INVESTMENT IN SCHOOLING MAY YIELD HIGH RETURNS

High returns from schooling investments have been registered in both industrialized and newly developed countries, and such a phenomenon was the subject of a lecture given by Prof. Mark Rosenzweig, professor of economics at the University of Pennsylvania and a fellow of the Econometric Society, on 12th April, in the capacity of a Wei Lun Visiting Professor at the University.

In his lecture ‘Why Are Returns to Schooling High?’ Prof. Rosenzweig examined the circumstances under which schooling improves productivity in both the labour market and in the household, the relationship between schooling and learning, and the association between schooling investments and economic growth. He quoted empirical findings of relevant studies in the United States, India, the Philippines and the Latin American countries to illustrate when and where schooling is productive and warrants increased resource allocations.

A Review of Primary Education in Hong Kong

About 700 educators gathered on Chung Chi campus on 14th April to participate in a conference on primary education jointly organized by the University’s Faculty of Education and the Hong Kong Primary Education Research Association. This theme this year was innovative developments in primary education and their effectiveness.

Dr. Tam Man-kwan, chairman of the Board of Education, was guest of honour and delivered a keynote speech. He reviewed the development of compulsory education in Hong Kong and suggested areas for improvement. In the 20 discussion sessions that followed, participants of the conference exchanged their views on different topics such as quality of primary education, student suicide, the target-oriented curriculum, and language teaching.

US Executives Learn Business the Asian Way

Thirty-three Executive MBA students of the University of Pittsburgh in the United States were in Hong Kong from 17th to 20th April to participate in an Asia Advanced Management Programme entitled ‘Asia-Pacific Challenge: Hong Kong and China’.

During their visit, the students participated in lectures and panel discussions at the University’s MBA Town Centre in Tsimshatsui East. To enhance their understanding of developments in China, arrangements were also made for them to visit a production facility in Dongguan.

These activities were conducted by members from the Faculty of Business Administration and five key executives from the business community.

New Council Members

* Dr. Chou Wen-hsien has been elected by the Board of Trustees of New Asia College, in accordance with Statute 11.1(e) and 11.4 of the University Ordinance, as a member of the University Council for a period of three years from 26th April 1995, succeeding Mr. H. C. Tang.

Dr. Chou, managing director of Windsor Industrial Corporation and chairman of Ocean-Land, is well-known for his involvement in community services. He has held executive and advisory posts in various charitable organizations in Hong Kong. He also chairs the Chou’s Foundation and the Winor Education Foundation which have been set up to promote education, learning, and culture, and have enabled many local students in financial hardship to further their studies.

Dr. Chou’s business interests are wide-ranging, covering textiles, real estate, construction, shipping, food, insurance, and retailing. Dr. Chou has been awarded numerous honours over the years, including an OBE in 1986 and the title of Commander of the Order of the Finnish Lion in 1991. He was the honorary consul for Finland in Hong Kong from 1983 to 1993. He is currently vice-chairman of the Board of Trustees of New Asia College, and chairman of the Board of Directors of the Hong Kong Music Institute.

* Prof. Kao May-ching has been elected by the Assembly of Fellows of New Asia College, in accordance with Statute 11.4 and 16.6(a) of the Ordinance, as a member of the University Council under Statute 11.1(b) for a term of three years from 27th April 1995, succeeding Dr. Serena Jin.

Prof. Kao is professor of fine arts and curator of the University’s Art Gallery.

H-12 and W-3 to Mind Your 501’s

An invention by Dr. Mark Kai-keung of the Biology Department to combat pollution brought about by the dyeing industry was displayed at the Hannover Fair in Germany, Europe’s most prestigious industrial and technological fair.

Dr. Mark’s bio-removal approach is targeted at two dyes — indigo and sulphur black. Manufacturers of denim in particular traditionally use environmentally-toxic agents to reduce the dyes in a process known as ‘stone-washing’ to create the ‘faded’ look. The toxic residues of the dyes after the treatment pose threats to the environment. To provide an alternative, environmentally-friendly bleaching method, Dr. Mark has identified two strains of bacteria, H-12 and W-3, which offer a benign substitute for bleaching. Indigo and W-3 removes sulphur black through bio-absorption. Both can be used to treat waste water.

