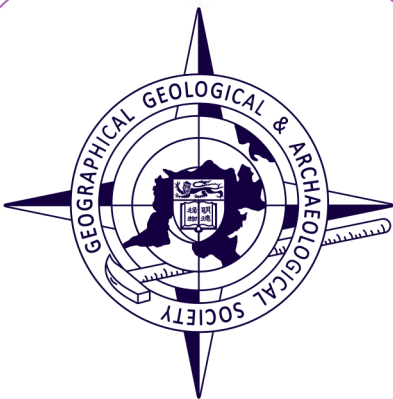


**2013-
2014**

**Geographical,
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Archaeological
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**Annals
(37th Issue)**

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Foreword

Sixty years ago, the Department of Geography and Geology was established as one of the earliest institutions for teaching and research in geographical and geological sciences, not only in this university but also in Hong Kong and the East Asian region. We have been the pioneer and the forerunner, and I am very pleased to report that the Department of Geography today continues to excel amongst the *crème de la crème*. Indeed, we have been able to build upon our well-established strengths and scale new heights of excellence in teaching, research, knowledge exchanges, and services to the communities, locally and internationally.

More specifically, we have trained over 3200 undergraduates, 600 Taught Master, 120 MPhil and 70 PhD postgraduates. Many of our graduates have become prominent leaders, professionals, entrepreneurs, business people, scholars, and intellectuals. We have a modest faculty size of 16, but of world-class quality in teaching and research. Of the 16 faculty members, four have been bestowed with Best Teaching Awards and five have been presented with Outstanding Research Awards. Significantly, HKU Geography & Area Studies was ranked 25th in the QS World University Rankings by Subject in 2014. Also, in the most recent Research Assessment Exercise (RAE), we have been rated the best in Hong Kong and the region and scored above the university average – We achieved an IRSE score of 4.0 and an RAE result of 86.6%, which is higher than HKU's sector-wide average (58.35%) and overall average (72.5%). Notably, it was also the highest amongst all geography departments in Hong Kong.

All of these accomplishments have been achieved owing to the well-established excellent traditions, the enthusiasm, passion, and devotion of a whole team that includes academic and supporting staff as well as all students, and the continuing support of our alumni. The Annals of GGAS plays a vital role in bonding this big family. The Annals allows teachers and students to share their research findings and ideas in an inspiring and intellectually vibrant environment. Indeed, the GGAS has been a worthy partner in the Department's pursuit of academic and research excellence, quality geographical education, and altruistic contribution to the community.

To close, I would like to bring your attention to a lovely poem. More than a thousand years ago, a well-known Chinese poet in the Tang dynasty, Wang Zhihuan (王之涣) (688-742), climbed to the Stork Tower (鸛雀樓) in a major fortress town on the North China Plain overlooking the eastward flow of the Yellow River on its way to the ocean, and he left us with these beautiful words:

白日依山盡 (*The sun beyond the mountains glows*)

黃河入海流(*The Yellow River seawards flows*)

欲窮千里目(*You can enjoy a grander sight*)

更上一層樓 (*By climbing to a greater height*).¹

We live in an increasingly competitive world. As the Department celebrates its Diamond Jubilee Anniversary – one year before the Society marks its own 60th Birthday – I send my warmest wishes to the GGAS for many more successfully 60 years to come. Indeed, if “zeal is the key to success”, let us “enjoy a grander sight” of our globalizing world, “by climbing to a greater height”!

Prof. David D. Zhang
Head
Department of Geography
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Many Tang poems have painted beautiful pictures of natural landscapes with concrete words. There are interesting similarities between eastern and western civilization. For instance, compare this poem by Wang Zhi Huan (688-742) with Byron’s “The rounded Red sun sinks down behind the azure hill” (*Don Juan II*, 183) and with Tennyson’s “They saw the gleaming river seaward flow” (*The Lotos-Eaters*), and you will see the two pictures of sunset painted east and west, apart by more than one thousand years, and yet with the words that sound so beautifully in one just as the other. For detailed discussion, see Xu Yuan-zhong, Loh Bei-yei and Wu Juntao (eds.) 1996. *300 Tang Poems: A new translation*. Hong Kong: The Commercial Press, pp. 1-6.



Stork Tower (鶴雀樓)

Image source: <http://pujiusi.com.cn/>

A Word from the Editor

The publication of Annals has been a well-preserved tradition of our society. It is my greatest honour to be the chief editor of Annals (37th Issue), to have a piece of contribution in what shall be serve as historical documentation of our society's work this year.

Aiming at cultivating members' interests in geography, geology and archaeology, we have collected articles from different sources on a variety of topics. Also joining us in the interviews are two lecturers, one of which is the new-coming associate professor in the Department of Geography and another is a special guest from the Department of English. To facilitate communication between our society and members, we also present you reviews on the functions held by our society and Joint School Geography Association (JSGA), and last but not least, the reflection of the executive committee members of this session.

Here, I would like to express my sincere gratitude to all contributors of articles and to the respected interviewees for their kind support to Annals (37th Issue), as well as to the work of our society. Also, I would like to thank the associate editors for their assistance in realizing the publication of Annals (37th Issue).

At last, I hope you enjoy reading Annals (37th Issue), and continue to support other functions of our society as well.

Tiffany Ong
Chief Editor

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Change in the settlement of Upper Sheringham, Norfolk, England

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Introduction

The village of Upper Sheringham is mentioned in the Domesday Book of 1086. It is located at the foot of wooded hills, in actual fact an old terminal moraine formed in the Pleistocene, locally named as the Cromer Ridge (see Figure 1), in an Area of Outstanding Natural Beauty on the North Norfolk coast, in the county of Norfolk, England (see Figure 2). It is distinct and separate from the town of Sheringham (see Figure 2), which is the larger and dominant settlement. Independence of the two Sheringhams came in 1901 when “Lower” Sheringham was granted status as a self-governing urban district. Upper Sheringham, the older of the two settlements, is 1½ miles SSW of the town of Sheringham which is located at the coast between cliffs that rise nearly 100 feet above the beach. The village of Upper Sheringham, in which I lived until leaving for University, is a pretty village consisting of a number of houses with a distinctive vernacular architecture. Many are built from flint pebbles rounded by the sea, decorated with bands of brick and featuring roofs of clay pantiles (see Figure 3). A medieval church and water reservoir, which was built in 1814 to commemorate the Napoleonic War, (see Figure 4) add interest and character to the village. Sheringham Hall, completed in 1838, and formerly home to the Upcher family, is part of the village and the grounds and parkland were designed by Humphrey Repton (see Figures 5 and 6). The Upcher family were the major landowners and employers, whilst the parkland is home to an impressive collection of rhododendrons, which was begun in the 1850s. Currently, both the house and park are the property of the National Trust (from the mid-1980s), whilst the village is part of the Upcher Trust.



Figure 1. The site and situation of Upper Sheringham.



Figure 2. The location of Upper Sheringham.

Change

As I approach retirement from HKU, and having observed the village from the 1950s through to the 2010s, I can anecdotally document some of the changes that have occurred in this small North Norfolk village. I will document these under environment and social.

Environmental Change

In terms of the environment, the changes are related to agriculture and energy. Since World War II, agriculture underwent great change under the driving force of production. Changes seen, include the development and use of large machinery and more intensive farming methods utilizing pesticides and inorganic fertilisers. A consequence of this has been an increase in field size, to accommodate large and more equipment, which was achieved by the removal of hedgerows, or field boundaries. This process of removal of hedgerows was particularly marked during my childhood in the 1950s and 1960s. This change in agriculture is also reflected by the fact that there were 5 farms in the parish, but currently only one remains, and that is much diminished. I can also recall two small-holdings (very small farms) and these too have gone. Another change in agriculture, in part in the name of efficiency of production, but also reflecting improved food hygiene and safety standards imposed by the

Government, has been the loss of milk producing dairy herds of cattle. There were three small herds of dairy cattle in my childhood, at Ivy, Heath and Hall farms. They are long gone. My mother, who grew up in the village, can remember a local farmer selling milk at the door of your house, a practice long discontinued! Currently, dairy farming is a very difficult business for farmers in the UK with the price they receive for milk under downward pressure.



Figure 3. The architecture.



Figure 4. The church and the reservoir.

Although stretching the boundary of the parish, energy, or power, has been the driver of a great change to the visual landscape. There is now visible, from both my parent's home and much of the village, the 317 MW Sheringham Shoal Offshore Wind Farm, located some 17 to 23 km off the North Norfolk coast (see Figure 7). It consists of 88 wind turbines producing enough electricity for around 220,000 homes. The lease for the project was granted in 2004. There is currently no on-shore wind farm at either Upper Sheringham or Sheringham. However, a proposal for a wind turbine in the neighbouring village of Bodham has caused much controversy. It should also be noted that a solar photovoltaic array, of over 43000 panels on three fields, has just been established at nearby Hall Farm, East Beckham.

Regarding the "environment" of the village itself there has been remarkably little change over my lifetime and most of the original cottages remain. In the last 20 years farm buildings have been converted into housing, whilst most recently Street Farm (the home of my grandparents) was modernized to add one additional dwelling and Ivy Farm was converted to give at least 5 additional dwellings. Church farm has

also been converted into housing. As noted below, two barns at Hall Farm have been converted to provide holiday accommodation by the National Trust. The National Trust have also converted many of the buildings of Wood Farm into a Visitor Centre, including a cafe. A windmill, more correctly a postmill, was present in the village, although located some distance outside of the settlement on top of the Cromer Ridge. It ceased working in the 1920s, and no trace remains, however, the house associated with the mill still exists alongside the A148 road.



Figure 5. Sheringham Hall.



Figure 6. The parkland of Sheringham Hall.



Figure 7. Sheringham Shoal offshore windfarm.



Figure 8. Barn conversion to holiday accommodation/lets.

Social Change

One of the biggest social changes concerns transport. In my childhood of the 1950s and 1960s cars were rare in the village, few people could afford to own a car. Indeed, the cottages had no provision for car ownership. Currently, few homes are

without a car, many having more than one. Provision for parking has been necessary and this provides an element of visual intrusion. Unlike many rural settlements in England, Upper Sheringham still has good access to public transport, with an hourly bus service connecting it to the towns of Sheringham, Holt and beyond, for example. The town of Sheringham still has a rail service, connecting to Norwich and beyond.

Another big change concerns loss of services, a common phenomenon in rural settlements in England. Since my childhood the village shop and post office has closed, as has the pub (public house) called the Red Lion. The school that my mother attended closed before I was born, and I attended school in the nearby town of Sheringham. The church remains, but the Wesleyan Chapel, mentioned in William White's History, Gazetteer and Directory of Norfolk in 1883 (3), is no longer functioning, and the same applies to the blacksmiths. My mother, now in her 80s, can remember the blacksmiths, but not a functioning chapel. The former chapel has now been converted to a domestic dwelling. On a personal note, my parent's house is located in Chapel Yard.

Social change, mobility, is evidenced by the fact that in the early 1960s (see Table 1) there were 82 households in the village, which may be taken to approximate families. In the period 2000- 2010 residents in the village consist of only 10 of these families based upon the collective memories of my parents and I. Most houses are currently occupied by families that were not resident in the village during my childhood of the 1950s and 1960s. However, it is interesting to note that, of the 20 family names mentioned in William White's History, Gazetteer, and Directory of Norfolk of 1883, for Upper Sheringham, 8 were still present during my childhood. In addition, the 1891 Census (1) lists 74 family names for Upper Sheringham and 17 of these were still present in the village during my childhood. Currently, descendants of only three families mentioned in the 1891 census remain in the village. Recent years have seen a rapid reduction of long-resident "families"; age is catching up.

Table 1 reveals that the population of the village changed little through time. This reflects the stability of the housing stock. Over my lifetime some addition to housing stock has occurred, around 20 units, and of these about one-quarter, are post 2010. Of these additions, around 6 are new-builds, the rest come from conversion of use, particularly of farm buildings, as reported above. Despite the addition to the housing stock, Table 1 reveals that, in 2001, the population was the smallest recorded over the period 1911-2001. This may reflect the general trend for decline of the average family size in the UK.

A further important social change is reflected in employment. During my early childhood a number of the residents were employed by, or had retired from the employment of the Upcher family, to work on the estate, the farm or in the hall. For example, as cooks, butlers, chauffer and gardeners, or as labourers on the farms. Currently, no one in the village is employed on the estate, now under the National Trust, as noted in the introduction. There has also been a decline in employment in agriculture. A number of villagers were employed on the local farms in my childhood, including my father and two uncles. Currently, only one person is employed directly in agriculture, at Hall Farm. This is reflected in the fact that only one farm remains functioning compared to the five of my childhood. During my schooldays, Ivy and Hall Farms both employed at least 5 persons. It is also of interest to note that historically, fishing was an important activity, with people from the village walking the mile or so to the coast to launch their boats. In my lifetime, all fishing has been carried out from the town of Sheringham.

Another social change is the rise of holiday accommodation in the village. Tourism is now an important economic activity in the area. Two barns at Hall Farm (see Figure 8), now owned by the National Trust, have been converted to holiday homes or lets, as noted above. On a personal level, as a child, I used to play in these barns when they were part of the farm on which my father worked. A few of the houses in the village also currently serve as holiday accommodation. For example,

Wisteria Cottage, which was once part of the old school, and Bluebell Cottage, part of the small addition to the housing stock in the 1970s. Holiday accommodation is also provided at the Woodlands caravan park located on the A148 road and developed, in part, on common land of the village, and by the Dales Country House, an up-market four star hotel (in my childhood this was an old-peoples home for Norfolk County Council, but it was formerly a private residence).

Conclusion

I hope that these personal recollections, as I approach retirement from HKU, on change in my home village are of interest. They are in some ways reflective of change in rural England. I also hope that they prompt you to think about change in Hong Kong.

Table 1: Upper Sheringham: Population, Households and Houses (2)

Year	No. of houses	Total households	Population
1911	-	78	307
1921	74	76	275
1931	81	84	299
1951	88	88	277
1961	82	82	280
2001	105 (estimated)	-	214

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Research ethics and ethical research: Towards a geographically sensitive ethics and an ethically sensitive geography

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Introduction

In recent years, there has been increasing interest in what geographers do and how they do it, leading to a “greater self-consciousness about research methods” (McDowell, 1992:400). In light of such a climate of ‘reflexivity’, the issue of self-criticality in research ethics has also received much attention (Sayer and Storper, 1997; Cloke, 2002) To put it simply, ethics “is about what is right, good and virtuous” (Israel and Hay, 2006:1). Thus, Hay and Foley (1998)’s formulation of the “responsible citizen” requires the researcher to be accountable for and self-critical of the moral dimensions of her/his actions. However, talking about research ethics and practising them in the field are two separate issues.

