NEW BIOINFORMATICS CENTRE
TO PROMOTE LIFE SCIENCES

The University takes the lead in bioinformatics by establishing the first bioinformatics centre in Hong Kong. Located on campus, the Hong Kong Bioinformatics Centre will provide the technology and technical expertise necessary for making software on molecular biology and bioinformatics available to the biotechnology community in the territory. Using DNA information to study the relationship between genes and diseases for use in diagnosis and therapy, the centre will be a resourceful library of databases linking industry and academia.

The centre is equipped with 200 high performance supercomputers, five workstations, and staffed with a bioinformatics specialist and a system manager. Besides compiling and handling data on biotechnology, the centre will also assist in the development of related databases such as those of genetic diseases in the Chinese population. The establishment of the centre will also facilitate research involving the large-scale sequencing of cardiovascular genes conducted by the University's Department of Biochemistry jointly with the Cardiac Gene Unit of the University of Toronto, and the China National Centre for Biotechnology Development of the State Science and Technology Commission of China. The methodology of this research can be extended to other disease models such as nasopharyngeal carcinoma, hepatocellular carcinoma, and rheumatic heart disease.

The centre is established with grants from the University and the Hong Kong Industry Department totalling over HK$6.6 million. Officiating at the opening ceremony on 27th February were Prof. Hui Yongzheng, vice-minister of the State Science and Technology Commission, and Mr. Francis Ho, director-general of industry of the Industry Department of the HKSAR.

UGC CHAIRMAN DESIGNATE
VISITS CU

Dr. Edgar Cheng, chairman designate of the University Grants Committee, paid a visit to the University on 25th February. His visit began with a breakfast meeting with the Council chairman and senior University officers at Dragon Lounge, during which a video on the University was shown. This was followed by presentations at various venues, by Profs. K.H. Lee, Japhet Law, and Raymond Chiang for the Faculty of Business Administration and the Asia-Pacific Institute of Business; by Dr. F.C. Chen for the Institute of Chinese Studies; by Prof. Kenneth Young for the Graduate School and the Research Committee, as well as by Profs. P.C. Ching, O.W. Lau, and Joseph Lee, for the Faculties of Engineering, Science, and Medicine respectively. Dr. Cheng's visit was rounded off with a guided tour of the Prince of Wales Hospital.

IE PROFESSOR PREDICTS GROWING
POPULARITY OF VIDEOCONFERENCING

In a few years' time, videoconferencing will be as common as cellular phones today, according to Prof. Peter T.S. Yum, professor of information engineering.

In his professorial inaugural lecture 'Multipoint Teleconferencing', delivered on 20th February at the Ho Sin-Hang Engineering Building, Prof. Yum discussed the various ways of setting up videoconferencing, different videoconferencing services, the complexities of conferencing standards, issues related to implementation, the social impact of videoconferencing, as well as some technical problems and suggested solutions.

Prof. Yum received his bachelor, master, and doctoral degrees from Columbia University, New York. Before joining the University, he worked for Bell Telephone Laboratories in the US and National Chiao Tung University in Taiwan. Prof. Yum's research interests include packet switched networks, design and analysis of cellular networks, lightwave networks, and video distribution networks. He was appointed professor of information engineering in January 1995.

SYMPOSIUM ADDRESSES
MOLECULAR BASIS OF ONCOLOGY

Over 10 cancer specialists from Hong Kong, Shanghai, the UK, and the US gave lectures on cancer genetics, molecular carcinogenesis, novel diagnostic molecular biological applications, and molecular-based therapeutics at the Third Annual Scientific Symposium of the Hong Kong Cancer Institute. The symposium, entitled 'The Molecular Basis of Oncology — A Meeting Point for Clinician and Scientist', was held on 25th February at the Prince of Wales Hospital. There were over 160 participants from Hong Kong, Taiwan, and mainland China.

