WORDS FROM THE CHIEF EDITOR

In the past year with the help of the contributors and members of the editorial board, and with the support of the executive committee of the Hong Kong Geographical Association, we achieved some success in (i) providing information about the Association and the wider geographical community to our members; and (ii) strengthening the content of the journal especially in publishing articles and worksheets which might be of relevance to teaching geography at the secondary level. The past year also witnessed an increase in membership of the Association and hence the circulation of this journal. Of course, the hard work of the executive committee in particular the holding of activities that are of interest to Hong Kong's geographers is to be praised. But certainly the publication of a journal that reflects the need of secondary school geography teachers and the geographical community at large would play an important part in enlarging the Association's sphere of influence. As a locally oriented journal, the Hong Kong Geographer can, and should, make an impact on the development of geographical teaching and research in the Territory. Hopefully, we can see more secondary school teachers and members of the public submit articles (whether full length articles, points of reflection or commentaries) for publication in the journal. Of course, articles submitted by teachers and researchers working at the tertiary level will also be welcome.

In this issue there are four full-length articles. These include a paper on teaching fieldworks in geography by Dr. P. Stimpson, a paper on the Mai Po Marshlands by Dr. R. Irving, a paper on Hong Kong's urban trees by Mr. K.M. Yeung and an article on the methodological developments in geography by Mr. P.K. Chan. All these articles are of interest to almost everyone working in the field. Note that Mr. Chan's paper is the first in the Chinese Language appearing in the Hong Kong Geographer. The editorial board would like to thank Mr. Chan for carrying out all the type-setting works for us. In addition to these articles, the present issue also contains an abstract of Dr. K.S. Pun's paper on urban development and redevelopment in Hong Kong which was previously delivered in the Eighth Hong Kong Geography Day in March which had attracted a large audience. We would like to extend our thanks to Dr. Pun for agreeing to publish the abstract of his paper in our journal.

The editorial board would like to draw your attention to the Pearl River Delta Conference to be held in Guangzhou on August 2-4, 1988. The Conference is jointly organized by the Guangdong Geographical Society and the Hong Kong Geographical Association. Participants include scholars from the Mainland, Hong Kong and the Overseas.

Last, we apologize for the delay in publishing this issue. Your patience is very much appreciated.
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Minutes of the Annual General Meeting for the 1987-88 Session
STRUCTURING FIELDWORK

Philip Stimpson
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Almost all of us at some time have been faced with the paradox that we believe it is right to take pupils out to do fieldwork but that at the end we are not certain of the exercise's worth. There are many factors in the equation which lead to successful fieldwork. One of these is the way the exercises are structured. The structure used, however, is dependent upon the reasons for doing fieldwork and the perspectives taken to it. This, then, is the starting point for this discussion.

Why do fieldwork?

Fieldwork is an important means of providing the concrete experiences pupils need to grasp new ideas and consolidate them into their thinking. It provides experiences which are remembered when classwork is long forgotten. The greater stimulus it provides enhances understanding and is likely to improve examination performance. Indeed many examination papers contain questions where fieldwork experience is essential. It provides a situation where pupils can compare their personal perceptions of an area, a geographical issue, or a problem with the perceptions of others, in particular with accounts given in the textbook. Examples of such issues could be agricultural pollution, rural conservation, environmental quality. Importantly, fieldwork provides an opportunity for pupils to practice skills, such as the collection of primary data, which might otherwise be left out of their geographical education; in the classroom there is a tendency to stress secondary source material and its interpretation. Importantly, fieldwork provides an opportunity for pupils to think geographically. Pupils are surrounded by environmental interactions and contrasts which require explanation. In the classroom there is the tendency to look to the textbook for an answer. The field provides a situation where pupils must return to the basic geographical questions of WHAT, WHERE, WHY, HOW and HOW OUGHT.

What perspective should we take to fieldwork?

