Pathologists from China to Train at CUHK

The Department of Anatomical and Cellular Pathology will receive HK$500,000 from the Fok Ying Tung Foundation over the next three years to establish training fellowships for pathologists from China. Pathology deals with the causes of diseases and is a major discipline in patient management. According to Dr. K.K. Ng from the Department of Anatomical and Cellular Pathology, pathology in China has fallen behind the West due to the lack of Western medical literature in many Chinese institutions, the absence of a systematic training programme, and the exodus of talents to the West in the 1980s. His department has set up a committee under the department board to promote pathology in China and to assist Chinese medical institutions in their training programmes.

The fellowship scheme will enable four to five fellows to receive training at CUHK each year. There will be two levels of training. One is for lecturers and young pathologists who will undergo training in surgical pathology, autopsy, and cytology for six to 12 months; the other is for more senior faculty staff who will undergo training of a shorter duration on laboratory organization and management, computerization in pathology, and teaching and training.

Conference on Chinese Societies and Social Indicators Studies

The Hong Kong Institute of Asia-Pacific Studies of CUHK, the Department of Sociology of the Hong Kong University, and the Department of Applied Social Studies of the Polytechnic University of Hong Kong jointly organized a conference on Chinese societies and social indicators studies from 27th to 29th April 1995. Over 30 overseas and local academics and experts in the relevant field attended and delivered a total of 23 papers.

The conference comprised several thematic sessions, each dealing with a specific topic such as the development and application of systems of social indicators, social development, quality of life, socio-cultural orientation, education and employment, social differentiation, and health and family.

The function was held in the Cho Yiu Conference Hall on CUHK campus. Prof. Ambrose King, pro-vice-chancellor, officiated at the opening ceremony.

Ho Sin-Hang Professorship Scheme in Full Swing

A new professorship scheme has been set up with a generous donation from the Ho Sin-Hang Education Endowment Fund to support internationally renowned scholars to visit the University for three to six months.

The invited scholar is expected to advise on the planning and development of relevant programmes of studies and research activities at the University as well as carry out teaching, research, and other duties in the host faculty.

Faculties may advise the vice-chancellor of eligible scholars interested in visiting the University. The vice-chancellor will, after due consultation, make recommendations to the Trustees of the Endowment Fund for approval.

The first Ho Sin-Hang Professor appointed by the University was Prof. C.K. Chu, Fu Foundation Professor of Applied Mathematics from Columbia University, who visited the University between October 1994 and January 1995.

In April this year, the second professorship was awarded. Prof. Ira Horowitz, graduate research professor of the University of Florida, has been appointed as Ho Sin-Hang Professor of Decision Sciences and Managerial Economics to visit the University between April and September 1995.

Prof. Horowitz's research, teaching, and professional skills are broad-based, spanning the fields of decision sciences, managerial economics, and industrial organizations. He has published over 100 articles and book reviews, served as editor and reviewer for many reputed academic journals, had over 30 years of experience in curriculum management and development, and consulted for industries, businesses, and government agencies.

His visit is expected to contribute significantly to the work of his host department, the Department of Decision Sciences and Managerial Economics in the Faculty of Business Administration.

25th-30th May 1995 will see the CUHK hosting the Eighth Computer Chess Championship, a competition organized every three years by the International Computer Chess Association (ICCA). In the past, the championships have taken place in either North America or Europe. Prof. Monty Newborn of McGill University in Canada, an ex-president of the ICCA, invited his former colleague, Prof. Omar Wing, dean of engineering at the University, to bid for the 1995 championship. An enthusiastic response to this invitation, a response that was partially influenced by a desire to further research in computer science in the Faculty of Engineering, is what has brought the competition to Hong Kong this year. Incidentally, the current ICCA president, Prof. T.A. Manland, professor of computer science at the University of Alberta, is presently residing in Hong Kong.

The main aim of the championship is to find the best combination of computers and software programmes that play chess. The 24 participants this year include the world's strongest chess playing computers, including Fritz (a Dutch programme that was the first computer to defeat World Champion Gary Kasparov in a series of five-minute games), Chess Genius (a British programme which recently defeated Kasparov in a two-game match where each player had 25 minutes for all their moves), and the winner of the 1994 ACM (Association of Computing Machinery) International Championship, IBM's Deep Blue programme.

