



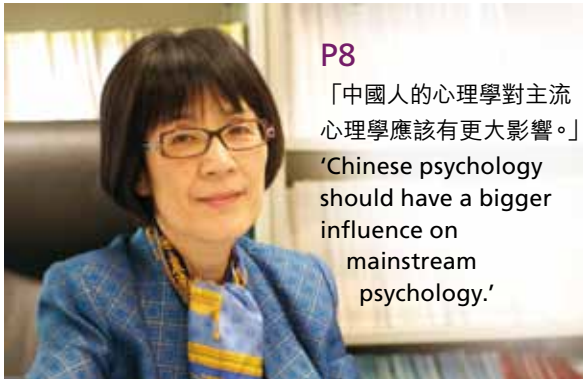
P2

「我們不但培育臨床心理學家，也培育科學家。」
‘We train our students not only as clinical psychologists, but also as scientists.’



P8

「中國人的心理學對主流心理學應該有更大影響。」
‘Chinese psychology should have a bigger influence on mainstream psychology.’



大學刊物電子書
University
Publications
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歡迎瀏覽 Access link: www.iso.cuhk.edu.hk



如日之升 如南山之壽

中文大學聯合書院五十五周年院慶餐舞會於3月30日假香港沙田凱悅酒店舉行，餐舞會榮譽贊助人沈祖堯校長（右二）親題「九如之頌 如沐春風」致賀，由書院署理校董會主席兼五十五周年院慶餐舞會籌委會主席張煊昌博士（左三）及馮國培院長（左二）代表接收。

Happy 55th Anniversary to United College

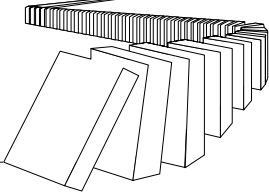
The banquet to celebrate the 55th anniversary of United College was held on 30 March at the Hyatt Regency Hong Kong, Shatin. Prof. Joseph J.Y. Sung (2nd right), Vice-Chancellor of CUHK and honorary patron of the event, presented his congratulatory message in artform, wishing the College a prosperous future in the years to come. Professor Sung's calligraphy was received by Dr. Thomas H.C. Cheung (3rd left), acting chairman of the College Board of Trustees, and chairman of the College 55th Anniversary Banquet Organizing Committee; and Prof. Fung Kwok-pui (2nd left), head of United College.

大學課程透析

Anatomy of an Academic Programme

傳授知識、激盪思想、推動研究和創造知識，都是大學作為最高學府的核心使命。傳授知識更是使命的基本，而課程則是其載體。

The transmission of knowledge, the stimulation of thought, the promotion of research, and the creation of new knowledge are the core missions of universities as seats of higher learning. And, of all these mandates, the transmission of knowledge ranks as the most important, and the academic programme is its vehicle.



打開黑盒子 ——心理學系

Opening the Black Box: Department of Psychology



張妙清教授
Prof. Cheung Mui-ching Fanny

心理學中有一傳統學派稱為行為主義學派，此派理論強調外顯和可觀察的行為，把看不見和難以觀測的人類心智活動形容為黑盒子。打開這個黑盒子，是許多心理學家希望做到的事。

In psychology, the traditional school of behaviourism is concerned primarily with observable and measurable behaviour, rather than attempting to probe the inner processes of the human mind, which is seen as a black box by behaviourists. Opening the black box is what generations of psychologists set out to do.



研究能力扎實

成立於1982年的中大心理學系，今年正值三十周年系慶。系主任張妙清教授說：「國外尤其是美國一些大的大學，心理系是規模很大的系，有的主修生甚至有過千人，但我們過去每年只收七十人左右，正因如此，師生的接觸比較密切，學生有更多機會和老師合作鑽研一些專題，做很多研究，這是中大心理學系的一大特色。」

心理學系課程委員會主席馮海嵐教授補充：「在本校心理學社會科學學士課程中，有關研究方法的科目比外國的大學還要多，有實驗設計、統計學概論、心理測驗，還有一門定質研究法。本科課程齊備四個這種類型的科目是很特別的，世界各地其他院校都少有那麼全面。」

課程還設有論文研究和研究實習兩個科目，專供有志投身學術研究的學生修讀，學習撰寫論文和跟隨老師做研究和實驗，並有機會以研究論文合著者身份參加學術會議。學期結束之時還會舉行海報論文發表會，讓學生發表成果。馮教授還說：「我們的課程委員會設有補助金，專門鼓勵學生參加國際會議，發表論文。」

張妙清教授說：「我們的學生研究訓練很扎實，如果他們有興趣繼續進修，進入研究院的比例是相當高的。」現在，每屆心理學系畢業生大約有四分之一繼續深造。雖然心理學系學生的研究能力很強，但並非所有人都走學術道路。對於畢業後選擇就業的學生，學系也提供了充分準備。除了上述的研究實習外，學系還提供教育及發展心理學，社會、工業及組織心理學，臨床健康心理學三個範疇的實習，

讓學生每周兩天到相關機構，在導師指導下學習該行業的知識和實況，從中發現所學與實際工作的關係或衝突，以便更了解自己的職業志向。

廣泛技能

無論本地或是歐美，心理學訓練須唸到碩士或博士程度，才具有專業資格。因此，取得心理學學士並不能成為專業心理學家。既然本科畢業生不能從事心理學專業工作，學系如何為學生準備就業？馮教授說：「我們教授了學生可應用於各種範疇的技能。」

受過心理學課程訓練的學生在面對問題時，擅於自己想辦法尋找資料，然後根據資料作出判斷。馮教授舉例：「我們有一位學生畢業後到投資銀行工作，乍看之下跟心理學沒有甚麼關係，但他要決定投資貴州鐵礦時，心理學的訓練就促使他把抽象問題具體化，並尋找客觀數據作出判斷。他就想，對於鐵礦來說甚麼最重要？就是運輸，運鐵礦石不會用飛機或汽車，一定是用鐵路。所以他就派人在貴州鐵路沿線計算多少火車車卡是運鐵礦石的，再根據得到的資料判斷運輸效率，從而估算是否投資。這就是我們所說的一種技能。另外，得出這個結論後，怎樣去游說別人，例如撰寫書面報告和口頭報告，立論並加以測試和證明，這是我們各科目的小組研究項目都會訓練的技能。」

為了令學生的學習活動更豐富，學系將向校友募捐成立基金，資助學生把研究項目付諸實踐。馮教授說：「心理學概論一科，向來要求學生做一些將心理學應用於日常生活的研究項目。比如在中大的學生食堂，大部分人用餐後都不會把餐盤放到回收架上，如果學生能應用心理學知識設計

