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

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

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

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

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

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**Framework Instituted for Summer Classes**

To provide flexibility for teaching units to offer courses in summer, the Senate has recently instituted a broad framework for a summer session for full-time credit-unit-based undergraduate programmes. The framework will create the additional space of seven weeks after the conclusion of the second term of an academic year for students to take specific courses offered by specific departments. This is one way of meeting the needs of students who have little time during regular terms for those courses, but it is also entirely up to the teaching units to decide whether to run a summer session. No additional tuition fee will be levied for the summer courses.

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

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**International Conference on Basic Education**

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

Prof. Felice Lieh Mak, chair of the Advisory Committee on Teacher Education and Qualifications, officiated at the opening ceremony. The four keynote speakers — Prof. James Calderhead, Prof. Alan Tom, Prof. Chen Yongming, and Prof. Ou Yung-sheng — spoke on the latest developments in teacher education in the UK, USA, China and Taiwan. Seventy papers were presented at the conference.

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**NEW PROGRAMMES FOR 1996-97**

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

- Postgraduate Diploma Programme in Nursing— a self-financed programme organized by the Department of Nursing.
- Diploma Course in China Marketing — jointly organized by the Faculty of Business Administration and the CUHK Asia-Pacific Institute of Business, and the Hong Kong Trade Development Council.
- Certificate Programmes (Elementary and Advanced) in Training of Cantonese Opera — jointly organized by the School of Continuing Studies, the Urban Council, and the Hong Kong Cantonese Opera Association.

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**Service to the Community and International Organizations**

* Prof. Kenneth Young, pro-vice-chancellor, has been re-appointed by HE the Governor as a member of the University Grants Committee for two years from 1st April 1996.
* Prof. Yue-man Yeung, head of Shaw College, has been re-appointed by HE the Governor to serve on the Town Planning Board and the Hong Kong Housing Authority for two years from 1st April 1996. He has also been re-appointed by the Financial Secretary as a member of the Hong Kong Committee for Economic Cooperation for the same period. Prof. Yeung has also been appointed guest professor of Peking University.
* Prof. Kai-ning Chan, professor of orthopaedics and traumatology, has been appointed by HE the Governor as a member of the Hong Kong Sports Development Board and chairman of the Hong Kong Sports Institute Management Committee for two years from 1st April 1996.
* Prof. Ambrose Y. C. King, pro-vice-chancellor, has been nominated by the University to serve on the Council of the Opening Learning Institute for another year from 19th June 1996.
* Dr. Chiu-chin Wai, director of the School of Continuing Studies, has been nominated by the University to serve on the Committee on Management and Supervisory Training for the period up to 31st March 1998.
* Mrs. Clara Lee, acting director of the Office of Student Affairs, has been nominated by the University to serve on the Committee on Student Finance for the period up to 31st March 1998.
* Prof. Pak-wai Liu, pro-vice-chancellor, has been re-appointed by the Financial Secretary as a member of the Hong Kong Committee for Economic Cooperation for two years from 1st April 1996.

(All information in this section is provided by the Information and Public Relations Office. Contributions should be sent direct to that office for registration and verification before publication.)
The 'Forum' is for the free expression of opinions on specific topics - topics proposed by the CUHK Newsletter or by readers. Faculty and staff are welcome to suggest topics, contribute their comments, or respond to views expressed herein.

Natural Languages Not a Top Priority for Engineering Students

Engineering students do not communicate well in words and they have good reasons for it. In the first place, natural languages are but their second language. Engineering students are by and large preoccupied with hardware problems and manipulating hardware and software in the laboratories. Understandably, their primary academic concern is to score high grades, and to do so, they know as well as their teachers that they have to be good at mathematics, symbols, C++, command languages, instruction sets, and the like. Those talented in quantitative skills are admired and envied, and so are those who are good at words, but we often talk about the quality of education and choice and still not talk to machines! You would be impressed is, as their teachers that they have to be good at numbers, symbols, C++, command languages, instruction sets, and the like. Those talented in quantitative skills are admired and envied, and so are those who are good at words, but we often talk about the quality of education and choice and still not talk to machines!

We have to make presentations and hold classroom problems and manipunating hardware and software in the laboratories. Understandably, their primary academic concern is to score high grades, and to do so, they know as well as their teachers that they have to be good at numbers, symbols, C++, command languages, instruction sets, and the like. Those talented in quantitative skills are admired and envied, and so are those who are good at words, but we often talk about the quality of education and choice and still not talk to machines!

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

Many students of other faculties have language problems because of various deficiencies, but not our students. They are in fact smart enough to become language masters, if only they so choose. See how they learn languages with the richest syntax to talk to machines! You would be impressed by the way they have struggled with and prevailed over dumb and stubborn machines that refuse to understand them. As they manage well to communicate with incoherent computers in unnatural languages, they would be able to communicate with tolerant human beings in natural languages too. This again is obvious.