Guest speaker Dr. David Sidransky, director of the Head and Neck Cancer Research Division, Cellular and Molecular Medicine, Johns Hopkins School of Medicine, spoke on 'From Microscopes to Microsatellites: the Molecular Detection of Cancer' for the Third Cheng Suen Man Shek Foundation Lecture. An important event in the field of oncology in Hong Kong, the symposium also formed part of the University's 35th anniversary celebration programmes.
The University signed a bilateral agreement with Beijing Medical University to set up an advanced Joint Eye Care Centre in Beijing to provide better eye care for the visually impaired in China and to conduct research and training in the visual sciences.

The University was represented by dean of medicine Prof. Joseph C.K. Lee and, Beijing Medical University, by president Prof. Wang De Bing, at the signing ceremony which took place on 26th February at the Prince of Wales Hospital. Prof. Mark Too, chair of the Department of Ophthalmology and Visual Sciences, introduced the facilities to be installed at the new centre, and gave an account of the eye disease situation in China as well as an outline of collaborative research conducted by the two universities. According to Prof. Too, there are currently nine million people with visual impairments in China, four million of whom are blind, and 400,000 new cases each year.

The workshops were attended by a total of 40 to 50 staff from more than 10 different departments. The three workshops were on the general theme of 'Reflections on Practice', and were all designed to promote the idea of reflecting on teaching and learning. The three workshop leaders were Prof. James M.N. Chin, Pro-vice-Chancellor and Dean of the Faculty of Medicine; Prof. Patrick Callaghan, Head of the English Language Teaching Unit; and Dr. Cheng Tin-hwa, Assistant Director at the Teaching Development Unit.

As teachers, we do much more than teach. Some tasks are managerial, some are research related, and some are related to development-oriented tasks. Yet some teachers, sometimes even very experienced teachers, feel quite nervous about having a colleague in their classroom. There does need to be, as with all collaborative approaches to teacher development, a high degree of trust. Also, giving feedback on a lesson that did not go well requires tact and sensitivity. Any criticism given has to be constructive and is important that peer observations are reciprocal, so that any teacher who is observed by a peer has the opportunity to observe their observer and reverse the roles. Under such an arrangement, it is possible to give and receive a great deal of useful feedback.

Teaching Portfolios

A portfolio can contain examples of students' work, preferably work on which the teacher has given written comments/grades, and more and less formal student feedback, such as reflections on practice, portfolios, teachers' journals, coaching, and mentoring. The first two are related as they are both based on documentary records, and the second two, as with peer observation and co-teaching, are collaborative.

Teaching the Mirror

In the second workshop we considered four more approaches: teaching portfolios, teachers' journals, coaching, and mentoring. The first two are related as they are both based on documentary records, and the second two, as with peer observation and co-teaching, are collaborative.

Funding for Eight Research Projects

The following research projects conducted by staff of the University recently received funding from various local sources:

1. Developing Equivalent, Reliable and Valid Chinese Measures of Variables That May Predict Exercise in Young Chinese People: A Pilot Investigation
   - Sponsor: Health and Promotion Fund
   - Amount awarded: HK$74,785
   - Investigators: Prof. Patrick Callaghan, Prof. Darius K.S. Chan

2. Discovery of Traditional Chinese Medicine (TCM) - Derived Saponins with Anti-Tumour and Cardiotonic Activities for Use as Food Supplements or Therapeutics
   - Sponsor: Industrial Support Fund
   - Amount awarded: HK$91,958,000
   - Investigators: Prof. Fung Kwok-pui, Prof. Henry N.C. Wong, Dr. Chang Yeu

3. Development of Purine Growth Hormone Immunomasys
   - Sponsor: Industrial Support Fund
   - Amount awarded: HK$350,000
   - Investigator: Dr. Wong Chien-cheung

4. Survey on Public Attitudes Towards Sex as a Genuine Occupational Qualification
   - Sponsor: Equal Opportunities Commission
   - Amount awarded: HK$39,500
   - Investigators: Prof. Catherine S.K. Tang, Prof. Au Wing-tung, Dr. Pun Shuk-in, Prof. Ngo Hang-yue