Within the social sciences, including geography, research ethics have been conceptualised and presented in various ways. For example, Gilbert (2006) and Israel and Hay (2006) came up with guide books that seek to rationalise the compliance to normative ethics. Such works cover common understandings of ethics in research ranging from confidentiality, informed consent, harm and benefit to tips on how to handle the ethics review committees (Oakes, 2002; Bach, 2005; Israel and Hersh, 2006). Similarly, in terms of pedagogical concerns, Vujakovic and Bullard (2001), amongst others, advocate for an incorporation of ethics education into the geography curriculum. Yet, there are others who are critical of prescriptive ethics, and have since contributed to impressive cartographies of the moral terrain. For instance, Mehlinger (1986, cited in Hay and Foley, 1998) posits that a researcher needs to act morally

because it is ‘right’, not because he or she is instructed by someone to do so. This underscores Guillemin and Gillam (2004)’s differentiation between ‘ethics in practice’ and ‘procedural ethics’, thus raising concerns over a researcher’s motivation behind the compliance to ethical behaviour. It is therefore not difficult to understand Kearns’ (2001) resentment that “regulatory ethics has arguably inhibited the development of an internalised ethical awareness among students and academics alike” (p.302). Conversely, an ethical research bears elements of social activism too. Proponents of such a definition argue that the political commitment to improve the lives of others (Bunge, 1969, cited in Valentine, 2005) should be prioritised over the researcher’s self-interest (Sack, 1997; Herman and Mattingley, 1999). Meanwhile, contemporary interpretations of what constitutes an ethical research incorporate ideas from intellectual fields of welfare geography (e.g. Smith, 1977) and compassionate geography (Kearns, 2001), but to name a couple.

Objectives

In this reflexive paper, I aim to achieve two objectives. Firstly, existing debates on research ethics will be engaged with to reflect upon my fieldwork experiences while researching on battlefield tourism on the island of Kinmen, Taiwan.^a In particular, I elicit some of the concerns for prescriptive and universal research ethics. Here, I argue that ethical codes are never universal and it is important to “develop authentic individual responses to potentially unique circumstances” (Valentine, 2005:485). Secondly, there is a dearth of analysis on post-research ethics. Majority of the existing literature focuses on ethical issues before^b and during^c a research; limited attention has been given to ethical decisions beyond its completion. Relationship with the researched community stretches beyond the boundaries of the research process, and

^a Politically belonging to Taiwan, Kinmen lies 350km southwest of Taipei, Taiwan, but a mere 8km from the city of Xiamen, mainland China. The island was a military outpost until the abolition of martial law in 1992, after which tourism became increasingly important.

^b For example, getting approval from a review committee.

^c For example, day-to-day moral decisions; contemplation of how the study benefits the society etc

should be incorporated into the researcher's 'ethics of care'. It is suggested that by reciprocating kindness in humble but practical ways, one may also contribute to an ethical research. In all, by highlighting the limitations of prescriptive and universal research ethics and advocating for pluralism in defining an ethical research, it is hoped that this paper contribute to a "geographically sensitive ethics and an ethically sensitive geography" (Cloke, 2002:591).

Research ethics

The opening paragraph of 'Research Ethics for Social Scientists' (Israel and Hay, 2006:1) captures vividly the sentiment towards, or rather, grudge against ethics review committees^d in tertiary institutions:

Social scientists are angry and frustrated. They believe their work is being constrained and distorted by regulators of ethical practice who do not necessarily understand social science research... ...Researchers have argued that regulators are acting on the basis of biomedically driven arrangements that make little or no sense to social scientists.

While non-applicability of most of the review questions (originally catered for scientific/medical experiments) leave everyone frustrated and confused as to why a social scientist should answer to inquiries by a medical department, the wider problem lies with the prescriptive nature of ethics review and its underlying assumption of a universal code of ethics. Sack (2001) recognises the existence of both 'instrumental' (context-dependent) morality and an 'intrinsic' (universal) morality, but nevertheless favours universal judgments to contextual ones. In this paper, however, I adhere to

^d To ensure research is conducted responsibly, most tertiary institutions require researchers to submit an 'ethics review form' and to have their research proposal and methods approved by an 'ethics review committee'. The contentious part is that these 'forms' used to be designed for medical experiments and therefore not applicable to social science research. But of course, the situation has since improved with institutions coming up with revised forms to cater to different genres of research. For example, the University of Hong Kong has three approval bodies for ethical review: The Human Research Ethics Committee for Non-Clinical Faculties (HRECNCf); The Institutional Review Board of the University of Hong Kong/Hospital Authority Hong Kong West Cluster (HKU/HA HKW IRB); The Committee on the Use of Live Animals in Teaching and Research (CULATR).

Smith's (2000) anti-thesis of Sack's position. He advocates for "a geographically sensitive ethics that positions the contingent ahead of the universal" (Cutchin, 2002:660).

To illustrate, ethics review committees often require a written consent from the interviewees. Ideally, this is done to recognise the rights of the respondent and also to safeguard the researcher and the associated tertiary institution from any legal repercussions. However, such practice might not be considered appropriate let alone ethical in a different context. In Kinmen, to ask a respondent to sign on such a "consent form" may be interpreted as an act of insensitivity, "turning an exchange based on trust into one of formality and mistrust" (Israel and Hersh, 2006:45). The following reflection from my Honours Thesis (Zhang, 2007:25-26) further strengthens the moral dilemma of a supposedly 'ethical behaviour':

My positionality as a student researcher is substantiated by my identity as an 'Overseas Chinese returning to his grandfather's hometown to research for his thesis'. Contacts with relatives still staying in Kinmen further 'legitimised' my work. Familiarity with Mandarin and the Hokkien dialect also gave me an added advantage in establishing commonality and rapport with my respondents. Most were surprised that I can speak their language.

The cultural context coupled with my positionality justify why a written informed consent is not viable. Repercussions of such an act of insensitivity, no matter the nobility of its intent, might result in the unwillingness of respondents to participate in my research or a more serious consequence of a breakdown in rapport and trust. Therefore, review committees should realise the relativism of research ethics (Wong, 1993). There are bound to be 'grey areas', depending on different social contexts and research methods, where a universal code of ethics fails to be applicable. It is no wonder that Kearns (2001:302) laments, "These procedures [of ethics committees] are a good example of externally derived processes contributing to [geographers'] dispirited state."

A genuine concern for prescriptive ethics is that it might foster a culture of ‘blind compliance’. As observed by Kearns (2001:302), “it is not unusual to hear graduate students talk of ‘getting through ethics approval’ (and...being free to ‘get on with their research’)”. The ethics review committee is perceived to be an obstacle amongst university researchers. Application to the ethics committee becomes just another tedious administrative chore. In many instances, the researchers see the whole process as interference and hindrance to the research progress. Many a time, the rule of thumb becomes “just write what they want to see and get on with your research”. In retrospect, this might give rise to what Guillemin and Gillam (2004) call ‘procedural ethics’, whereby researchers comply to the demands of the review committees blindly, as opposed to ‘ethics in practice’, which refers to the exercise of ethical decisions on a day to day basis. As such, research ethics faces the risk of being relegated from that of responsibility to the level of mere compliance.

Ethical research

As Blomley (1994) and Castree (1999) have suggested, there is a rich history of social activism in human geography that espouses the need to improve the social condition of the researched (Cloke, 2002; Valentine, 2005). Yet, increasingly, geographers are criticised as being more concerned over intellectual aspects rather than the political relevance of their research (Mitchell, 1995; Philo, 2000; Cloke, 2002). Similarly, commitment towards the researched community vis-à-vis that of fulfilling publications and funding requirements is scrutinised (Cloke, 2002). After all, ‘if you don’t publish, you perish’! Therefore, there is a constant call for academics to revive the discipline’s commitment to social activism; “to get off their wall of self-importance and take down the walls of impenetrable language” (Fox, 1979, cited in Kearns, 2001:301).

Of recent development is the argument for pluralism in defining ethical research (Kearns, 2001). One such deliberation is that of ‘ethics of care’, proposed by the

feminist Carol Gilligan (1977, 1982). Gilligan, joined later by Baier (1985), Held (1993) and Noddings (2003), advocates for a culture of care, compassion and nurturing relationships in the course of research (Israel and Hay, 2006:21). Caring “refers to care for, emotional commitment to, and willingness to act on behalf of persons with whom one has a significant relationship” (Beauchamp and Childress, 2001:369, cited in Israel and Hay, 2006:22). This approach in defining an ethical research goes beyond the abstract notion of social justice, to one that puts a strong emphasis on humanity and reflects a deeper sense of commitment to the researched community. Such commitment can be reflected in many ways and are not restricted to the direct contributions of the research. Herman and Mattingley (1999) stress the importance for reciprocity between the researcher and the researched. In this respect, such reciprocities can benefit the researched community in humble but practical ways – what I refer to as ‘ethics beyond research’.

To explicate, I share my experience of a recent encounter with the Kinmen County Government’s tourism department. I still remain contact with the department after my fieldwork. There were new tourism initiatives and additions to the battlefield attractions since my last visit and they needed to translate the captions and narrations of the displays from Chinese to English. After their initial erroneous translation was rejected by the publisher, they sought my assistance. I was so busy that I had thought of turning them down. However, I felt morally obliged to render my help to the community that hosted my research. I am concerned with the development of its tourism and could not bear to leave them in the lurch. A bad translation will definitely dampen the island’s image and hope of attracting foreign tourists. Moreover, I do not wish to see their translation becoming a laughing stock. I finally agreed to translate for them. This simple example illustrates that an ethical research need not necessarily realise abstract notions of social justice or activism. Such small acts of care and concern reflects Kearns’ (2001) definition of a compassionate geography that possesses the spirit of solidarity and empathy, and promotes “being down to earth so as to reconnect with the roots of both our humanity and our discipline” (p. 301).

In retrospect, the contribution of my research on battlefield tourism to the betterment of Kinmen's society, if any, might not be realised in the short run. However, the continuity of my relationship with the local community brings about beneficial "externalities" that contribute to its development in a humble but practical way. Furthermore, it is an opportunity for me to reciprocate their kindness and support during my time on the island. Thus, the vocabulary of 'social activism' should be expanded to go beyond abstract understandings that are often held hostage in the 'ivory towers' of knowledge. 'Down-to-earth' ethical behaviours help to create a climate of trust between the researcher and the researched community (Korgensen, 1971; Mitchell and Draper, 1982; Walsh, 1992, cited in Israel and Hay, 2006) so that people may be more willing to participate in the research we undertake. Indeed, developing a sense *for* the other (Augé, 1998) serves as a basis for "living ethically and acting politically" (Cloke, 2002: 587).

Conclusion

In conclusion, I have highlighted some of the inadequacies of prescriptive and universal research ethics. To achieve a geographically sensitive ethics, geographical specificities of a research site need to be considered. Research ethics should only act as a reference, rather than presenting itself as *the* set of rules for researchers to follow. When researchers find ways and means to satisfy the review committee instead of considering the moral implications of their actions, how then can their behaviour be considered responsible? Hay and Foley (1998)'s suggestion to incorporate ethics education into the curriculum, and to equip students with 'critical moral imaginations', whereby real life examples of research ethics are discussed in an interactive manner, looks promising.^e

^e The University of Hong Kong holds seminars on 'Responsible Conduct of Research' for faculty members in which research ethics examples are discussed in a workshop setting. This is an important step in the right direction and there is potential for such workshops to be extended to the general student population.

I have also advocated for pluralism in defining ethical research. The notion of post-research ethics is introduced to discuss ethics of care that are rendered even after the completion of a research. Such acts of care need not necessarily fit into abstract notions of social activism or justice, but are nevertheless reflective of the compassion for and commitment to the researched community. Humble but practical ways to reciprocate help and support in turn contribute to an ethically sensitive geography. Lastly, such a reflexive approach in discussing research ethics and ethical research has equipped me with both a mirror, to reflect upon my previous fieldwork behaviour, and a self-critical lens, under which my future conduct as a responsible geographer will be scrutinised.

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On Becoming a Geomorphologist

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Is it possible to turn your favourite subject at school into an interesting career? Is it possible to do what you love and get paid? The answers are both yes. In this article, I would like to share my journey after graduation on becoming a Geomorphologist.

A Geography Lover

Geography has been my favourite subject since I was studying in secondary school. My Geography teachers know me well because I often ask questions. I am particularly interested in map reading, curious about where the rocks come from, how mountains are formed, why landslides occur and especially their spatial distribution. In general, I am keen to learn more and understand how the nature works. In my spare time, I love to travel to places with mountainous scenery and go hiking. Naturally I chose to major in Physical Geography at university and this is where I first encountered the discipline of Geomorphology.

First Encounter Geomorphology at HKU

Geomorphology is the study of the earth's surface including landforms, the formation processes and materials. It has been also regarded as "the Science of Scenery" (Higgitt, 2007). I noted this subject area in the practical class of a Year 1 course "The Physical Environment". It was an interesting class including lectures and a series of practical classes to identify various types of rock specimens, doing

particle size distribution curve through systematic sieving as well as an overview of the theory of plate tectonics. Nevertheless, a more in-depth and systematic introduction of Geomorphology came in my second and third years in the Geography curriculum. The courses were entitled, “Earth Surface Processes and Landforms”, “Geomorphology of Coasts and Slopes” and “Physical Environment of China” taught by Professor David Dian Zhang. These courses covered key concepts and principles of both endogenic and exogenic processes that shape the earth’s landscapes, with global and local case studies. The field trips were fascinating and equipped me with fundamental fieldwork and observation skills on volcanic, fluvial, slope, coastal, glacial and karst landforms. These learnings were not limited to explain the landscapes in Asia but also subsequently “transferred” to study the landscapes during the Overseas Fieldtrip in the UK.

A Taste of Research in Undergraduate Years

My increasing interest in Geomorphology led me to conduct an undergraduate dissertation (Ng, 2000) that started from the 2nd semester of Year 2 to the 1st semester of Year 3. This ‘course’ was unlike other courses in that there was no class or ‘syllabus’ to follow. Only four out of 89 Geography major students, including myself, chose this 1-year ‘course’. The remaining 85 classmates preferred to take two half-year taught courses with written exams or one taught course plus a directed project instead.

I approached Professor Zhang to discuss possible dissertation topics relating to Geomorphology. We quickly agreed on doing something related to landslides in Hong Kong and I was given an introduction to ‘gully development’ theory with a few pieces of landslide maps of various years done by his research assistants to start with. At that time I felt excited as this was an interesting topic. However, I also felt quite confused as I was not familiar with the theory and if I could rely on those data. Later on I realized that confusion was a very normal and an integral part of research process. More problems or questions came up after ‘resolving’ some issues.

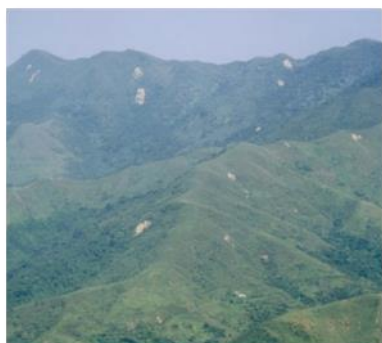
Nevertheless, in this ‘mini-research’ process, I learned much more about landslides in Hong Kong and its associated factors. I gained lots of satisfaction to conduct the study independently with minimum supervision and developed a statistical method (not often used in Physical Geography) to analyse the spatial distribution of landslides on Lantau Island. The study findings were subsequently published in a local journal “Hong Kong Geologist” (Ng, 2001). This was a very encouraging news to a freshman of research.

