Three Legislative Councillors Become University Council Members

The Legislative Council has elected three of its members into the University Council under The Chinese University Ordinance Statute 11.1(1) and 11.4. They are Dr. C.K. Law, research director of South China Brokerage Ltd. and a member of the Hong Kong Association for Democracy and People's Livelihood; Mr. Chan Kam-lam, shipping manager of Fidelity Shipping and Agencies Ltd. and a member of the Democratic Alliance for Betterment of Hong Kong; and Dr. John W.L. Tse, senior lecturer at the City University of Hong Kong and a member of the Democratic Party.

They will serve as members of the University Council for three years from 20th October 1995.

Architecture Historian Gives Wei Lun Lecture

In a Wei Lun lecture entitled 'Critical Regionalism Revisited: the Case of Iberia', Prof. Kenneth Frampton, Ware Professor of Architecture from Columbia University, used Spain as an example to illustrate the thesis of an essay he wrote in 1983. In that essay, entitled 'Towards a Critical Regionalism: Six Points for an Architecture of Resistance', Prof. Frampton argued that in the late modern period, a critical culture of architecture could be best pursued by inflecting the legacy of the modern movement in respect of regional conditions such as topography, climate, light, materials, and even the local mores and myths. His lecture attempted to give a survey of the development of contemporary architecture in Spain over the last two decades seen as a manifestation of a very similar regional strategy.

The lecture was delivered on 2nd November in the lecture theatre of the Science Museum in Tsimshatsui.

Prof. Frampton worked as an architect in England, Israel, and the United States before joining academia. He has been awarded numerous fellowships of distinction: fellowship from the Graham foundation from 1969 to 1972, the Harvard Graduate School of Design Loeb Fellowship in 1972, and the Guggenheim Fellowship in 1973. Prof. Frampton has also been the recipient of numerous awards: L'Academie d'Architecture Gold Medal 1987, the Phi Beta Kappa Award 1987, AIA New York Chapter Award of merit 1988, ACSA Topez Award 1990, and an Honorary Doctorate of Technology from the Royal Institute of Technology of Sweden 1991.

To Know More About Internal Audit in the University

Internal auditing is an independent appraisal and evaluation function. Its objective is to assist units inside an organization in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, and recommendations concerning their activities after a thorough review.

The University's Internal Audit Office was established in October 1993 with the approval of the Administrative and Planning Committee, and became fully operational in late 1994. At the initial stage of its operation, Mr. Louis Heung was appointed as the director of internal audit on a half-time basis. However, due to increased demands on his time at the bursary, Mr. Heung resumed full-time duties as senior assistant bursar recently. Price Waterhouse has since been appointed to provide internal audit services to the University. It is supported by Mrs. Kim Cheng, senior internal auditor, and other well-qualified auditors at the Internal Audit Office.

The Internal Audit Office has authorized access to all records, personnel and physical properties relevant to the performance of the unit to be audited. As the credibility of internal auditing relies on its objectivity and absolute independence, internal auditors are not involved except in an auditing capacity in the activities they audit.

Getting a Close-up on Vision

An opening ceremony on 7th October officially kicked off the Pre-schoolers Eye Screening Study undertaken by the University's Department of Ophthalmology and Visual Sciences and Tsui Tin Tong Kindergarten of the Tung Wah Group of Hospitals.

The main objective of the eye-screening is to investigate the relative roles of genetics and environment in the development of myopia in pre-school children. Although these factors have been postulated as possible causes of myopia, they have not been adequately quantified to yield meaningful behavioral approaches for its prevention.

The study will also evaluate the effectiveness of implementing an eye-screening programme for preschoolers. The two-month study is divided into three parts: the first is a questionnaire to gather information about the children's parents; the second is the actual eye-screening of 418 children; and the third is post-test analyses as well as follow-up medical services should they be required.

The study was designed by Dr. Dennis Lam of the Department of Ophthalmology and Visual Sciences, who is also chief of service of Ophthalmology Service at the Prince of Wales Hospital.
The Electronic Resources Centre (ERC) in the Wu Chung Library at United College was officially opened on 20th October, Prof. Liu Pak-wai, pro-vice-chancellor and chairman of the Senate Committee on the University Library System, Prof. Lee Cheuk-yu, head of United College, and Dr. Michael Lee, University librarian, officiated at the opening ceremony which was attended by over 80 guests. University members can now use the ERC's over 30 stand-alone terminals to view multimedia CD-ROM titles. They can also access the CD-LAN of the University Library System, local and overseas library catalogues, as well as the Internet.

