座之主題為「怎樣加強中英語文能力」。院方又舉辦粵語正音大使比賽，選出正音大使推動粵語正音；獲選者有機會在香港電台報導新聞和主持粵語正音節目。

## 英語項目

除每星期一次的「英語桌」及剛舉行了的「英語演講比賽」外，書院特與語言自學中心合辦「訪英學習團」，鼓勵學生主動學習英語。參加者若在語言自學中心按進度表學習而成績優異，得該中心確認，可獲津貼，於五月底前往英國訪問兩週。

而「加強英語能力夏令營」將於八月舉行。營內活動包括演講、遊戲、角色扮演、話劇編寫及演出，以及由訪英學生匯報所見所聞。

## 翻譯活動

新亞又於三月舉行翻譯比賽，參賽者即場譯文兩篇，中英各一。該院翻譯系學生更可申請半費津貼，於暑假前往北京人民大學或倫敦西敏寺大學接受四個星期普通話或英語密集訓練。

## 文學活動

提高語文能力的另一方法，是讓學生多接觸文學。「新亞書院駐校作家活動」每年邀請海外或本地傑出作家來訪一星期至一個月，與師生交流。著名作家余光中、思果及小思獲邀於三月主持「散文朗誦與欣賞」雙週會。余教授及思果先生更在四月初主講「怎樣把中文寫好」。

書院月刊《新亞生活》會增加「新亞文學」專頁，刊載文學作品及消息，包括語文自學中心的最新活動及課程。

## 研究計劃

新亞語文委員會秘書黃維樑教授說，他們已通過撥款，資助翻譯系金聖華教授及英語教學單位馬冠芳女士的研究計劃。金教授會研究香港公眾場所中英雙語的運用情況，並提出改善方法。馬女士則探討中大學生學習英語的方法及策略，並就研究所得設計教學模式及教材。「兩項計劃長遠來說，都有助提高學生語文水平。」

## 研討會及專書

書院於三月舉行研討會，探討各家粵劇之文學語言，以及如何使語言多姿多采。粵劇戲文和曲詞包括文言詩詞與散文，和古今語體俗文，極具研究價值。

新亞書院去年四月舉辦的「中國語文科如何處理『粵語正音』及『粵音正讀』問題研討會」，討論內容已整理為專書，供語文教學工作者參考及學習。另計劃出版六十至九十年代《大學生文集》(以新亞學生作品為主)，鼓勵學生多寫文章。

## 學生反應

黃維樑教授表示，一連串活動及課程推出後，學生反應甚好，國語桌、英語桌及國語班每次均額滿見遺。「不過，由於人手不足，恐怕不能依照原來計劃推出所有活動，例如暫時未能舉辦中、英文寫作室，《大學生文集》也要延至暑假才籌劃出版。」

## 聯合

聯合書院去年十二月向學生發出問卷，參照他們的意願籌辦三項中文及六項英文課程。中文課程有普通話會話班、簡體字班及廣州話口語與書面語之傳寫練習。英文課程則有文法與字彙、會話與聆聽、學術及實用英語寫作與閱讀、專業及商業英語寫作技巧、英語工作坊及學術論文文法。每項課程為期五週，每週兩課，每課一小時三十分。

## 學生反應

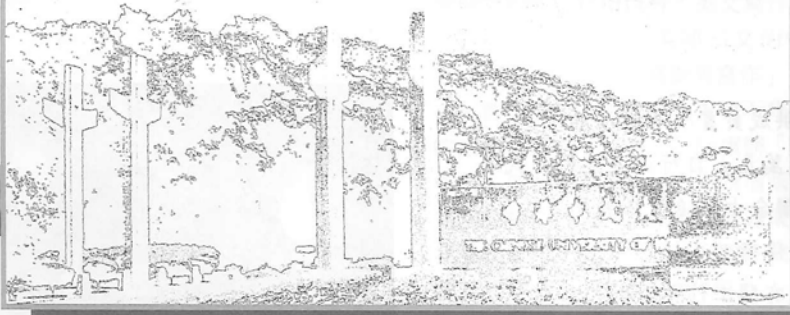
學生對上述課程反應強差人意。根據輔導處資料，最受學生歡迎的中文課程，是普通話會話班，五十人的名額很快便填滿。英文課程則以會話與聆聽報讀人數最為踴躍。而簡體字班及廣州話口語與書面語之傳寫練習因乏人參加而取消。聯合書院促進雙語教學委員會召集人常宗豪教授對此感到詫異，「似乎學生比較現實及重視英語，其實廣州話口語與書面語之傳寫練習，乃是一個很好的訓練課程，但因只