This year’s exhibition, held from 3rd to 8th April, focused on energy and environmental technology, electric automation technology, and power transmission and control.
DANCE PROJECT COMES TO A CLOSE

The closing performance of the dramatic dance event 'Podium Dance Project — University Station' was staged on 24th March at the University Mall. Jointly presented by Sir Run Run Shaw Hall and Dancing City, the performances which spanned seven days took place in different locations on campus, including the University Square and major bus stops. Combining original dance movements with stunning visual images, the project was an attempt to explore the possibilities of dance and provoke thoughts about this art form.
Getting Prepared for Teaching and Learning Quality Process Audits

Parallel to the Research Assessment Exercise, UGC has been consulting institutions to fund an exercise on teaching quality assessment. For the immediate future, UGC has decided to proceed with Teaching and Learning Quality Process Audits (TLQPA) first. CUHK and HKU are the first two institutions to be audited in January 1996 while the remaining five UGC-funded institutions will be audited in the following 12 months.

Process audits aim to assess the effectiveness of mechanisms and procedures designed to maintain and improve teaching and learning quality. Apart from visits at the institutional level, there will also be selective reviews of departmental procedures and practices. Institutions will be informed of the departments selected for review a few weeks before the visit. UGC plans to hold a discussion session on the TLQPA for faculty deans and department heads of CUHK in September.

The vice-chancellor is forming a task force to help prepare for the TLQPA and to advise on matters relating to teaching and learning quality.

I should like to thank the Society of Hong Kong Scholars for organizing this forum and inviting me to attend. I and my colleagues from the University Grants Committee (UGC) welcome the opportunity of having another frank and open exchange of views with academic colleagues and members of society: this time on the subject of Teaching and Learning Quality Process Audits. I am sure we shall all be better prepared for the exercise as a result.

I should first, however, like to dispel two misunderstandings. That at least one of these misunderstandings is quite widespread is evidenced by the fact that it appears again in the brochure about this forum!

Teaching versus Research

The first misunderstanding I should like to dispel, again, is that the UGC is mainly concerned with the development of research and the assessment of research performance. Indeed, in the process, overlooked the importance of teaching and learning in higher education.

The UGC recognizes, and indeed strongly advocates, that teaching and learning are and should remain central to the roles and missions of all UGC-funded institutions. Indeed, more than 75 per cent of each institution's recurrent grant is provided for the teaching of students. A high quality institution should always be committed to continuous improvement of teaching and learning quality. As I have now said on many occasions, the UGC considers teaching to be of paramount importance in the higher education sector in Hong Kong.

TLQAE versus TLQPA

The other misunderstanding relates to teaching and learning quality assessment. The UGC did at one time consider undertaking an assessment exercise on teaching and learning quality (TLQAE), on similar lines to the Research Assessment Exercise (RAE), with a view to the results also being factored into the Committee's assessment of recurrent grants for the 1995-98 triennium. However, this idea was dropped quite early on for a number of reasons. We recognized, and still recognize, that it is very difficult, if not impossible, to establish a set of quantitative indicators to measure in any meaningful way the quality of teaching and learning in a higher education setting. The introduction of an element of qualitative assessment, through inspections, peer review, visits, etc., might make such a process more meaningful, but it would still be highly controversial — as witness efforts in this direction made in the UK and elsewhere — and would also make the results more difficult to factor into funding processes.

Furthermore, it is questionable whether it is more appropriate to award funding to support teaching assessed to be of good quality, or rather to provide more resources to foster improvements where teaching is assessed to be below par. It is also not altogether clear who is to determine what constitutes good or bad teaching and learning, anyway.

These concerns were, and I am sure still are, shared by many academics in the UGC-funded institutions. They were raised, often quite passionately, when the issue was discussed at two seminars on teaching and learning quality organized by the UGC with senior academic staff of the institutions in April and September 1994. It was however recognized that, for reasons of public accountability, some means had to be found of monitoring the quality of teaching and learning in higher education institutions which are so substantially supported from public funds.

