University's Response to TLQPR Report

Teaching is the primary function, indeed the raison d'être, of The Chinese University of Hong Kong. It has been and should always be the front and foremost activity taking place on the campus daily. This has been confirmed by the Report of the Teaching and Learning Quality Process Review (TLQPR) Panel of the University Grants Committee (UGC) in its 'Introduction', which states, 'The Chinese University of Hong Kong takes pride in its culture of teaching quality, and the TLQPR Panel found considerable evidence to support this view.' No efforts will be spared by the University to provide its students with an education of the highest possible standard.

In this connection, the University welcomes the recent focus of the UGC on the existence and efficacy of teaching quality improvement and assurance processes of institutions, not only because it can help focus attention on the importance of the teaching function, but also because it can provide views and insights from the fresh angle of a third party. The UGC conducted a Teaching and Learning Quality Process Review of the University in January 1996. The Report of the review is now received by the University for record and follow-up action. The University is also requested by the UGC to release it for general information.

The University is greatly encouraged by the TLQPR Panel's acknowledgement in the Report's 'Introduction' that 'sufficient improvement and assurance processes are in place to warrant a satisfactory degree of confidence about the University's current quality of teaching and learning'. The University has worked singularly hard towards such a culture, which is now understood and felt by its teachers. This is also something the Panel has acknowledged.

The University takes a different view from that of the Panel regarding the alleged reliance on 'implicit processes' in teaching and learning quality improvement and assurance. First of all, existing processes are more than implicit. The visiting examiner system, compulsory course evaluation policy and the teaching staff recruitment and assessment procedures have served well in bringing about the University's present achievements in its academic standard. Second, the University believes that the best possible quality is the successful embodiment of a culture where teachers and students motivate themselves to bring about the improvements. The University will therefore caution itself against creating a bureaucracy for defining and reporting actions. The University is also requested by the UGC to release it for general information.

The University will continue to uphold its bilingual policy, which is of paramount importance in the training of future leaders of the community. While believing that effective language training should be given in primary and secondary education, and that the low language standard among Hong Kong students reflects the failure of language education at the primary and secondary school levels, the University sees the provision of language courses, the feasibility of setting up a science park in Hong Kong and its impact on the local economy. There has been no official communication since then regarding any decision the government may have reached. The Governor in his recent policy address however reiterated government plans to further study the project and the related financial arrangements. Listing various policy commitments the Governor said, 'We will work out the institutional and financial arrangements for a Science Park to provide further technological support for Hong Kong's manufacturing industry and to help it move into higher technology and higher value-added production. Public consultation on the feasibility of the project was completed at the end of 1995 and wide support was received.'
Chinese Scientist Claims Chinese Medicine Can Cure Cancer

Prof. Zhu Chen, renowned molecular biologist and director of the Shanghai Institute of Hematology at Shanghai Ruijin Hospital, came to the University recently at the invitation of the Department of Clinical Oncology. At a seminar entitled 'Acute Promyelocytic Leukemia: A Model of Differentiation and Apoptosis Induction Therapy of Human Cancer' held on 26th September at the Prince of Wales Hospital, Prof. Chen indicated that arsenic trioxide, a novel component isolated from a form of Chinese medicine, was very effective in inducing complete remission (disease-free condition) in patients of acute promyelocytic leukaemia who are resistant to all trans-retinoic acid treatment. But since arsenic trioxide is a known poison, this approach has evoked controversy in the medical community. Prof. Chen professes that while arsenic trioxide may be shown to have positive effects on certain patients of acute promyelocytic leukaemia, its long-term effects are still unknown.

CU Flea Market

Vice-Chancellor Prof. Arthur K. C. Li strikes the gong to signal the opening of the first ever CUHK flea market organized by the Office of Student Affairs. To his right is University Dean of Students, Prof. S. T. Kwok. Statuettes for sale at one of the 20 odd stalls capture the interest of pro-vice-chancellors Prof. Liu Pak-wai (left), Prof. Ambrose King (middle), and Dean of Medicine, Prof. Joseph C. K. Lee (right).

CUHK Prize Winners at Contemporary Hong Kong Art Biennial

The 11th 'Contemporary Hong Kong Art Biennial', organized by the Hong Kong Museum of Art opened in mid-September. There were 1,254 entries by 798 artists, of which 120 were chosen for the competition by two adjudication panels comprising local and overseas art experts. Of these eligible works, 20 are the creation of staff and students of the University’s Fine Arts Department and the School of Continuing Studies. In the final round of selection, 10 pieces were awarded the Urban Council Art Prize. Three of the 10 finalists are members of the University. They are Mr. Yip Man-yam, instructor in the School of Continuing Studies; Mr. Yang Ho-yin, staff member at the Physical Education Unit; and Mr. Leung Chi-wo, a student of the Master of Fine Arts Programme.