This computer championship is primarily sponsored by IBM (USA). Other major sponsors include Sun Microsystems, Comipelactics, the ACM, Saitek, and UCBHK. In the course of the competition, on 28th May, the Saitek Challenge — sponsored by Saitek, a Hong Kong based manufacturer of computer chess machines — will take place between the six strongest chess players of Hong Kong and the five leading chess playing computers of the competition, plus a Saitek computer. The human team will include the Hong Kong national team and International Master Dr. M.K. Wong.

(continued on page 2)
The immediate impetus to the internal research assessment exercise was the adoption of a decentralized one-line budgeting system for each academic department starting with the academic year 1995-96. This departure points towards two important elements. First, by devolving to faculties and departments the responsibility to manage their own affairs within an overall budget, efficiency and productivity should improve. Secondly, the overall budget is to contain a portion that is performance-based, so that there will be suitable incentives as well as accountability. Having accepted this move to decentralization, the Administrative and Planning Committee is charged to develop a Research Committee to design and implement an internal assessment exercise to assist the Resource Allocation Committee in budget allocation. Although 30 per cent of the budget for academic departments is normally tied to research, for 1995-96 only 5 per cent will be allocated on the basis of the internal research assessment exercise, with the remaining 25 per cent allocated on a pro-rata basis (weighted according to the nature of the subjects).

The Internal Research Assessment Exercise

The forthcoming championship promises to be an interesting one, with progress in computers and computer chess programmes going from strength to strength. While Kasparov one move on. In the imminent championship on campus too, the chess games with the computers will be accompanied by real chess boards and clocks, with a computer operator replicating the moves made by the computer on the chess board, for the benefit of the human players. Of the 24 computer entries, some will be Pentiums and the rest Engineering computers and computer chess programmes going from strength to strength. While Kasparov

Shalini Bahadur
Dr. Choi Po-king, lecturer in educational administration and policy, has talked to our reporter about her observations on sexism on campus. The following is a summary of her views.

CUHK is fast becoming an all-girls university.

At least that's how the myth goes. But how did this myth come about, especially when it's never been borne out by actual figures?

Dr. Choi Po-king of the Department of Educational Administration and Policy attributed it to a few simple factors. There may be more of the increasing number of female students. Back in the 1970s and 1980s, the student sex ratio was about six men to four women, or at times seven to three. Since the mid-80s, the sex ratio has moved to seven men to four women.

Another discouraging phenomenon for female students is the relatively small number of female lecturers. Dr. Choi observed that female students find it easier to identify with a female lecturer at a psychological and emotional level, although they may equally enjoy a male lecturer's classes. Therefore, in the science departments and faculties where teaching staff are predominantly male, there's very little or no support system for female students. Even in the Arts Faculty where the majority of students are female, less than 20 per cent of the teaching staff are female. In the Faculty of Education which is supposed to have the highest percentage of female students in the University, female teachers make up only 20 per cent of the total teaching staff. Dr. Choi says this imbalance means it is much harder for a female than a male student to find a role model in the University.

To understand how academic or personal titles are accorded to individuals on the official staff list and in other University documents, the Newsletter has approached the Personnel Office for clarification. Here is a reply from the Director of Personnel.

The designation of 'Miss', 'Mrs.' or 'Ms.' on the staff list of the Chinese University Calendar is not meant to denote the marital status of female employees in the University. It is largely for the purpose of identifying whether the last name which appears on the list is the person's maiden name, or her spouse's last name. For example, for a female staff under the name of 'Mary Chan', 'Chan' can either be her maiden name or her husband's surname. The title of Miss or Mrs. is to help identify this.

All these references may be dropped so that future only their academic or professional titles are used. This should however be a conscious decision on the part of the University and should take into consideration staff on the subject, which may be diverse.

The designation of 'Ms.' or 'Mrs.' is not to be used in all cases where modern usage would prefer 'she'. According to Dr. Choi, when confronted with the supposedly all-comprising 'he', certain female students may feel alienated. She feels that 'it's time to reconsider this outdated practice.'