Taking into account all these factors, we concluded that the focus should be on reviewing the institutions' teaching and learning quality assurance processes, and the appropriateness and adequacy of these processes for actually maintaining and improving the quality of teaching and learning in the institutions — hence Teaching and Learning Quality Process Audits (TLQPA).

The UGC decided in September 1994 to undertake TLQPAs of the UGC-funded institutions starting in 1995-96. The results of these audits would not, indeed by then could not, have any direct bearing on the assessment of the recurrent grants or funding for the 1995-98 triennium. Rather the audits should aim to study and assess, in a collegial and supportive rather than judgmental way, the effectiveness of the various mechanisms for maintaining and improving teaching and learning quality in the institutions.

I should add that we have not ruled out altogether the possibility of undertaking some form of teaching and learning quality assessment exercise at some future date, but we shall definitely defer a decision on this at least until after the first round of TLQPAs.

The UGC's decisions in this regard were conveyed to the institutions in October 1994, but apparently have still not percolated through to all academic colleagues. I hope that, as a result of this forum and other measures we plan to take, the message will be more widely spread through the institutions.

TLQPA

Turning then to TLQPAs, in order to ensure that mechanisms for promoting and improving teaching and learning quality in the institutions are in place and functioning as they should, the UGC has, as mentioned earlier, decided to undertake TLQPAs of all the institutions starting in 1995-96. These audits will aim to study and assess the effectiveness of the various mechanisms for maintaining and improving teaching and learning quality in the institutions.

We envisage currently that a process audit will have the following components: documentation review, audit visits, and audit report and follow-up.

Documentation Review

The documentation review is meant to provide the audit panel, which will consist mainly of local academics and UGC members, but also probably some overseas experts appointed for the purpose, with a checklist of items on which they should focus during the audit visit. Institutions will be required to submit a brief covering document/executive summary of what mechanisms are in place for improving teaching and learning quality, and sample documents showing their quality assurance processes in action.

Audit Visits

The audit visit, which will last for at least one and a half days, will aim to ascertain whether the mechanisms and procedures for assuring teaching and learning quality that the institution describes actually exist and if so, whether they are operating effectively, and more importantly, whether they have an impact on improving teaching and learning quality. Apart from visits at the institutional level, there will also be selective reviews of departmental processes and practices.

Audit Report and Follow-up

Following the visit, an audit report will be produced. The report will not aim to grade the quality of teaching and learning of the institution being audited, but will simply record the observations of the audit panel during the audit visit in respect of the quality assurance processes. It may also include recommendations/suggestions with regard to the implementation of quality assurance procedures concerning teaching and learning at both institutional and departmental levels. The findings will not be used, in any way, to rank institutions in terms of their actual teaching and learning standards, but will serve as the basis for further discussion between the UGC and the institutions with a view to maintaining and continuously improving the teaching and learning quality of higher education in Hong Kong.

The UGC will discuss with the institutions regarding the distribution of the audit report and indeed whether the report should be published. No decision has yet been made on this.

Embodying the spirit of cooperation and collaboration with the institutions in the planning and design of TLQPAs, a Consultative Committee comprising representatives from the seven UGC-funded institutions has been set up to act as a focal point for the exchange of views with the UGC regarding the process audits.

The UGC's Quality Sub-Committee met with the Consultative Committee for the first time in early January and had a useful exchange of views on how the process audits should proceed. A further meeting with the Consultative Committee is planned for April 1995. Following a recommendation from the Consultative Committee, the UGC has decided that the first process audits will be undertaken in January 1996, rather than September 1995 as originally planned.

Conclusion

The above are the current thinking of the UGC regarding TLQPAs. The Committee welcomes views of all present today on this issue, in particular, on how TLQPAs should be implemented and the calibration of the audit report and the follow up action to be taken as a result, in order to further improve the planning of the whole exercise and make it a success.

The UGC looks forward to working closely with the institutions in the development of TLQPA procedures and other processes to ensure the quality of teaching and learning, and to provide adequate means for all stakeholders in higher education to be satisfied that the highest possible standards of teaching and learning are being achieved in the UGC-funded institutions. I am sure these aims will be shared by all present today and I look forward to a lively and frank discussion of how they may best be achieved through both the TLQPAs and other means.
Material Safety Data Sheets
Your Key to Chemical Safety

Living in the modern world, you probably are aware that the use of chemicals offers convenience and progress at home and at work. Naturally, you want to avoid overexposure to chemicals. Such overexposure is possible no matter where you work, even in an office.