5. A Pilot Study to Assess the Effectiveness of Group Cognitive-Behavioural and Peer Support/Counselling in Symptomatic HIV Patients
   - Sponsor: AIDS Trust Fund
   - Amount awarded: HK$304,200
   - Investigators: Dr. Alexander Mokasai, Dr. Sheila Twinn, Prof. Patrick Callaghan

6. Social Costs of Drug Abuse in Hong Kong
   - Sponsor: Action Committee Against Narcotics
   - Amount awarded: HK$69,586
   - Investigators: Prof. Albert Lee, Prof. Cheung Yuet-wah, Prof. James M.N. Chin, Prof. Lee Shiu-bang

Some Tips for Those Eager to Improve Their Teaching

Three talks, one in December, one in January and one in February, were organized and hosted by the Teaching Development Unit and given by Dr. Andy Curtis from the English Language Teaching Unit. The workshops were attended by a total of 40 to 50 staff from more than a dozen departments. The first talk was entitled 'Reflections on Practice', the second 'Teaching in the Mirror' and the third 'Learners at the Heart of Teaching', but all three were linked by the theme of 'Practical Approaches to Teacher Development.' In the article below, Dr. Curtis summarizes the three talks.

Reflections on Practice

In the first workshop we considered three approaches: video recording, peer observation and co-teaching.

Video Recording

Seeing ourselves on video can be quite a shock! I have sat with teachers who have seen themselves for the first time on video, and many have been surprised and embarrassed. We are, of course, involved in many other teaching-related, administrative, research and development-oriented tasks, duties and responsibilities, and portfolios are an attempt to represent this. We are and what we do. A portfolio can contain examples of students' work, preferably work on which the teacher has given written comments/grades, and more and less formal student feedback, such as from the technical requirements and resources required, is that you cannot have a discussion with an image on a screen. For that you need another person, which is where peer observation comes into play. Yet some teachers, sometimes even very experienced teachers, feel quite nervous about having a colleague in their classroom. There does need to be, as with all collaborative approaches to teacher development, a high degree of trust. Also, giving feedback on a lesson that did not go well requires tact and sensitivity. Any criticism given has to be constructive and is important that peer observations are reciprocal, so that any teacher who is observed by a peer has the opportunity to observe their observer and reverse the roles. Under such an arrangement, it is possible to give and receive a great deal of useful feedback.

Co-Teaching

An approach which is even more collaborative than peer observation is co-teaching, in which two (or more) teachers plan, teach, co-teach and evaluate a lesson together, so that they are both in the classroom at the same time. This is, of course, more labour-intensive than some of the other approaches, since the time and energy of two teachers is being taken up and only one lesson is being taught, which is perhaps one of the reasons why this approach is relatively rarely used. The unique aspect of this approach is that you are observing and being observed, giving and receiving feedback, simultaneously. In no other approach that I know of are you able to 'put yourself in someone else's shoes' and have them in your shoes at the same time.

Teaching in the Mirror

In the second workshop we considered four more approaches: teaching portfolios, teachers' journals, coaching, and mentoring. The first two are related as they are both based on documentary records, and the second two, as with peer observation and co-teaching, are collaborative.

Teaching Portfolios

As teachers, we do much more than prepare lessons, teach, set exams, and mark papers. We are, of course, involved with many other teaching-related, administrative, managerial, research and development-oriented tasks, duties and responsibilities, and portfolios are an attempt to collect these. We are who we are and what we do. A portfolio can contain examples of students' work, preferably work on which the teacher has given written comments/grades, and more and less formal student feedback, such as
MAE Open Day

The Department of Mechanical and Automation Engineering held an open day on the morning of 21st February in the Ho Sin-Hang Engineering Building to introduce some of the fruits of its research and teaching to the public, in particular, young people looking for a career in advanced technology. It attracted some 200 visitors.