In attempting to eliminate any kind of discrimination, conscious or unconscious, the raising of awareness is crucial. Unfortunately, Dr. Choi finds that CUHK students are not particularly sensitive to gender issues — the level of their awareness is much the same as that of society at large. One way to raise awareness in the University is through gender-related courses. However, she does not find the promising developments, such as the setting up of a society for women studies, as part of the colleges' general education programme at the expense of the organizers' personal resources and not as regular department-funded programmes. Dr. Choi said that some academics are of the belief that gender is not mainstream and has no 'market', and therefore do not see it as an important area of development.

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Although Dr. Choi describes CUHK as having an 'entrenched male agenda', she says there are promising developments, such as the setting up of a society for women studies. She says that such organizations have changed the way in which female staff members are each given the title of 'Miss', 'Ms.', 'Mrs.' as the University sees fit for their marital status, whereas for men, only the academic and professional titles are fixed. Similarly, on the matter of meals, married female staff are automatically addressed by their husband's name, despite the fact that some had indicated upon joining the University they didn't want to use it. 'Why is the status of a woman's private life but not a man's indicated in a public document where only the professional or academic qualifications are relevant?' asks Dr. Choi.

Furthermore, in the point system adopted by the University for the assignment of living quarters which can be found under the section 'Housing Benefits' in the Terms & Conditions Handbook, too, the point-worthy items are 'wife' and 'working wife'. There is however no mention of a corresponding 'husband' and 'working husband' as should be expected of an institution where female staff members eligible for this benefit do in fact exist. The gender-neutral terms 'spouse' and 'working spouse' would have been more appropriate.

In course regulations and certain on-campus publications such as the CUHK Newsletter, Dr. Choi continues, the traditional 'he' is used in cases where modern usage would prefer 'she'. According to Dr. Choi, when confronted with the supposedly all-comprising 'he', certain female students may feel alienated. She feels that 'it's time to reconsider this outdated practice.'

 humans and behavior (which most certainly does not include sexism) but also with the content of the curriculum. To give an example of the absurdity of the Stanford situation, a few of last year's medical students were given to counting the number of minutes spent in lectures dealing with the male anatomy and comparing it with that devoted to the female. When it was discovered that a few more minutes had been spent discussing men's masculinity, an official complaint was lodged at the Dean's Office to indicate that this discrepancy represented a blatant form of sexism. I sincerely hope that this sort of overreaction never occurs at CUHK.

J.A. Corden
Professor of anatomy

Four academics, two male and two female, respond to our request to talk about their observations on sexual bias and discrimination at CUHK.
Mary Chan. Again, this is a matter of convention and can be changed if that is what is preferred. It is difficult for us to comment on whether personal titles should be used in a professional context. Normally we consider three points: (i) individual preferences — some male teachers do not like being addressed as ‘Miss’, some don’t. (ii) the property of addressing people who are without professional or academic titles only by their names. (iii) the practical function of personal titles in indicating a person’s gender when it is not self-evident in the name. The argument would of course be ‘Do we need to know?’. For personnel administration, it is convenient to know because of benefit provisions such as maternity benefits. For day-to-day purposes, the need might not be as obvious but for courtesy, people are normally addressed with titles.

Regarding the use of the term ‘working wife’ in the Staff Handbook we have asked the Housing Committee to review the wording of the point system for assignment of quarters, and suggested the use of ‘working partner’ instead of a plural noun. We hope the above serves to explain the present practice. If additional information or clarification is needed, we shall be happy to furnish it.

Sieghe Law
Director of Personnel

Comments from the Editor

We leave it to readers to judge whether the language of the CUHK Newsletter smacks of sexism. Our concern here is that in the effort to avoid using the non-specific ‘he’ as much as possible, and instead of using the newly coined ‘s/he’ (and all the clumsy ‘him/her’, ‘his/her’ and ‘herself/himself’ that may follow), we prefer to substitute the third person singular by a plural noun.

In quoting University regulations and statutes, however, we quote them verbem, as they have been approved by the University Council, Council, or Senate. We do not use the non-specific ‘he’ appearing in the regulations and statutes, and we welcome comments, by laypersons in particular, on such usage.