一個計劃，令人把餐盤放回適當位置，我們就可以利用基金資助他們把計劃實現。」

在大學內部質素保證評核中，心理學課程以角色為導向的設計，以及着重專業理念的教育，獲得很高評價。雖然學業繁重，但學生仍然有優異表現。

邁向專業

心理學系學生畢業後可繼續進修取得專業學位，學系提供了多個研究院課程，其中兩個是臨床心理學社會科學碩士，以及工業及組織心理學哲學碩士課程。

想當臨床心理學家，臨床心理學社會科學碩士學位是起碼入職條件。課程主任梁永亮教授說，這個碩士課程的重點是精神健康，旨在幫助學生把本科課程所學的知識和理論，轉到應用層面，教導他們把所學應用於了解精神病，以及針對精神疾病的心理治療。

這課程採用科研與實務兼具的模式。梁教授說：「我們不但訓練學生成為從事臨床實務的心理學家，也訓練他們為科學家。有了科研訓練，才有能力判斷哪些研究成果可信，可以用來改進業務上的評估或治療工作。而且我們希望他們日後累積資歷後，也能做研究推動行業的知識發展。所以我們的課程很重視科研訓練。」

至於工業及組織心理學哲學碩士課程，主要培養把心理學知識應用於工商業機構的人才。課程主任陳鈞承教授說：「我們教導學生怎樣科學客觀地設計有效的評估方法，如面試、測試，用於聘任和選拔。許多大企業和顧問公司都需要這類人才。」

此課程同樣是科研與實務並重，學生有全面的學術訓練，須完成論文研究，並要在暑假期間到大機構實習，另外也會參與校內評估培訓中心為校外機構提供的顧問服務，獲得實務經驗。學生畢業後多投身大企業的人力資源部門或顧問公司，另有約百分之十繼續唸博士。

Training Students to be Competent Researchers

Established in 1982, the Department of Psychology is celebrating its 30th anniversary this year. Prof. **Cheung Mui-ching Fanny**, chairperson of the department, says, 'In many overseas universities, especially those in the US, psychology departments are big departments. Some of them have over 1,000 psychology majors. In contrast, we've had about 70 only for each cohort. And because of that, we have closer teacher-student relationships and our students have more opportunities to get involved in our teachers' research. This is a characteristic of the Department of Psychology at CUHK.'

Prof. **Fung Hoi-lam Helene**, chairperson of the curriculum committee of the department, adds, 'Our curriculum has more courses on research methods than many overseas universities do. They are Experimental Design, Introduction to Statistics, Psychological Testing, and Qualitative Research Methods. Such comprehensive training in research methods is rarely seen in the curricula of similar undergraduate programmes.'

On the curriculum there are Thesis Research and Research Practicum. Meant for students aspiring to an academic career, these two courses offer them chances to write a thesis and conduct research in collaboration with their teachers. They may be listed as co-authors of research papers and take part in academic conferences. The department organizes a poster presentation session at the end of each term to showcase its students' research results. Professor Fung says, 'Our curriculum committee provides a fund to encourage students to present their findings in international conferences.'

Professor Cheung says, 'With solid research training, our students' chances of being admitted to graduate schools are very high.' Each year, about one-fourth of the graduates of the department opt for further studies. And those who choose to enter the workforce after graduation are also well equipped. In addition to the above-mentioned research practicum, the department provides practicum in three concentration areas, namely, education and human development, social and industrial-organizational psychology, and psychology and health, enabling students to acquire hands-on experience of the fields of their choice. That will help students to make better career choices by discovering the relevance and irrelevance of what they have learned in school to the workplace.

Transferable Skills

In Hong Kong, Europe or the US, a master's or doctoral degree is generally considered the entry-level degree

for practising psychologists. In that case, how does the Department of Psychology prepare its undergraduate students for their non-professional careers? Professor Fung says, 'We equip our students with a variety of transferable skills.'

When faced with problems, psychology students are good at collecting data and making informed decisions. Professor Fung gives an example: 'One of our graduates worked in an investment bank, which is seemingly unrelated to his training in psychology. But when he was asked to make a decision on whether to invest in an iron ore mine in Guizhou, his training paid off. He turned this abstract question into concrete investigative procedures to collect objective data for his judgment. He asked himself: What is the most important thing to an iron ore mine? It's transportation. And you won't transport iron ore by airplane or car. You have to rely on the railway. So he posted someone at the Guizhou railway to count the number of freight cars loaded with iron ore passing by. Then, he could estimate the transport capacity with the information and make his decision on whether to invest in the mine. This is one of the transferable skills we talk about. After you've made a decision, you have to make others accept it by means of persuasion, such as written reports or oral presentation. You make a hypothesis, test it and prove it. Our students learn all these skills from their group projects required by different courses.'

To enrich its students' learning experiences, the department will set up a fund with donations from alumni to sponsor students. Professor Fung says, 'Our General Psychology course requires students to do applied research projects. For example, CUHK students usually leave their food trays on tables at the campus canteens. If our students apply the knowledge of psychology that encourages people to return food trays, this fund can sponsor them to turn the project into reality.'

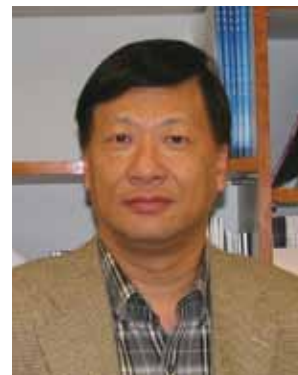
In the University's internal quality assurance exercise, the Psychology Programme has been evaluated highly for its role-oriented curriculum design and its strong emphasis on the education of professional values. Although students' workload is heavy, their academic results are outstanding.

Turning Professional

The Department of Psychology provides a variety of postgraduate programmes, including the Master of Social Science Programme in Clinical Psychology and the Master of Philosophy Programme in Industrial-Organizational Psychology, for those who want to earn a professional degree. Prof. **Leung Wing-leung Patrick**, programme

director of the former, says, 'This MSSc is an entry-level professional degree for clinical psychologists.'

With a focus on mental health, this master's programme is aimed at helping students to learn the practical application of the knowledge and theories they have acquired from the undergraduate programme, and psychotherapy for treating mental disorder.