Recent advances in electronics and computers have brought new elements into traditional mechanical engineering, as evidenced by the exciting demonstrations of robot musicians, a cyberglove for accessing the virtual world, a joystick with the 'feel' of force, and an obstacle-avoiding car. Each visitor was given a piece of metal with a memory as souvenir.

Established in 1994, the department's mission is to contribute, through research and teaching, to technological advance by the integration of mechanics, electronics, and computers.

Chung Chi Presents Alumni Scholarships for Excellence

A total of 103 scholarships were presented to outstanding Chung Chi students on 20th February at the college's Friday assembly. The first batch of 40 Alumni Scholarships for Excellence donated by the Chung Chi Alumni Association were presented in 1995-96. These have been increased from 40 to 60 this year to give extra encouragement to Year 1 students of the college who excel in both their studies and extracurricular activities. As a sign of gratitude to the alumni, the Chung Chi College Board of Trustees resolved to match each alumni-donated scholarship with two other scholarships so that the scholarships can be renewed if the recipient maintains his/her aptitude.

On the same occasion, 43 of these 'renewal' scholarships were presented to second- and third-year students of the college.

The recipients were cheered on by an audience of over 1,600.

Faculty Course Questionnaire results, as well as Thank You emails or notes from students. They should also include a variety of feedback from peers and colleagues, such as summaries of observed lessons, letters, emails. If teaching materials have been created, or carefully adapted, examples can be included, as well as, for example, journal entries and video recordings of lessons taught. If the teacher has attended any conferences, presented papers or had anything published, details of these can also be included. Although it is necessary to be somewhat selective, a portfolio can do a good job of presenting 'the big picture'.

Teachers' Journals

A more personal and simpler — but perhaps even more effective — kind of documentation is a teacher's journal or teaching diary. If co-teaching represents the ultimate form of teaching/learning collaboration, then journals represent the ultimate form of 'inside information', as only the teacher really knows what they themselves are thinking and feeling — thoughts and feelings which cannot be seen, and therefore, not recordable on video or by peers. The entries can be made by hand, in a notebook, or word-processed and stored on disk. They can be long or short, depending on time available and what teaching and learning events or episodes occurred in class. But, rather than being simply an account of what has occurred, the entries should reflect all the 'internal activity' in which all of us are engaged during a lesson, but which usually does not enter consciousness. By writing about them and so taking these thoughts from the subconscious to the conscious, journals provide a powerful tool for personal and professional reflection.

Mentoring and Coaching

Mentoring and coaching are considered as a pair, as they are, in some ways, closely related. In mentoring, a more experienced teacher (the mentor) is paired with a less experienced teacher (the mentee) to guide them, in an arrangement similar to the traditional apprenticeship model.

The mentor and mentee may observe each other's lessons, view video recordings of each other's teaching, teach together, etc. The defining characteristic of this approach is that it is a one-to-one, ongoing, and often long-lasting professional relationship. However, the mentor is often in a position of administrative seniority and so could be making decisions about his/her mentee's future. Consequently, the mentee is unlikely to talk openly about problems they may be having, to avoid presenting themselves as a bad light. In coaching, however, the two teachers are peers and have no influence over each other's career. The same kind of collaborative activities are engaged in, but without the hierarchical tension. Both arrangements can be useful for both parties, whether peers, mentor or mentee.

Learners at the Heart of Teaching

In the third and final workshop in the series, two more approaches were considered: action research and client surveys.

Action Research

Action research was originally popularized in language teaching circles, but is now being used in many different areas, and is related to Problem-Based Learning (PBL) approaches, now popular in Hong Kong. A logical extension of PBL is problem-based teaching, which leads on to the idea of problem-based teacher development. In action research, the teacher focuses on a specific and solvable problem or 'target for change' in their classroom or lecture theatre, for example, a lack of interaction between teacher and students. The teacher then considers and researches into possible causes, which may include collecting information from their students and from other teachers. They then devise a number of possible solutions, try out one or more, and observe and evaluate the outcomes. Although going through all these steps takes time, action research is a systematic and structured approach to making changes.