Two approaches to fieldwork are usually distinguished: Field Teaching and Field Inquiry or Research (Everson, 1973). Field teaching has become unfashionable because, at its worst, it is no more than a mini-lecture in the field where pupils strive to jot down notes in difficult circumstances. Laws (1984) sees it as only involving pupils "in careful observation .... and description and suggesting possible explanations based on previously acquired information." This view is simplistic. Lecturing probably achieves little with school students but a
well led question and answer session, in which the teacher draws out the key ideas, is valuable. Law's view, however, is understandable because so often field teaching does only involve low order skills. Hence, there is a preference for field inquiry.

In field inquiry a problem or relationship is suggested from field observation or from class work. For example, interest might be in the effectiveness of government action towards countryside conservation or in solving pollution problems. In these situations we could set up a debate based on written statements of what government policy is trying to achieve. Questions raised in the debate can be set up as hypotheses to examine. Data is then collected in the field to test the ideas.

The important thing in the decision of which approach to use, field teaching or field inquiry, is to be certain of your intent. Is the intention just information transfer illustrated by field examples or is the intention that pupils should practice skills of finding out in arriving at the same geographical knowledge?

How should we organise the fieldwork?

We are not concerned here with administration but with organization of the geographical question. It is important to have a clear understanding of what the objectives are. If care is not taken the work can become highly descriptive. For example, in a consideration of settlement pupils might be asked to record building function, age, materials, state of repair, age and occupation of the owner etc. In these circumstances the pupils can easily become lost in a large amount of survey data and the key geographical relationships can become overlooked. The ability of the pupils to sort out data must be kept in mind. Often, although not always, the objectives will concern the development of some geographical relationship which explains an aspect of the world around us. Ideas might include:
- Uncontrolled intensive agriculture has a marked influence on water quality in rural areas.
- Soils differ according to the vegetation under which they have developed.
- Fire is a major factor in vegetation character.
- A feature such as an army camp can have a major effect on the services and environmental character of a rural village.
- Different crops are found in different parts of a valley floor reflecting differences in drainage and water supply.
- Distance from the main road is a major factor reflecting the impact of urbanization in the rural landscape.

The common element in all these is that each comprises two parts:
(1) a feature (e.g. crop variation, services, soil types, vegetation, water quality, urbanization) which we want to explain; and

(2) factor(s), or a process, in terms of which we want to give explanation of the features in (1).

How can the influence of a factor, or process, be shown?

There are two main approaches:

(1) observation of differences in the feature in situations where the factor differs. For example, differences in soil can be examined with changes in position on slope (topographic factor) or changes in vegetation (biotic factor). The time dimension can be examined by comparing the present pattern with those shown in old photographs or other descriptions. Alternatively relict features in the landscape can be looked for from which the past can be inferred, for example dates on houses or old field boundaries.

(2) alternatively the characteristics of a particular feature in a specific situation (reflecting some factor) are compared with a theoretical model or set of relationships. For example, the services of a rural village can be compared with those expected from a settlement hierarchy model and differences explained by the presence of any special factor such as the impact of an army camp.

How can we structure the work?

In both of the two approaches given in the previous section, two geographical questions arise, namely:

(1) WHAT?
(2) WHERE?

In asking "what", pupils must describe and measure the characteristics of the feature. It is thus necessary to decide on what characteristics (a) we want to measure and (b) which are feasible to measure. For example, we may be interested in soil quality and fertility, but it is outside the scope of school pupils to measure nutrient status. However organic matter is a major store of nutrients and the depth and colour of the A horizon are reasonable indicators. In general there is a need to choose visual indicators. Therefore in water quality colour, algal presence, slime and debris can be recorded possibly using a percentage cover, where appropriate, to give some precision. Scaling is often particularly useful, e.g. for urban environmental quality using characteristics such as decorative condition. Moreover are the measurement methods available to school pupils of sufficient sensitivity to record the changes pupils are likely to meet. As the range of techniques are restricted it is important to choose field sites where environmental differences are marked. Hence it is probably
better to look in the case of soil studies at differences between soil groups rather than at differences within a particular group.

The question "where" focuses on location. Answer to the question "why" follow from it. Location is important because it reflects the environment in which the feature is and, hence, the factor we are interested in exploring. For example, differences in soil can be related to differences in location in terms of position on slope or location in different plant environments. Water quality can be related to differences in stream location above and below the source of pollution.