Starting My Geomorphology Career Development as a Postgraduate

My interest in landslide research was growing fast. The most direct way to gain more research experience was to pursue the Master of Philosophy (MPhil) degree in the Department. I discussed with my potential MPhil supervisor Professor Zhang and he was very supportive. Nevertheless, there were only a few University Grant Committee (UGC) funded studentships for MPhil study each year. It was extremely competitive with more than 20 applicants at that time and the Department had to arrange interviews to facilitate the selection. Thankfully I was one of the five successful applicants.

In these two years, I gained more understanding of the nature of Geomorphology (Ng, 2002a) and completed a geomorphological investigation on the relationship between landsliding and valley development in Hong Kong (Ng, 2002b). This investigation comprised two key elements of Geomorphology – the morphology and the process. The highlight of the subsequent ‘research output’ from this study was a paper publication to one of the high impact journals in the field of Geomorphology (Ng, 2006). The ‘completion’ of this thesis seemed more like a beginning than an end. I was equipped with fundamental research skills and methods, more in-depth knowledge of the history and development of the philosophical issues in Geomorphology, and involved in analyzing a variety of morphometric parameters and their relationship with landslide locations etc. However, there were still a number of questions that remained unanswered. Could the theory apply to other

places outside Hong Kong? Why a landslide occurred more frequently at certain locations within a drainage basin? Could we predict when landslides occur?



Studying the relationship between landslides and Geomorphology in my undergraduate dissertation and MPhil under the supervision of Professor David Zhang at the University of Hong Kong

Overseas PhD Research at Durham University in Landslide Hazard Assessment

With all the endless questions in mind, I was thinking whether it would be possible to pursue further research in an attempt to understand more about landslides. I would also like to gain more research exposure overseas to broaden my thinking. Pursuing overseas study was like a dream to me because it was very difficult to achieve without strong financial support. The process of scholarship applications took a lot of time and efforts to prepare such as writing up a research proposal, searching and approaching potential supervisors with similar research interests, seeking reference support and attending interviews. There were not many fully-funded scholarships for overseas study for Hong Kong students at that time. The most well-known scholarship was the Sir Edward Youde Memorial Scholarship, which was highly competitive. Having failed this one, I lost half of the hope. But my research interest and enthusiasm still persisted, so I tried to apply more scholarships in the next year with better preparation. It was the Croucher Foundation Scholarship that made my dream come true.

I was so happy to receive several PhD offers from the top Geography Department of my chosen Universities in the United Kingdom at that time including Cambridge, Durham, Leeds, Bristol and Kings College London. I chose Durham as they had an International Landslide Centre with a growing landslide research team. Also

Durham Geography was awarded the highest rating in the UK Research Assessment Exercise (RAE) demonstrating top quality research. Why not Cambridge? This was one of the questions I was asked during the scholarship interview. It was a good university but their research focus was on river bank failures which were not my primary interest.

At Durham, my landslide research focused on the behavior of surficial materials – one of the fundamental elements of Geomorphology. The research investigated the mechanisms of rainfall-induced landslides in humid tropical environments (Ng *et al.*, 2005; Ng, 2007). It aimed to advance knowledge on the underlying process of rainfall-triggered landslides through analyzing their pre-failure movements in weathered materials. The weathered rock samples were collected from Lantau Island and shipped to Durham University for further laboratory testing. I designed a series of novel tests to simulate the field conditions of different rainfall intensities and observed the material movements towards failure. The tests were conducted in a modified stress-path triaxial cell which was an advanced geotechnical equipment. Such experience put me into a steep learning curve to understand soil mechanics and provide some explanations on how landslides move. The research findings were published in the Quarterly Journal of Engineering Geology and Hydrogeology (Ng, 2009).



Landslide research team members of the International Landslide Centre (left photo) and my PhD supervisor Professor Dave Petley (right photo) at Durham University, UK

Career Choices

Getting a PhD opens the door of a possible academic career. I did seriously consider whether to move on to do postdoctorate research for a few years to gain more research experience and paper publications aiming for a University lectureship. But I would like to try a different career path to give myself an exposure of the ‘real world’ first to check out what working environment would suit me best.

I returned to Hong Kong and had strong desire to contribute back what I had learned. I clearly knew that I was keen to work on landslides and certainly grateful if I could apply my geomorphological knowledge and skills. I did a thorough ‘career research’ to explore possible options to understand the ‘market’ as well as seeking career advice from the university career advice centre, my professors, friends and also staff working in the government and consultancies in Hong Kong. They had been very helpful to share with me some ‘insider stories’ and the work nature of the possible paths.

Landed on ‘The Real World’ - Consultancy Practice

In November 2007, I landed in the Hong Kong office of Ove Arup & Partners – a global firm of consulting engineers, designers, planners, technical specialists offering a broad range of professional services. This was my first full-time job in the ‘real world’ outside the universities. I was assigned to work as a member of the Engineering Geology (EG) team under the Geotechnics Group. My core title was ‘Assistant Geologist’ whilst my operational title was ‘Geomorphologist’. I felt very happy to accept the offer as I was given an opportunity to do what I wanted to become.



In my early years, I assisted preparation of consultancy reports including desk studies, aerial photo interpretation (note the stereoscope on my desk), fieldwork, landslide debris mobility modelling and rockfall analyses for natural terrain hazard studies and site development projects for the government and developers in the private sector

What Can a Geomorphologist Contribute?

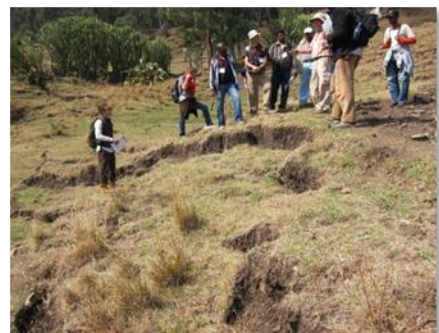
In my first three and a half years from late 2007 to early 2011, I was assisting several Senior Geologists on a number of slopes, natural terrain hazard studies and railway projects for both the government and the private sectors. All my colleagues in the EG team had graduated from Earth Sciences at HKU or Geology Departments from overseas universities. I was the only one with a Geography background and a PhD. Most thankfully I had very open-minded and experienced mentors who saw my potential and were very willing to give me advice when I needed. I fitted in quite well as I brought in the ‘reading the landscape’ skills helping with various types of site-specific to regional scale projects involving aerial photo interpretation and am also interested to learn more about Geology.

Regarding the nature of works, I assisted preparation of numerous consultancy reports including desk studies, aerial photograph interpretation (API), supervision of ground investigation (drillholes, trial pits), geomorphological field mapping, natural terrain hazard and risk assessments, landslide debris mobility modelling, rockfall analyses etc. In particular, I enjoyed the interpretation of aerial photos to identify possible natural terrain hazards and the possible obstructions like seawalls and old piers for proposed tunnel alignments in the early stage of large-scale infrastructure

projects. Most unexpectedly, I learned and had chances to use Geographical Information System (GIS) skills in the workplace for both regional scale and site-specific studies. Given my strong research and Geography background, I picked up most of these techniques on-the-job quite quickly and was able to contribute some risk analyses, terrain interpretation and hazard identification especially for natural terrain hazard studies. More happily, I could still be connected and learned from the international community of geomorphologists as Arup supported me financially to attend the 7th International Conference on Geomorphology held in Melbourne (Ng *et al.*, 2009) and a Regional Conference in Addis Ababa (Ng *et al.*, 2011) to present the report findings and participation in the Intensive Course for Young Geomorphologists as part of my training and development.



Presentation at the 7th International Conference on Geomorphology (left photo) and participation in the 3-Day Intensive Course with Young Geomorphologists coming from 18 countries (right photo)



Participation in a 3-Day Intensive Course on Landslide Geomorphology Mapping including field trips to various types of mass movements in Dessie Basin of Ethiopia

Career Progression as a Consulting Geomorphologist

I was awarded Chartered Geographer (specialising in Geomorphology) status from Royal Geographical Society (RGS) London in April 2011 – the first one in Asia. Chartered Geographer (CGeog) is the only internationally recognized professional accreditation for those with competence, experience and professionalism in the use of geographical knowledge, understanding and skills in the workplace whether it is in academia, a private-sector consultancy, a public sector agency or a business (RGS, 2014). A minimum of six years full-time professional experience in using geographical skills and knowledge in the workplace is required. This CGeog(Geomorph) status marked another stage of my career in consultancy leading to my promotion in July 2011 as a Geomorphologist.

In September 2012, I became a Chartered Geologist (CGeol) awarded by the Geological Society of London (GSL) with areas of specialism in Geomorphology and Natural Hazards. A minimum of four years of relevant postgraduate experience was required to be eligible to apply for the validation, with a PhD and first degree consisting at least 50% of the course content in geoscience subjects. There were seven required competencies including two of which were geology-specific (GSL, 2014): (1) understanding of the complexities of geology and of geological processes in space and time in relation to the applicant's speciality, and (2) critical evaluation of geoscience information to generate predictive models. My CGeol validation interview with two experienced scrutineers (Engineering Geologists from other consultancy firms) lasted for 2 hours and 15 minutes! This was the most memorable experience that reminded me the viva voce exams in my MPhil and PhD. The interview was an intensive question and answer section to demonstrate all my capabilities in the understanding of geological knowledge and practice. One of those 'questions' was to identify and describe a bag of rock specimens, including a sample taken from feldsparphyric rhyolite dyke!



The Geological Society of London (GSL) and the Royal Geographical Society (RGS) of London are two internationally recognised professional organisations validating professionals in Geomorphology through Chartership

With these professional qualifications, I was promoted to a new role with increasing responsibilities to manage projects and to mentor and supervise several junior staff including fresh graduates for their career development working through Chartership. Getting Chartered was a benchmark as a qualified professional in the consultancy sector and the beginning of a self-driven life-long learning. Each year, all the Chartered Geographers and Chartered Geologists are required to submit an annual evidence of their continual professional development (CPD) to RGS and GSL respectively to maintain the Chartered status, which comprise a range of both internal and external CPD activities such as published works, conference presentations/attendance, training courses, attending seminars, workshops, field trips participation outside normal working hours. I continued to present at international Geomorphology conference (Ng and Millis, 2013) to keep update of the state-of-the-art. In Hong Kong, I also contributed as one of the speakers for the Geological Society of London Regional Group conference (Ng, 2014a) as well as a Workshop on Natural Terrain Hazard Study jointly organized by the Geotechnical Division of the Hong Kong Institution of Engineers and Civil Engineering Department of the University of Hong Kong (Ng, 2014b) sharing the practice of Geomorphology.

I was further promoted to Senior Geomorphologist in April 2014 after nearly 6.5 years of service in Arup. Currently I am one of the leaders of the Engineering Geology team supervising three junior staff members and managing a number of natural terrain hazard studies including developing an interesting internal Arup research project on enhanced geohazard assessment using GIS and LiDAR data.



Presenting at the 8th International Conference on Geomorphology in Paris; and the Geological Society of London Conference with my colleagues in Hong Kong

Staff Training and Development

After Charterships, the scope of my role and impact changed from self-managed contribution with limited supervision to become a leader with increasing responsibilities for the work quality produced by other people (i.e. my team members) and making key contributions to larger sized projects of lasting influence.

My role as a Mentor or immediate Training Supervisor was appointed under the Arup Engineering Geology Graduate Training Scheme since 2012. I have been responsible to monitor progress and provide guidance for up to four junior staff including fresh graduates from HK and the UK and a secondment (i.e. staff transferred from another company for a varied work exposure) on a day to day basis during their training period working towards their Chartership. Mentoring requires good working knowledge, patience and time to provide opportunities, advice and constructive feedback to the less-experienced staff to perform the delegated tasks to meet the Chartership criteria, as well as facilitating their own career development including identification of their training needs and interests. A good mentorship, nevertheless, is a two-way working relationship. Its success would depend on the quality of knowledge/ skills transfer and feedback from the mentor and the proactive learning attitude of the mentee.

My intensive work experience in aerial photo interpretation (API) on various projects in the early years also prepared me to become a Trainer for the API course under the Arup University (AU). AU was established to increase the return on the intellectual capital of the firm through the provision of formal learning at the professional, Masters and Doctoral levels. The API course which I have been responsible to develop since 2013 is one of the accredited professional modules. It comprises a 2-hour interactive lecture and six 2-hour hands-on practical classes on the interpretation of aerial photos using stereoscope. I felt particularly excited as this was my first time delivering a training course in a consultancy setting with a group of more than 20 staff coming from geology and engineering disciplines (other than Geography!). Unlike the usual lecturing style, all the AU courses encourage communication between the trainer and the trainees throughout the class, with the design of interactive exercises followed by question and answer session to increase the learning retention rate. The API course went surprisingly well and received very positive feedback from my colleagues. I was one of the top three highest scored among 35 trainers and awarded the ‘Best Trainer of the Year’ award.

The emphasis on staff training and development at all levels in Arup is one of the key reasons why I enjoy working there. Later this year, I will also contribute to further develop a training course on Natural Terrain Hazard Assessment demonstrating the latest guidelines issued by the Government as well as the fundamentals for hazard mitigation design with project examples.



Sharing knowledge at work through lunch talks (left photo) and hands-on practical classes of Arup University (right photo)

Part-time Lectureship in Geomorphology at HKU

“Are you interested and do you have time to assist me teaching part-time some of my courses as I will be on research leave?” says Professor Zhang in the summer of Year 2012. “I would love to teach but I need to discuss and seek approval from my boss and the company” was my immediate reply. My boss was very supportive and my company allowed me to take annual leave for part-time teaching. With consideration of my full-time work, I accepted this honourable invitation and took up the teaching duties of one of Professor Zhang’s courses namely GEOG2097 Global Landforms from January 2013. This was an introductory course on Geomorphology that I loved most when I was an undergraduate. It comprised a total of twelve lectures, student consultation hours, a field trip and an examination.



Course Outline of GEOG2097 Global Landforms

First-time lecturing for a full course with a full-time job at the same time was not easy. I spent nearly all of my evenings on weekdays, whole weekends and public holidays to prepare the lectures and a field trip. I reviewed and updated the course contents to include more recent case studies and my working experience sharing to ‘make it real’. Relevant learning support aids like videos, newspapers and in-class demonstrations were also included. In my lectures, I often asked students questions so they could think deeper about what they had learned. For a 2-hour lecture, I needed a minimum of 3 days to prepare. I was terribly busy during the 4-month

teaching period but I enjoyed very much the process like a ‘flow’. I felt lots of satisfaction to teach a subject that I love, and seeing my students getting more interested in it. It appeared that the course was well-received, with the class size grew significantly from 30 to 54 students in the following year. I am happy to be re-appointed to teach this course from early 2015.