(下接第三頁)



崇基學院「英語桌」每次均有近百名師生參加，一面享用中菜，一面以英語交談。





## 中古史權威 重劃歷史年期

著名中古史權威 Prof. C. Warren Hollister 在最近一次偉倫講座為「歐洲中古」平反，並建議重新劃分歐洲歷史年期。

Prof. Hollister 上月以偉倫教授身分訪問本校，並於三月廿八日假祖堯會議廳主講「中古的衰落與覆亡：歐洲歷史分期新探」。

Prof. Hollister 在講座上說，被稱黑暗時代的歐洲中古除有日耳曼野蠻民族和維京海盜外，也有光輝的一面：牛津、劍橋和巴黎大學都在該時期誕生，近代自由和憲法傳統之源的「大憲章」也在那時簽訂。

他建議將「歐洲中古」由五至十四世紀改為十至十八世紀，包含文藝復興、科學革命和啟蒙運動，至法國大革命止，並改稱為「傳統歐洲」；自法國大革命開始到現在，則是「現代歐洲」；至於「傳統歐洲」之前的古代歐洲，則可細分為古希臘羅馬時代 (Classical Antiquity)，和後羅馬時代 (Late Antiquity)。他認為新劃分方法雖然未必會為歐美學校普遍採用，但歷史學者應該檢討，把亞洲歷史依照西洋歷史分期，是否恰當。

Prof. Hollister 為美國聖巴巴拉加州大學歷史及中世紀學講座教授，其《西洋中古史》是修讀中古史者的重要參考書。他也是英國中古帝王掌故的專家，為《大英百科全書》撰寫英皇亨利一世事蹟，又著有《諾曼英倫帝王與豪紳》。

Prof. Hollister 於訪問期間，曾應歷史系和新亞書院邀請，出席於三月廿六及廿七日舉辦的「古代、中世紀之政治與宗教」學術研討會，並以「諾曼英倫的政治文化與十二世紀文藝復興」為題，作專題演講。參與研討會的學者逾三十人，來自中國大陸、台灣及香港，發表論文共十八篇。

## 中大辯論隊連奪兩大及大專賽冠軍

中大辯論隊最近兩挫港大對手，奪得「兩大辯論比賽」獎盃和「大專辯論賽」冠軍。

中大辯論隊去年連續第三年擊敗港大隊，永久擁有「兩大辯論比賽」獎盃。今年再接再厲，於三月廿三日在香港大學陸佑堂再挫對手，取得「四連霸」佳績。

此項兩大盛事已有二十五年歷史，每年輪流以英語及粵語進行，今年是兩校的粵語辯論隊對壘。

按一貫的規則，辯題於比賽前一小時公布。當日中大隊以正方作辯，倡議「北京應該武力統一台灣」。激辯個多小時，中大隊再次奪魁，第二副辯劉思敏更獲評判一

致選為最佳辯論員。其他出賽隊員包括鄧飛、簡嘉明和許龍杰。

兩大辯論隊於四月七日第十三屆「大專辯論賽」總決賽再度碰頭，中大隊又以正方作辯，指出「杯葛臨時立法會絕不可取」，獲評判裁定以四比一勝出，結辯鄧飛當選最佳辯論員。其他出賽隊員為簡嘉明、黃鎮強和劉思敏。

中大辯論隊於八九至九一年連續三年奪得冠軍，為大專辯論賽唯一「三連霸」，得以永久擁有獎盃；本屆再下一城，成為另一支四屆盟主，平了港大的紀錄。

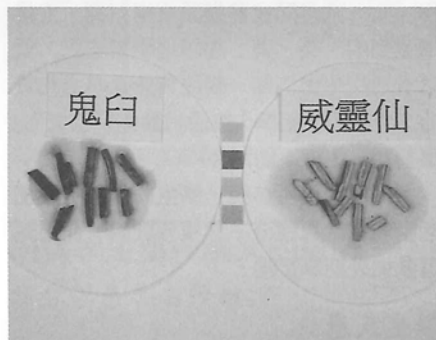


## 中藥研究中心建立中藥雙語電腦庫

中藥研究中心最近分別與中醫藥信息研究所和中國藥品生物製品檢定所達成協議，合作建立中醫藥中英雙語電腦庫，以及制訂中藥品質控制及管理方法。

中藥研究中心主任畢培曦教授表示，該中心的英文中藥電腦庫會配上中醫藥信息研究所的中文中藥資料，建立全球資料最豐富的中醫藥中英雙語電腦庫，並通過電腦網絡向全球醫藥界人士提供中醫藥文獻資料。中醫藥信息研究所隸屬中國中醫藥研究所，擁有中國最大的中醫藥文獻電腦庫。