Four beginner seminars on how to find Internet resources have also been organized on 8th, 14th, 20th and 23rd November respectively. For more information and to register, please call ext. 7560 or e-mail to erchelp@cuhk.hk.

United We Celebrate

United College celebrated its 39th anniversary on 20th October. From right: College head Prof. Lee Cheuk-yu, legislative councillor Mrs. Elizabeth Wong, student representative Ms. Lisa Mak, chairman of College Board of Trustees Mr. Shum Choi Sang, chairman of College Staff Association Dr. Lau Hong Yung, vice-chairman of College Board of Trustees Dr. Thomas H.C. Cheung, and student representative Franco Kwok officiating at the cake-cutting ceremony.

Graduation

27th October saw the graduation of 74 students from diploma courses offered jointly by the Department of Community and Family Medicine and the School of Continuing Studies. Mrs. Shelley Lau, director of home affairs, officiated at the graduation ceremony. The graduates come from four diploma courses: Epidemiology and Applied Statistics, Family Medicine, Occupational Hygiene, and Occupational Health Practice.

Seminar on Engineering Education at CUHK

Over 200 people attended the seminar on Knowing More about Engineering Education at CUHK on 6th November at the Cultural Centre. In the picture show of engineering Prof. Omar Wing speaks to secondary school students on application requirements and curriculum.

VC-Designate Meeting with the Press

Prof. Arthur K.C. Li met the media on 27th October to talk about his appointment as vice-chancellor from August 1996.

Chung Chi Celebrates

Chung Chi College celebrated its 44th anniversary on 27th October. The picture shows head of College Prof. Rance P.L. Lee (right 1) and officiating guest Dr. Philip Fu (right 2) in a procession for the Thanksgiving Service to take place in the Chung Chi Chapel.

Renditions No. 44 (Autumn 1995)

132 pages HK$80

Fiction
HAN XIAOCHUANG: Three Zidishu on Jin Ping Mei
AINA JUSHI: Idle Talk Under the Bean Arbour excerpts

Poetry
Classical poems by Du Mu, Wei Yingwu, Liu Changqing and Wen Tingyan

Memoirs
CHEN BAICHEN: A Lonely Childhood: excerpts
SU YE: Always in My Heart

and more

Published by Research Centre for Translation, Institute of Chinese Studies, and sold at a 20 per cent discount to staff members at the University Bookshop, John Fulton Centre.

Friendly Matches among Three Universities

Students from Beijing University, Taiwan University, and CUHK met for the first time on 6th November over friendly soccer, basketball, and volleyball matches. Photo shows (from left) vice-president of Beijing University Prof. Chi Nai-sheng, vice-chancellor of CUHK Prof. Charles K. Kao, and president of Taiwan University Prof. Chen Wei-jiao at the opening ceremony.
This is a forum for the free expression of opinions on specific topics — topics proposed by the CUHK Newsletter or by readers. Faculty and staff are welcome to suggest topics, contribute their comments, or respond to views expressed herein.

My first concern in coming to teach at The Chinese University was gathering the material to teach the classes and planning the course syllabus. But, in retrospect, this seems to be the least important of my concerns. Learning how the department and the University administration work, trying to understand the needs and expectations of the students, learning from and finding support among colleagues, and simply becoming accustomed to life in Hong Kong are the more immediate, time-consuming, and perhaps more important aspects of my job as a teacher here. In any case, these are the concerns that have occupied most of my thoughts and consumed the bulk of my energy over the past two months.

As for research, writing, and presenting my work — these are exercises in which I have been trained in graduate school. Teaching, on the other hand, is a far different matter. Most of my education has been in small institutions, or at least small departments in large institutions, where teaching was done in seminars of 10 to 20 students in one class. Classes generally consisted of a teacher leading the class in a discussion of some sort. Although I was not always an active participant in these discussions, this is the format with which I am familiar. My teaching assignment this semester however includes two lecture classes with 45 students each. These classes are the most challenging for me because I sat through so few similar lectures as a student.