These two questions provide a framework for data collection by pupils. However, "tell me what you see and where it is?" is too broad. It is necessary to provide guiding questions to direct the analysis. These can conveniently be provided on a worksheet.

Worksheets for use in fieldwork

A good worksheet probably contains the following features:
(1) production is of high quality;
(2) pupils instructions are clear and direct;
(3) the layout and organization of the material has been carefully considered;
(4) following from (1) to (3), the material is structured for learning (Batlett and Cox, 1982).

The worksheet needs to combine two functions:
(1) a record sheet for field observations; and
(2) a basis for establishing the relationship(s) sought.

The second element is most important. It is necessary to think what is suitable for the thinking ability and perceptual capacity of the pupils for whom it is designed. For Sixth formers a graph may be the most suitable but, for less able 5th formers, a labelled sketch may be more effective.

The worksheet needs to contain three elements:
(1) a framework which describes feature of the object/problem/issue under examination;
(2) a framework which characterizes the environment of factors; and
(3) a framework for bringing together (1) and (2).

It also needs a clear statement of what pupils are trying to find out to begin with, and what they have found out in conclusion. It is also important that pupils realize the limitation of what they have found out, for example what other factors might be present.

Conclusion

It is important to have a clear idea of what you want to explain and how you are going to give an explanation of it.
Factor/Process-Form relationships are a frequently used approach. If this is to be the framework then structure worksheets around the Form and Factor/Process record and around the means to be used for setting up the relationship. Give step by step instructions on where to go, what to record and how to make the measurements. Make sure that the final conclusion is drawn out; adequate post field work follow up is essential if the work is to be worthwhile.

REFERENCES

MAI PO MARSHES AND THE GEOGRAPHER

by

R. Irving

Department of Geography and Geology, University of Hong Kong, and WWFHK Mai Po Management and Development Committee

In 1987, the Mai Po marshes were visited by more than 21,000 people. The majority were members of organised school groups and, in turn, many of these comprised geography students. It is indeed most encouraging to see that the Nature Conservation Area at Mai Po is proving so popular as a site for geography field work. It is clear, however, that there are many teachers who have not yet had the opportunity to visit Mai Po, or who are not yet aware of the value of Mai Po to the geographer. This article attempts to clarify the status of, and means of access to, the Mai Po marshes for these teachers who are not sure how to gain entry to the Reserve; and to highlight some of the features at Mai Po which are of special interest to the geographer.

The Mai Po marshes are an internationally renowned wetland providing habitat for vast numbers of resident and migrant birds. The marshes are situated along a major 'flyway' between Siberia and Australia, and provide migrating birds with their last/first opportunity to feed before/after a long flight over the ocean during the Autumn/Spring passages. A number of visiting birds are rare or endangered species, including the Asian Dowitcher, the Dalmatian Pelican, and Saunders Gull. As a signatory of the Bonn Convention, the Hong Kong Government has a declared duty to assist in the protection of these and other endangered species. Thus, in 1975, the Marshes were accorded the status of Nature Conservation Area, and public access to the Site was restricted. In addition, strict controls were imposed to check the operations of farmers and fishermen working in the Reserve, and to prevent change of land-use which could be detrimental to maintaining the large numbers and wide variety of birds which roost at Mai Po. Since then, World Wide Fund for Nature Hong Kong (WWFHK) has acquired the lease to approximately one-third of the Nature Reserve. A manager is employed by WWFHK to supervise the daily operation of the reserve, and a full-time Education Officer guides school parties around the marshes.