And yes — as we teachers also know what does and does not count. Not only that, we practise the implied priorities in our dealings with students. Of course we appreciate good verbal and writing skills, but we are used to extracting meaning from jumbles. Our students know that as long as they get the answers right, inaccurate English does not matter. Bad presentation may hurt a little, but not much. Our tolerant attitude towards sloppy language usage is in fact quite well publicized. Just check out the many notices put up around our FSH Engineering Building. PE ratios of language skills are not good enough for engineers.

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

Language problems? What language problems?

Ng Wai-yin
Associate Professor
Department of Information Engineering

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

Language Skills Important for BA Students

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

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

Average Standard of English Majors Also Dropping

Is the English standard of CUHK undergraduates slipping? My answer is a qualified YES. From my daily contact with students, I find that their average standard has indeed been dropping over the years. The number of students who cannot express themselves well in English continues to increase. My views and observations of the English language usage are in fact quite well publicized. Just check out the many notices put up around our FSH Engineering Building. PE ratios of language skills are not good enough for engineers.

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

Language problems? What language problems?

Ng Wai-yin
Associate Professor
Department of Information Engineering

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

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

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

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

Multi-pronged Approach

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

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

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

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

An Essentially Collaborative Effort that Allows Heterogeneity and Flexibility

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

On the general language courses, Prof. Bachman feels, form only one small part of the solution to the language problem. ‘What is needed is substantial and sustained exposure to the language. This exposure cannot be provided only in the English classroom. It has to be exposure in the real world, in the community. This is why the colleges also have an important role to play in helping English become a part of the University community.’

The ELTU plays the role of a facilitator in the implementation of the programme. Advice and support are supplied to whichever department, faculty, or college approaches the unit for suggestions.

Prof. Bachman has consulted for many educational bodies in different parts of the world and is always appreciative of one place: omenon; governments, ministries, and administrators tend to favour applying decisions universally to all schools. ‘I have never seen a country, including Hong Kong, where the education system is completely homogeneous,’ he says. ‘Communities are always heterogeneous. It is the same with the University. I think I have been able to convince the administrators here that what we need is a plan that has many different components, and that allows a large degree of flexibility, so that different departments, faculties and colleges may implement the different pieces of this plan in different ways.’

Students Motivated but Shy

Prof. Bachman himself teaches a class consisting of 18 students from some 10 different departments. Most of them are in their first year and believe that they are not proficient enough to speak English, or afraid that they will make mistakes — the same kinds of worries and concerns that novice speakers of English have all over the world. The thing I work at the most, certainly at the beginning of the course but also later on, is to reduce the shame, the warm, secure, non-threatening environment in the class so that students feel confident enough to speak up.

A Short but Rewarding Innings

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

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

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

A part of the administration that moved at the time was what would now be called the Bursar's Office, with its small, unsophisticated accounting system: it did possess an NCR machine which did most of the ledger work, and another small machine for the payroll, but apart from that the accounting system was rather primitive, even though it performed well according to the demands of the time.

The University's growth since those days has been phenomenal, and quite naturally, the accounting system has grown and adapted accordingly. It solved many of the on-going problems, it was becoming increasingly outdated by the end of the decade. The University continued to grow, new concepts and ideas were in the market and it was soon clear that a new accounting system was needed.

After much discussion and investigation, the University decided on an SAP R/3 system with IBM as the system integrator. In evaluating the systems under consideration, several criteria were used — business functionality, adaptability and flexibility, user interface, degree of openness, image processing capability, user friendliness, good will, costs, technology advance-ment, database, up-to-datedness, reliability, compatibility with other IBM systems, application interfacing, Chinese character-handling, system management, and implementation and future maintenance. The time taken for this evaluation — nearly six months — was well spent.

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

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

David A. Gilles
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。
法制史屬較冷門的學科，但過去二十年來，從事這方面研究的學者人數不少，近年來也獲得多大學積極關注，開發相關課程。這與今時今日社會 disfranchised 更關注法治問題，有旅遊的關係。事實上，有認真探索法制史的學者和學生，今後及明日的法制問題，尤其是當代華人社會的法制問題，絕不可能只看中國數千年積累而置諸腦後，而期望一個西方型態的法制社會可以在中華大地冒升。

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

ISBN 962-201-731-2
216 pages, paperback, HK$120

大學教職員在富爾敦樓大學書店購買該書，可獲八折優待。

English News Writing
Written by Bryce T. McIntyre,

English News Writing is a professional writer's handbook which addresses issues faced by ESL (English used as a second language) newspaper reporters, magazine freelancers and journalism students when writing in English. Focusing on writing rather than reporting, the book devotes more space to topics such as style, usage, and the structures of news stories. There are thorough discussions of the inverted pyramid, speech coverage, feature writing, writing critiques, narrative styles of writing, and the jargon of the journalism trade.