Teaching and learning environments at HKU: in classroom, in the field, student consultation hours



Mountain hiking up to 3971 m during GEOG3028 Lanzhou Field Trip in the academic year 2012-13

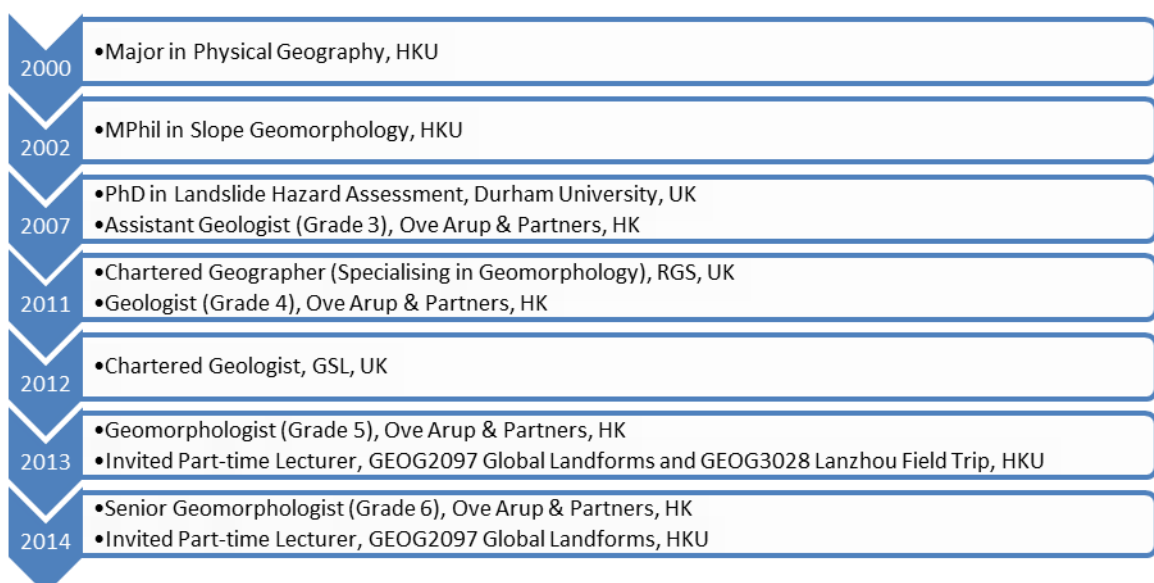


Figure 1 – Career Timeline in Geomorphology

Career Advice?

Know yourself and explore all possible career options – What are your interests? What are your strengths? What are you passionate or enthusiastic about? What kind of working environment do you prefer? Try answering these questions honestly to yourself first would be a good start before searching ‘outside’. Seeking advice from the Career Centre and talk to people who are working in your interested fields could also be helpful to get more in-depth, ‘insider’ information. Applying for an internship might also be a good alternative for first-hand experience. Personally I also got some insights from a few good books during my career search including Matthews (1999), Ali (2000), Tieger and Tieger (2007), and Bolles (2014, latest edition).

Keep a learning attitude – the ‘student heart’. Graduation is not the end of learning but the opposite indeed. There is so much to learn life-long in the workplace regarding ‘technical’ knowledge and ‘people’ skills. In the workplace, most of the knowledge and skills are learned on the job by yourself, though some more established institutions might offer training schemes with mentors assigned for fresh graduates to structure their learnings to a professional level. Nevertheless, the graduates, not their mentors, are still fully responsible for their own career development. All of your colleagues are your ‘teachers’. Be grateful if you come across those who give you opportunities to develop your potential and spending time on you to improve the quality of your works and provide feedback on your performance.

Last but not least, let me share an inspiring quote written by Andrew Matthews (1999, p. 86) in his book entitled “Follow Your Heart” which I find it very true:

“Doing what you love is not a recipe for an easier life, it is a recipe for an interesting life. Most likely you’ll take on more responsibilities and more problems!”

The interesting journey continues.....



My GEOG2097 students in the academic year 2012-13 (left photo) and 2013-14 (right photo) – the next generation of potential Geomorphologists?

Acknowledgements

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Websites

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<http://www.geomorphology.org.uk/>

The Geological Society of London (GSL)

<https://www.geolsoc.org.uk/>

International Association of Geomorphologists (IAG)

<http://www.geomorph.org/main.html>

Royal Geographical Society (RGS) of London

<http://www.rgs.org/HomePage.htm>

Long Term Projection of Ambulance Demand in Hong Kong: A Case Study of 2019^a

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Abstract

Similar to other developed countries, Hong Kong is also facing population ageing challenges. An increase in the demand for ambulance services induced by ageing population is one of the problems. A long term projection taking into account the ageing population is needed to maintain a sustainable emergency ambulance system. In this study, the demand for emergency ambulance services in Hong Kong was projected by considering changes in the population demographics of Hong Kong in 2019. The results showed that a change in the age structure had significant implications in the projection for future ambulance demand. Compared to projections based on conventional approach, this study revealed that western New Territories would suffer the largest amount of underestimation of 23.1% in ambulance demand were the age structure not considered in the projection model. In contrast, the West Kowloon region would have the smallest underestimation of 5% in the projection of ambulance demand. The discrepancy in projected demands and the subarea analysis can gauge decision makers in identifying possible areas with a growing demand for ambulance services. The method also offers a piece of scientific and objective evidence to support or rethink procurement decisions and policy changes to sustain the provision of quality emergency ambulance services in Hong Kong.

Keywords: Emergency ambulance services; projection; age structure; sustainability

^a Extracted from Wong, H.T., 2012. Biometeorological modelling and forecasting of ambulance demand for Hong Kong. PhD Thesis. The University of Hong Kong.

Introduction

An ageing population is a global issue which has been widely discussed in multidisciplinary research. For instance, demographic ageing, which means an increase of the percentage of people aged 65 or above, is the current focus in most countries (Lloyd-Sherlock, 2000). As older people generally have the greatest health need, the impact of ageing on medical expenditures is always on the agenda for health and medical care policy when budgets are already under considerable pressure. At the same time, it is also reasonable to expect that the demand for ambulance services is proportional to the size of elderly population. A higher proportion of elderly people in a population suggests a higher demand for ambulance services, given that the elderly generally are regarded as a high risk group. For instance, a study in Australia claimed that one fourth of the growth of ambulance demand could be attributed to elderly needs (Lowthian, et al., 2011). In this regard, it is logical to expect that the future demand for ambulance services would also increase due to ageing population.

According to the Hong Kong population projection compiled by the Census and Statistics Department (C&SD), the number of Hong Kong residents aged above 65 would increase about 2.5 times between 2008 and 2036, while the remaining residents aged below 65 would remain relatively constant (Figure 1) (C&SD, 2007). Table 1 lists the population of the District Council (DC) Districts in Hong Kong in 2008 and 2019 by age groups, which shows that similar ageing problems are expected to occur in different districts. The location and boundary of the 18 DC districts are as shown in Figure 2. The over 65 residents in various DC districts would have different degrees of increase in 2019. In the most extreme case, Tuen Mun's elderly population would nearly double between 2008 and 2019.

Table 2 lists the proportion of 2008 and 2019 population by three age groups (0-14, 15-64, and ≥ 65) in each DC districts. Focussing only on the situation in 2008, we can see that the proportion of elderly population varied among the DC districts. For example, Wong Tai Sin is a district known to have many elderly people with 17.7% of its residents above 64 and only 11.7% of its residents below 15. In contrast, Yuen Long is a relatively new district with only 8.8% of its residents above 64 and a high proportion of 16.1% of its residents below 15. This observation confirms the

variability of population age structure in DC districts of Hong Kong. As the elderly are more likely frequent users of ambulance services (Clark & FitzGerald, 1999; Lowthian et al., 2011), it is logical to speculate that the ambulance demand for districts with a larger proportion of elderly residents is expected to be higher than normal.

In view of the rapidly ageing population in Hong Kong, this study argues that a forecast model to estimate the future demand for emergency ambulance services should take into account the distributional pattern of ageing population in selected areas. A long-term projection for the demand for emergency ambulance services can enable better preparation for the expected rise in demand, especially when the processing time for ambulance procurement could be up to four fiscal years (Legislative Council, 2009). Better planning will reduce or eliminate purchases of ambulances that are either unnecessary or have not been budgeted for, without compromising preparedness and service quality. This informed adjustment not only would allow potential victims to receive better service, but also moderate unnecessary operational expenses (such as acquisitions of additional ambulances and increases in manpower).

It was hypothesised that the projected annual ambulance demand would increase significantly if the factor of long-term change in age structure was considered, because a large proportion of the demand could be explained by old age population. The following research questions were asked. What will be the yearly demand of ambulance services in 2019 with and without accounting for changes in the long-term age structure of the Hong Kong population? What are the corresponding differences for selected areas in 2019? The study expects that the yearly projection for ambulance demand accounting for changes in the long-term age structure will show a higher demand because of the ageing population. Regarding differences among selected areas, the study expects that only districts with an ageing degree similar to that of the territorial average will have projected results comparable to that of the whole territory.

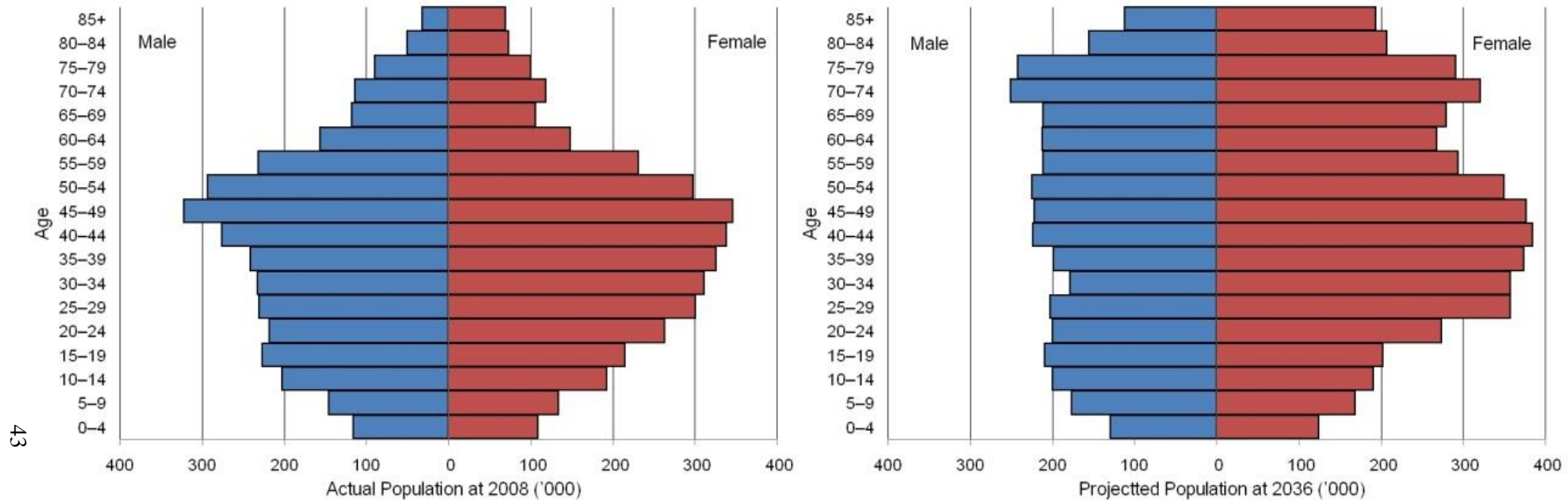


Figure 1 Population Pyramids for 2008 and 2036

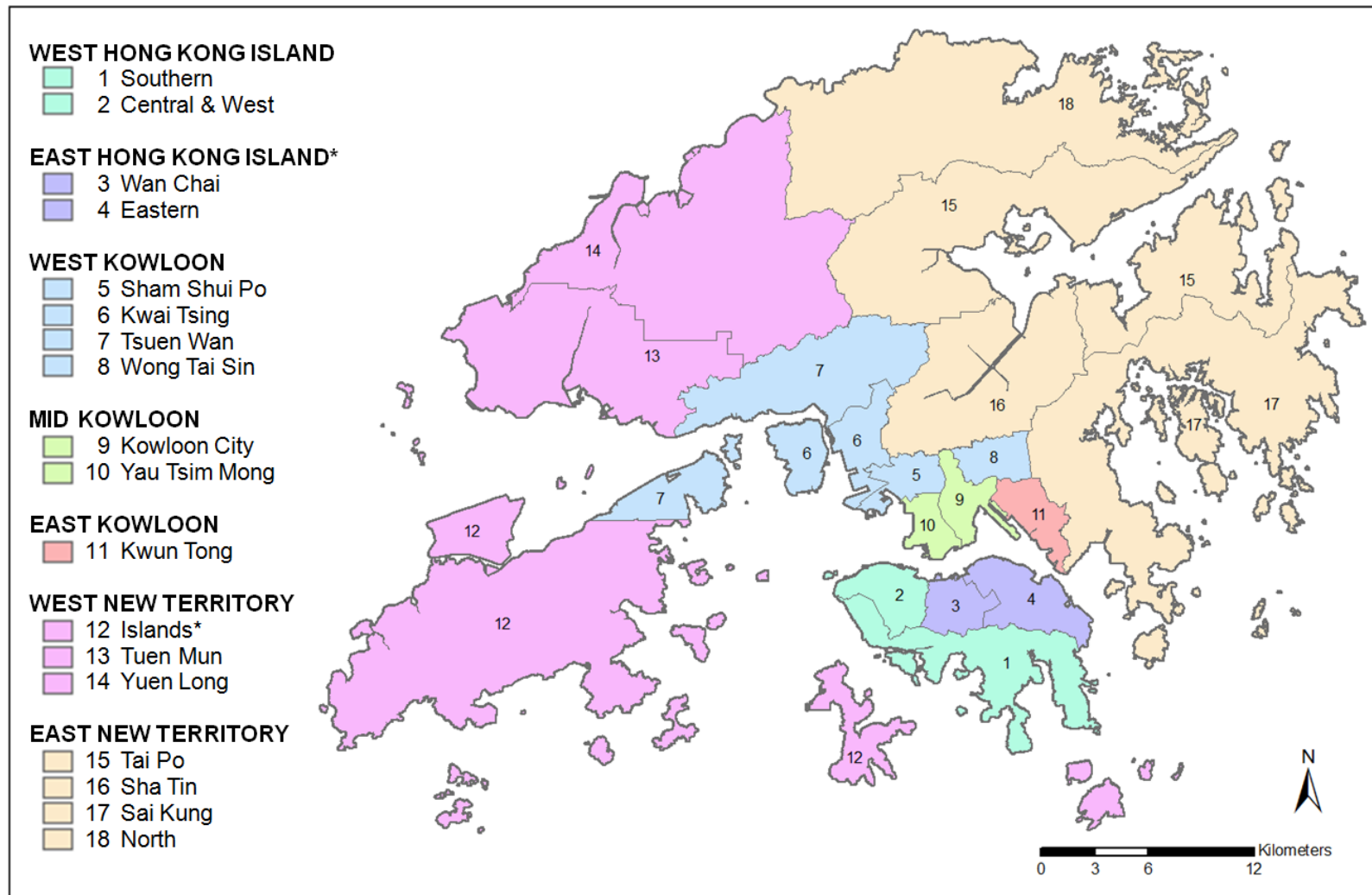


Figure 2

The 18 District Council Districts by 7 geographic regions of Hong Kong²

* 12 Islands = Outlying islands associated with East Hong Kong Island based on hospital clusters defined by the Hong Kong Hospital Authority (2014).