When I was asked to write a short piece on sexism at CUHK I immediately became defensive. Had I unconsciously made a sexist remark that targeted me for such an article? Like most males, I plead guilty to some form of sexism — I see the need for reform in academia and I also think of myself as someone who tries to avoid sexism in my writing. However, I would argue that the reason I get defensive is because of the way that the term ‘sexism’ is often used. It sometimes seems unwilling to come to definite conclusions, which might close off discussion and exclude complexity, ambiguity, or messiness.

For this colleague, research is an extension of teaching rather than a separate activity. She is less interested in research leading to the development of theory, and more interested in applying the theory in particular contexts. Her research methods tend to be the ‘soft’ sort, such as interviewing, questionnaires, and focus groups. She is innovative, and also spends time in groups with other teachers, discussing teaching.

Teaching is big commitment for this colleague. She would never willingly give up teaching, even if asked to assume administrative responsibilities. She devotes herself to students, learns their names and takes time to work with them closely, believing that her mission is to help students become engaged with their learning. To this end, she seeks input from students and spends a great deal of time revising her teaching materials. She is innovative, and also spends time in groups with other teachers, discussing teaching.

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The work of a colleague, an accomplished writer, teacher, and researcher, seems not to be taken very seriously. Her movement up the ranks has been very slow. How much of this is due to the (feminine?) way she conducts herself in an academic setting?

Her academic writing contains features that feminist researchers and Western discourse analysts have identified as being more often used by female authors than by male authors:

- It is personal. She uses anecdotes to make her points and add interest. She writes from a first person point of view. She sometimes mentions her feelings.
- It is non-adversarial. It does not rely on attacking the work of others in order to create a research space for herself. Her focus is on showing how the arguments of others are faulty in order to establish her own authority. Instead, her work seeks to build upon the accomplishments of others in her community of scholars. It assumes a collegial relationship to readers.
- It sometimes uses narrative steps in reasoning rather than formal induction or deduction, to make its points. The thesis may be implicit.
- It gives details and is contextual and particular rather than abstract and general. She seems to write from her ‘whole self’, (she is more than just an academic), and to want to bring in the whole world (including the blooming jasmine outside her window). There is less distance between self and object of discussion.
- It sometimes resists efforts to determine conclusions, which might close off discussion and exclude complexity, ambiguity, or messiness.

Another is that colleagues who might be at their best writing, teaching, and researching in what appears to be a more feminine style might not realize that there could be alternatives to believing that academic writing is synonymous with being adversarial and impersonal, that teaching means lecturing, or that researching means statistical reduction of everything and everyone to numbers. Or there might be those who are aware of the issues, but fear that unless they work in ‘mainstream’ ways, it will affect their prospects for substantiation, promotion, receiving research grant, and publishing their work. In other words, potentially productive academics will not do the kind of work for which they are capable.

Of course, these issues go far beyond impact on individuals. The value placed on ‘feminist’ disciplines is not lower than it should be as long as research methods in the hard sciences are taken to be the highest form of scholarship. The situation has become beyond the boundaries of any one university and, in the intellectual world as a whole, and yet isn’t there room in the intellectual world for different sorts of contributions to writing, teaching, and research, and wouldn’t valuing those which have sometimes been seen as ‘feminine’ encourage a broader range of high-quality scholarship? What would happen if more scholars, teachers, and researchers did not use adversarial methods to establish authority, admitted ambiguity and exploration into the intellectual dialogue, conducted research without believing that they are discovering fixed and objective truths, and admitted the personal into their teaching and their writing?

Michele Choay
Lecturer, English Language Teaching Unit
RGC Invites Applications for Earmarked Research Grants

The Research Grants Council is inviting applications for earmarked research grants in 1996-97. Applications should be made on prescribed forms and sent to the Research Administration Office by 4th September 1995. Please direct all enquiries to the office at Ext. 8885.

UK/HK Joint Research Scheme 1995-96 Invites Application

The British Council and the Research Grants Council are inviting applications for the UK/HK Joint Research Scheme 1995-96.

Conveners of the six research panels in the University are expected to submit their recommendations to the Research Committee by 15th July 1995.