Department of Nursing Dress Down in Aid of the Community Chest

The staff of the Nursing Department showed its support for the Community Chest by taking part in a dress casual day on 27th September. To get into the mood of the day, T-shirts with slogans were worn, and funds were raised for the cause.

Letter to the Editor

Dear Editor,

As a regular reader of the CUHK Newsletter, I would be very much interested in news of major capital improvements on the campus. I see big projects underway where the old music library was, and across the street from the medical sciences building, but I have seen no major articles on these projects. I think an article on each, with architects' renderings of the finished projects, would be of interest to some readers.

Also, I have seen no news in a year regarding the Tolo Harbour reclamation and proposed science park — even though the deadlock on these projects appeared broken several months ago. Is it possible to give your readers updates on these projects?

Thanks in advance for your enlightenment on these matters.

Bryce McIntyre
Department of Journalism and Communication
23rd September 1996

Editor's note:

We always welcome feedback and suggestions from our readers. It is through your response that we know how to bridge the gaps between what you want and what we provide.

Our reporters have lost no time in approaching the Buildings Office for information on the new science centre and phase V redevelopment of teaching buildings on the Chung Chi campus. A feature article on these new buildings will appear in the next issue.

And subsequent to relevant reports on the science park symposium (4th January 1996) and the Pak Shek Kok public dump (4th April 1996), the most recent progress of the two projects is captured in this issue (see page 1). As the Publication Office is not an information centre, we rely on your input to produce a useful newsletter. If you want to know something, tell us and we will try to get the information for you. If you want others to know something, tell us and we may publish it for you. We can serve you better if you would just let us know.

Our email address is pub2@uab.msmail.cuhk.edu.hk.
Getting Their Tongue Round Cantonese and Putonghua

I am an expatriate staff of the University. I approach you in Park'N Shop and ask you, “Koh tsup sar deen yu hai been doe?” or if a colleague from overseas asks you in the cafeteria, ‘Zum more jiao yin yang soo me go tam?’ and you can’t make out what they are saying — assuming you normally understand Cantonese and Putonghua — the man to tell is John Jamieson. Prof. Jamieson is director of the New Asia Yale-in-China Chinese Language Centre which runs Cantonese and Putonghua courses for staff of the University.

Guided by the principle that people living in a community should be able to speak the community language, the centre has been running Cantonese and Putonghua courses for staff and their spouses for over a decade. Among expatriate staff, Cantonese has always been more popular since it is what gets one a table in a crowded restaurant and relative compliance from taxi-drivers, so to speak. Besides, Cantonese is one of the two most prevalent dialects in Chinatown communities, the other being Fukienese. According to Mr. Ho Chuk-sang, assistant director of the centre, many overseas staff of Chinese descent learn Cantonese so that they can better serve their community when they return home. Hence, the preference for learning Cantonese among expatriates has not changed even with the approach of 1997, although the number of local staff learning Putonghua has grown significantly.

Classes last two hours each, and take place twice a week after working hours. Officially speaking, they fall into three levels: elementary, intermediate and advanced, but in reality, coverage of syllabus and rate of progress are determined to a large extent by the ability of a particular class. Being a self-sustaining unit in the University, the centre charges HK$8,640 for each course. The University subsidizes 40 per cent of this basic tuition fee for all full-time staff and their spouses who are expected to be with the University for at least two years and who are not receiving any other language subsidy. The cut-off number for starting a class is six but Prof. Jamieson points out that exceptions are sometimes made for an enthusiastic group of four.

As these are evening courses, finding instructors can be a problem. Prof. Jamieson jokingly says that he often has to “browbeat” instructors into teaching as they would rather go home. For the same reason student dropout rate is high. After the grueling nine-to-five routine, most people would rather go for a drink than deal with aches and pains with tricky phonemes. Senior Putonghua instructor Mrs. C. N. Han Wong says that there are on the average three dropouts among 15 students each semester. And students are often late or absent due to work pressures, or they may be present but tired, according to Mrs. N. C. Wong Miller, senior Cantonese instructor. With all these setbacks, classes naturally proceed very slowly.