One important element of chemical safety is relevant knowledge and an awareness of potential hazards.

Easy ways of access to information are
1. warning labels on containers;
2. Material Safety Data Sheets (MSDS); and
3. safety training.

What’s on an MSDS?

MSDS are printed pages which give you crucial information on how to use, transport, and store chemicals in a safe way, as well as dos and don’ts in cases of emergency and overexposure. Information on an MSDS includes:
• the chemical’s name (or names)
• the chemical’s ingredients
• conditions or substances which can cause the chemical to catch fire, explode, melt, or generate dangerous gases
• how the chemical usually looks and smells
• how to put out a fire involving the chemical
• what to do in case of spillage or leakage
• how to prevent dangerous exposure
• possible harmful effects on health, such as cancer and skin irritation
• symptoms of overexposure
• how to deal with overexposure

The information on an MSDS is normally put together by the manufacturer or distributor of the chemical. MSDS are however often neglected or even lost when the chemicals arrive. The University Laboratory Safety Office (ULSO) has a CD-Rom that contains the MSDS of about 40,000 chemicals in both Chinese and English. If you need the MSDS for your chemicals, feel free to contact the office at ext. 7958. In September 1995, the full CD system will be installed in some other departments.

Some Advice
You should always read the MSDS before you begin work involving a chemical. Even if you’ve used the chemical before, the manufacturer may have changed its formula, which may change the steps you should take to protect yourself. Taking the precautions listed on the MSDS, such as wearing a respirator, can help prevent undesirable results.

If you don’t understand something on the MSDS, or have questions about the University’s safety programme, ask your supervisor or the University Laboratory Safety Office. Our safety programme will work better if you are fully involved and informed.

Adapted from PARLAY INTERNATIONAL

New Publications of the Hong Kong Institute of Asia-Pacific Studies

Occasional Paper No.41

The paper analyses the Japanese policy-making process at three levels: societal, institutional, and individual. It examines not only regular political institutions but also informal social and cultural aspects as these are equally important in Japanese policy-making processes. The paper specifically discusses three components of the informal mechanism: social environment and network (tsukiai), informal political actors and organizations (kuromaku), and behind-the-scenes consensus-building activities (nemawashi).

Occasional Paper No.42
‘Development Corridor in Fujian: Fuzhou to Zhangzhou’ by Yung Yue-man (Professor of Geography) and David K. Y. Chu (Senior Lecturer in Geography), 50 pages, paperback, $30.

The paper examines the economic reforms, as well as the economic and social restructuring of Fujian, a province that has undergone modernisation and rapid development since 1978 under China’s open policy. The paper also identifies, in the coastal corridor between Fuzhou and Zhangzhou, five models of development which represent different ways of maximizing local endowments and foreign investment to accelerate economic development. It concludes by looking at the major problems and achievements of the province’s reforms.
Implementation of Equal Terms of Employment

The University Council has approved the implementation of a single set of terms of employment for all staff members of the University, with effect from 1 July 1995. The new terms will be implemented from 1 July 1995 in respect of new appointments approved on or after that date. There will be no change to the existing terms for serving appointees on superannuable or fixed-term contracts.

The Physical Education Unit will organize a series of sports courses and competitions for staff members during the summer vacation. Interested parties should register at the Personnel Office (Ext. 7330) for the sports courses and competitions. All queries can be directed to the Personnel Office (Ext. 7185) for personal data or the Payroll Office (Ext. 8775), or the Department of Geography (Ext. 6528).

The Freemasons' Fund for East Asian Studies (The Freemasons' Fund for East Asian Studies) recently received an additional fund from the Freemasons' Fund for East Asian Studies. The new fund will be used to support research projects in East Asian Studies, including both the humanities and the social sciences.