The purpose of WWFHK at Mai Po is two-fold. First, it ensures that the areal integrity of the marshes is preserved, and that the various habitats at Mai Po are managed in such a way that the greatest diversity of bird and animal species can be sustained there. Second, and equally important, WWFHK is committed to promoting the educational value of the Mai Po marshes. A wide range of leaflets have been prepared, specifically designed for biology and geography students, explaining all aspects of the Mai Po landscape, the human activities carried out there, and the flora and fauna of Mai Po. A film and slide-pack about Mai Po have been produced for use in the classroom (ideally these should be shown before a visit to the marshes), and an Education Centre, housing a permanent
exhibition about the geography and biology of Mai Po, has been constructed in the Reserve itself. WWFHK has also constructed a number of footpaths, for easy access to all parts of the Reserve, and special 'hides' which allow birds in their natural habitat to be observed without undue disturbances. Perhaps the most memorable part of any visit to Mai Po is the floating 'board-walk' which takes visitors along a channel through the 500 metre wide fringe of mangrove swamp - to the very edge of the mudflats of Deep Bay. At low tide, tens of thousands of birds, including ospreys and sea-eagles, can be observed feeding on the rich marine life of the bay. All these facilities have been prepared for visitors to Mai Po in order to enhance the educational value of the marshes. For this reason, special attention is given to groups of students from the school of Hong Kong.

Teachers may apply to the Education Officer at Mai Po for a guided tour around the Reserve on any Monday, Tuesday, Thursday and Friday (except public holiday). The tour takes about 5 hours, and includes a visit to the Education Centre and a trip along the board-walk. An increasingly popular schedule is for school groups to visit Mai Po in the morning for a slightly shorter tour (Monday only at present) and, in the afternoon, visit the Island House Conservation Studies Centre at Tai Po. This newly opened facility is also managed by WWFHK, and employs a full-time Education Officer who will explain to students some of the broader issues concerning conservation and the environment in Hong Kong. School visits also include a guided tour along a Nature Trail through the superb gardens of Island House. Public access to the Mai Po marshes and Island House is necessarily restricted in order to avoid excess human pressure and disturbance to these areas. Unfortunately, for similar reasons, the number of school visits to Mai Po also has to be limited to one per day. This means teachers may have to wait a few weeks or even months after submitting their application before they can actually make a visit. The length of the waiting list varies according to the time of year although the Education Officer at Mai Po or Island House will be happy to advise how long the waiting time is. This time can be utilized, of course, by offering preparatory material to students in the classroom. Not only are the video film and slide-pack available for such purposes, but WWFHK has also published a teachers' handbook on the Mai Po marshes, explaining how various aspects of the area can be related to the geography and biology school syllabi.

For the geographer, the Mai Po marshes are an ideal site for local field work. A peaceful and relatively undisturbed landscape, the marshes offer a good idea of the former 'natural' appearance of the Hong Kong coastline. This area is experiencing rapid deposition of sediments, giving rise to the extensive area of mudflats in Deep Bay and the steady progradation of the shoreline. This process is aided by the mangroves which fringe the bay, and which accrete silt particles around their roots. The Mai Po Nature Reserve contains the most extensive area of mangroves in Hong Kong, and the floating board-walk offers an excellent opportunity to study mangal ecology. From the end of the broad walk students can also observe the great diversity of
life-forms which depend on the nutrient rich mud flats for energy supply – noting how nutrient cycling and a complex web of food chains create one of Hong Kong’s most fascinating ecosystems.

The seaward movement of the shoreline – whilst a natural process – has been considerably hastened by man. A comparison of contemporary and historical maps and air photographs reveals how man has steadily reclaimed land along the coast of Deep Bay for agricultural purposes. Before 1940 most of this reclamation was for brackish water rice cultivation. Most of the fields surrounding San Tin village, and the whole of Tin Shui Wai were reclaimed for this reason, and many local villagers are able to recall the special techniques required for cultivation of salt tolerant ‘red rice’. Little other evidence of this former land use remains today, however, since all the coastal rice fields were converted to fish ponds in the 1960s and 1970s. Another reason is that after 1940, land reclamation projects in Deep Bay were for the purpose of constructing gei wais, which form the core area of the Mai Po marshes, are tidally operated shallow water shrimp ponds. The essential principle is that fish fry and shrimp larvae, which naturally inhabit the mangrove swamps, can be flushed into the ponds at high tide and trapped there by closing a sluice gate. After a few months, the mature shrimps can be harvested by re-opening the sluice gate at low tide and placing a net across the channel as the pond water drains away. Such a system of fishing requires no artificial stocking or feeding. As such, it represents a simple, effective, and rational use of the abundant natural resources of Deep Bay. Although gei wais were a common feature of the Deep Bay coastline in the 1960s, they are now only found at Mai Po. Two of the ponds are operated by WWFHK, and an explanation of the method of harvesting gei wai ha forms an integral part of the guided tour.