梁永亮教授
Prof. Leung Wing-leung Patrick

The programme is based on the scientist-practitioner model of training. Professor Leung says, 'We train our students not only as clinical psychologists, but also as scientists. Only with science training can they develop critical thinking, with which they are able to select reliable and valid research studies

to help them to give diagnoses and therapy. When they become more experienced, we hope that they can do research to push back the frontiers of the field. That's why we emphasize science training so much.'

The Master of Philosophy Programme in Industrial-Organizational Psychology is aimed at training professional psychologists to apply their knowledge to the workplace. Its programme director Prof.

Chan Kwan-shing Darius says, 'We teach students to use scientific and objective ways to design effective assessment, such as interviews, tests, for selecting and promoting employees. Many enterprises and consulting firms need experts in this field.'



陳鈞承教授
Prof. Chan Kwan-shing Darius

Also based on the scientist-practitioner model of training, this programme provides students with comprehensive academic training. They are required to write a thesis and are sent out on placement in big companies during the summer break. They may also acquire professional and practical experience by taking part in the services provided by the University's Assessment and Training to external parties. Most of the graduates of the programme work in the human resources departments of big companies or consulting firms. And about 10% of them choose to study for a doctoral degree. 📖





逾百中大生獲特區政府獎學金

Over 100 Students Receive HKSAR Scholarships



本年，中文大學共有一百零二名本科生及研究生獲頒特區政府獎學金，部分獲獎同學於4月12日出席了頒獎禮。

修讀計量金融學的Christoffer Clement (圓圖左二) 來自丹麥，他獲教育局邀請在頒獎典禮中與署理教育局局長陳維安先生 (圓圖右一) 交談，分享在香港生活的點滴。Christoffer表示一直對金融市場和投資銀行感興趣，完成高中後決定到香港攻讀本科課程。他認為香港不僅是世界金融中心，也是經濟騰飛中的中國門檻，深信到港升學有利事業發展。

香港特別行政區政府獎學金自2008至09學年起頒發，以表揚本地大專院校政府資助副學士或以上程度課程的優異學生。

This year, 102 CUHK undergraduate and postgraduate students have received the HKSAR Government

Scholarships, and a number of the awardees attended the presentation ceremony held on 12 April.

Christoffer Clement (*2nd left in circle*), a Quantitative Finance student from Denmark, was invited by the Education Bureau to join a dialogue session with Mr. Kenneth Chan (*1st right in circle*), Acting Secretary for Education, to share his stories. Interested in financial markets and investment banking, Christoffer chose Hong Kong to pursue his first degree after finishing high school in his home country. He said Hong Kong, being one of the major financial centres of the world and the gateway to China, would provide great opportunities for him to advance his career after graduation.

To recognize the achievements of outstanding students taking publicly-funded sub-degree level or above programmes, the HKSAR Government Scholarships have been awarded annually since the academic year 2008–09.



大中華設計比賽工程學生掄元

Engineering Students Win Greater China Design Contest

垃圾分類有新方法，中大學生設計的聽音辨物回收裝置，獲首屆大中華設計大賽冠軍。比賽由英國機械工程師學會 (香港分會) 主辦，於3月24至25日在廣州華南理工大學舉行，以自動物料分類為題。

中大工程學院機械與自動化工程學系一年級生葉俊華、林可兒、莫紫彤和沙日星，在導師李奕陽博士 (右一) 和梁潤怡技術員的指導下，利用各種物料經敲擊發出不同聲音頻率的原理，提出採用聲音感應器分辨鋁罐、膠瓶和玻璃瓶三種可回收物料，其創意和輕巧設計，擊敗來自港、澳、粵的強隊勝出。

Four Year 1 students (Yip Chun-wa, Lam Ho-yi, Mok Tsz-tung and Sa Yat-sing) from the Department of Mechanical and Automation Engineering, CUHK designed a refuse sorting device using a sound detection system, and won the championship in the First Greater China Design Competition. Hosted by the Institution of

Mechanical Engineers (Hong Kong Branch), the competition was held in the South China University of Technology, Guangzhou, on 24 to 25 March. Contestants were required to design, build, and test an automatic system capable of accurately sorting common recyclable materials, including aluminium, plastic and glass, into specific containers.

The CUHK team, led by Dr. Li Yiyang (*1st right*) and technician Leung Yun-yee, had designed a recyclable materials collection box with a sound detector. With its innovative design, high potential for commercialization, and



excellent presentation skills, CUHK team outshone other competitors from tertiary institutions from Hong Kong, Macau and China and clinched the championship.

音樂系畢業生揚威奧地利

Music Graduate Triumphs in Austria

2009年中大音樂系畢業生鄺勵齡，在4月17日於奧地利格拉茨贏得第十八屆「佛路曹·塔爾亞雲尼」國際歌劇大賽三個獎項，包括為紀念著名女高音鍾·修瑟蘭而設的最佳女高音獎、觀眾獎和全場亞軍。現年二十四歲的她，是比賽自舉辦以來首位獲獎的香港人，亦是一百六十名參賽者中最年輕的。

勵齡自幼喜愛歌唱，在中大修業時隨陳少君習聲樂，畢業後，往英國皇家音樂學院深造，再赴荷蘭阿姆斯特丹音樂學院修讀碩士課程，將於本年夏季畢業。她近年活躍於本港樂壇，多次在香港聖樂團、Die Konzertisten的音樂會擔任獨唱。決賽中，勵齡演唱了選自浦契尼的《杜蘭朵》和威爾第的《假面舞會》的兩首詠歎調。

The 24-year-old Kwong Lai-ling Louise, a 2009 music graduate of CUHK, won three prizes at the International Singing Competition 'Ferruccio Tagliavini' for Opera Singers held on 17 April in Graz, Austria. Louise took the soprano prize, audience prize and the second prize. She is the youngest finalist among the 160 contestants and the first singer from Hong Kong to win a prize at the competition since its inception in 1995.

Louise majored in music at the Chinese University and at the same time studied with soprano Ms. Chan Siu-kwan. Her past concert engagements have included the Hong Kong Oratorio Society and Die Konzertisten. After graduation, she furthered her studies in the Royal College of Music, London; and is going to obtain a Master's degree from the Amsterdam Conservatory, the Netherlands, this summer. At the final round of competition, Louise sang two opera arias: *Signore ascolta* from Puccini's *Turandot* and *Ecco l'orrido campo* from Verdi's *Un Ballo in Maschera*.