Applications accompanied by detailed study proposals and budgets should be sent to the Personnel Office (Ext. 7286 or 7288) by 16 May 1995. They will then be submitted to the University Council for consideration.

The physical education department will hold the following sports events during the summer vacation:

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<tr>
<th>Event</th>
<th>Category</th>
<th>Dates</th>
<th>Venue</th>
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<tr>
<td>Tennis</td>
<td>M&amp;F singles</td>
<td>22nd May - 5th June</td>
<td>New Asia gym</td>
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<tr>
<td>Squash</td>
<td>M&amp;F doubles</td>
<td>22nd May - 5th June</td>
<td>Kwock Sports Bldg.</td>
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</table>

The Physical Education Unit will organize a series of sports courses and competitions for staff members during the summer vacation. Interested parties should register at the University Sports Centre counter which is open Monday through Friday from 9:30 a.m. to 12:30 p.m. Enrollment is on a first-come-first-served basis.

The Chinese University of Hong Kong will host two academic conferences in May: the 1995 annual gender role workshop, "Women and Health", co-organized with the Gender Research Programme, and "GeoInformatics 95 Hong Kong", an international symposium on remote-sensing geographic information systems and global position systems in sustainable development and environmental monitoring, co-organized with the Department of Geography.

The gender role workshop will be held on 25th to 28th May in the Wing Foo Yuan Building and the Sino Building. There will also be an exhibition in the multi-purpose hall of Chung Chi College on 26th and 27th May.

The Chinese University will also host an exhibition in the multi-purpose hall of Chung Chi College on 26th and 27th May. There will also be an exhibition in the multi-purpose hall of Chung Chi College on 26th and 27th May.

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去年一場豪雨，導致觀龍樓護土牆倒塌，多人死傷，市民紛紛關注其住宅周圍斜坡的安全程度。中大依山而建，有不少斜坡，它們是否安全呢？雨季已經開始，校方的安全措施又是否足夠？

“校園的斜坡大致相當安全。”建築處主任陳尹璇先生說。他指出，政府對於斜坡的處理如斜度及護土牆的設置等，都有規定。校方亦需要依當局要求不時按照規定，山泥滑動的機會微小，即使依規定行事，也不能說百分百安全。因為有關的安全措施只可進行一定程度的環境變動，要是遇上不尋常的天災，像百年難見的大風、大雨或長時期的降溫等，山路的護土後仍有可能出現問題。

中大建築署全數已把未被移作護土後的山泥現場，進行善後工作，延聘專家作評估。陳先生承認他們未具此方面的專業知識，但強調每位職員對斜坡安全有責任。校方會定期展開斜坡安全審查，當有斜坡有懷疑時，該處會即時延聘專業顧問作全面硏究，測度石質、地下水滲漏及風化、剝落、受侵蝕，那豈不是要經常進行削壁工程，減少它的斜度。」他透露：“其實政府每年也會抽查校園內一些斜坡。”在雙重監察下，同人可放心。

電力供應穩定

校園的電力供應一向穩定。電力供應只是出現小小的干擾，就可應變設施足夠。

1. 兩次電力突然全面中斷達數小時的經驗。
2. 一端發生故障，可由環的另一端繼績供應電力。當供電給中大的紐，再輸入的資料已全部消失，要重做一遍！
3. 然而，使用電腦的人必須留意，備份資料應妥善保存。備份設備應要具備後備設施，否則不容易出現電力全面中斷的情況。
4. 電算機服務中心所租用的電腦因停電而損毀或失去已輸入的資料。因此若是停電超過十至十五分鐘，便要重新啟動機器，確保停電期間整個校園的供水不致停電。電力公司的主要供電分站亦採同樣的系統：一個分站出現問題，可由另一分站接替。所以，除非供電總系統發生事故，否則不容易出現電力全面中斷的狀況。
5. 電力公司的主要供電分站亦採用環式供電系統。（ring system）——若一端發生故障，可由環的另一端繼績供應電力。當供電給中大的紐，電器用品，但會影響電算機及較精細的儀器，故校方於科學館及碧秋樓加設穩壓電器，確保停電或短暫的停電不致令儀器損毀。然而，使用電腦的人必須留意，備份資料應妥善保存。備份設備應要具備後備設施，否則不容易出現電力全面中斷的情況。
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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 contributions rejected are required to state this clearly in writing.
5. The views expressed in the CUHK Newsletter are those of the authors, and are not necessarily those of the University. Those who wish to be included on the mailing list please contact the Editor.
3. Contributions should bear the writer’s name and contact telephone number, and may be published under pseudonyms. No anonymous letters will be published.
教師隊六奪「蜆殼杯」