Another feature of interest to the geographer at Mai Po is the position of the marshes relative to the burgeoning new towns of Yuen Long, Tin Shui Wai, and Shenzhen. Situated between these urban developments, the difficulties of planning a meaningful conservation strategy can be fully appreciated. The major problem facing the Mai Po marshes at present is water pollution. At the southern end of the Reserve, near the obnoxious and grossly polluted Yuen Long River, scientists have recorded reduced oxygen levels in the water. Gei wai operators have also noticed that shrimps here are smaller and fewer than at the northern, less polluted, end of the marshes. The situation has been so bad, in fact, that many farmers have given up shrimp cultivation altogether and converted their gei wais to closed system fresh water fish ponds. This in turn has the effect of reducing the area available for vegetation growth, and removes an important habitat for birds. The lush, well vegetated landscape in the central and northern sections of the marshes are easily contrasted with the rather barren landscape of the southern section. Apart from being unpleasant, therefore, two effects of pollution on the landscape can be noted by students. First, it results in certain traditional activities becoming uneconomic, thus forcing people to alter the landscape to provide more viable alternative means of making a living. Second, by reducing the
natural productivity of the bay, important food chains will eventually be broken and the number and variety of wildlife in the area will diminish accordingly - if not disappear altogether.

After a visit to Mai Po and, preferably, Island House as well, discussion in the classroom can focus on the issue of conservation. A debate could be organised, with different groups of students arguing the case for pig farmers, who do not wish to increase their costs of production by installing effective sewage treatment facilities; shrimp pond operators, who see their livelihood threatened by increased levels of pollution; developers, who may wish to build high-rise residential estates on or near the marshes; bird watchers and naturalists, who wish to preserve natural habitats for endangered species; and local residents, who enjoy the educational and recreational value of the Nature Reserve. As geographers, we appreciate the need for development in both urban and rural areas. More industrial sites are needed to support the ever expanding local urban population. There is also the need, however, to pursue a policy of sensible utilization of natural resources. There is a need to create a balanced, harmonious living environment, where our natural surrounds are preserved for leisure, recreation and education - not only for ourselves but for future generations to enjoy. The Mai Po marshes have been called an "oasis in the Orient". We must strive to ensure the oasis remains forever green, and is not destroyed by the shifting sands of time.

Useful Telephone Numbers:

Mai Po Education Officer 0-716306
Island House Education Officer 0-6561272

List of relevant pamphlets and booklets published by WWFHK

All are available at Mai Po Education Centre; Island House Conservation Study Centre; or at the WWFHK office in 'The French Mission, 1 Batery Path, Central, Hong Kong.'

"Mai Po - Its Educational Value with relevance to the school curriculum in Hong Kong" $10

Mai Po Nature Reserve leaflet series includes:

"The Mai Po Landscape"
"Mai Po Land Use"
"Gei Wais"
"Gei Wai Food Web"
"Shrimps"
"Oysters"
"Mangroves"
"The Mai Po Fishing Industry" $1 each

Island House Conservation Studies Centre leaflet series includes:
Hong Kong Habitat - streams, mangroves, woodlands

Pollution - coastal reclamation, red tides, domestic sewage, beach pollution, acid rain $1.5 each

An illustrated book on the "Geography of Mai Po" (co-authored by R. Irving and B. Morton) will be available this year.

Figure 1 Mai Po Marshes

Figure 2 Hong Kong University Students taking Soil Samples at Mai Po

Figure 3 Another Scene of Mai Po
ROADSIDE TREES IN HONG KONG--ASSETS OR EYESORES?

by
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Department of Geography
Hong Kong Baptist College

Introduction

The word 'Tree' is diminutive but one which evokes a multitude of different meanings: psychological, aesthetic, architectural, climatic, amenity or even engineering. In Hong Kong, endeavours have been made in recent years to rectify the adverse effects of rapid urbanisation and redevelopment by planting more trees in the city. This is not only a result of the escalation of people's expectations from their living environment, the instant effects of urban trees on upgrading the quality of the environment is also tempting. Urban tree planting has come to be the necessity of most programmes of environmental enhancement. Official statistics have denoted that trees planted in the city averages to over 20,000 every year since 1982 (Figure 1).