Table 1 Population of the District Council Districts and Broad Areas in Hong Kong in 2008 and 2019 by Age Groups

District Council (DC) District / Broad Areas	Broad Age Groups											
	0-14			15-64			≥65			Total		
	2008	2019	% change	2008	2019	% change	2008	2019	% change	2008	2019	% change
Central and Western	32400	41800	29.0	197900	175900	-11.1	33700	56200	66.8	264100	273900	3.7
Wan Chai	17100	24100	40.9	120800	108500	-10.2	24100	38400	59.3	162000	171000	5.6
Eastern	70100	69200	-1.3	439600	395700	-10.0	88500	131300	48.4	598200	596200	-0.3
Southern	35200	28500	-19.0	208000	193700	-6.9	38400	52900	37.8	281700	275100	-2.3
Sham Shui Po	44900	60700	35.2	262000	298900	14.1	61500	83300	35.4	368300	442900	20.3
Kowloon City	44600	61100	37.0	262800	296100	12.7	55100	85200	54.6	362500	442400	22.0
Wong Tai Sin	49300	36600	-25.8	298700	298800	0.0	74800	81400	8.8	422900	416900	-1.4
Kwun Tong	73700	71600	-2.8	414000	477800	15.4	93800	117500	25.3	581500	666900	14.7
Yau Tsim Mong	36000	57900	60.8	220500	225800	2.4	40100	69900	74.3	296600	353600	19.2
Kwai Tsing	65700	47300	-28.0	382500	354200	-7.4	70300	90300	28.4	518500	491900	-5.1
Tsuen Wan	42600	43600	2.3	219800	204500	-7.0	35200	53200	51.1	297600	301300	1.2
Tuen Mun	64900	61200	-5.7	395200	386700	-2.2	42800	82900	93.7	502800	530800	5.6
Yuen Long	87700	85000	-3.1	408600	492500	20.5	47700	85400	79.0	544000	662900	21.9
North	42500	40500	-4.7	227100	248700	9.5	30200	51300	69.9	299800	340500	13.6
Tai Po	35000	36400	4.0	228700	232300	1.6	28500	51900	82.1	292100	320500	9.7
Sha Tin	74400	76100	2.3	471600	496200	5.2	66200	113700	71.8	612100	686000	12.1
Sai Kung	60500	64600	6.8	321900	378100	17.5	35300	61400	73.9	417700	504200	20.7
Islands	25500	27000	5.9	114200	130900	14.6	13200	23700	79.5	152800	181700	18.9
Hong Kong Island	154900	163600	5.6	966300	873700	-9.6	184800	278800	50.9	1305900	1316100	0.8
Kowloon	248500	288000	15.9	1458100	1597400	9.6	325300	437300	34.4	2031900	2322700	14.3
New Territories	498700	481800	-3.4	2769500	2924100	5.6	369400	613900	66.2	3637600	4019700	10.5
Total	902000	933300	3.5	5193900	5395200	3.9	879500	1330000	51.2	6975400	7658500	9.8

Table 2 Population Proportions of the District Council Districts and Broad Areas in Hong Kong in 2008 and 2019 by Age Groups

District Council (DC) District/ Broad Areas	Broad Age Groups								
	0-14			15-64			≥65		
	2008	2019	% point change	2008	2019	% point change	2008	2019	% point change
Central and Western	12.3	15.3	3.0	74.9	64.2	-10.7	12.8	20.5	7.8
Wan Chai	10.6	14.1	3.5	74.6	63.5	-11.1	14.9	22.5	7.6
Eastern	11.7	11.6	-0.1	73.5	66.4	-7.1	14.8	22.0	7.2
Southern	12.5	10.4	-2.1	73.8	70.4	-3.4	13.6	19.2	5.6
Sham Shui Po	12.2	13.7	1.5	71.1	67.5	-3.7	16.7	18.8	2.1
Kowloon City	12.3	13.8	1.5	72.5	66.9	-5.6	15.2	19.3	4.1
Wong Tai Sin	11.7	8.8	-2.9	70.6	71.7	1.0	17.7	19.5	1.8
Kwun Tong	12.7	10.7	-1.9	71.2	71.6	0.4	16.1	17.6	1.5
Yau Tsim Mong	12.1	16.4	4.2	74.3	63.9	-10.5	13.5	19.8	6.2
Kwai Tsing	12.7	9.6	-3.1	73.8	72.0	-1.8	13.6	18.4	4.8
Tsuen Wan	14.3	14.5	0.2	73.9	67.9	-6.0	11.8	17.7	5.8
Tuen Mun	12.9	11.5	-1.4	78.6	72.9	-5.7	8.5	15.6	7.1
Yuen Long	16.1	12.8	-3.3	75.1	74.3	-0.8	8.8	12.9	4.1
North	14.2	11.9	-2.3	75.8	73.0	-2.7	10.1	15.1	5.0
Tai Po	12.0	11.4	-0.6	78.3	72.5	-5.8	9.8	16.2	6.4
Sha Tin	12.2	11.1	-1.1	77.0	72.3	-4.7	10.8	16.6	5.8
Sai Kung	14.5	12.8	-1.7	77.1	75.0	-2.1	8.5	12.2	3.7
Islands	16.7	14.9	-1.8	74.7	72.0	-2.7	8.6	13.0	4.4
Hong Kong Island	11.9	12.4	0.6	74.0	66.4	-7.6	14.2	21.2	7.0
Kowloon	12.2	12.4	0.2	71.8	68.8	-3.0	16.0	18.8	2.8
New Territories	13.7	12.0	-1.7	76.1	72.7	-3.4	10.2	15.3	5.1
Total	12.9	12.2	-0.7	74.5	70.4	-4.0	12.6	17.4	4.8

1. Data and Methods

1.1 Data

Records of emergency attendance at the Accident and Emergency Departments (A&E Dept.) of all hospitals managed by the Hospital Authority (HA) of Hong Kong from 1st January 2008 to 31th December 2008 were obtained for this study. Each patient record was anonymised and assigned an arbitrary but unique patient record number. The record also contains other data such as age, gender, residential district (18 DC districts in total), date of arrival, and ambulance brought-in indicator.

1.2 Projection Methods

The one year of ambulance case records were first aggregated by different age groups. Age specific weighting factors were obtained by dividing the corresponding projected population in 2019 by 2008. They were then used to estimate the age specific ambulance demand (C&SD, 2007) as follows:

$$Y_{2019} = \sum_i (W_i Y'_i)$$

where Y_{2019} is the yearly ambulance demand in 2019; Y'_i is the i^{th} age group's ambulance demand in 2008. This projected figure represented the ambulance demand in 2019 for which the change of age structure had been considered.

Another projected figure was obtained by multiplying the ambulance demand in 2008 with the total percentage of population increase in 2019 without considering population age structure, as follows:

$$Y_{2019} = \frac{2019Population}{2008Population} (Y_{2008})$$

where Y_i is the yearly ambulance demand in year i .

1.3 Analysis Methods

The effects of age structure in the projection of ambulance demand were assessed through direct comparison with the results obtained from conventional projection. The comparison was done at two levels: (i) the whole territory and (ii) seven geographic regions aggregated from the 18 DC districts based on spatial contiguity. The seven regions included West Hong Kong Island, East Hong Kong

Island, West Kowloon, Mid Kowloon, East Kowloon, West New Territories, and East New Territories.

3. Results

Table 3 lists the age-specific weighting factors for 2019. The 0-64 age-specific weighting factors for the seven geographic regions ranged between 0.93 (West Hong Kong Island) and 1.14 (Mid Kowloon). However, the age-specific weighting factors for the elderly were much larger, ranging from 1.25 (East Kowloon) to 1.86 (West New Territories).

Table 4 shows a comparison of the projected 2019 ambulance demand with and without age structure consideration by age groups and the seven geographic regions. Varying degrees of underestimation by geographic regions were observed for the 65+ age group. East Kowloon had the smallest underestimation (12.2%) while West New Territories had the largest underestimation (40.9%). Similarly, overestimation ranging between 2.2% (East New Territories) and 18.4% (West Hong Kong Island) for the 0-64 age group was observed. The overall projected ambulance demand for each geographic region was underestimated, with values ranging between 5.0% and 23.1%.

Table 3 Age Specific Weighting factors for 2019 (with 2008 as the Base Year) by Age Groups and Geographic Regions of Hong Kong

Age groups	0-64	65+	Total
West Hong Kong Island	0.93	1.51	1.01
East Hong Kong Island	0.96	1.54	1.04
West Kowloon	0.98	1.27	1.03
Mid Kowloon	1.14	1.63	1.21
East Kowloon	1.13	1.25	1.15
West New Territories	1.07	1.86	1.14
East New Territories	1.08	1.74	1.14
All	1.04	1.51	1.10

Table 4 2019 Ambulance Demand Projection by Age Groups and Geographic Regions of Hong Kong

Area	Age groups	Without considering changes in age structure	Considering changes in age structure	Difference between the two projections*
West Hong Kong Island	0-64	12,607	10,648	18.4%
	65+	19,276	26,517	-27.3%
	Total	31,884	37,165	-14.2%
East Hong Kong Island	0-64	24,578	21,439	14.6%
	65+	31,136	43,515	-28.5%
	Total	55,714	64,954	-14.2%
West Kowloon	0-64	56,648	50,710	11.7%
	65+	83,325	96,551	-13.7%
	Total	139,973	147,261	-5.0%
Mid Kowloon	0-64	20,455	21,134	-3.2%
	65+	29,681	43,961	-32.5%
	Total	50,136	65,095	-23.0%
East Kowloon	0-64	16,838	17,244	-2.4%
	65+	24,003	27,334	-12.2%
	Total	40,841	44,578	-8.4%
West New Territories	0-64	39,886	38,876	2.6%
	65+	33,150	56,043	-40.9%
	Total	73,036	94,919	-23.1%
East New Territories	0-64	52,457	51,316	2.2%
	65+	52,137	82,338	-36.7%
	Total	104,594	133,654	-21.7%
All	0-64	223,468	210,901	6.0%
	65+	272,708	374,919	-27.3%
	Total	496,176	585,820	-15.3%

* Values in the "Considering changes in age structure" column were the base values

4. Discussion

The 2019 projected demand for emergency ambulance services by seven geographic areas of Hong Kong showed consistent underestimation if changes in the population demographics (i.e., ageing population) were not considered. The study highlights the importance of population age structure as a determining factor in estimating future demand for ambulance services. Acknowledging the elderly population as a vulnerable group means that the age adjusted projection provides a better estimate for future demand that is more in line with the population profile. Projections made without age adjustment would seriously underestimate the need for ambulance services by certain age groups, such as older population in this case.

A reliable estimate of demand is of paramount importance as quick response ambulance service can save lives. A 15% underestimation of the total ambulance demand in 2019 would translate to 89,644 cases annually or 246 cases per day on average, which would mean one-fourth of the current ambulance demand. If the strategic planning for ambulance demand did not consider changes in the demographic profile, the “unexpected” increase would jeopardise the quality of emergency ambulance services. Although all seven geographic regions reported some degrees of underestimation due to differences in their demographic constructs (Table 4), it is not too late to consider policies to deal with the increase. New acquisition and replacement of worn-out equipment and vehicles must be reviewed with immediate urgency to anticipate the increased demand and to provide sufficient time to go through procurement red tape.

Long-term projection for ambulance demand has long been in operation to provide figures and objective evidence for devising a plan or plans with anticipated course of action to accommodate future needs. It is a known fact that projected figures may not always correspond to real figures in the end. However, a justifiably accurate forecast can ensure adequate resources by reducing unnecessary spending or preventing under budgeting. A proposal with long-term projection for ambulance demand in Hong Kong must be first debated in the Legislative Council and then open for public consultation before approval. This process could be lengthy as in the case of the Ambulance Medical Priority Dispatch System (AMPDS) whose feasibility study was completed in 2005 (Fitch & Associates, 2005) but the system was not available until 2014 (Legislative Council, 2010). Given long delay in the planning process, this study offers a refined method for longer-term demand projection that can serve as a piece of scientific evidence with objectivity and reliability. The method which takes into account demographic changes in the population structure also limits forecasting errors that may undermine the provision of quality ambulance services in the future.

Results of the projection showed that West New Territories would suffer the largest underestimation of 23.1% in ambulance demand if the age structure was not considered. The spatial variability in service demand can draw attention to possible areas with a larger-than-expected increase in demand to target service reform. For

example, the service increase in West New Territories would take place over a large area whereas that in Mid Kowloon would be rather confined in space. The difference in spatial extent requires different dispatch strategies as ambulance response time is dependent on the number of ambulances per capita and the number of runs per ambulance. Possible future scenarios are useful for advanced planning to deal with the expected increase in service demand and considering differences in local conditions.

5. Conclusion

The long-term projection for the whole territory paints a truthful albeit painful picture about future service provision of the ambulance systems of Hong Kong. The surging demand beyond normal expectation must be considered in light of local demographic trends. The effects of demographic change have been grossly understated and overlooked as their impacts today are still marginal and practically insignificant. The projection offers the necessary evidence to support or rethink procurement decisions and policy changes to sustain emergency ambulance services. This evidence alerts the needs to re-evaluate funding deployment and consider alternatives such as the user-pay principle to curb the rising demand. Moreover, results of analysis by geographic regions can further direct decision makers to focus their attention to critical regions needing service reform. This new knowledge would moderate unnecessary operational expenses through better planning and help promote sustainable development.

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My Interests in Geography

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How I have engaged with geography

My interests in geography began when I was still very small. I enjoyed listening to weather forecasts and locating capital cities of different countries on the world map, but it was not until Form 2 did I start to realize what geography is. During one geography lesson, our teacher talked about the adaptive features of camels to survive under very harsh conditions. Normally, animals are analyzed during biology lessons, so I felt so astonished that I went to ask the teacher why he was talking about camels. He explained that geography basically covered every element on Earth, and camels were of course no exception.

This inspired me to look further into what geography is. In short, it is the study of how and why different phenomena, both natural and human, are distributed across space. Then, I realized that my early interests were all related to geography, although it is far more complex than what I first thought of it. For example, geographers do not just want to know what the weather is at a certain place, but they also focus on why there are such weather phenomena and how weather varies over a period of time.

It was very unfortunate that I did not have the chance to study geography as one of my DSE subjects. For administrative reasons, my school did not allow me to take geography and statistics at the same time. Having consulted my teachers, I decided to choose statistics as they all said that reading geography does not require any prerequisite study. Furthermore, statistical skills are necessary in many geographical topics like demographics. Also, the science subjects that I am currently taking are also related to fields in geography such as geology and ecology. To enrich my geographical knowledge, I have read a lot of books on different geographical topics. Examples include *An Introduction to Physical Geography and the Environment*, *An Introduction to Human Geography: Issues for the 21st Century*, and *Research Methods in Geography*.