鄺勵齡與評判之一、著名指揮家邦寧於賽後合照
Kwong Lai-ling Louise and conductor Richard Bonyngé after the competition

財金學生奪全國英語演講獎

Finance Student Wins Public Speaking Contest

計量金融學四年級生葉浩朗在4月8日於昆明舉行之第十七屆中國日報社「21世紀杯」全國英語演講比賽總決賽中獲得亞軍。比賽於1996年創辦，為中國學界一年一度盛事。比賽形式包括已備演講、即席演講和現場問答三部份，浩朗的演講內容和臨場對答深獲評判讚賞。

Yip Ho-long Ronald (Year 4, Quantitative Finance) was the first runner-up in the Seventeenth '21st Century Cup' National English Speaking Competition Finals held on 8 April in Kunming, China. Founded by the *China Daily* in 1996, the competition is a reputable event in China's academic arena and is held annually nationwide. The competition consists of prepared speeches, impromptu speeches and Q&A. Ronald was commended for his captivating content and spontaneous replies to questions.



藝文風景



A TOUCH OF CLASS

Sunset in Sarajevo

(an exercise on Shakespearean sonnet)

O Sarajevo, I first fell in love
When you were a ballerina on ice,
Skating in style atop a glacial slope,
Dispensing many an Olympic prize.
Then darker feuds had all rules swept aside.
I lost touch; turned to tend my garden rack.
You became concubine of genocide,
Brains dashed and skulls spiked on your virgin tracks.
I too grew bleary, weak in knees; endured
Dreary sunsets, then drearier rises.
But to fair Sarajevo will be due
My love always, and a thousand roses.
A fragile bud that shot through fire and blood
Now stands a golden bough in the twilight flood.

Tommy Cho
Information Services Office



www.iso.cuhk.edu.hk/english/features/style-speaks/

Getting *sic* right

One often comes across *sic* (traditionally in italics and between parentheses) in a quoted passage like this:

The mayor was heard to have said, 'Italian immigrants have done an artful (*sic*) lot for this city in its early days.'

It might have created in the reader's mind that *sic* is employed to signify a mistake in the source but nonetheless preserved in the quote. In this sense, *sic* confirms the accuracy of the quotation despite its blatant inappropriateness, or factual mistake:

'The Norman conquest took place in 1072 (*sic*).' [the year should be 1066]

In fact, the word *sic* means *so* or *thus* in Latin. Its appearance after a quoted word or phrase serves as an aside from the writer or reporter that 'Yes, I do mean it.' or 'Yes, he did say that.' It is not confined to signifying wrong usage and may be used as a device to call attention to the unconventional or idiosyncratic use of a word, as in:

The stupidity demonstrated by the public officers in the handling of this matter is very enlightening (*sic*) to the public.

The Chicago Manual of Style advises that obvious typographical errors or mis-spelled words may just be corrected silently without the company of *sic*.

Editor



公積金計劃投資成績

Investment Returns of Staff Superannuation Scheme

財務處公布公積金計劃內各項投資回報如下：

The Bursary announces the following investment returns on the Designated Investment Funds of the 1995 Scheme.

2012年3月

March 2012

基金	Fund	1995 計劃 Scheme (未經審核數據 unaudited)	指標回報 Benchmark Return
增長	Growth	-0.65%	-1.25%
平衡	Balanced	-1.64%	-0.97%
穩定	Stable	-1.30%	-1.02%
香港股票	HK Equity	-5.78%	-5.32%
香港指數	HK Index-linked	-5.04%	-4.87%
A50中國指數	A50 China Tracker ^Δ	-9.15%	-6.36%
港元銀行存款	HKD Bank Deposit	0.13%	0.001%
美元銀行存款	USD Bank Deposit*	0.27%	0.13%
澳元銀行存款	AUD Bank Deposit*	-3.34%	-3.59%
歐元銀行存款	EUR Bank Deposit*	-0.87%	-0.87%

2012年第一季

Cumulative returns for the 1st Quarter of 2012

基金	Fund	1995 計劃 Scheme (未經審核數據 unaudited)	指標回報 Benchmark Return
增長	Growth	11.15%	10.75%
平衡	Balanced	7.85%	8.20%
穩定	Stable	2.84%	3.16%
香港股票	HK Equity	9.73%	11.78%
香港指數	HK Index-linked	11.77%	11.87%
A50中國指數	A50 China Tracker ^Δ	4.17%	4.10%
港元銀行存款	HKD Bank Deposit	0.43%	0.003%
美元銀行存款	USD Bank Deposit*	0.38%	-0.07%
澳元銀行存款	AUD Bank Deposit*	3.60%	2.75%
歐元銀行存款	EUR Bank Deposit*	3.27%	3.09%

2011年4月1日至2012年3月31日

1 April 2011 to 31 March 2012

基金	Fund	1995 計劃 Scheme (未經審核數據 unaudited)	指標回報 Benchmark Return
增長	Growth	-4.29%	-2.62%
平衡	Balanced	-0.08%	-0.04%
穩定	Stable	0.95%	2.74%
香港股票	HK Equity	-10.85%	-9.92%
香港指數	HK Index-linked	-10.09%	-9.79%
A50中國指數	A50 China Tracker ^Δ	-17.95%	-14.11%
港元銀行存款	HKD Bank Deposit	1.52%	0.01%
美元銀行存款	USD Bank Deposit*	1.27%	-0.29%
澳元銀行存款	AUD Bank Deposit*	5.51%	2.46%
歐元銀行存款	EUR Bank Deposit*	-4.86%	-5.75%

強積金數據請參閱：www.cuhk.edu.hk/bursary/chi/public/payroll_benefits/mpf.html

For MPF Scheme performance, please refer to:

www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/mpf.html

^Δ 累積回報是由2011年4月1日之後的十二個月之回報。實際投資回報數值包含由iShares安碩富時A50中國指數ETF (2823) 的市場價格及單位資產淨值的差異而產生的溢價或折讓。在2012年3月該溢價減少了2.70%，而2011年4月至2012年3月之十二個月期間溢價的累計減幅為1.91%。

Cumulative returns are for the past 12 months from 1 April 2011. The return data include a premium or a discount between the Market Price and the Net Asset Value of iShares FTSE A50 China Index ETF (2823). In March, there was an decrease in premium of 2.70% and for the 12 months from April 2011 to March 2012, the premium decreased by 1.91%.

* 實際與指標回報已包括有關期間內的匯率變動。

Both actual and benchmark returns include foreign currency exchange difference for the period concerned.