Fee-charging & Non-fee-charging Bus Service for Staff in Summer

交通組提醒大學同人，由一九九二年起，所有大學內穿梭校車之乘客，包括學生、教職員及其家屬等，在下列日期內乘車須付費時，每次必須購買一張壹元之乘車券。乘客亦可於下列日期內乘車時，購得不收費之教職員專用班車服務。

星期一至五(兩班由嶺南體育館開出，往火車站。)同日同一時段內，平行線: 嶺南體育館→新亞書院→火車站。新亞書院→火車站。

星期日及公眾假期各一條線: 嶺南體育館→新亞書院→火車站。新亞書院→火車站。

The University also provides a non-fee-charging bus service during the months of June, July and August (except on Sundays and public holidays) to facilitate those staff members who travel to and from work by train. To tie in with University working hours, the bus will run on the following schedule from 1st June to 31st August:

Up Route
(2 trips per day)

Down Route
Monday to Friday at New Asia College → University Admin. Bldg. → CU Sports Centre → University (one trip per day)

Please direct all enquiries to the Transport Unit (Ext. 7990 or 7992).

Information in this section can only be accessed with CWEM password.
新課程滿足社會新需要

噪音、空氣污染、水質污染和食物的衛生、營養等，都直接影響我們的生活質素，日受各方關注。

香港市民已認識保護環境的重要，但普羅大眾所知和所能做的均有限，有些工作更需要具備專門知識方能妥善處理。

另一方面，香港生活節奏急速，為爭取更多時間，做更多的工作，不少人選擇快捷方便的食物。有關的食品工業遂迅速發展，人才需求極殷。

為了配合社會的新發展，本校於去年九月開設環境科學及食品科學兩項學士學位課程，為社會培養專才。

構思多年 去年正式開辦

早在八十年代末期，當時的生物系系主任張樹庭教授就曾建議大學開設環境與食品科學課程，盡量利用理學院的師資和研究專長，協助提高本地生活質素。

然而，由於校方尚有不少急需發展的課程，該建議未獲馬上採納，及至九零年初，大學及理工教育資助委員會(現稱大學教育資助委員會)同意撥款支持，該兩項課程的籌辦工作得以展開。

籌備工作 費煞思量

爲了利用現有資源並擴大課程範圍，校方決定由生物化學、生物及化學三系合辦環境科學課程，而食品科學課程則由生物化學系及生物系合辦。與本地其他同類課程比較，只有中大的屬跨學科課程。

校方又成立了兩個籌備委員會，專責擬定該兩項課程的方向、內容、科目及學生人數等事宜。委員會成員包括相關學系的教師、學科統籌、楊綱凱教授、張樹庭教授及李卓予教授。

籌辦期間之學科統籌

環境科學

生物系王保強博士 九二至九三年度
生物化學系何國強博士 九三至九四年度
化學系柳愛華教授 九四年八至十月

食品科學

生物系巴士威博士 九二至九三年度
生物化學系曾守焯博士 九三至九四年度

籌備工作說難非難，說易也非易。首任環境科學學科統籌王保強博士表示，最令委員傷腦筋的是，如何盡量利用三系的專長，開設與別不同且滿足社會需求的課程。

籌委會最終決定環境科學課程偏重科學分析，即研究環境污染的成因及其影響，並以生物、生化或化學方法解決污染。至於食品科學課程的取向，在於食品的製造及處理技術，以及營養學，特別側重以先進科學技術，改善醬料、點心、湯等中國傳統食品的製造方法，和香港市民的營養問題，使課程內容更切合本地需要。

教師亦會按科目內容帶領學生參觀污水處理廠、垃圾堆塡區、化學廢料處理廠、受污染地點、食品工廠、醫院營養部門……讓他們實地考察，充實知識。

由九四至九五學年開始，兩項課程分別由學科主任何人負責，由合辦之學系每年輪流舉薦教師擔任。現任學科主任為化學系的梁永波博士(環境科學)和生物系的關海山博士(食品科學)。