Instead of trying to recall a single professor's lecturing style, I find myself rejuvenated again and again to those teachers who have inspired me as I try to identify what made them great. I have thought a good deal about the university professors whose lectures were particularly interesting, but strangely, over the past two months my thoughts have returned to my fifth grade teacher in elementary school, Mrs. Godbold. She was in her late fifties which at that time seemed ancient to me at 10, but she was able to make books and Greek civilization endlessly fascinating for me; her enthusiasm was contagious. As I think about her and others that were effective teachers, I realize that they shared an enthusiasm for their subject and an ability to communicate that enthusiasm to us as students. I don't remember the details of the subjects they taught but I do remember the excitement of the classes and the main ideas that they wanted to convey.

Yet, this is not easy to do. My enthusiasm and desire to make lectures interactive and lively for the students are not always compatible with the ideas and topics I want to teach. And I cannot always effectively convey my enthusiasm in a way that is palatable or even comprehensible to the students. Hence, my respect for Mrs. Godbold grows daily.

I have taught junior high school, high school and college courses in Japan, and my own education, kindergarten through graduate school, has been at institutions in the United States. My teaching experience in Japan and my education in the States have prepared me only partially for teaching in Hong Kong. The lives of the students, with their beepsers and busy Hong Kong-paced schedules, are somewhat of a mystery to me, and I suspect that I may be more interested in them than they are in me or my course material. I take my early adoption of a healthy sign, for a teacher must be able to understand students' knowledge to how to move them, although at this point my knowledge of Hong Kong is painfully lacking. My experience in Japan has helped me however, for I am familiar with the problems of learning through a foreign language and with student hesitation in expressing themselves.

Compared to the students I taught at an elite private university in Japan, the students here are polite, enthusiastic and seem to have better relationships with their teachers. As teachers in the Japanese department in particular, it seems to me that no matter whether we teach language, literature or culture, we must serve as the students' guides into that society. And to be effective as guides means that the students must stay close to us, at least in the beginning, before they can find their own way. The students seem to realize this, and the best students practise a combination of self-motivated learning together with frequent consultation with the teachers.

In spite of my previous teaching experience, I continue to find the transition from graduate student to teacher to be a jolting, startling one with unexpected complications as well as rewards. I did not anticipate that preparation for classes would take as long as it does, but I also did not expect the pleasure I experienced on being asked to write my first student reference. As a student I could not think beyond my own experience to imagine the teacher's perspective, and in graduate school unfortunately there was no course offered on becoming an effective lecturer. This first semester I grope along, guided by colleagues' advice, student feedback, past teachers, and my own trials and errors.

The Chinese University was founded just five years earlier and none of its current undergraduate students had been born yet. In 1972, I came to Hong Kong again, this time as a civilian travelling by liner from Taiwan. The highlight of that trip was a train ride to China's border at Lo Wu which was then closed to foreigners. My wife, looking at the land across the border, remarked, 'It's the same as over here.'

Her words may be prophetic because the usual question I was asked about teaching in Hong Kong today is, 'What are you going to do in 1997?' My answer is, 'The same as I'm doing now. Nothing is likely to change too quickly.' I feel very comfortable teaching at the University and hope that my contract will be renewed at the end of this academic year. Having lived for five years in Taiwan and two in Singapore, I am well acculturated to Chinese society and feel quite at home in Hong Kong.

The undergraduate students I am now teaching are quite similar to those I taught at The National University of Singapore from 1982 to 1984. Chinese students do their assignments diligently and come to class well-prepared for lectures. They do not like to be called upon in class and are generally unwilling to give the instructor feedback on any problems they are encountering with the subject matter. One unfortunate consequence of their reticence is that they are often subjected to coverage of material that is inappropriately difficult or easy. Another characteristic is that they indiscriminately take notes on extraneous or secondary information which has been included in the lectures or the textbook to enrich the course content and provide supplementary background material.

Prior to teaching at The Chinese University, I spent two terms at the Hong Kong Polytechnic University as a visiting scholar. In 1991 and again in 1995 I worked with their faculty in developing research projects and encouraging doctoral studies. I taught in their graduate degree programme as well. The School of Accountancy at CUHK differs by having well-established scholars on its staff, several of whom have publication records superior to my own. Consequently, my professional life at the University has so far been the most rewarding part of my stay here.
Kong context and offered advice for academic staff new to the region. We were also given an overview about the services provided by the library, the Computer Services Centre, and the Personnel Office. These sessions were very helpful in introducing us to the array of services on campus as well as to the staff who work in these units.