教學人員屆退休年齡後申請延任

Review for Retirement / Extension of Service of Teaching Staff

教學人員屆退休年齡後延任之評審 (2012-13) 現已展開，詳情可參閱通函編號：GC04/2012，內容已上載人事處網頁：www.per.cuhk.edu.hk/PersonnelAnnouncements/tabid/72/Default.aspx

The review for extension of service beyond the statutory retirement date (2012-13) now commences. For further information, please refer to the General Circular No. GC04/2012 posted at the Personnel Office website: www.per.cuhk.edu.hk/PersonnelAnnouncements/tabid/72/Default.aspx

新任 / 續任副校長

New / Reappointed Pro-Vice-Chancellors

兒科講座教授霍泰輝教授 (見圖) 獲委任為副校長，任期兩年，由2013年1月1日起生效。霍教授將於同日辭任醫學院院長。

Prof. Fok Tai-fai (see photo), Professor of Paediatrics, has been appointed as Pro-Vice-Chancellor of the University for a period of two years from 1 January 2013. Professor Fok will step down from being Dean of Medicine with effect from the same date.



程伯中教授再度獲委任為副校長，任期兩年，由2012年8月1日起生效。

Prof. Ching Pak-chung has been reappointed as Pro-Vice-Chancellor of the University for a period of two years from 1 August 2012.

鄭振耀教授再度獲委任為副校長，任期三個月，由2012年10月1日起生效。

Prof. Jack C.Y. Cheng has been reappointed as Pro-Vice-Chancellor of the University for a period of three months from 1 October 2012.

大學游泳池重開

Swimming Pool Reopens

大學游泳池已於4月30日重新開放，每日開放時間為：

The University Swimming Pool was reopened on 30 April. Daily opening hours are:

第一節 1st session	10:30 am – 1:40 pm
第二節 2nd session	2:30 pm – 7:15 pm

如欲申領游泳證，請到范克廉樓一樓游泳池辦事處。

For issuance and renewal of swimming cards, please go to the Pool Counter located on 1/F, Benjamin Franklin Centre.



書訊

BOOKS



Sociology and Anthropology in Twentieth-Century China: Between Universalism and Indigenism

Editors : Arif Dirlik, Guannan Li, and Hsiao-pei Yen
 Publisher : Chinese University Press
 Year : 2012
 Pages : 384

本書提供歷史角度，探討人類學和社會學自二十世紀初引入中國思想及教育體系後的發展，尤其重視在中國1930年代和1980年代的演變。作者探究了大陸和台灣的人類學家和社會學家的理論及研究議題，兩者如何受政治環境及學科的訓練影響。審視個別學者的學術生涯時，除提及他們具創意的貢獻，還介紹了他們關注的當代議題（文化主義、邊疆、女性）所產生的反響。本書也論及如何把相關學科引入中國的學術環境，以及「本土化」或「中國化」的議題。社會學及人類學自1930年代扎根中國，一直備受「本土化」或「中國化」所衍生的矛盾期望纏繞。中國與其他同樣從外地引入有關學科（作為歐美資本主義的現代化產物）的社會有着共同關注，就是對創造本地化的、另類的現代性有着矛盾的渴望。

This book provides a historical perspective on the development of anthropology and sociology since their introduction to Chinese thought and education in the early 20th century, with an emphasis on the 1930s and 1980s. The authors offer different windows on theoretical and research agendas of anthropologists and sociologists of mainland China and Taiwan, shaped as much by their political context as by disciplinary training. In examining the careers of several individual scholars, they make note not only of their creative contributions, but also of the resonance of their intellectual concerns with contemporary issues in sociology and anthropology (culturalism, frontiers, women). Finally, the volume is organized loosely around the problem of how to translate these disciplines into a Chinese context, the issues of 'indigenization' or 'making Chinese', which have haunted the two disciplines since their establishment in the 1930s because of the contradictory expectations that they generate. This is where the case of China resonates with similar concerns in other societies where the disciplines were imported from abroad as products of an European or American capitalist modernity, conflicting with aspirations to create their own localized alternative modernities.