Furthermore, geographers often need to conduct fieldwork to collect first-hand information or evidences to support their studies. Thanks to my parents, I have travelled to quite a number of different countries. This has given me the chance to look at some other features of the Earth apart from the skyscrapers and busy streets full of people and vehicles that I see in Hong Kong every day. For example, we visited the Atacama Desert, the Iguazú Falls, and the Perito Moreno Glacier. Visiting these places has taught me about the formation of different landforms, and it has also allowed me to appreciate how magnificent the natural environment is. Also, I have learnt more about different cultures of the world as I have had a lot of opportunities to come into close contact with local realities while travelling. For instance, visiting the old town of Jerusalem made me understand more about how people with different religious backgrounds had struggled to live with each other in peace.

Before coming to the University of Hong Kong, I did not know how life was in universities. In order to have a preview of what studying geography would be like, I stayed in the Department of Geography and Resource Management of Chinese University of Hong Kong for five days. Not only did I listen to lectures which cover both physical geography and human geography, I also joined a field trip, participated in a tutorial, and listened to some student presentations. Also, I had the chance to visit different facilities in the Department (e.g. the Soils and Geomorphology Laboratory, the GIS and Remote Sensing Laboratory, the Landscape Laboratory, etc.) and observe how those facilities were used. After these five days, I undoubtedly had a more in-depth view into the subject.

What I plan to do after studying geography

As geography can provide us with knowledge about both the natural environment and the human society, it has wide applicability. I have come up with two major career paths in my mind, and I hope I can join one of them after finishing geography in university.

First of all, I can use my geographical knowledge gained during university to research further into different contemporary issues. Of course, I may not be able to solve such big problems as global warming or political tensions between different countries, but

at least I can act as an advisor to both the government and the private sector. For example, I can tell mining and oil companies from which part of the Earth they can obtain a large amount of raw materials and how they can extract those materials using sustainable ways that will not disrupt the natural cycle. Also, I can inform engineers of the natural hazards that may threaten the human society, so that they can plan some infrastructures accordingly. In addition, I can explain to them some natural barriers that may hinder the construction of certain structures.

Apart from staying in the research frontier, I can also participate in jobs that have practical values. For instance, I can be an urban planner. It definitely requires professional geographical knowledge to arrange a city in a nice way. Residential areas and industrial areas cannot be placed too close to each other, or else the citizens may suffer from air pollution. However, residential areas and commercial areas should not be too far apart, so that people can travel to work more easily and carbon emission from vehicles can be reduced. Other than being an urban planner, I can also work in travel agents to plan sustainable travelling routes, which allow tourists to come into close contact with local realities but without upsetting the local environments. Last but not least, I can join green groups and educate the public about the importance of and the contributions made to us by the natural environment.

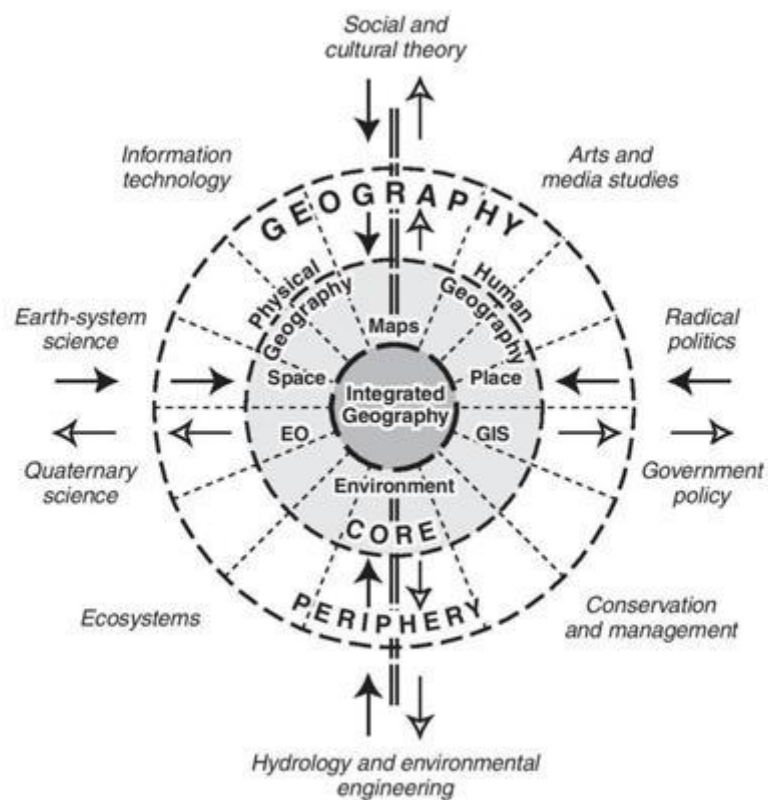
Therefore, I hope that I can gain sufficient knowledge from both physical geography and human geography, so that I can have a better understanding on the natural environment and the human society respectively. Subsequently, I can propose measures that allow people to live harmoniously with the natural environment.

Envisaged future of geography

As geography is very broad, geographers tend to get more and more specialized. Also, a lot of people, including geographers themselves, may forget about the core concepts of geography and why it is important for geography to maintain as a single discipline. Therefore, it is worried that geography may break into bits and eventually fuse into other disciplines. Before ending this essay, I shall reiterate the importance of geography by quoting President James A. Garfield.

“History is philosophy teaching by example, and also warning; its two eyes are geography and chronology.”

Here, geography is described as prerequisite in understanding history, so how important the former is! During President Garfield’s time, several events such as the influx of European immigrants and the American Civil War took place. Therefore, it was important to acquire integrated geographical knowledge in order to understand how these events had changed the natural landscape of America as well as how the natural environment had contributed to these events. Having a thorough understanding on these topics allowed the president to formulate better policies to cope with the needs of the society. Therefore, it is important to maintain geography as a whole, as illustrated by the following diagram.



The central part of the diagram represents the core part of geography, which includes concepts and methods from both physical geography and human geography. In the peripheral area of the diagram, the specialisms of geography are not forgotten. In fact,

they serve the function of connecting geography to other disciplines. In order to interpret the Earth in a comprehensive way and maintain the unique value of geography, geographers cannot focus on either the natural environment or the human society, but they should study both, especially on the interrelationship between them. Collaboration with scholars from other disciplines is equally important as this can provide geographers with new insights and perspectives, which in turn leads to the progression of geographical knowledge.

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LET US KNOW YOU:

An Interview with **Dr. J. J. Zhang**



Interview and text by Tiffany Ong

GGAS: ***Why did you choose to study Geography?***

Dr. Zhang: In Singapore we started learning Geography in Secondary 1, when I was around 13 years old. Although I am more of a human geographer now, I really started appreciating Geography from a physical perspective when I was young. I was incredibly drawn by colourful Geography textbooks, colourful in a sense that the textbook is filled with colourful pictures, informing me about different types of rivers, clouds, volcanic eruptions in the world. That's how I started to get exposed to and interested in Geography.

I was introduced to human geography at the higher level. It

was then when I was given a different perspective to viewing Geography. My geographical journey became more 'colourful' in a metaphoric sense as I began to learn more about other places, people and their unique cultures and way of living. I think it's quite difficult to study physical geography in Singapore. In another country perhaps, you can experience and relate to physical geographical features easily. But in Singapore, due to its lack of physical features, it is difficult. Yet in comparison, I feel like I can relate to human geography easier due to its practical applications. Human Geography is what I finally chose when I decided to progress with my studies.

GGAS: ***Why did you come to Hong Kong? What made you choose this city but not the others?***

Dr. Zhang: Considering why I am here in Hong Kong, we can break it down into two aspects. My research interests are in cross-border tourism and cross-border mobility between Taiwan and China, and Hong Kong is a strategic place in this region of Asia. So Hong Kong is a strategic place to be based to look at these issues. Also, HKU is one of the best universities in this region, and it provides one with a favorable academic environment.

These are the major comparative advantages that drew me to Hong Kong but talking about what made me choose it, sometimes it is not a matter of choice; it depends on opportunities too. I am very glad and fortunate that there was an opening for an Assistant Professor in tourism and leisure studies in the Department of Geography. This came as a timely opportunity and I was elated when I knew I got the job! Indeed, the location of Hong Kong and the academic

environment here are important reasons, but timing and opportunity are vital factors why I am here.

GGAS: ***How do you feel about HKU?***

Dr. Zhang: This seems to be a question about experience and feelings from the heart. As a geographer, we talk about sense of place. And yet, it takes time to nurture feelings, to foster a sense of belonging to HKU. That said, I can share with you my preliminary observations. I am impressed with the centennial campus, considering the world-class environment it provides, and also how well the beautiful architecture of the Main Building has been preserved. HKU has done well in preserving heritage on one hand and striving to live up with the image of a world-class university on the other. So I think we have the best of both worlds.

The University has provided students with a very good environment to study in. Very nice buildings and a good library as well...I think these contribute to a conducive environment – that is very important. If I were a student, I think I would also choose to study in HKU.

GGAS: ***How would you compare university students in Hong Kong and Singapore? What do you think Hong Kong students can learn from Singapore students?***

Dr. Zhang: It is still too early to make a comparative analysis between students in Hong Kong and Singapore considering that I have come to Hong Kong for only a few months. But I guess it is safe to say that students in Hong Kong and Singapore are very hard-working- that is why both the National University of Singapore (NUS), where I came from, and the University of

Hong Kong are amongst the best in the region. Yet, it would be dangerous to treat students as homogenous. Every student is different, with his or her own way of learning. We should bear in mind that students are individuals. In this aspect, if you are talking about NUS and HKU specifically, I think both universities do try to cater to specific learning needs of students.

Regarding what Hong Kong students can learn from Singapore students, it's hard to say. Every student is unique so there can be no easy conclusion.

GGAS: *Singapore is a multi-ethnic and thus a multi-cultural country. Does this special composition of students nurture any special qualities in them?*

Dr. Zhang: Yes, in the context of NUS, students come from different ethnic backgrounds, and many different countries too. I think this diversity has helped students to accept and work with difference. I think a more nuanced understanding of and respect for other cultures is also fostered in the university environment. These qualities are very important in this global village of ours.

GGAS: *What are the differences of studying Geography in Singapore, Britain and Hong Kong, or simply Singapore and Hong Kong ...in any aspects like teaching style or curriculum design or whatever?*

Dr. Zhang: I have studied in Singapore and the UK and am now teaching in Hong Kong so I think I am in a good position to comment. There is a difference in the curriculum design between the

UK and Singapore or Hong Kong- I would group them together since they both come from the Asian context. Higher education in geography in the UK puts more emphasis on theories and concepts. For us at NUS or HKU, we are very good at applying concepts but are weak at theoretical foundations. By this, I mean the birth of theories, who came up with the ideas and how they evolved over the years. Singapore and Hong Kong students can write excellent academic papers, but in terms of theoretical roots, we are very weak.

My knowledge inadequacies became apparent when I was given an opportunity to teach at Durham University while still pursuing my PhD. I sort of panicked a little bit and had to read up more to prepare for my lectures. That was when I took a step back and reflected on the education we received. The undergraduate training I received was good on one hand in terms of application of concepts but I think there should be a balance.

In terms of the teaching style, in Durham, they have tutorials with very small groups of students apart from lectures. I am not very sure about those in HKU. How many students are there in one tutorial class?

GGAS: ***Around 10 to 20 usually though it might vary from faculty to faculty.***

Dr. Zhang: 10 to 20 is fine. In Durham, there are even fewer people- less than 10 in a class. There is a smaller teacher-student ratio. This is an advantage because you can cater to specific needs of students better. In NUS, the standard size is 25, sometimes even more. It seems that there is something about the student size we have to look into. However, we can work on the way of delivery of the tutorials. We can still stir up

more interaction by dividing students of 25 into smaller groups, let's say 5 to 6, for group discussions. Immediately, the class becomes more lively! There can be more brainstorming questions encouraging students to think and to raise their opinions. In this way, there will be new perspectives from different minds, which in turn inspire the students. This is difficult to achieve in lectures, or in tutorials with too small a size, let's say 3 or 5. So there are both advantages and disadvantages.

GGAS: *Are there any teaching methods adopted in Singapore or Britain or any other places that you would like to apply in teaching in Hong Kong?*

Dr. Zhang: As I said, there should be a balance between application of knowledge and our knowledge of theory. So in HKU, I try to do a review and incorporate more theoretical elements into my teaching. In a lecture or two, I try to pin down a little bit more on how certain concepts have begun and evolved. I think it gives students a more comprehensive view of knowledge.

When I was doing my Master degree back in 2007, I had my first taste of teaching as a teaching assistant. Through the years I have gradually accumulated my teaching experience. While pursuing my PhD in Durham, I also had a chance to give some lectures to geography undergraduates. I have since learned different teaching methods and am now applying my experiences to the teaching in HKU.

GGAS: ***Can you briefly introduce your research interest?***

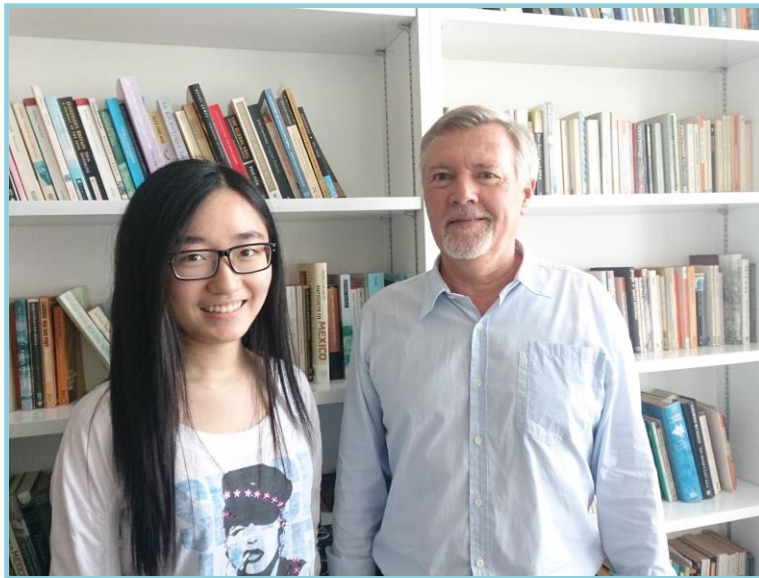
Dr. Zhang: I am a Singaporean but my cultural roots are in Kinmen, where my grandparents came from. I recognize my cultural identity as a Singaporean Kinmennese. My early research ideas were conceived during a family visit to my grandparents' hometown. I was really fascinated by Kinmen's battlefield landscape, and it became the topic for my Honours Thesis. That was how it all started. Kinmen was the warfront during the conflict between the Chinese Communist Party and the Kuomintang. The island has since experienced demilitarization and many defunct military infrastructures have been used as tourism resources, attracting even tourists from mainland China. I soon realized that in order to gain a better understanding of the politics of cross-strait relations, I have to go beyond Kinmen. So for my PhD, I adopted a broader perspective and began to explore the cultural-geopolitics of rapprochement tourism between China and Taiwan.