Client Surveys

The final approach we considered is based on feedback from students, who are increasingly referred to and thought of as 'clients' in the market's view of education. This feedback goes beyond the usual end-of-course questionnaires we distribute, and may involve soliciting brief but regular written and/or spoken feedback from our students as often as every week. We can simply ask our students, for example, what they have and have not found useful, helpful, interesting and enjoyable, which topics and activities they would like to do more and less of in and out of class and why. By asking our students for their comments, suggestions and observations, we are not only getting valuable student-centred feedback, but are also encouraging our learners to feel they are actively shaping what we do and how we do it. There can be teaching without teachers, but there can't be learning without learners.

Dr. Andy Curtis can be contacted at andycurtis@cuhk.edu.hk. If you wish to share your teaching experience with the others through the CUHK Newsletter, drop us a message at pub2@uab.msmail.cuhk.edu.hk.
Information in this section can only be accessed with CWEM password.
Beware of the Universal Y2K Problem

At the turn of the millennium, all computer users in the world will face the same danger — the danger of having their computer systems not working properly.

Cause and Scope

In order to save disk storage and speed up program execution, most computer programs, especially those that have been around for a long time, use only two digits to represent the year, e.g. '97 for 1997. When dealing with calendar dates, the two-digit year field can be found in operating systems, microcomputers, compiled or middleware, application packages, in-house developed applications, source code, programs, databases, and documents.

At the turn of the millennium, the program problems still will not be able to interpret the digit '00' as year 2000 (Y2K), but will interpret it as year 1900 instead. Subsequently, these programs, which we describe as "Y2K non-compliant", will fail to further compile the problem. Some programs may not recognize year 2000 as a leap year and, hence, cannot handle "29th February 2000" properly.

In fact, the Y2K date problem is not confined to software. Hardware devices which use an internal electronic logic to handle dates may encounter the same problem. Examples include computer hardware, such as PCs and workstations, medical devices, automated systems, video cassette recorders, security systems, and fax machines.

What Should Be Done?

For a computer program or system to survive Y2K, you have to make sure that the computer hardware, e.g. PC, UNIX-based workstation, in which the program is running, the operating system, and the application programs, are Y2K compliant.

The Y2K problem is not isolated to software and hardware. It is a problem that affects all sectors of business, industry, and government.

1. Identify the problem

You must identify all software and hardware items, first, either fix them, e.g. modify program codes, or replace them with year 2000 compliant products.

To start with, we recommend that you make an inventory of your existing computer system(s) according to the following:

- Type of computer
- Operating system and its version number
- Type management system, if any
- Application programs and their version numbers
- Public domain/shareware and their version numbers
- Self-developed programs and program logic to manipulate dates

2. Fix the problem

Once you have finished taking inventory, you should check with your software/hardware vendors on the status of their products regarding Y2K compliance. For licensed products, you may need to apply patches or to perform a complete version upgrade to make the product Y2K compliant.

For public domain software, you will have to consult the author or check the source code yourself. For self-developed programs, you must locate the program codes and make them Y2K compliant, test them, and finally put them back into your production environment.

Act Now

Beware that some programs will fall long before year 2000, for example, a program which handles dates one year ahead will encounter problems at the start of 1999. Therefore, take action now.

CSC/ITSU will provide technical information and render help as much as possible. However, CSC/ITSU will not perform the actual work for you. You must allocate your own resources to solve the Y2K date problem and replace with your own budget software and hardware items which cannot be made Y2K compliant.