Name 姓名	Post 職位	Effective Date 生效日期
Appointments/Re-appointments 聘任/轉任		
Dr. Wang Dawei 王大偉, BS PhD	Research Associate, Dept of Physics 物理系副研究員	14.3.2012
Dr. Wang Yong 王泳, BA LLM PhD	Research Associate, Centre for Civil Society Studies, Hong Kong Institute of Asia-Pacific Studies 香港亞太研究所公民社會研究中心副研究員	15.3.2012
Mr. He Laichang 何來昌, MB MM	Visiting Scholar, Dept of Imaging & Interventional Radiology 影像及介入放射學系訪問學人	30.3.2012
Dr. Moe H. Kyaw, MB BS MSc MRCP (UK)	Visiting Scholar, Institute of Digestive Disease 消化疾病研究所訪問學人	1.4.2012
Dr. Diao Shu 刁姝, BS MPhil PhD	Postdoctoral Fellow, Dept of Chemistry 化學系博士後研究員	1.4.2012
Prof. Poon Chung Yan, Carmen 潘頌欣, BAsc MAsc PhD	Research Assistant Professor, Dept of Surgery 外科學系研究助理教授	1.4.2012
Mr. Cheung Kai Chung 張啟聰, BSocSc	Project Co-ordinator II, Dept of Surgery 外科學系二級計劃協調員	2.4.2012
Mr. Cheung Pok Man 張博文, BA	Project Co-ordinator II, Dept of Imaging & Interventional Radiology 影像及介入放射學系二級計劃協調員	2.4.2012
Prof. Chiu Chi Yue 趙志裕, BSocSc MPhil MA MPhil PhD	Visiting Professor of Social Science, Dept of Psychology 心理學系社會科學訪問教授	2.4.2012
Dr. Feng Hai 馮海, BS MM PhD	Postdoctoral Fellow, Institute of Digestive Disease 消化疾病研究所博士後研究員	2.4.2012
Prof. Heinrich C. Houben, MD DTM&H FRCSEd FRCSGlas FRCSEd (Paediatric Surgery)	Associate Professor, Dept of Surgery 外科學系副教授	2.4.2012
Miss Lam Nga Chung, Ashley 林雅頌, BSSc MSSc MA RSW	Functional Manager, Office of Student Affairs 學生事務處副主任	2.4.2012
Dr. Lee King Yiu 李景耀, BSoc MPhil PhD	Research Associate, Li Ka Shing Institute of Health Sciences 李嘉誠健康科學研究所副研究員	2.4.2012
Ms. Liu Nga Fong 廖雅芳, BA DipBusJapComm MA	Executive Officer II, Faculty of Business Administration 工商管理學院二級助理主任	2.4.2012
Dr. Lu Lu 路璐, BEng PhD	Postdoctoral Fellow, Institute of Network Coding 網絡編碼研究所博士後研究員	2.4.2012
Miss Lui Shan Ling 呂珊玲, BSc	Project Co-ordinator II, Dept of Translation 翻譯系二級計劃協調員	2.4.2012
Dr. Wang Pinghui 王平輝, BEng DEng	Postdoctoral Fellow, Dept of Computer Science & Engineering 計算機科學與工程學系博士後研究員	2.4.2012
Ms. Wong Ka Lam 王嘉琳, BSocSc	Executive Officer II, Dept of Anthropology 人類學系二級助理主任	2.4.2012
Prof. Xu Yan 許炎, LLB LLM PhD	Assistant Professor, Faculty of Law 法律學院助理教授	2.4.2012
Dr. Yu Chung Wah 余頌華, MB MPhil PhD	Research Associate, Dept of Paediatrics 兒科學系副研究員	2.4.2012
Mr. Fung Kam Lun 馮錦崙, BSSc	Executive Officer II, Office of Student Affairs 學生事務處二級助理主任	3.4.2012
Dr. Huang Feng 黃鋒, BEng MEng PhD	Postdoctoral Fellow, Dept of Electronic Engineering 電子工程學系博士後研究員	10.4.2012
Ms. Lee Shui Ling 李瑞寧, BA MAcc CPA (Aust) CPA	Internal Auditor II, Internal Audit Office 內部審核處二級內部核數師	10.4.2012
Dr. Liu Haiyang 劉海洋, MB MM	Visiting Scholar, Dept of Anaesthesia & Intensive Care 麻醉及深切治療學系訪問學人	10.4.2012
Miss Liu Yin Ting, Rita 廖燕婷, BEcon MBus	Executive Officer II, MBA Programmes, Faculty of Business Administration 工商管理學院工商管理碩士課程二級助理主任	10.4.2012
Mr. Mak King Hei 麥敬義, BEng	Project Co-ordinator II, C.W. Chu College & New College Planning Office 敬文書院及新書院籌劃處二級計劃協調員	10.4.2012
Miss Yiu Ying Bing 姚映冰, BNurs PDipNurs MSc	Instructor I, The Nethersole School of Nursing 那打素護理學院一級導師	10.4.2012
Prof. Zhang Jinfang 張錦芳, BEng MEng DS	Research Assistant Professor, School of Biomedical Sciences 生物醫學學院研究助理教授	10.4.2012
Prof. Ignace Ng, BA MA PhD	Visiting Professor, Dept of Management 管理學系訪問教授	11.4.2012
Prof. Xu Yihou 徐宜厚, GradDip	Visiting Professor, School of Chinese Medicine 中醫學院訪問教授	11.4.2012
Prof. Zheng Jie 鄭潔, BM MPhil PhD	Assistant Professor, Faculty of Arts 文學院助理教授	11.4.2012
Miss Lam Man Wah 林敏華, BA	Executive Officer II, Communications & Public Relations Office 傳訊及公共關係處二級助理主任	12.4.2012
Miss Ma Hoi Lam 馬凱琳, BBA	Project Co-ordinator II, Hong Kong Jockey Club Sports Medicine & Health Sciences Centre, Faculty of Medicine 醫學院香港賽馬會運動醫學及健康科學中心二級計劃協調員	12.4.2012
Ms. Yiu Soo Han, Anita 姚素嫻, BEd MEd ProfDipMktMgt MBA	Assistant Secretary II, Communications & Public Relations Office 傳訊及公共關係處二級主任	12.4.2012
Advancement 升任		
Mr. Chan Chi Leung 陳智樑	Instructor I, Yale-China Chinese Language Centre 雅禮中國語文研習所一級導師	1.8.2011
Prof. Chan Chun Kit 陳俊傑	Professor, Dept of Information Engineering 信息工程學系教授	1.8.2011
Ms. Chan Sik Chee 陳惜姿	Senior Instructor, School of Journalism & Communication 新聞與傳播學院高級導師	1.8.2011
Prof. Chau Pak Chun, Janita 周柏珍	Professor, The Nethersole School of Nursing 那打素護理學院教授	1.8.2011
Ms. Chen Fan 陳凡	Senior Instructor, Yale-China Chinese Language Centre 雅禮中國語文研習所高級導師	1.8.2011
Prof. Cheung Chi Keung, Peter 張志強	Professor, School of Life Sciences 生命科學學院教授	1.8.2011