畢教授說，該中心又與中國藥品生物製品檢定所合作制訂中、港以外地區的中藥質量控制標準和方法。雙方會調動技術人員及設備，開展中藥測試及研究；中方會派出兩名科研人員留駐本校，參與研究。雙方又會為中藥商提供顧問諮詢服務。中國藥品生物製品檢定所是中國衛生



加上「試劑一號」後，鬼白變為墨綠色，威靈仙不變。

部直屬單位，為國家檢驗藥品和生物製品質量的法定機構，更參與擬訂和修訂全國有關法規。

此外，中藥研究中心成功配製兩種試劑，判別有毒中藥鬼白（又名桃耳七）與威靈仙。鬼白最近被充當威靈仙，引致多名香港市民誤服中毒。

## 國際華人 有機化學研討會

二百位來自十個國家及地區的著名化學家於四月六至八日雲集何善衡工程學大樓，參加由本校主辦的「第四屆國際華人有機化學研討會」。

化學系黃乃正教授為籌委會主席。他說，該研討會每兩年舉辦一次，以聯繫海內外華裔化學家探討有機化學的學術研究和工業發展狀況。自九零起，已先後於上海、北京和台北舉行。中國科學院及台灣中央研究院共有七位院士參加本屆會議。

中央研究院翁啟惠教授在會上發表主題報告「生物有機合成化學的界面」，論述物料科學、藥物化學及有機生物化學的發展，以及它們對現代生活的影響。此外，共有十五位學者在會上發表獨到的研究心得。

大會另於四月七日假邵逸夫堂舉辦有機化學壁報展覽。本屆會議主要贊助機構為裘槎基金會和愛普生基金。

## 外文中譯研究

翻譯系於四月一至三日假祖堯會議廳舉辦「外文中譯研究與探討」學術會議，逾四十名中、港、台、美著名翻譯家和學者出席，發表論文達三十篇。

會議由翻譯系金聖華教授主持；余光中教授任主講嘉賓，發表其「論的的不休」的見解。與會者有中國翻譯工作者協會會長葉水夫教授，台灣林文月教授、齊邦媛教授，海外翻譯名家高克毅先生和蔡思果先生等。

大會特於四月二日下午舉行翻譯出版專題座談會，讓中、港、台主要出版人交流，推廣翻譯出版業。此外，又於會議期間假邵逸夫堂舉辦書展，有二十家出版社參展，世界名著中譯本紛呈。

會議及書展由新亞書院協辦，贊助機構包括香港翻譯學會、商務印書館（香港）有限公司、朗文出版（亞洲）有限公司、牛津大學出版社（中國）有限公司，以及讀者文摘（遠東）有限公司。

## 兩大教育學院合作 探討九年強迫教育成效

本校與港大的教育學院接受香港教育委員會委託，獲撥款一百七十萬港元，開展一項合作研究，檢討香港九年強迫教育的成效。本校黃顯華博士與港大黃錦樺博士為主要研究人員。

本校研究小組由黃博士任召集人，成員有侯傑泰博士、李子健教授和倪玉菁博士等。小組已於上月中旬開展研究工作，探討香港九年強迫教育的目標及宗旨，其推行方法、課程和措施的成效，以及學生在何階段及為何出現學業和行為問題。

小組會分析教育署有關文件，開展問卷調查和訪問，以及舉行座談會，聽取社會人士的意見，涉及人數高達一萬，研究工作預計於本年七月完成。

## 三位傑出學人到訪

三位傑出人士上月到訪本校，共主持四個公開講座。

國際著名過敏學權威 Prof. Per Venge 應化學病理學系邀請，以訪問學人身份與該系師生交流，並於三月廿三及廿九日假威爾斯親王醫院主持講座，講題分別為「過敏發炎的監察」和「細胞過敏研究的前瞻」。

國際著名建築師楊經文博士應建築學系邀請，於三月廿八日假王福元樓三號演講室主講「從生物氣候的角度談論高樓大廈」，闡述其配合現代生態環境興建高樓的概念。

旅美華裔藝術家卓有瑞於三月中到訪藝術系兩週，與師生交流創作心得，並於三月廿九日假誠明館主講「九十年代紐約後現代與其他年代的藝術比較」。卓氏堅持對象寫實的風格，畫作色彩沉實，描繪細膩，流露她的台灣鄉土情懷。