Now, I am also interested in cross-border mobilities in a general sense... movements of people across borders. And I am very fascinated by activities going on at the border between Hong Kong and Shenzhen and how visitors from mainland China cross the border to Hong Kong, not just for tourism purposes, but beyond that, like buying milk powder, mothers coming to Hong Kong to deliver their babies, students who use Hong Kong as a springboard to other countries. These arouse my curiosity and motivate me to research more. So I think curiosity is very important in sustaining interest and passion.

GGAS: ***As a conclusion, do you have anything to say to HKU geography students?***

Dr. Zhang: I think geography students are very fortunate to be studying in this department. It is amongst the best in the region and you should be proud of that. Secondly, I think passion is very important. It is something that can sustain your interest in whatever you do. Geography is an eclectic discipline. It is a wonderful platform for you to understand different aspects of the society, so you guys have made the right choice! And for me, if life gives you lemons, keep calm and carry on!

From Digital Mapping to Imaginative Geographies: **An Interview with Dr. Smethurst**



*Interview by Tiffany Ong and Queenie Chiu
Text by Tiffany Ong*

GGAS: *Can you briefly introduce yourself?*

Dr. Smethurst: I am Dr. Smethurst. I am in the School of English, where I teach travel writing, place writing and contemporary literature. I have been at HKU for 17 years and this is my last year. I will retire at the end of this academic year and so this is a farewell.

GGAS: *Can you talk about your current research interest?*

Dr. Smethurst: I have just finished a book on the cultural history of the bicycle, and presently, I am editing a book of essays with my colleague Dr. Kuehn on travel writing from contributors all over the world. This will contain the latest research on travel writing studies. It is going to be finished at the end of this year.

GGAS: *Why did you transfer your interests from GIS and computer mapping to studying space and place in literature?*

Dr. Smethurst: I worked in IT as my first career for a total of 20 years, and for the last 10 years of that, I worked on digital mapping system and GIS (Geographic Information System). I headed up GIS development for the Shell Group, going round different Shell companies around the world to find out what requirements they might have for GIS. I evaluated different GIS software packages and put together a team to develop GIS applications for pipelines, deserts and oilfields etc. GIS was quite new at that time in the 90s, and the packages were quite difficult to use. In view of this, we developed some software ourselves for more specific purposes. That was what I did then.

Talking about the change, it might not be as sudden as it seems to be on my CV because it was a long transition. It happened that there were noticeable changes in the nature of the IT industry due to the rapid development of equipped PCs in the 80s, and I was becoming less interested in software development.

At British Steel, Plessey Radar, Unilever and Marks & Spencer, we had teams of 20 or 25 software engineers where we producing systems from scratch. In those days we developed the screen display software, the database software - actually the whole thing and I found that quite exciting. These heritage systems could really make a difference to the business. But then, in the 80s, everyone started to develop their software on PCs, and I found this method of software development much less satisfying.

GGAS:

And what about GIS? There was still room for GIS development which seemed to be quite promising...

Dr. Smethurst:

At that time the GIS software was not very developed and what Shell really wanted was 3D GIS for analyzing subsurface objects like geological faults and potential reservoirs. But it would have been a huge development project to build the whole 3D system and we had to try to adapt software from ESRI and Intergraph. We tried to get IBM and the universities involved, but they were too far behind. I began to get frustrated because it was not possible to provide Shell with the systems they needed.

I could have easily stayed in IT but I turned down several offers. And anyway before that I started a part-time degree in English literature because it was my interest. Just because people are working in IT doesn't mean they do not read books. Actually all my colleagues are big fans of literature so we should not think that IT and literature are separate. Studying part-time in literature, I was lucky to get a first-class degree in English literature at London University and a British Academy scholarship to study for a PhD. Led by my interests in literature and space and place, I continued to pursue a PHD while I was still working for Shell. After having finished the PHD, I thought of becoming a lecturer and started looking for a job. This was when I came to Hong Kong (having turned down Exeter and Singapore).

In the future, having more than one career in your working life will become much more common, so it is worth preparing for this. It is actually very healthy to start another career. Back then, I was in my early forties and I figured out it might be the right time. I could still be in Shell now,

doing the same work, but there is only that finite number of times you can keep doing the same thing before you get bored.

It is really exciting to start a new career because you approach it with a lot more enthusiasm. Also, crossing over from one discipline to another, the prior experience gives you a different perspective. Bringing experience from the 'real' world into the university, for example, should be quite useful, and vice versa.

GGAS: ***How does your prior career affect you in your present career?***

Dr. Smethurst: What working in IT gives me might be my analytical skills and logic skills, which allow me to approach literary texts in a more systematic way. I remember one time when I was doing my degree, I said to my professor (Steven Connor) that writing a critical essay was so different from writing a computer program. But he pointed out there are similarities because a good critical essay must also 'work' on the level of logic and argument, if perhaps not quite so precisely, and with some ambiguity. work on all those

GGAS: ***How does geographical knowledge assist you in place-writing?***

Dr. Smethurst: Good question! My understanding of geography, geology and spatial awareness came from applying digital mapping and GIS, and working alongside geophysicists, cartographers and geologists for many years. In the production of maps, we can see that the projection

systems make every map a 'lie'. It is a mathematical approximation of the earth as a flat surface which will always distort its features, especially at a large scale. When an area is furthest from the map's central meridian it becomes less and less accurate. Mapping is always a representation of the world, and in several ways, so is place writing – it is a kind of mapping in words. Therefore, you can actually think of maps and place-writing in a similar way.

World maps also influence how you think about a place politically. They shape dominant world views, by, for example, setting the central meridian running through London (zero meridian), which puts Western Europe in the middle of the world, and distorts the shapes of other countries. This is the common Eurocentric worldview, produced at a time when Britain was the centre of a global empire spreading East and West. So there are multiple relationships between mapping and place-writing in both fictions and non-fictions. Travel-writing is non-fiction, but both fiction and non-fiction involve representing places. I am teaching a course, *Imaginary Geographies: The Art of Writing Place*. We try to imagine places, and think of places as a complex form of mapping, subject to political, cultural and literary influences.

There are also relevant things about geography. Understanding geology, for example, means that landscape descriptions can take account of the geology, without always realizing it. With geographical knowledge, we can recognise geological elements like chalk and granite in the landscape, and the effects these produce. Here we can see a relationship between geology and the

landscape. The different pictures depicted are actually the result of a number of things, result of the geology, result of the climate, result of what people have done in the landscape. Therefore, understanding geography would be an important part in writing about places in literature.

GGAS: ***What is the relationship between places and people?***

Dr. Smethurst: First of all, it is important to think of places as not merely physical structures but with the involvement of human activities in a place. We say that human activities produce places. Obviously, in terms of creating buildings, we produce places. But other than that, places can also be seen as a sort of trace of human social activities - you can look at the place and get some idea of what has been and is going on there, what people do there.

And I like this idea that we all talk about how we live in a place. We occupy a place, but also in a way the place also occupies us. Place in us can be demonstrated by an English saying, "*You can take a Yorkshire man out of Yorkshire but you can never take Yorkshire out of a Yorkshire man.*" If you find somebody from Yorkshire, they always have the Yorkshire inside. Their behaviour and traits somehow reveal the place in them. So people and places are indeed very much connected.

Another thing is that people have biological, almost universal responses to different places. On one hand, they do not like the feeling of being closely confined in a space, as in the case of a lift. On the other hand, they do not really like being in a wide-open space. We prefer something in between. But at the same time, people want

to feel protected through being able to see what is surrounding, preferably by looking down from higher ground. Thus, it would be no coincidence that people always want to live either on the hill, or a flat high up. This is another way that we become attached to a place.

Taking it a little bit further, we can look at how a place can be like a text. Humans do things in the place and thus the place becomes a record of how they live. There is a way in which you can read a place and find out how people live there. The archaeologists, for example, read the past from what they have found. However, you can also read the present from picking up signs of things around you in a city. This is to say that some sort of place-writing actually draws the attention of the idea that places are like texts to be read. Places can be treated as though they are texts and then you could apply to them the same sorts of rules you apply to reading literature. You can think of place as a form of literature - cultural writing, so there is another connection between writing and places.

GGAS: ***Texts can reflect the reality, but can it shape the real world as well?***

Dr. Smethurst: As far as literature in place is concerned, writers always seem to be able to describe the mood of the place, to bring out the atmosphere of a place, and some might bring out aspects of a place which you might not have appreciated before, so place-writing is a kind of literature that values place more. It adds value to a place by bringing out these things. For example, Charles Dickens once wrote about London in such an evocative way that when people go to London they are looking for that

London Dickens described. So writers produce place as well.

In that sense there are places that people read through text but we have also got writers producing places as texts – the relationship actually goes both ways.

GGAS: ***What do you want to say to our Geography students?***

Dr. Smethurst: I encourage students not to restrict themselves to either physical geography or human geography. Geography is a wonderful subject which connects people with places in many ways. Of course, at times it is important to measure places accurately as surveyors would do, but we need also look at the human dimension of places as where we live, the way in which we relate to them and shape them. Then, we can get a more holistic view of places and appreciate the environment so much more. Geographers are lucky that they are given the skills and opportunity to see this.



主席
曹顯廷

對於中學時期沒有學生組織經驗的我，選擇上莊做主席無可否定是我人生其中一個最艱難的決定。

選中上地理地質及考古學會莊的確是一種機緣巧合。一方面我看見港大人對於地理學的冷感，很想為港大地理系做一點事；另一方面又很想充實自己的大學生活，畢竟大學上莊的機會人生只得一次，我很想透過上莊擴闊社交圈子。既然一年級的時候被舍堂拒絕了，倒不如將自己的時間投放於自己熱愛的地理學之中，以上莊填補大學生活的空虛。

只能說，上莊必定是我大學生活其中一個無悔的決定。上莊充滿著很多意想不到的事情，由一開始面對不夠人上莊的問題，到年中莊友之間大大小小的意見不合，雖然沒有事情能做得完美，但是我們亦能成功為參加者及會員帶來一個難忘的回憶。當然，我本人都有不少缺點，例如我做事較為粗心大意，但是有賴一班莊友的體諒及包容，我才能從我的缺點中慢慢學習。究竟上莊能夠學到些什麼？未試過的你又怎能知道呢！

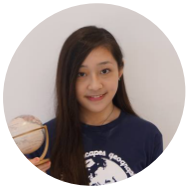


內務副主席及外務秘書
霍俊瑜

「企者不立，跨者不行。」墊起腳尖想比別人高，反而難以久站；邁開大步想走得比別人快，反而難以遠行。這年以來，擔任學會幹事令我對自幼認為抽象的道理有一番深刻的體會。只憑努力不足夠應付所有困難，為成效而一味剛強只會讓自己精神殆盡，一味為和諧而守柔亦只會裹足不前。我慶幸身邊有數位和我羣策羣力的朋友—你們可能來自不同的學系，甚至就讀不同的院校，但你們都是我這年最大的得着。我會記住以往的一幕幕，昂首闊步地朝未知之地走去。



圖：Tommy Cheng



外務副主席及財務秘書
趙天欣

有些事情，一定要親身經歷過，先會真正體會到嗰樣嘢為你帶嚟嘅轉變。當初決定上莊，是因為想嘍大學試多D新嘢，而且覺得搞活動好好玩，所以就毫不猶豫作出呢個決定。

嘍呢一年，我經歷到嘅野比想像中還要多。我有諗過原來搞活動係要咁著重細節位，用咁多時間和心血，但當成個活動完成咗後，嗰種滿足感係難以形容。

一年莊期，我領略到嘅比搞活動嘅技考可以話更多。一支莊有多個人，自然有唔同嘅意見。點樣同其他莊友溝通，去解決問題同做決定都係大家要面對嘅一個挑戰。平和嘅溝通模式可以促進對對方嘅理解，更可以建立更好嘅關係。此外，上莊令我更清楚自己嘅缺點同反省做得未夠好嘅地方加以改善。

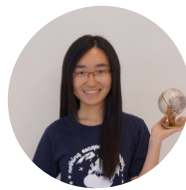
Mock cam那段只得一次嘅經歷，Inaug完後既自豪感，bazaar中賣到嘢嘅興奮，寫report嘅辛酸，搞好Ocamp既滿足感。仲有好多好多，都深深咁印係我嘅腦海中，令到我嘅year 1充滿色彩。

下莊們，你哋要加油，珍惜嚟緊短暫但有意義嘅一年，勿忘初衷，and prepare yourself well for the journey ahead!



常務秘書及學術秘書
盧顥云

I look forward to the day when the name of our society becomes Geography Society.