Name 姓名	Post 職位	Effective Date 生效日期
Dr. Ching Chung Shan 程中山	Senior Instructor, Dept of Chinese Language & Literature 中國語言及文學系高級導師	1.8.2011
Prof. Fung Hoi Lam, Helene 馮海嵐	Professor, Dept of Psychology 心理學系教授	1.8.2011
Prof. Lam Hon Ming 林漢明	Professor, School of Life Sciences 生命科學學院教授	1.8.2011
Prof. Lam Hugh Simon Hung San 林鴻生	Associate Professor, Dept of Paediatrics 兒科學系副教授	1.8.2011
Mr. Lau Ching 劉正	Instructor I, Dept of Japanese Studies 日本研究學系一級導師	1.8.2011
Dr. Law Man Wai, Anthony 羅敏威	Senior Instructor, School of Accountancy 會計學院高級導師	1.8.2011
Prof. Lee Kit Bing, Icy 李潔冰	Professor, Dept of Curriculum & Instruction 課程與教學學系教授	1.8.2011
Prof. Lee Lai Shun, Nelson 李禮舜	Professor, Dept of Medicine & Therapeutics 內科及藥物治療學系教授	1.8.2011
Ms. Lee Soo Kyeong 李秀瓊	Instructor I, School of Continuing & Professional Studies 專業進修學院一級導師	1.8.2011
Mrs. Lo Ng Mei Kuen, Eva 盧吳美娟	Senior Instructor, Dept of Social Work 社會工作學系高級導師	1.8.2011
Prof. Ma Ching Wan, Ronald 馬青雲	Professor, Dept of Medicine & Therapeutics 內科及藥物治療學系教授	1.8.2011
Prof. Mok Chung Tong, Vincent 莫仲棠	Professor, Dept of Medicine & Therapeutics 內科及藥物治療學系教授	1.8.2011
Dr. Ng Mau Yuen, Eric 吳茂源	Senior Instructor, Dept of Curriculum & Instruction 課程與教學學系高級導師	1.8.2011
Dr. Ngai Hung Kui 魏雄鉅	Instructor I, School of Life Sciences 生命科學學院一級導師	1.8.2011
Dr. Tam Chin Chiu 譚展超	Senior Instructor, School of Continuing & Professional Studies 專業進修學院高級導師	1.8.2011
Prof. Tang Chung 鄧聰	Professor, Dept of History & Institute of Chinese Studies 歷史系及中國文化研究所教授	1.8.2011
Dr. Tao Kwok Cheung 陶國璋	Senior Instructor, Dept of Philosophy 哲學系高級導師	1.8.2011
Prof. Frank J.E. Vigneron	Professor, Dept of Fine Arts 藝術系教授	1.8.2011
Prof. Wong Kwok Chu 黃國柱	Professor, Dept of Surgery 外科學系教授	1.8.2011
Prof. Wong Wai Sun 黃煒燊	Professor, Dept of Medicine & Therapeutics 內科及藥物治療學系教授	1.8.2011
Prof. Young Fung Yu 楊鳳如	Professor, Dept of Computer Science & Engineering 計算機科學與工程學系教授	1.8.2011
Resignations 辭職		
Miss Fan Tsz Lam 樊芷霖	Executive Officer II, Morningside College 晨興書院二級助理主任	30.3.2012
Mr. Yau Hoi Wai 游海威	Computer Technician II, School of Continuing & Professional Studies 專業進修學院二級電算技術員	31.3.2012
Mr. Tso Wing Ho 曹永浩	Assistant Project Co-ordinator, United College 聯合書院助理計劃協調員	13.4.2012
Miss Ng Yui Wa 吳蕊華	Clerical Assistant, Faculty of Law 法律學院助理文員	14.4.2012
Mr. Lam Siu Wa 林少華	Works Supervisor I, Estates Management Office 物業管理處一級監工	15.4.2012
Dr. Cao Xudong 曹旭東	Visiting Scholar, School of Biomedical Sciences 生物醫學學院訪問學人	19.4.2012
Miss Chan Ching Man 陳靜汶	Assistant Project Co-ordinator, United College 聯合書院助理計劃協調員	21.4.2012
Mr. Chu Kin Lun 朱健麟	Assistant Clerk-of-Works, Campus Development Office 校園發展處助理工程督察	21.4.2012
Miss Kong Tsz Kwan 江子君	Dental Surgery Assistant, University Health Service 大學保健處牙科助護	2.5.2012
Miss Li Xin 李鑫	Junior Research Assistant, Dept of Linguistics & Modern Languages 語言學及現代語言系初級研究助理	2.5.2012
Miss Tang Yinjiao 湯銀嬌	Junior Research Assistant, Divinity School of Chung Chi College, Dept of Cultural & Religious Studies 文化及宗教研究系崇基學院神學院初級研究助理	2.5.2012
Miss Tsang Chi Ling 曾智伶	General Clerk II, The Jockey Club School of Public Health & Primary Care 賽馬會公共衛生及基層醫療學院二級文員	2.5.2012
Miss Wu Yanying 吳艷瑩	Junior Research Assistant, Dept of Electronic Engineering 電子工程學系初級研究助理	2.5.2012
Mr. Cheng Shu Sing 鄭樹聲	Medical Laboratory Technician II, Dept of Chemical Pathology 化學病理學系二級醫療實驗室技術員	3.5.2012
Mr. Ng Ting Wai 吳挺威	General Clerk II, Dept of Finance 財務學系二級文員	4.5.2012
Mrs. Ho Yau Pik Shan, Angel 何邱碧珊	Project Assistant II, Dept of Medicine & Therapeutics 內科及藥物治療學系二級計劃助理	5.5.2012
Ms. Hu Fan 胡繁	Research Assistant, School of Biomedical Sciences 生物醫學學院研究助理	7.5.2012
Miss Choi Heung Ling 蔡香玲	Technician, School of Biomedical Sciences 生物醫學學院技術員	13.5.2012
Miss Kong Pui Shan 江佩珊	Medical Laboratory Technician II, Dept of Obstetrics & Gynaecology 婦產科學系二級醫療實驗室技術員	13.5.2012
Dr. Yang Yi 楊翼	Postdoctoral Fellow, Dept of Systems Engineering & Engineering Management 系統工程與工程管理學系博士後研究員	16.5.2012
Miss Nie Yunyu 聶筠宇	Junior Research Assistant (honorary), Dept of Chemistry 化學系名譽初級研究助理	25.5.2012

The information in this section is provided by the Personnel Office 此欄資料由人事處提供。

名譽職務及禮任詳情載於 www.iso.cuhk.edu.hk/chinese/newsletter
Details of honorary and courtesy appointments are available at www.iso.cuhk.edu.hk/english/newsletter/

為甚麼會對心理學感興趣？

小學的時候，我在觀察到別人的行為時，就常會想他們有甚麼思想？為甚麼會這樣想？為甚麼有這樣的反應？會有甚麼感受？而心理學是有系統和以科學方法認識人的行為的學科，後來發現美國中學有心理學課程，所以在香港沒唸完中學就去了美國。其中一個原因就是給心理學課程所吸引。

為何在1996至99年暫離教職，擔任平等機會委員會（平機會）創會主席？

我那時是社會科學院院長，也曾猶豫應否離職，但我在社會上一直推動婦女權益發展，另外也許沒有太多人留意的是，我同時也推動殘疾人士，特別是精神病康復者的服務和權益的發展，這些經驗剛好配合平機會在那時推動制訂這兩方面的條例，就是《性別歧視條例》和《殘疾歧視條例》。我當時覺得，以往自己做了這麼多工夫，希望社會在這兩方面有所進步，所以在它漸見成果時，暫離教職，為社會推動這方面的努力，是很值得的。

中大女教授不少，管理層的女性卻不多，對此你有何看法？

中大和全香港的情況差不多，在許多機構裏面，女性在領導階層佔很少數。為甚麼會有這樣的現象？這就要看歷史發展。女性受基礎教育和高等教育，然後出任一些專業職位，再晉升領導階層，是要有一段過程。香港女性受教育的轉變是由70年代後期開始，即1978年實施九年免費義務教育，至90年代初大學學位增加，女學生的比例逐漸增加，男女大學生的比例到2000年左右開始逆轉，女生開始佔多數。我加入中大時，女教師人數不用雙手可數盡。時至今日，你會看到中層的女性多了很多，這需要慢慢地逐級去演變，但還需有敏銳的支持和制度去培植女性領導人才。