每年一度的「蜆殼杯」師生網球賽上月一日假大學三、四、五號網球場舉行，教師隊又一次擊敗學生隊，連續六年奪得獎盃。

學生隊近年表現平平，去年更未能一勝，以零比九落敗。該隊今年改變戰術，派出女將助陣，終可把戰果拉得近一點，只以三比六落敗。

賽後由醫學院副院長李川軍教授頒發蜆殼杯予教師隊隊長麥繼強（生物系）。教師隊其他參賽球員係羅強（地理學系）、何東輝（生物學系）、林柏良（臨牀醫學系）、羅明川（臨床醫學系）和黃永光（體育運動科學系）。學生隊成員係羅文遜、何俊雄、余偉、關國耀、薛力凱、馬卓軒、呂榮樂、王兆銘和陳岷。陳岷是本校女子網球隊隊長，九二年曾奪南華會網球公開賽雙打亞軍，並且是九二及九四年亞太區大專網球賽香港代表。

再度奪標

中大代表隊在香港大專體育協會主辦之一九九四至九五年度賽事中，表現優異，除獲得男子足球和女子網球冠軍外，並勇奪男女團體總冠軍及女子團體總季軍。中大運動員先前已取得本年度兩大划艇賽男子組冠軍和兩大體育節全場總冠軍。

如何處理及使用危險化學品

近期日本和香港先後發生了數宗化學品中毒事件，引起很多同事對化學品安全的關注和討論。化學品除可在實驗室內找到，亦存在於辦公室和家居內。其實，各種化學品都有潛藏的危險性，以及獨特的處理方法，本文只介紹一些簡單的基本原則。

安全第一

若有較安全的替代品，應避免使用那些毒性較強或致癌的化學品。對於新出產的化學劑，更應提高警惕，了解它們對人體有甚麼壞影響，小心處理。

使用危險化學品時，必須採取適當的隔離措施，最好採用密封的自動化操作系統，以減少接觸的機會。使用局部排氣設施（如實驗室內的風櫃），有助排除毒性較高的氣體及懸浮微粒；增加室內通風，則有助稀釋毒性較低的污染物。恆常的環境監測及定期維修保養通風系統，有助確保工作環境的安全。

所有化學品應以堅固及適當的容器盛載，並貼上標籤，唯有化學品的名稱、性質、危害、安全使用方法、意外事故的處理、急救措施等。去年香港曾有人誤飲天拿水，正是因爲用了貼有某種飲品標籤的瓶子盛載天拿水。

使用化學品後，應將容器緊蓋妥當，減少揮發或傾瀉的機會。該等容器應儲存在適當的化學品安全櫃內，切勿存放在風櫃內。不相容的化學品如易燃品及助燃品、強酸與氰化物等千祈不要放在一起，以避免劇烈及不良的化學反應。三年前某中學的實驗室發生火警，就是因爲易燃品及助燃品放在同一木櫃內所致。

由於化學品主要是透過呼吸及皮膚進入人體，故有需要時，應配戴合適的呼吸器具及手套，切忌赤手接觸化學液體，特別是有機化合物。良好的個人衞生習慣亦非常重要——不要在實驗室內進食，以免化學品經食道進入體內。工作後要更換工作服並清潔皮膚。

應變措施

意外發生後，若情況危急，應立即通知附近人士及警報器，並按照程序應對，迅速求助，如通知電子保安人員及警察等。當中有害化學品中毒事件時，應要求安全組通知大學實驗室安全事務處提供協助，切勿在沒有專業人員協助的情況下，自行處理化學品問題。