I think that one of the most positive and unique features of The Chinese University is the existence of collegial and the linkage of faculty and students to a particular college. As a New Asia College member, I have enjoyed meeting New Asia college members from other disciplines. Affiliation with colleges facilitates the interaction of faculty from different units and disciplines, and this is especially important at a university that is as large and as spread out as CUHK.

Interdisciplinary communication and research are needed today; this seems to be encouraged here which is a very forward-looking approach and something that I feel very strongly about.

At the ELTU I am delighted to see that collegiality is strong here: there are people from Hong Kong (educated locally or in Australia, Canada, USA, UK, etc.), mainland China, the Philippines, USA, UK, India, Sri Lanka, and now Canada. Even though committee meetings, programme development, teaching, research, and activities at the Independent Learning Centre and ELTU are fully occupied, people are still very sociable and have taken time to welcome new faculty to the unit.

This semester I am teaching English for Specific Purposes classes: Research Writing for Nurses and Business Communications for first-year BBA majors. In the beginning, I found the students to be very shy and quiet but they are now more at ease in the classroom and are talking much more freely. The students are extremely polite and very motivated, so it is a pleasure to work with them. They provided the extra energy I needed to deal with the high level of humility at the beginning of the semester!

As well, the "team leader" of English for Specific Purposes Research and Curriculum Development, I have made many contacts with faculty in other disciplines. This makes my work very interesting, and I hope the opportunity to get a better grasp of what this campus has to offer students and academic staff.

Overall, my initial experiences at CUHK have been very positive and I have been most impressed by the efforts that have been made to welcome new faculty.

Deadlines for research proposals in September, however, did put a tremendous amount of pressure on new faculty at a stage when it would have been better to have had more time for adjustment to a new environment. Of course, looking back now, I am very glad that the proposals are finished!

I have also discovered that I have become addicted to e-mail but, unfortunately, in the ELTU we are still waiting for the wiring to be hooked up in our offices before we can link up to the Internet. I will definitely be celebrating when I am back on-line! Soon I will be able to e-mail my former colleagues in Canada and elsewhere directly from my campus e-mail. Then, I will be able to tell them about how much I am enjoying life at CUHK.

When I was asked how I'm 'settling in' at CUHK, I usually reply honestly that I'm feeling more and more at home here, but the question usually reminds me that I'm actually 'settling back' on campus, having been a visiting scholar here in 1993. Therefore, unlike many new staff members coming for the first time to CUHK this autumn, I am often placing my first two months here in the context of the experience I had two years ago. That experience was very positive because I made many friends in the Department of Architecture (teachers, staff and students). I was stimulated by the serious commitment to teaching and research in the department, and my family (my wife and two children) and I were warmly welcomed into a broad range of activities on campus, from swimming and fitness to book clubs and barbecues.

Furthermore, I remember that the lush vegetation and relative tranquillity of the campus and places such as Tai Po have provided a welcome relief from some of the dense urban realities found on both sides of the Star Ferry. On the other hand, I found that the dynamic aspects of urban Hong Kong beyond the campus were also emotionally appealing. Due to my interests in Chinese and western architecture, urban history, and the preservation of historic buildings, I derived particular fascination from this vibrant city.

Although I recall that as I was truly feeling 'settled in' two years ago, it was time to return to my American university. Now that I'm back, I'm pleased to find that the same level of academic excitement among my colleagues, and the same surprising qualities about the territory that make Hong Kong so unique. However, nothing seems static in Hong Kong, especially perhaps in the 'run-up' to 1997, when broadband Internet access to the Worldwide Web so much easier. Also, just before the beginning of the term I was invited, along with other new staff, to a very informative teaching workshop conducted by the new Teaching Development Unit. Linguistically too there have been noticeable changes. Two years ago when I spoke English to someone who didn't understand the language, my switch to Mandarin didn't usually help. Now I find that more Cantonese-speakers are learning Mandarin, which helps me communicate more easily with more people on campus.

These and other changes such as building renovations and road improvements reflect the University's commitment to improvement.

One aspect of campus life that I've been pleased to see has not changed during the general friendliness that seems to prevail here. Students are cooperative and easy to converse with, although I sense that sometimes their general similarity in the classroom (relative to an American classroom at least) prevents them from questioning me as much as I'd like about what I'm presenting to them in class. My fellow teachers are far less timid though and I usually find it easy to strike up conversations about topics of mutual interest. I have already begun to work jointly with some of them on research topics related to changes in Chinese architecture and urbanism since the mid-nineteenth century (one of my research interests), and I look forward to fruitful collaboration. Many campus administrators (in the Bursar's Office or the Personnel Office, for example) have also worked to ease my transition into life here at CUHK. No matter whether it is for an application or a letter, waiting for a flat, making a parking permit or figuring out a new regulation, so far I have met many campus employees who aim to please, even if the realities of the bureaucracy in question do not always permit us to please as quickly as I wish they could.