學生反應

該兩項課程去年首次招生，環境科學課程吸引六百多人報讀，只取錄三十七人；食品科學課程也不遑多讓，激烈競爭後，只有三十一名學生獲取錄。

一學年課程剛結束，學生對環境科學課程有些甚麼意見呢？環境科學學科主任梁永波博士回應，學生認為所學到的知識甚多，且範圍廣泛，不過不同科目偶然會重複講授某些內容。王保強博士表示，學生反應不一，有的認為課程兼具趣味性，有的覺得課程編排太過緊密。該學科已決定於九五學年開展全面評核，彙集各方意見，再改善課程內容。

修讀食品科學課程的學生則認為一年級所修科目與食品科學直接相關的甚少，感覺上不似修讀該課程；加上他們並非隸屬一個學系，而是一個「課程」，所以「歸屬感」更感不足。食品科學學科主任關海山博士理解學生的感受，並解釋首年的課程旨在鞏固學生的基礎訓練，因此多是生物或生化科目。針對此問題，校方計劃開辦一些學分較少而直接與食品科學有關的科目，予一年級學生選讀。

未來發展與學生出路

梁永波博士表示，環境科學課程計劃安排二年級學生於暑假期間到環保署、生產力促進局等機構實習，汲取實際經驗。

梁博士又說，地方不足限制了他們的教學工作。職員要借用其他部門的辦公室，而學生則要奔波各實驗室之間，使用各種分散存放的儀器。他希望校方能盡快撥出地方，為環境科學和食品科學設置獨立辦公室和實驗室。

此外，教務會已通過於下學年開設環境科學及食品及營養科學兩項哲學碩士課程，讓有志於此的學生繼續深造。

選擇不深造的畢業生亦不愁出路，他們可投身環保署，工業署，生產力促進局，工業、生化業、食品製造業、食品銷售業等公私營機構，學以致用。本年度的大學聯招經已開始，報讀該兩項課程的學生十分踴躍，顯示環境與食品科學課程極受歡迎。
退休在即

暑假过后，校园里的熟悉面孔会少了十数张。

他们很多在中大服务了近五分一或四分一个世纪，乃至更长的岁月，而今到达退休的年岁，准备踏上人生的又一个新旅程。

要离开大学了，他们有甚麽感想呢？退休后的动向如何呢？以下是本刊记者的报道。

黎丽玲博士 教育心理系

黎丽玲博士以柔和的语调回顾在中大的岁月：「我在中大工作了廿一年多，是一段很长的时间，加上这段时间见到了自己各方面、对大学的感情不讳言是深厚的。」

她一面在中大教别的老师，一面看着时代的变化，感触很大。当中以教育学院由研究学部升格为与文、理、社、商、医学院同等地位的学院，最令她感到振奋。她感觉时下教育学院的学生成熟度在提升，但有小部分学生投入感较弱。

黎博士退休后会移居澳洲悉尼，与子女团聚，过些平淡的生活。退休后散步、游泳，又计划当义工，到医院探访病人，以及在华人社区中心协助新移民适应当地生活。

陈佐才法政牧师 宗教系

对于快要离开中大，陈佐才法政牧师频说不舍得。他喜爱校内的人事关系简单，神学组的同僚和师生相处融洽。

他在中大度过了近四分一世纪——于崇基修读四年，任教宗教系二十年。有感年届花甲，尚有充沛精力，应继续上路，扩阔自己的经验，于是决定退休，全身投入牧养辅导工作，义务开解有需要的人，尤其是有家庭困难的人。

陈牧师也会为《时代周报》撰写武俠灵修专栏，以金庸的武俠小说为题材，撰写入世的文章，啓迪人心。

他对于教职的临别赠言是，必须对所教的科目有兴趣，对所教的学生有兴趣，否则难以做好本分，也能保持师生感情。

Mr. John N. Dent-Young

在英文系执教二十年后，将於七月退休。他表示会返英定居，但仍未细计划未来动向，或许会到西班牙工作。

屈舜博士 (Dr. William C. Watson)