![Histogram showing urban trees planted from 1978 to 1986](Figure 1 Urban Trees Planted (1978-1986)
(Modified from Yeung, 1985))

All of these have indicated more efforts and attention have been made on planting trees in the city. Yet, the fate and after-maintenance of the planted trees have seldom been attended. The quality of our roadside trees is determined by a multiple of factors and tree quantity is definitely one of the facile factors to manipulate. However, when planting is done only where spaces and resources are available without after-care and protection, roadside trees will become eyesores once after planting and vast resources are squandered.
Roadside Tree Species Composition and Selection

While Hong Kong has a cooler and dry season from September to March which needs much artificial watering for proper tree growth, the city lies in the sub-tropical zone where both the temperature and moisture regimes are capable of sustaining a luxuriant forest. Unlike some temperate cities which are dominated by two to three species (Sanders 1980; Gilbertson et al 1985), the urban canopy of Hong Kong is rather diverse in species composition. *Acacia confusa*, *Aleurites moluccana*, *Bauhinia sp.*, *Bombax malabaricum*, *Cassia surattensis*, *Delonix regia*, *Ficus microcarpa* and *Melaleuca leucadendron* are among the most common roadside trees and they make up only about 50% of the total roadside tree population (Figure 2).

**FIGURE 2** Species Composition of the Roadside Trees of Hong Kong (Source: Yeung, 1985)
These trees are often selected for their aesthetic value and they are known to be successful in the new environment from experience. Species such as *Cassia surattensis*, *Bombax malabaricum* and *Melaleuca leucadendron* are the most commonly planted species (Table 1). All these species are all either comparatively small, monopodial in their mature forms or less aggressive in their life forms therefore can survive better in the confined urban settings. Besides, they are mostly fast growing hence can give immediate effects. On the other hand, robust species such as *Ficus microcarpa* are not commonly planted as they are colossal for Hong Kong and are nuisance in some instances. For example, large cavities of *Ficus microcarpa* are breeding places for rats and its extensive root development poses problems of platform cracking. (Yeung, 1985)

**Table 1**

**PLANTING POPULARITY OF SOME COMMON ROADSIDE TREES IN HONG KONG**

<table>
<thead>
<tr>
<th>I. Most Popular Tree Species</th>
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<tbody>
<tr>
<td><em>Bombax malabaricum</em> (cotton tree)</td>
<td></td>
</tr>
<tr>
<td><em>Cassia surattensis</em> (sunshine tree)</td>
<td></td>
</tr>
<tr>
<td><em>Crateva religiosa</em> (spider tree)</td>
<td></td>
</tr>
<tr>
<td><em>Eucalyptus citriodora</em> (lemon-scented gum)</td>
<td></td>
</tr>
<tr>
<td><em>Eucalyptus robusta</em> (swamp mahogany gum)</td>
<td></td>
</tr>
<tr>
<td><em>Melaleuca leucadendron</em> (paper bark tree)</td>
<td></td>
</tr>
<tr>
<td><em>Tristaria conferta</em> (Brisbane box)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Popular Tree Species</th>
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<tbody>
<tr>
<td><em>Acacia confusa</em> (false confusa)</td>
<td></td>
</tr>
<tr>
<td><em>Aleurites moluccana</em> (candlenut tree)</td>
<td></td>
</tr>
<tr>
<td><em>Albizia lebbeck</em> (Lebbeck tree)</td>
<td></td>
</tr>
<tr>
<td><em>Bauhinia blakeana</em> (City flower of Hong Kong)</td>
<td></td>
</tr>
<tr>
<td><em>Bauhinia variegata</em> (camel's foot tree)</td>
<td></td>
</tr>
<tr>
<td><em>Cinnamomum camphora</em> (camphor tree)</td>
<td></td>
</tr>
<tr>
<td><em>Delonix regia</em> (flame of forest)</td>
<td></td>
</tr>
<tr>
<td><em>Ficus microcarpa</em> (Chinese banyan)</td>
<td></td>
</tr>
<tr>
<td><em>Grevillea robusta</em> (silk oak)</td>
<td></td>
</tr>
<tr>
<td><em>Hibiscus tiliaceus</em> (Cuban Bast)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Less Popular Tree Species</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ailanthus fordii</em> (Ailanthus)</td>
<td></td>
</tr>
<tr>
<td><em>Casuarina equisetifolia</em> (horsetail tree)</td>
<td></td>
</tr>
<tr>
<td><em>Celtis sinensis</em> (Chinese Hackberry)</td>
<td></td>
</tr>
<tr>
<td><em>Erythrina caffra</em> (African coral tree)</td>
<td></td>
</tr>
<tr>
<td><em>Ficus microcarpa</em> (Chinese banyan)</td>
<td></td>
</tr>
<tr>
<td><em>Pheonix roebelenii</em> (dwarf date-palm)</td>
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</tr>
</tbody>
</table>