My family and I, even though we've been through some of this before, are still adjusting to new schools, tropical weather, a different sense of personal space, driving on the left, learning where to buy particular household items for our new home, and any number of issues associated with a new environment. I only hope that after 'settling in' I won't take for granted the sense of surprise that epitomizes so much of what I feel in Hong Kong. So far (and I superstitiously knock wood when I say that) the surprises at CUHK have been pleasant ones.

Jeffrey Cody
Lecturer in architecture

CUHK Newsletter

The Newsletter is published on the 4th and 19th of each month.

1. All contributions and suggestions should be sent to the Editor, CUHK Newsletter, Office of University Secretariat, The Chinese University of Hong Kong (tel: 2609 7297; fax: 2608 6684; e-mail pub2@uab.msmail.cuhk.hk).
2. Contributions should bear the writer's name and contact telephone number, and may be published under pseudonyms. No anonymous letters will be published.
3. 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 names acknowledged should indicate clearly in writing.
4. The views expressed in the CUHK Newsletter are those of the authors, and are not necessarily those of the University or the Editor.

No publication during the University New Year Holiday.

Published by the Publication Office, The Chinese University of Hong Kong

Editor: Amy K.Y. Leung
Assistant Editors: Lawrence Choi, Pierre Chen, Stella Biharu
Graphical Designers: Stella P.C. Lai, May K.M. Mui

Printing: Don Bosco Printing Co. Ltd.
宣佈事項

Arrangements for Congregation Day

第四十九屆頒授學位典禮及典禮日特別安排

ANNOUNCEMENTS

Announcements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九届頒授學位典禮將於十二月七日(星期

Arrangements for Congregation Day

Fourth十九届頒授學位典禮及典禮日特別安排

第四十九...
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。
行政主管講壇

香港中文大學通識教育的過去、現在與未來

通識教育主任何秀煌

中大通訊 第七十八期 一九九五年十一月十九日
新任校董

羅祥國議員、陳鑑林議員和謝永齡議員獲立法局同儕依《香港中文大學條例》規程第十一•1(1)及第十一•4條推選出任本校校董,任期三年,由一九九五年十月二十日起生效。

羅祥國博士為本校校友,現任南華證券有限公司研究部董事,屬民主民生協進會。

陳鑑林先生現任維信船務管理有限公司董事經理,屬民主建港聯盟。

謝永齡博士現任香港城市大學應用社會科學系高級講師,屬民主黨。

建築文化的意義

當代著名建築師兼建築史學家Prof. Kenneth Frampton認爲,人的性格和氣質受遺傳、家庭薰陶,甚至身處的環境影響而有所不同。建築物也一樣,在不同文化的影響下,也會出現不同的建築風格與結構。

Prof. Frampton著作甚豐,其《現代建築:一部批判的文化史》更是西方現代建築發展史的巨著,建築學學生必讀。該書評介從十九世紀末至二十世紀七十年代,歐洲、美洲、日本等多位建築師與建築流派的作品及特色,著重建築物歷史背景及社會意義的分析。

學前兒童近視成因研究

眼科及視覺科學系與東華三院徐展堂幼稚園合辦的學前兒童驗眼計劃已進入最後階段,短期內可公布研究結果。

該計劃由林順潮醫生策劃,替幼稚園學生檢查眼睛,研究近視成因。該計劃設有三部分:第一部分是問卷調查,第二部分為約四百名幼稚園學生詳細檢查眼睛,包括近視度數及視力檢查,測試斜視眼,量度眼角膜弧度及眼球內壓等。第三部分是分析數據和資料,並在威爾斯親王醫院為有需要的學生提供跟進治療。

匿名信件

匿名信件內容無法有效地核實,或可能涉及誹謗,校方一貫以來對匿名信件的處理是不予評論或理會。《中大通訊》亦嚴格遵守抵制匿名信之原則,絕不刊登匿名信件,也不報導信件內容。

校內各單位若收到匿名信件,絕不應將該等信件流傳或張貼。