若發生火警或爆炸，應盡可能隔離火源，切勿試圖回復原狀，及時疏散人數，以免傷及更多人。

認識化學品

其實，每種化學品的處理方法都不盡相同。所以，最重要是掌握充足的安全資料，並加強對化學品的認識。

目前，不少國家已規定化學品供應商，要為產品提供一份物料安全資料單張（MSDS），內容包括：

(一)化學品名稱及別稱
(二)有異成分
(三)屬性
(四)導致火災及爆炸的危險因素
(五)危害健康資料及急救措施
(六)化學反應資料
(七)稍及後的處理方法
(八)特殊防護措施
(九)特殊防護措施

若有資料，使用時便會更加安全，發生意外及中毒事故的機會就會降低，拯救人員亦可作出最恰當的處理。可是，香港目前沒有法例規定供應商必須提供這類資料，很多化學品進口時附有的安全資料單張均不知所蹤。

資料何處覓

大學實驗室安全事務處現置有電腦光碟，儲存約四萬種化學品的中文及英文物料安全資料單張。同人可致電內線七九五八索閱所需的物料安全資料。下學年開始，我們將可提供有限度的電腦網絡查閱服務。有關實驗室安全的問題，歡迎來電查詢或提供寶貴意見。

中大通訊
教育投資的回報

近年先進工業國和新興發展國家在教育投資的回報上升，而低收入國家亦願意撥出更多的資源發展教育。人們不禁會問：教育投資回報為何可觀？

著名應用微觀經濟學家Prof. Mark Rosenzweig上月十二日在本校主持講座，公開回答該問題。

Prof. Rosenzweig為美國賓夕法尼亞大學經濟學講座教授，專門硏究發展中國家的經濟及家庭經濟學，包括低收入農村的勞動市場。他上月中旬應邀出任本校偉倫訪問教授，並在王福元樓第四講堂演講。

他在講座上，運用美洲和亞洲的調查及硏究數據佐證，指出各國政府在基礎教育的投資，可在短期內提高國民的工作效率，並取得很好的回報；而個別家庭作類似的投資，雖則短期內會加重家庭的經濟負擔，但長遠來說，可提高家庭的生產力，增加收入。

他表示，因輸入新的工業技術和理念而導致經濟增長的發展中國家，其國民會察覺教育的重要性，並願意投入更多資源發展教育。但與此同時，政府亦應注意發展基礎教育，因教育投資是經濟發展的重要夥伴，必須互相配合。他指出不少地方如菲律賓和阿根廈等雖擁有大量受高等教育的國民，但它們的經濟表現卻未見突出。

Prof. Rosenzweig跟著闡釋在何種情況下，才值得增加教育資源，他又指出投資高等教育的回報未必及基礎教育的大。

新任校董

周文軒博士及高美慶教授獲得新亞書院校董會推選出任大學校董。新亞書院校董會乃依據大學規程第十一•1(e)條及第十一•4條，推選周文軒博士，繼唐翔千先生出任大學校董，任期三年，由一九九五年四月十六日起生效。

周博士為南聯實業的首席常務董事和海南發展的主席。南聯集團業務包括地產、建築、船務、貨運、倉儲、食品、醫藥保健品、保險和零售等，投資區域遍及中國、東南亞、西歐和北美。周博士現任本校新亞書院校董會副主席，平素熱心服務社會，歷任許多慈善團體的總理或顧問，並設立數項基金，促進教育事業和推動學術硏究。周博士屢獲獎譽，包括英帝國官佐勳章和芬蘭雄師高級勳銜。他曾擔任芬蘭駐港名譽領事十年。

高美慶教授則獲新亞書院校董會推選出任大學校董，任期三年，由一九九五年四月十七日起生效。高教授為藝術系講座教授兼文物館館長。

小學教育的創新與反思

約七百名教育工作者於四月十四日參加本校教育學院主辦、香港初等教育硏究學會協辦的硏討會，切磋本港小學教育的創新措施及其成效。

硏討會假崇基校園舉行，由教育委員會主席譚萬鈞博士主禮並發表主題演講，回顧及瞻望香港強迫教育的發展。與會者其後分組探討小學教育質素、學童自殺、目標為本課程、教師的個人成長、語文教學、幼稚園與小學的銜接等問題。