For further information, refer to the Y2K web page at http://www.cuhk.edu.hk/y2k/, or contact the following CSC/ITSU staff:

- Personnel and payroll systems: Mr. Michael Chan, Ext. 8809 and Mr. Edmund To, Ext. 8843
- Registry applications: Mr. Chong Wing-kong, Ext. 8915 and Mr. Lawrence Leung, Ext. 8990
- Microcomputer applications: Ms. Judy Cheung, Ext. 8920
- Public domain/shareware and their version numbers
- Self-developed programs and program logic to manipulate dates
香港戲劇工程好戲連場
藝術家進駐中大

九七年十一月九日晚上，鑼鼓聲鮮有地響遍邵逸夫堂。上海京劇院的演員專程到來，先示範老生、花旦、老旦、花臉四種不同的“唱”與“哈”，再演《拾玉鐲》與《盤絲洞》，一文一武，盡顯京劇中“做”和“打”的精髓，教觀眾大開眼界。觀眾中不少是興致勃勃到來了解中國傳統藝術的外籍交換生。示範完畢，更有近百人留下來討論京劇藝術。

香港戲劇工程的誕生

這次戲曲活動由香港戲劇工程主辦。香港戲劇工程在九七年九月才正式成立，隸屬邵逸夫堂，專責舉辦各類型的戲劇及戲曲活動，提供戲劇課程，並主辦同期推出的“駐校藝術家計劃”。

邵逸夫堂經理蔡錫昌先生表示，這主要為了凝聚校內戲劇愛好者和研究者的力量，合力推動非形式的藝術教育，並在學術界與藝術界之間發揮橋樑作用，拉近彼此距離。其次是邵逸夫堂前年曾參與在北京舉行的“中港台澳戲劇交流暨研討會”，會議通過以後隔年由四地輪流主辦是項活動，九八年輪值在香港舉行，蔡先生考慮到以禮堂名義主辦這個會議不恰當，便促成香港戲劇工程的誕生。

舞台培訓計劃開頭炮

香港戲劇工程成立後，即展開舞台培訓計劃——由世界戲劇巡禮及舞台美術管理入門兩項課程組成。前者重點介紹古典西方戲劇、現代歐洲戲劇、現代美國戲劇及中港華文戲劇，並有戲劇歷史、流派及體裁的講解；後者側重舞台美術設計（包括燈光、佈景、服裝及道具製作）、舞台監督及管理，以及舞台音響設計。兩項課程均由資深從業員主持，推岀未幾即告額滿。

活動浪接浪

香港戲劇工程旋藉上海京劇院來港演出的機會，在逸夫書院校董李和聲先生（上海總會理事長）的幫助下，邀請京劇院來校示範及主持講座與研討會。九七年十一月中，深圳大學藝術系系主任熊源偉教授應邀來校主持舞台美學系列講座，題為“導演的‘死’去‘活’來”。

今年一月更有中國青年藝術劇院院長林克歡先生來校，主講“大陸、香港、台灣戲劇比較”及“當代藝術（戲劇）評論”。本年杪則會舉辦“華文戲劇節（香港一九九八）”的研討會，以及出版研討會論文集。

蔡錫昌先生並透露，現正向校方建議於下學年起在通識教育課程中增設戲劇科目，又計劃籌辦戲劇書展。

引入駐校藝術家概念

早在十年前，邵逸夫堂已經常邀請藝術工作者來校表演、示範、主持講座及展覽作品。只因這些活動一直沒有正式名稱，且為期較短，更大多與書法、舞蹈有關，因此很多人未有特別留意。香港戲劇工程決定由九七學年起，採用“駐校藝術家計劃”這個名稱來推動校園的文化藝術活動，並延長每位藝術家的進駐時間至一學年，以增加活動項目，希望員生能與藝術家密集交流，受到更多薰陶。第一位進駐中大的藝術家是電影人舒琪（有關活動情况見另文）。

下學年蒞校主持活動的會是油畫及裝置藝術家王純杰。蔡先生說，香港戲劇工程將舉辦更多演藝活動，推動校園內的美學教育。

駐校藝術家計劃面面觀

內容

舒琪（圖中）是年為員生設計和主辦了“夢城專遞”、“香港電影工作者研習系列”及“創造社之夢工場”三個以電影為主題的活動。

間接享受，以電影化妝及講座為主，為外賓觀看日本導演岩井俊二的短片《夢旅人》和《煙花》、中國導演王小帥的《冬春的日子》以及改編自亞瑟米勒劇作的《妒焰灰》。這個學期則選播香港導演陳果的《香港製造》、許鞍華的《半生緣》及法國電影《小孤星》。