ISBN 962-201-721-5
297 pages, paperback, HK$120

大學教職員在富爾敦樓大學書店購買該書，可獲八折優待。

《兩岸四地的互動整合：機遇與障礙》

近年來，兩岸四地的互動整合進展迅速。要

校園十景（之四）

水方子

水方子八十年代末加入中大，由工程學系畢業。曾任教校園

當中，對本校水方子教授水方子教授

意爾及著，或是覺得校園風景

著者也忘不了業餘時與

今後及明日的法制問題，尤其是當代華人

《兩岸四地的互動整合：機遇與障礙》

介紹，本文是校園十景系列的第四篇。

中大通訊

第八十八期 一九九六年五月四日
## 學系動態

### 經濟學系

經濟學系每年收生約一百一十人，今年本科生共收生一百四十八人，是社會科學院眾學系之冠。系主任宋恩榮教授指出，該系開設之科目均不設人數限制，學生選課的自由度很大，所以往往有大班情況出現，例如貨幣政策與銀行學和金融經濟學等課。今年就分別有二百五十及二百九十多名學生選修，「一向予人問題曾告訴我，過去八年他亦曾遇到不同科系，例如物理學系有幾少於一百人。」他說。

### 致力提高教學質量

每班人數如此之多，如何確保教學質量呢？宋教授說：「解決方法有三：

1. 加強導修課，系內有三十餘位全職及兼職教學助理，夠為每個科目設設導修課，教師可為學生提供個別指導，及時解決學生疑難。」

2. 學系特別把『現代經濟問題導修』安排為『學生為本』科目，再按學生人數分成小班修讀此科，每班人數約十五人，學生與教師溝通更為深入及直接，教師較容易了解及協助解決學生疑難。

3. 更新教學設備，提

### 合辦教學實踐

物理學系過去兩年努力適應中大學制的內在變化和專家學者集中學術中心的影響，本學年已見成績。

該系系主任鄭鎮教授說：「現在的學生在學習意義和出路，這讓大學教授有足夠的時間和資源指導學生，如大學物理的理論課外，也應具備相應的實踐能力，才能把握各種物理現象，故該系正在加強實踐。」

物理學系過去多年已開設『四改三』和新生學習能力研討會，修訂課程內容，加緊應用物理課，並在部分必修科目實行分級教學，提高學生的學習意願，成績亦好，本學年的收生情況也改進了，續達至本校的目標。

## 擴展研究課程

另一方面，該系研發的發展令人驚奇，今年碩士博士生名額由原有的廿七名擴展為四十七名，鄭教授說：「大學物理學系學科有若干專業，包括計算物理、高能物理及等。」

### 成立電子物理實驗室

該系去年斥資三百萬港元設立電子物理實驗室，內設有兩台小型超級電腦，可達至當時專業標高い工作站的水平，並設有多台六十四位元高速工作站，以及不少先進型號的個人電腦，證實市の電子物理學及電子物理學的發展。

該系目前的研究重點在於微電子學及計算機應用，期望未來能夠在計算機應用及電子物理學的發展取得更大的進步。

蔡世彬
醫學院與北京醫科大學的研究隊伍正在中國胃癌高發地區——山東煙台——開展合作研究，探討能否藉消滅幽門螺旋菌防治胃癌。胃癌是全球最普遍的癌症，亦是香港第四號癌症殺手，其成因至今仍未明。近年流行病學的研究顯示，胃癌可能與幽門螺旋菌有關。世界衞生組織已將此細菌列爲導致胃癌發病之首惡。因此，消滅幽門螺旋菌後，能否避免胃癌發生，備受腸胃科醫生及病人所關注。

北京醫科大學是中國一所優秀的醫科大學，該校腸胃科的林三仁教授對慢性胃炎、胃癌和幽門螺旋菌軌跡有深入的研究，中大醫學院對幽門螺旋菌和腸胃病的關係亦已探討多年。四月間，該院率先以「一星期之三聯療法」，消滅幽門螺旋菌的耐藥性病菌，成效顯著。此療法現在已成爲國際上治療幽門螺旋菌的標準方法。

中大研究隊一行七人由內科學系教授應邀，於四月廿一日赴煙台，爲當地市民進行胃鏡普查，並爲高危病人消滅幽門螺旋菌。此項研討計畫獲得香港消化系內腸胃學會贊助。

脳與軀體的協調
著名心理學家Prof. J. A. Scott Kelso說，現今科技雖然發達，但機械人仍不能行動如人，因爲學者仍未能打開人體結構中不同組織間的配合和協調之謎。他在上月十九日的「調協與複合性」公開講座上，探討人在活動時，其肢體或腦部組織如何調協；指出倘能了解當中奧祕，人類日常生活必會產生巨大變化。

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

蔗糖與政經關係
著名人類學家Prof. Sidney W. Mintz最近以訪問學人身分來校與人類學系師生交流，於上月十九日到訪並主講，探討蔗糖興盛與人類的密切關係，並剖析蔗糖貿易對政經的影響。講座題為「權力之甘甜、甘甜之權力——蔗糖的文化史」。Prof. Mintz述說蔗糖於三世紀在亞洲發源，九世紀傳到歐洲和美洲，至十五世紀工業革命才光芒大放。憑著價格相宜和味道甘甜，成爲人類的至愛食品，也成爲商人爭相推銷的商品，致令蔗糖貿易對當時社會的政治及經濟產生莫大的影響。

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