出色的女性領導須要犧牲家庭嗎？

現在家庭的兩性分工，還是偏重於傳統觀念，女性通常要負擔家庭照顧者的主要角色，而社會常將事業與家庭兩極化，使得年輕女性以為只能二擇其一。我的書《登上巔峰的女性》探討傑出女性領導者，她們並非要放棄家庭，而是可以內外兼顧。但須要考慮處事的先後次序，採用不同的策略，懂得善用時間，甚至尋找不同的社會資源幫忙，當然配偶合作亦很重要。你會看到很多成功女性，都會感激她們的配偶認同兩性平等的觀念，支持她們發揮所長。

可否介紹一下你制訂的跨文化（中國人）個性量表（CPAI）？

心理學常會使用一些有科學根據的測量工具，幫助我們客觀分析、檢視或者形容人的某些特徵，將人分類。個性測量除了在臨床評估方面能協助診斷和治療外，還可在工業及組織管理方面用於選拔、培訓、晉升人才，或幫助員工在考慮事業發展時加深對自己的認識，用途很廣泛。過去心理學測量工具多是借用西方制訂的，我剛回香港時就翻譯了有名的明尼蘇達個性量表（MMPI）。後來我與中國科學院心理研究所合作把MMPI中文版本標準化。我們之後再想，何不自己發展一套適合華人社會文化的個性測量表呢？所以就以心理科學的測量方法，結合本土文化的個性特徵，發展出CPAI。

我們在研究中發現了有些個性特徵是文化共通的，但有一個特徵是過去西方心理學工具比較忽略的，就是人際關係的角度，西方心理學比較着重個人主義，中國人則很着重從人與人之間的關係去反映他的性格，例如和諧、人情，在過往西方的量表裏不大着重。而CPAI的跨文化研究顯示，這些特徵並非局限於華人文化，在其他着重集體主義的文化也非常切合。

美國心理學會今年向你頒發「推動心理學國際發展傑出貢獻獎」，你有何感受？

我希望能令國際心理學界更認識我的工作背後的一些理念。藉着這次獲獎，推動他們更加認識文化，包括中國文化，對心理學的影響。中大心理學系很強調我們是中國人在心理學界的聲音。中國人佔世界人口的五分之一，中國人的文化經驗，中國人的心理學，對主流心理學應該有更大影響。

Why were you interested in psychology?

When I was in primary school, I liked to observe people's behaviour, wondering what they thought, what they felt and why they had such reactions. Psychology is a scientific field that systematically investigates human behaviour. I was interested in it and learned that American high schools had psychology courses. That's why I went to the US before I finished my secondary school education in Hong Kong.

Why did you choose to leave the University to serve as the founding chairperson of the Equal Opportunities Commission (EOC) from 1996 to 1999?

I was the Dean of Social Science at that time. I did hesitate over leaving that position. I had been advancing women's rights. But not many people knew that I had also been active in promoting the services for and the rights of people with disabilities, especially those of ex-mentally ill persons. At that time the EOC was set up to implement the Sex Discrimination Ordinance and the Disability Discrimination Ordinance. I felt obligated to help with the implementation of these two ordinances at a nascent stage. So I decided to take leave from my academic career. I think it was worth it.

CUHK has many female professors. But we don't have many women in senior management. What do you think of this?

CUHK is no different from other corporations in Hong Kong, in which women leaders are rare. Why? You have to put it in its historical context. It is a long process of social change that involves education, especially higher education, for women, their career advancement, and their ascension to senior positions. In Hong Kong, it was not until the late 1970s that the majority of women began to receive proper education after the introduction of nine-year compulsory education. By the early 1990s, with the expansion of higher education, the numbers of female university students began to increase. By around 2000, their numbers began to exceed those of male students. When I first joined CUHK, I could count on two hands the number of female teachers on campus. Now you can see that there have been more and more women in middle management of their professions. Social change takes time. But it's also important that we have sensitive support and systems for mentoring women leaders.

Is it inevitable that women can only achieve success in their careers at the expense of their families?

Now the gender division of labour is still very traditional—the role of family caregiver is chiefly played by women. The dichotomy between career and family is still perceived to be true by many in our society and many young women think that they're mutually exclusive. My book *Women at the Top* is a study of outstanding women leaders. Instead of foregoing a happy family for a successful career, they combine work and family life. To achieve this, you have to set priorities, adopt innovative strategies, make good use of time, and enlist support of social resources. Of course, spousal cooperation is very important. Many successful women leaders are grateful to their husbands for embracing gender equality.

What is your Cross-cultural (Chinese) Personality Assessment Inventory (CPAI) meant for?

In psychology, we often use certain scientifically-based



心理學系系主任張妙清教授 Prof. Cheung Mui-ching Fanny, Chairperson, Department of Psychology

assessment tools to evaluate, analyse or describe a person's personality and categorize them. Personality assessment tools are not only useful for diagnosis and treatment in clinical practice, they can also be used in the organizational context to recruit, train and promote employees, or to help employees get a better understanding of themselves in their career development. In the past, many of these tools originated in the West. When I returned to Hong Kong, I translated the famous Minnesota Multiphasic Personality Inventory (MMPI) and worked in collaboration with the Institute of Psychology of the Chinese Academy of Sciences to standardize the Chinese version of the MMPI. After that we thought: why don't we develop a personality assessment that is culturally relevant to the Chinese society? That's why we developed the CPAI by combining scientific assessment methods of psychology and personality traits of Chinese.

In our study we found that certain personality traits are universal across cultures. But there is a dimension that had been neglected by Western assessment tools—interpersonal relatedness. Western psychology is more individualistic in nature while the Chinese personality is characterized by elements of the interpersonal dimension, such as harmony, relationship orientation, which are not highlighted in Western assessment tools. The cross-cultural studies relating to the CPAI show that these elements are not only specific to Chinese culture, but also relevant to other cultures characterized by collectivism.

You've been selected as the co-recipient of the American Psychological Association 2012 Award for Distinguished Contributions to the International Advancement of Psychology. How do you feel about it?

I hope that it would help international psychologists to better understand the notions underlying my work and the relevance of cultures, including Chinese culture, to psychology. Our department is committed to promoting a distinctive Chinese voice in psychology. The Chinese make up one-fifth of the world's population. The cultural experience of the Chinese and Chinese psychology should have a bigger influence on mainstream psychology. 📖