語言教育的方面

接受邀請出任駐校藝術家，是有感自己與年青人的距離愈來愈遠，希望藉著這個機會多與他們接觸。「還有，大部分人都視電影為娛樂，忽略了它的藝術價值，我希望藉著不同的活動帶出一個訊息——電影是美學的一種，欣賞電影也是一種藝術教育。」從“夢城專遞”座談會熾熱的討論，到“香港電影工作者研習系列”及“創造社之夢工場”的踴躍反應，舒琪的目的已達，他認為大學課程應提供相關的科目以滿足學生的求知及表達慾。

學員的感受

文憑方面，國家考試局局長黃美序女士說：「電影藝術有別於學術及專業的人才，我們十分欣賞這個活動。」

「香港電影工作者研習系列」以許鞍華的全部影視作品為研習對象，參與的二十多名學生要先觀看作品，然後才討論與交流，並撰寫討論結果和觀後感。

「創造社之夢工場」側重實踐，由舒琪指導十名學員在為期八週的聚會中表達個人的創作概念，並以劇本、攝影或錄像等形式自製一個短篇創作。

香港戲劇工程負責人及顧問團

負責人

主任 蔡錫昌先生（邵逸夫堂經理）
主任委員方梓勳教授（翻譯系副教授）
顧問團

中文大學

鄧仕樑教授（中國語言及文學系教授）
姜安道教授（英文系英文講座教授）
陸潤棠博士（英文系高級講師）
譚國根教授（英文系教授）

中國內地

田本相教授（中國藝術研究院話劇研究所署所長）
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中大通訊 3 第一二三期 一九九八年三月十九日
音樂系添唐朝樂器複製品

音樂系最近購置了一批在中國失傳的唐代樂器複製品，協助教學和研究中國音樂史。

該批樂器已於本月五日自日本運抵大學，並於當晚假許讓成樓LG01室舉行示範演奏，由日本的木戶敏郎教授等彈奏日本作曲家的新作，香港資深中樂家譚寶碩、阮仕春和本校余少華則以別具特色的傳統樂器合奏中樂，包括譚氏精心自製的洞簫、阮氏根據資料研製的唐代阮咸，以及余氏的絲弦二胡。

中日文化源遠流長，兩國的音樂交流在唐代尤為密切。唐代燕樂不少自西域傳入中原，而胡琵琶、五弦、觱篥、箜篌等更由中國東傳至日本。這些樂器在中國已失傳或遭「改革」至面目全非。日本奈良正倉院則保存了一批在八世紀傳入的唐代樂器，一直被視為日本國寶。本校音樂系獲得日本國際交流基金會贊助，斥資向正倉院訂購該批樂器的複製品，加強教研資源。

音樂系余少華教授表示，隋唐是中國文化藝術極盛的時期，惟音樂則受胡樂影響至深，連宮庭宴樂都採用胡樂；而當時的樂器不論在音階、結構和音色，以至彈奏方式，都與現今流傳的不同，該批複製樂器對了解隋唐音樂有很...
成立香港生物信息中心

開發生化技術‧支援基因研究

全港首個生物信息中心

香港生物信息中心

由本校及工業署撥款共六百六十萬元成立。開幕禮於上月廿七日舉行, 由國家科技委員會副主任惠永正教授及港府工業署署長何宣威先生主持。出席嘉賓包括中大校長李國章教授、工業署生物科技委員會主席盧毓琳先生、香港工業總會副主席謝建中先生、科大生物化學系王子暉教授及中大生物化學系系主任李卓予教授。

該中心將建立有關分子生物及生物信息的資料庫, 把脫氧核糖核酸的資料與其功能配對, 以研究基因與疾病的關係, 並偵察及治療有關疾病。中心又會探討!學術研究和商業投資的新領域, 目標是成為亞洲發展生物技術的重鎮。