屈舜博士於七十年代加入中大音乐系任教，前后服务中大十七年。他说，仍未具体安排退休后的生活，但可以肯定不会立刻投入工作，亦不会全职工作，他希望在美国西北部定居。

他常说：「我在中大度过了十分之一的时间，儿子也在中大长大，又亲身见证中大和新界的变化。对我而言，香港是老家。」

谭尙渭教授 校外进修学院署理院长

依依不舍，谭尙渭教授离开中大的最大感触，是难忘自己是六五年的教职员，三十年来，无论教职及研究工作，都在校园内，寄居年年于此。

谭教授於六十五年加入中大，於崇基修读四年，任教宗教系十年，他形容在中大工作是充实而满意的。

谭教授强调外面的世界虽然大，但亦有其限制，而校园的环境则更为理想。

谭教授的退休生活将是供应 Runeberg 为乐，散步、游泳，以及多读书。

黄建业先生 新亚图书馆

黄建业先生一九五八年毕业于新亚书院后，随即加入新亚图书馆，工作了超过四十年。

他表示，新亚书院的环境与中大的教育环境有所不同，但新亚书院的学术氛围同样浓厚。

黄先生会尽量保持与旧同事的联系，但他也明白，退休后的生活将会有很大的改变。

张均堂先生 建筑处

「在中大工作了三十二年，十天一个学期，一直不停地工作。」张均堂先生说。

虽然在中大工作的时间不长，但他的退休生活将会有很大的改变。

张先生会尽量保持与旧同事的联系，但他也明白，退休后的生活将会有很大的改变。

麦国章先生 总务处

麦先生平素酷爱行山，日後不用上班，会有更多时间与旧同事一起享受香港各处的山岭。

他又透露，计划在退休後约一两年内完成退休愿望。

乔健教授 人类学系

乔健教授七三年加入本校服务，协助筹建人类学组，一九八零年更创设人类学系，已教书近廿二年。

他表示，中大是他居留最长久的地方，亦是他的学术灵感所在。由于他在中大工作时间长，对中大有深厚感情。

乔教授表示，中大是好僱主，只要专心努力工作，定会得到满意的结果。
中大通訊

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中文教學硏討會

課程與教學學系於四月廿九日假祖堯會議廳舉辦「中文教學硏討會」，與教育工作者討論閱讀教學的問題。共有二百四十位學者、中學中文科教師、師資培訓人員和視導人員出席。他們環繞閱讀活動的設計、文言文篇章教學、中國語文及文化科教學，以及範文教學法分組討論，講述課程設計的問題，並探討有效的教學策略。

中大出版社新書

國體和經體：對阿當•斯密夫原理的一種詮釋
Joseph Cropsey著
譯者：鄧文正

阿當‧斯密夫(Adam Smith)是近代經濟學的鼻祖，很多論著都引用他的著作替某些建論辯護，但鮮有探討他所構思的社會經濟理論背後的道德理論基礎。本書恰正從道德理論的層面，探討斯密夫社會經濟學說的立論基礎。斯密夫認為必須建立一種新的體制，以替代長期束縛著人類的傳統道德觀念和專制政治體制。這種現稱為自由資本主義的新體制，仗賴自由市場與自由競爭；它之所以能夠運作良好，是基於人性的「自我維護」願望。斯密夫鼓吹資本主義，並不意味著資本主義制度是自由體制，而是該制度可以讓人得到自由。他認為與其利用人維持政治和宗教的束縛，逼人履行種種義務，倒不如讓人在新的政治體制下，受內在「自我維護」的「自利」動機驅使，去爭取成功和致富。

他希望人能對人性有新的理解，從而追求一種較合乎人性和自由的生活。然而自由資本主義是否值得追求呢？他的學說又是否能真正為人們帶來新的國家體制呢？作者Joseph Cropsey自有見解。譯者鄧文正為本校政治與公共行政學系講師。一百八十四頁，平裝本，港幣九十元

華人社會硏討會

逾三十位香港、中國、台灣和新加坡學者，上月杪參加在本校舉行的「第二屆華人社會社會指標硏討會」，討論社會指標硏究對華人社會的適用性，並論述各主要華人社會的指標硏究發展情況，以及它與其他社會現象的關係。與會者多為長期硏究華人社會指標的社會學者，他們在社會指標體系的發展與應用、社會發展、生活素質、社會文化取向、教育與就業、社會分化、健康與家庭等專題交流，並發表論文共二十三篇。

硏討會於四月廿七至廿九日假祖堯會議廳舉行，由本校香港亞太硏究所、香港理工大學應用社會科學系和香港大學社會學系聯合舉辦。

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