康樂秘書及出版秘書
王詩雅

當初上莊係為咗想嘗試搞活動，試吓大大個活動由一個小小嘅團隊合作砌出嚟嗰種滿足感及成功感。不過，最後得到嘅，當然唔只咁多啦！

起初搞活動，認為自己作為幹事之一，好多嘢自然可以跟我哋自己嘅意願嚟做，但隨住經驗多咗，原來咁嘅諗法未免唔夠成熟。每次做決定時，都要顧及唔同stakeholders - 好似student members同academic staff嘅諗法及利益。

不過，上莊最重要學到嘅，其實係點樣同唔同性格嘅人相處。一件事，好必然唔同人會有唔同睇法，當大家都對自己嘅諗法充滿堅持，口角衝突就往往好易發生。點樣嘍溝通中互相妥協，化解誤會，互相理解，真係人生好寶貴嘅一課。

好多謝身邊嘅人係我chur莊務嘅時候，都能體諒我少咗時間陪佢哋。仲有，好多謝department嘅所有staff，成日嘍背後back up我哋，令每個活動都可以順利進行。

最後，梗係要勉勵一下下莊啦。無論上莊有幾多困難都好，都要have faith in yourself，要過一個令自己搏盡、無悔嘅大學生活呀！



外務秘書
伍敏馨

以前的我，大概沒想過自己會有勇氣上莊。去年九月，剛上大學的我，對一切還沒習慣。聽過人說上莊的各種好處壞處，猶豫了很久，還是覺得不適合我。誰知，十月的時候，無意間得知地理地質及考古學會，於是去了旁觀 campaign。想到中學時，我雖喜歡地理卻少有共鳴，以不知從何以來的勇氣，加入了，上莊了。

一年以來，為著各種莊務、人事、瑣碎事應接不暇，現在細想一切都是以前我沒預想過的情況。還記得第一次舉辦活動—inauguration，我們手忙腳亂的，卻總算沒搞砸到。那天晚上，想起籌備已久，但現實卻依然脫離了劇本，舒了一口氣之餘，更多的其實是不甘、不忿和對自己的失望。

不止這一次，一整年裡，對自己失望、心灰意冷的時候不少。但再多的失意、不滿，只能給朋友打電話、在回家的路上失控大哭，又或者收進心裡，然後好好細味每一次得到的教訓，好應付下次的考驗。

一直沒在意，現在想來卻是覺得上莊收穫不少。沒有一支莊比我們有更多來自不同學系的莊友了，這絕對是我們的最大特色。不同學系的人，要互相認識是多麼困難的事，聯繫起這班共同努力了一年的夥伴們，當中的緣分原來是如此難得。孩子氣的佬么Frankie，在JSGA擔起了我不少工作的Marco，總是溫柔的女神Queenie，比我更像理學士學生的Owen，獨一無二的Tiffany，伴我一起在首爾街頭亂闖的美女小善，善良親切的Diana，還有常常默默自個努力的Desmond，這一年來，謝謝了，以後也請多多指教：)



宣傳秘書
馬小善

當初一入U就一早已將上莊呢樣嘢排除咗，因為覺得上莊係一件好悶嘅事。至於最後點解都係上咗莊，仲要係GGAS？諗返起當日想上莊嘅原因，我仲記得好清楚……明明係BA，但就誤打誤撞嚟咗GGAS嘅O-day同O-camp。有一班好好嘅組爸媽，仲有一大班人同我慶祝十八歲生日，玩得好開心。大概係因為見到佢哋上莊可以識到一班咁好嘅朋友，所以就決定上莊啦！加上我好怕生保人，但見到有一齊去過GGAS O-camp嘅朋友仔都選擇上莊，咁就上莊啦！再比人多兩r，又膽粗粗上莊啦！

不過最大嘅原因應該都係publicity secretary呢個post。即使對莊務冇咩興趣，係佢令我搵到啲我真係鐘意同願意擺心機落去嘅嘢。啱咗上莊嘅時候真係係有好多嘢都由零開始。多得莊友技術上嘅幫助，教咗我好多嘢，令我慢慢有好大嘅進步，仲設計到一件屬於我哋soc嘅soc tee，更新到我哋soc嘅website。呢啲能夠實質睇到嘅成果，比到我好大嘅滿足感，亦令我睇到自己對支莊嘅貢獻。

雖然上莊同我原先想象同期望既有啲落差，不過我無後悔過上莊。莊期內咁多個活動中令我最深刻最大得著既就係O-series。曾經因為覺得整個O-series做得唔夠好而自責，但無論到最後人少少既O-camp反而令大家玩得好埋好warm。能夠識到一班好好玩好抵錫既組子女就係上莊既另一大得著。係佢地話我知，我地搞既O-camp並唔係自己想像中咁差，至少能夠比到親切既感覺佢地。對我黎講，呢份正正就係一份最好、最寶貴既落莊禮物。





福利秘書
戴天慈

上了莊一年了，最大的感受是自己驚覺個人在處世待人方面，辦事領導方面，組織分類方面，都有了一定程度的成長。當然，你可以說參加其他活動也有可能有不少收穫，這我不肯定。但是上莊的確讓我多了一份責任感。這份責任感，是以往的我不那麼重視的東西。因為在中學即使擔任學生幹部，也有老師指導以及校方的支援。然而，大學的學會卻給了我獨立能力。同時，與莊友之間的相處，我又了解到團體合作需要互相磨合，接納分歧。從而，我慢慢懂了，明白了，原來上莊是一件令我了解許多許多的事，希望我的下莊也有同樣的感受，在來年，繼續把那份與眾不同的責任感延續下去...



程序秘書
李樂軒

時光荏苒，一年莊期轉瞬即逝，驀然回首，驚覺自己成長不少。還記得當天我甫進大學，生活淡淡似是流水，然而在好友的邀請下，我因緣際會踏上了擔任學會幹事的征途，自此我的生活變得不太一樣。旅途上我遇到各式各樣的人和事，令我體會到世界之大，無奇不有，使我大開眼界。與一班莊友一同共事，歡笑過、辛苦過、吵鬧過，畢竟不同人有不同的意見，少不免會有爭執，加上沿路困難處處，一直在出差錯，我曾經問自己：憑藉我小小的腳印，根本不可能踏遍整個大得不可以去擁抱的世界，繼續旅程值得嗎？面對驚濤裂岸，我最終選擇在艱險中奮進，結果無數的挑戰使我堅強，使我更有耐性。始終走多一步，望得愈遠，對自己總有得著，大概只有親身經歷過才明白其妙處。不經不覺，突然又已一年，旅程終於來到尾聲，這趟旅行亦尚算開心。天下無不散之筵席，惟望下屆幹事能牢記心中的那團火，薪火相傳。祝願下屆幹事可一同併發火花，成為出色的探險者，在逆光中進發，前路自然天空海闊任你行。



圖：Tommy Cheng

年度回顧

GGAS ACTIVITIES FUNCTION REVIEWS

NOV
27
2013

MAY
02



1ST AND 2ND STAFF-STUDENT CONSULTATIVE COMMITTEE MEETING (SSCC)

第一次及第二次師生聯席會議

本屆地理地質及考古學會一共召開了兩次師生聯席會議，讓地理學生可以分別就第一及第二學段的地理課程提出意見，會議有不少地理系教授出席，包括主持柏覓雲副教授、以及系主任章典教授與地理系賴寶珍高級講師/副教授。地理學生以及會員亦就課程提出寶貴意見，讓會議過程順利。感謝各位同學踴躍發表意見，也感謝各位教師百忙抽空出席會議。

JAN
29



INAUGURATION 就職典禮

GGAS的就職典禮在MBG07順利舉行，今年我們邀請了近一百位出席者及幾名地理系教授作典禮的嘉賓，見證著本年度GGAS幹事上任。當天，除了有機會讓各出席者與新上任的幹事互相認識和交流，典禮也透過主席演講和影片向大家介紹每位幹事和GGAS的活動，並提供豐富的茶點讓出席者享用。

FEB
17

FEB
28



"BAZHAARK" 大BAZAAR賣物會

本年的GGAS大bazaar在二月中下旬舉行，透過售賣各式各樣的產品，例如：曲奇、文具和日用品，為本學會增加收入。為期兩星期的bazaar吸引了很多同學支持。

MAR
21

MAR
28



GEOGRAPHY FESTIVAL- PHOTO COMPETITION

地理節 - 攝影比賽

本屆地理節攝影比賽的題目是“Nature & Humanity, Conflict or Harmony”，藉住探討人類對環境的影響，讓同學深思人類對環境的改變及共處，引起他們對自然環境的觀察和探究。

GEOGRAPHY FESTIVAL- EXHIBITION

地理節 - 展覽

“Jack of All Trades” 這個題目代表了地理學的多元化特性，而在本展覽，我們製作了三塊展板，一方面探討有關河流的自然地理，另一方面探討牽涉人文地理的資源戰爭研究，透過多元化的方式引起同學對地理學的興趣。



MAR
24

MAR
28

GEOGRAPHY FESTIVAL- PUBLICATION OF GEO-NEWS (APRIL 2014 ISSUE)

地理節 - 地理刊物出版

為了增進會員對地理有關學科的興趣，本輯Geo-News以The Geography of Urban Sustainability為主題，圍繞香港現時的水費結構作特寫文章，並有同學對「以公交為導向(TOD)的發展」和地理學科架構的見解。此外，Geo-News刊登了Photo Competition中幾位得獎者的作品，並且以其中一幅作為封面呢！

APR
22



APR
22APR
25

GEOGRAPHY FESTIVAL- WELFARE DISTRIBUTION

地理節 - 福利包派發

本年度的福利週是本學會一年籌備的活動中的一大亮點以及重點項目。非常高興在同學們以及會員們的熱烈支持下能夠順利舉行。為期一周的福利週不但順利增加了不少本學會的曝光率，而且由於福利包的產品豐富實用，更引來不少其他同學的青睞，成功令會員的數目有所上升。本學會非常高興能於每年的福利週報答一直以來支持本學會活動的會員們並熱切期待下回的福利週也同樣精彩。

GEOGRAPHY FESTIVAL- FIELD TRIP

地理節 - 實地考察

西貢郊野公園考察團於四月舉行，參加者臉上的笑意為地理嘉年華一連串精彩活動畫上完美的句號。雖然當日天氣變幻莫測，但仍無阻參加者親身觀察西貢的地質風貌。今次我們為照顧不同參加者的需要，特地安排了兩個不同的方式遊覽西貢郊野公園。第一隊伍（難度較高）由一隊資深行山人士帶領：參加者遊經較少人熟悉的白腊花山，沿海邊探索破邊洲等地香港自然地理風貌。雖然過程艱辛，但一眾參加者看到宏壯山川後都不禁停下來拍照留念。第二隊伍（難度較低）由地球科學學會余同學帶領：余同學沿途對地質公園各奇岩怪石進行深入講解。

APR
26

圖：Tommy Cheng

AUG
13AUG
14

ORIENTATION SERIES- REGISTRATION DAY

迎新系列 - 新生註冊日

新生註冊日於八月十三及十四日舉行，當日幹事都懷著緊張的心情一清早抵達港大校園，可惜瀏覽本會攤位的新生因為種種安排失當變得寥寥可數，儘管幹事努力向新生介紹迎新系列的精彩活動，可是新生大多對地理興趣不大。幸好經過兩天疲倦的註冊日，本會的迎新系列參與人數最終達到理想數字。

ORIENTATION SERIES- ORIENTATION DAY

迎新系列 - 迎新日

透過一系列的集體遊戲和定向遊戲，新生們認識了不少新朋友，並對新校園的設施和建築有了初步理解。我們熱心地向新生傳授在港大讀地理的心得，又分享了不少有關港大的有趣怪事，愉快地度過了充實的一天。最後，我們與新生一起用晚飯，樂也融融，感情增進了不少呢！

AUG
15



ORIENTATION SERIES- ORIENTATION DAY

迎新系列 - 迎新營

三日兩夜嘅時間一啲都唔長，但我哋得到嘅一啲都唔少。除左無限嘅笑聲，新生同每一位組爸媽仲獲得最寶貴同真摯嘅友誼。感謝每一位迎新營嘅參加者，你哋令我哋地更盡心投入去做好OCAMP嘅每個部分。見到大家無論任何遊戲都咁玩得投入，我哋相信之前嘅辛苦同擔憂都係值得嘅。希望大家嚟往後嘅大學生活裏面，都記住今次GGAS OCAMP笑聲。

AUG
17

AUG
19



OPEN SEM DINNER

開 SEM 飯

要慶祝新學年的開始，當然不能不舉辦Open Sem Dinner啲！我們邀請各位地理人和港大人聚首一桌，共同在美食和遊戲中為新一學年的開始盡情喝采！啲！寫揮春的時間又到了！大家都趁這「開sem」的時候互相獻上祝福，寄寓擁有一個新的開始。最後，我們向參加者派發寫滿衷心祝福的「開sem利是」，希望他們GPA「過三爆四」，活動於笑聲中落幕。

SEP
17



JSGA Function Reviews

聯校地理學會 活動回顧



聯校地理學會每年舉辦的活動不勝枚舉，向廣大中學生、大專學生宣揚地理科。以下是幾項由本會外務秘書負責的活動：



「暢遊東平」

二月中的考察活動圓滿舉行，既有壯麗的岩石地貌，又有趣緻的生態面貌，東平洲一直是野外考察的勝地。東平洲上滿滿是由自然侵蝕形成的外貌奇特的岩石，當中包括具 6500 萬年歷史的頁岩。沿海石塊不經意間堆砌成的一個個小水池孕育着各種生命，當天同學們都能見到小蟹穿梭石縫，還有小指般大的魚在藻間游動。同學們一起賞美景之餘，甚至可以按書中所學的知識解釋洞穴的形成、各地貌石形的起因。同學們表示東平洲充分展現了地理這一門知識的生命力和故事性，展現了生命與環境互相依存、互相影響的地理真理。



DSE 地理科

應試講座

兩位專業嘉賓—補習名師 Titus Chan 及資深中學教師 Jerome Leung 於五月底，受邀於講座中為場內同學深入分析各種答題技巧和溫習策略。兩位講者於不同教育機構中積累多年經驗，並致力於地理科教學，以不同角度剖析 DSE 地理科，透過講解及筆記幫助中五同學們及早作好準備，釋除不必要的疑慮。希望各位同學有所得著，在來年的考場上發光發亮！

聯校地理節 - 地質變幻時

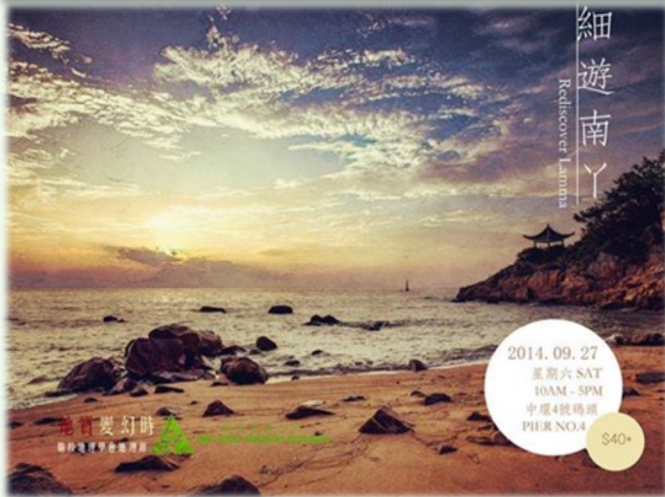
Shaping Landscape

香港在繁華城市景觀背後，蘊藏珍貴的地質資源。香港岩石隨時間及環境不斷演化，在大自然的鬼斧神工下形成紛繁多姿的地貌。故此，本年度聯校地理節，將會以 Shaping Landscape（地質變幻時）為主題，活動包括：地質導賞團、地質攝影比賽以及地質刊物 Geo-News 出版，多方面向同學推廣香港地質遺跡的天然美態。



細遊南丫

Rediscover Lamma



夏末秋初，莘莘學子又聚一堂。在這令人忙得喘不過氣來的月份，同學們一起到南丫島作深入淺出的考察。南丫島在地質、生態和人文三方面有豐富資源，三方互動更是造就這個充滿中西融和、小島風情的度假勝地。山巒疊翠，小徑蜿蜒。在索罟灣，更可以細味充滿東方色彩的老香港漁村文化。南丫島上除了著名的漁村和沙灘，還有綠海龜在本港的唯一產卵地，島上亦曾出土不少源自新石器時代的文物。同學們在導賞下以地理學生敏銳的觸角，遊客般悠閒的步伐，仔細的感受過這座小島的脈搏。

地質攝影比賽

PHOTO COMPETITION

地質變幻時

Shaping Landscape

2014

現已開始

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聯校地理學會地理節

聯校地理學會
JOINT SCHOOL GEOGRAPHY ASSOCIATION

地質攝影比賽

攝影比賽響應 2014 地理節的主題，希望同學能透過鏡頭捕捉香港地質最獨特及迷人的一面。經評判教授挑選後，得獎作品被刊登於 10 月發佈的 Geo-News 地理刊物，以照片形式表達難以宣之於口的千言萬語。

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