Yet despite the challenge to patience and will power, there are students who have faithfully stayed semester after semester and who now boast a decent command of the dialect of their choice. Helen Wise is one such student. Prof. Wise of the Pharmacology Department has taken Cantonese classes at the centre off and on for four years. She says she tries to use Cantonese as much as she can when she dines out or goes shopping, since everyday communication was her reason for learning in the first place. However, to her disappointment, many locals prefer to ‘use their English and let [her] use [her] Cantonese’. Prof. Wise says the best thing about the course is that instructors work hard at encouraging students to try out what they know in class. However she also feels that practical vocabulary should be taught earlier in the course to enable students to put into practice what they have learnt. Speaking with the weight of a ‘veteran’ Cantonese learner, Prof. Wise observes that the best way to practise is to live with someone who speaks Cantonese. Incidentally, Prof. Wise’s husband has also been learning Cantonese at the centre. So do they practise it with each other? ‘Yes, we do,’ she says, ‘but no one would understand us and there’s no one to correct us.’

Kim Cheng of the Internal Audit Office started taking Cantonese courses on campus last term and is already at intermediate level. This is partly because she had taken a six-week course before coming to the University, and partly because she is familiar with another Asian language, Vietnamese. Mrs. Cheng also practices very frequently with her colleagues. In fact improving professional interaction is her primary reason for taking the course. Like Prof. Wise, she finds the teachers and classmates very encouraging. When asked if there’s anything she would like to change about the course, Mrs. Cheng says she would prefer to have classes more frequently; perhaps three times a week, but — and she stresses this — with no homework. This is because her busy schedule does not allow her much time for homework, but nonetheless like all conscientious students, she ‘feels guilty’ for not having done it. Mrs. Cheng also finds listening to the tape more effective for her than studying the textbook, because she has yet to get used to translating the romanized pronunciation of Cantonese into actual sounds. Hearing the words spoken saves her the trouble of having to link sight to sound.

Mrs. Cheng’s difficulty should be far less pertinent to the Putonghua course since it teaches Chinese characters in addition to oral Chinese, unlike the Cantonese course which is orally-oriented. And this is one of the reasons why Ms. Eleanor Holroyd of the Nursing Department chose to take Putonghua. Ms. Holroyd also believes that while Cantonese may have greater ‘short-term’ use in helping her communicate with students, Putonghua has ‘wider application’ since it is the ‘official language of mainland China and Taiwan, and will be that of Hong Kong after 1997’. A more personal reason is that her children are learning Putonghua and she wants to be able to practise with them.

While the expatriate staff interviewed by the CUHK Newsletter offer different reasons for taking the language courses, Prof. Jamieson points out that a growing number of both locals and expatriates are taking them for professional reasons. Most of them are staff from the Faculty of Medicine who have frequent contact with patients. In anticipation of increased dealings with institutions in mainland China, many departments in the faculty have also requested the centre to run courses for their staff. For the last one and a half years, for example, the centre has been teaching staff from the Department of Medicine a Putonghua course. The course begins, like regular courses, with the fundamentals such as pronunciation, and then proceeds to teach the list of medical terminology specified by the department. For instance, the department may want the course to teach the different ways of saying ‘Do you have a fever?’ in Putonghua. Other departments and administrative units, including the Department of Management and the Office of Student Affairs, have inquired about such courses for their staff.

Expatriate staff learning Chinese at the University may lack time, but they are fortunate to have the benefit of the Language Centre, the University’s support, and an environment that abound with opportunities for practice. Trying to learn a language part-time has never been easy — the millions of Hong Kong students struggling full-time with English through the years can probably vouch for it. 

Piera Chen
Information in this section can only be accessed with CWEM password.

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式投身装裱工作，协助父亲打理店務，直至去年十二月加入中大服务。

缘结中大

他说：「家父与利先生（利荣森博士）相熟，受託找人到中大文物馆帮忙，父亲便举薦了我。」利荣森博士是中大终身校董兼文物馆管理委员会主席，热爱中国文化，大力支持文物馆、中大艺术系和文物馆上下与他相熟的同人均尊崇他为「利生」。

文物馆主任甯雄斌先生表示，该馆有两、三成书画藏品，以及小部分外界借予该馆展出的字画，必须重裱才可展出。「我们对裱画师的技术要求很高，上手移民离职后，招聘很久也覓不到适当人选，幸得利生帮助，才情商得黄师傅到馆。」

黄师傅表示，被虫蛀、起霉点、折叠，或以洋纸裱背的书画均需翻裱，目的是重现书画的原有光彩并延长它们的寿命。

装裱步骤

装裱工序可简单分為托画、镶边和複背。托画是向画背加上一层托纸，使之平挺，是裱画最基本也是最重要的工序。画托底後称画芯，须上牆（即贴上板牆）待乾，乾透後镶边。镶料一般用绫或絹，也有节儉者用纸。绫和絹质软，须先加托底纸，工序一如製画芯。镶边後的半製成品须複背，即用纸（多採双宣，取其承托力）複托，然後上牆，乾透後按形制（卷、轴、册页、片）安裝轴杆或版面。

装裱工序可以三言兩語說出，但當中每一細節的学問都浩如烟海，单是裱画所用的漿糊便已十分讲究。黄师傅说：「市面的漿糊不能防虫防霉，必须依古法自製。」製法是先浸洗胶菜数十遍，徹底去除盐分，煮熟，至濃稠，再加入以中药熬成的防虫水方成。他又透露：「用漿糊务求『用糊如用水』，以『人』字手法把漿糊刷上宣纸，要均匀稀薄才能使书画既平挺又易舒捲，也便利日後翻裱。」

翻裱学問更多

翻裱比装池多了洗画、揭背和全色三道工序，其中以揭背最重要，是旧书画能否起死回生的关键。裱画师要对书画家有认识，也要熟悉各朝各地裱料的差異，揭背之前更要準確鑑定作品和裱褙用料。「判断錯誤可能染托底纸，引致揭背失敗，书画受損。」黄师傅说。揭背又叫揭旧心，在版台（以柚木製成，上大红漆以顯現书画状况，必须平滑如镜，防水禦熱）上铺素絹，画背朝天放上，以清水刷遍，待漿润，便可去除旧的複背和托底纸。如黏得太紧，便要以開水排（比「刷」溫柔）背；若画有色彩，须在重彩表面塗上自製胶礬水，定形後才可排開水。

若书画残旧，揭背前要洗画。洗画主要用开水，故重彩處先要塗上胶，礬水。若书画发霉，须以药水淸洗。「洗画药水由兩種化學物組成，其中一種名高猛酸鉀，日本製的比較保謹。这是张大千访日後介绍我們用的。」黄师傅道出要訣。

揭背後还须以马蹄刀剔去裂縫顽垢，並揉、搓或捻掉破口周遭半層宣纸，再複上托底纸。黄师傅續說他的心得：「旧书画不能以白宣托底，要染同色宣纸托底。所染顏色又不能與原畫完全相同，要有百分之二的差別，糊後才能達至完美的效果。托底後還須在畫芯背面頂紙，即以大小相若的托底纸補上缺口，作用是使畫芯厚薄均勻，在強光照耀下不見破綻。」

他一边示範，一边解說。「若破口在墨彩处，便要在上面塗膠礬水，乾透後全色——即以墨彩修補破口。所以，我们要对书画家的風格和所用墨彩有认识。」但最能显示裱画师的眼光和功力的，要数镶边。黄师傅表示，新画镶边弹性非常大，旧画镶边规限较多，必须力求古雅，綾或絹的染色要配合作品主调，万不能喧賓夺主。

持续研究技术

粤式装裱深受苏州传统技术影响，惟江南与岭南地理环境有别，明、淸广东裱匠逐渐改良苏州装裱材料和工具，发展成独具风格的广东式样。黄师傅承傳了前輩精益求精的精神，毫不故步自封，譬如他改進了製漿糊的工藝，把煮熟的胶菜改用攪拌機調和，比人手搓揉製成的漿糊黏度較高；他又经常參觀书画展覽，揣摩別人的装裱技巧。他深刻体會做到老，學到老。「我父親現在九十歲，仍然主理店務，鑽硏技術。」

所以黄师傅不怕「大、爛、舊」，只视之为磨練身手的机会。他解释：「裱画师最怕『大、爛、舊』的古画，因爲翻裱工作棘手。大者要分多次才完成一个工序；爛者要左補右補，又頂紙又全色；舊者多發霉，洗画要特别在意。许多同行都不敢碰的。」他笑說，文物館有好些「大、爛、舊」。
另兩位新任系主任談學系發展

劉家成教授及趙鳳琴教授分別獲委任為數學系及精神科學系系主任，任期由本年九月一日至明年七月卅一日。

劉教授今年八月才加入中大任教，趙教授則已服務醫學院多年。這兩位對中大的認識或許不同，惟目標一致——加強學系的教研發展，爭取卓越成績。

數學系劉家成教授

劉家成教授一九六八年畢業於聯合書院，擔任助教一年便赴美深造。其後一直留美任教，本年八月始返回中大服務。

離開中大多年，他坦言對校內架構與運作認識不深。劉教授記憶所及，他求學時期的數學系為熱門學系，學生水準相當時高，部分本科科目且達碩士課程程度。然而港府於九十年代初擴充大學學額後，學生程度參差的現象出現。「同事告訴我，新生之中程度較差者追不上進度，教與學皆感吃力。加上學制由四年改為三年，師生也就百上加斤。」近年學生普遍熱衷修讀工商管理、電腦及資訊工程等實用科目，以便畢業後能較易覓得工作，所以報讀數學的熱情大不如昔。

劉教授未到任之前，系方已開始修改本科課程內容，把難深抽象的數學及應用數學課程改為研究生，著重數學知識的實際應用。一九九五年一月起舉辦「數學新浪潮」講座。其後，劉教授於今年初加入數學系，並負擔此工作。

數學系的發展，劉教授強調必須加強與考生的接觸，從而吸引他們報讀。「我會與考生介紹數學的並非難深抽象，而是與日常生活息息相關，季節變化、天氣、運動等，數學都可以應用。」劉教授指數學系的學生成績普遍良好，今年有部份學生考獲高於二百分，並希望數學系的學生成績可以繼續保持。

劉教授認為，數學系的發展必須與社會的需要結合，特別是與工資的應用。他希望未來可以與工商業界合作，把數學知識應用於實務，以吸引學生。

精神科學系趙鳳琴教授

趙鳳琴教授出身医药世家，已服務精神科學系多年，對於精神科的研究和發展有深厚學問。趙教授指精神科的研究需要詳細和長期的考察，亦需要與其他學科的合作，如社會學、心理学等，以全面了解精神科的問題。

趙教授亦表示，精神科學系的學生會繼續接受專業訓練，成為精神科的專業人員，為精神健康作出貢獻。

趙教授指精神科學系的發展目標是要成為香港的精神科研究中心，為香港的精神健康作出貢獻。精神科學系已經與香港的精神科專家合作，研究香港的精神病問題，為香港的精神健康作出貢獻。

數學系及精神科學系的發展，劉家成教授及趙鳳琴教授都表示滿意和期待，希望可以共同努力，為中大作出貢獻。
香港中文大學
對教與學質素保證過程檢討報告的回應聲明

教學是香港中文大學（中大）的基本職責，也是大學存在的理由。教學一直是校園每天的首要活動，並且應該永遠如此。這從大學教育資助委員會(教資會)教與學質素保證過程檢討報告引言中所述「香港中文大學以重視教學質素的文化自豪，教與學質素保證過程檢討小組亦找到相當證據支持這一點」得到印證。中大將不遺餘力地為學生提供最高水平的教育。

在這大前提下，中大歡迎教資會最近對各院校的教學質素改善和保證過程及其效用作出探討，因爲這不僅幫助大家更注意教學的重要性，並且能夠從一個第三者的全新角度，提供一些觀點和見解。教資會於一九九六年一月在中大舉行了教與學質素保證過程檢討。中大現已收到該會的檢討報告，以存紀錄，並會作出跟進措施。教資會並且要求中大向公眾發表報告內容。

報告中提到的「中大已設有足夠的改善及保證措施，足以令人對其教學質素具有相當程度的信心」，對中大而言是極大的鼓舞。中大一心一意地為培養這重視教學質素的文化而作出努力，而今，這文化已為其教師所理解及認同。檢討小組亦已肯定了這一點。

對於小組指出在教與學質素的改善及保證方面，中大較依賴「非形式化質素保證過程」一點，中大持不同的觀點。首先，現存的質素保證過程並不止於非形式化。訪問考試委員制度、強制性學生課程檢討政策和教師聘任及評核的程序等，都促使中大在其學術水平方面取得了極大成就。其次，大學相信最佳的質素，乃在於能成功地培植一種質素文化，讓教師及學生能自發地作出改善。故此中大會留意，在提高教學質素時力求避免產生一個過分形式化的官僚架構，因爲這樣的一個官僚架構會扼殺個人的主動能力，而過分繁複刻板的程序制度也可能只會帶來「口頭」的服從，而不會使教師在追求質素時持自我反省及自我推動的態度。話雖如此，大學亦必定尋求方法，使其現有的質素保證過程更趨完善，發揮更大的效能。

中大會繼續維持其雙語政策，此政策對於培養社會未來領袖至為重要。中大相信語文培訓在中、小學層面推行最見效，而香港的學生語文水準低落，正反映了中、小學語文教育的失敗。中大認為要優先發展事項是為大學新生，尤其是那些語文能力較低的新生提供語文教育。中大將於一九九六年九月二十五日開始為大學新生提供免費的語文補習課程，以提高其語文水平。

中大亦計劃在不久將來於其他學院推行語文課程，以滿足中大各院系不同的需要。我們承擔高質素語文教育的意志是堅定不移的。