Source: Yeung (1985)
Problems of roadside tree establishment and survival in Hong Kong

Similar to trees in other cities, many trees of the countryside are not able to survive in the city of Hong Kong as the urban environment has deleterious effects on roadside trees because of environmental stresses on moisture, temperature, light and chemical agents (Figure 3). Besides, the adverse soil conditions with confined rooting space also hamper tree growth (Yeung, 1985). In addition to these, the local environment further poses problems which forcloes tree establishment and survival.

**Urban Stress Factors**

<table>
<thead>
<tr>
<th>Biotic</th>
<th>Abiotic (Physiochemical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moisture</td>
<td>Air Pollution</td>
</tr>
<tr>
<td>Low (drought)</td>
<td>High (excess)</td>
</tr>
</tbody>
</table>

**FIGURE 3 URBAN STRESS FACTORS**
(Source:Roberts, 1977)

1. Lack of Space

In a city where building and population densities are among the highest in the world, there remains little space left for street trees especially in the old urban areas with narrow pavement. The urban morphology has foreclosed opportunities of planting in the city, both awning height and pavement width are often inadequate for trees to develop into their true characteristics. Very often, there are subsurface competition between tree roots and utility lines; surface competition among tree trunks, people and vehicles; and aerial competition among tree branches, awnings and utility lines.

In high density districts such as Sheung Wan and Wanchai, suitable planting sites are deficient and roadside trees can rarely be found. Moreover, the mature trees in these districts are often under the combined pressure of urban redevelopment and vandalism. In fact, it is these highly populated areas where more roadside trees are required. In recent years, the urban renewal schemes in these districts have granted opportunities for softwork implementation in our vegetation-starved city. Yet, the spaces furnished for planting in these programmes are often in a piecemeal manner. Very often, spaces below flyovers account for a large proportion of the total open space allocated for planting and there is no room left for planting on the streets. Moreover, pavement width of redeveloped sites seldom exceeds 2 metres which is difficult, if not impossible, to plant and maintain a tree.
2. Vandalism

There remains a great deal of indifference and complacency towards natural objects in the city. To some of us, a candlenut tree (Aleurites moluccana) is only a signpost, a Cuban Bant (Hibiscus tiliaceus) is only a cloth hanger and the Chinese banyan (Ficus microcarpa) an object for incense burning. Trees in the new environment have to endure damage and destruction from human beings. Vandalism has posed problems in many cities (Bradshaw, 1980; Gilbertson, 1985) but is more devastating in Hong Kong as there is often keen competition for limited space among people, trees, buildings and vehicles in the city. It was reported 30% of the newly-planted roadside trees were lost just because of damage and destruction from human beings (Yeung, 1985). Moreover, the quality of saplings and standards of after-care which is often appalling have made the transplants more susceptible to demolition.

3. Engineer Damages

Engineering works such as highway construction and building hamper the planting programmes as protection of trees in the urban landscape is largely depended on the goodwill of city engineers (Forbes, 1983). The roadside trees often give ways to engineer works as Hong Kong does not have any legislation to protect and conserve its fast dwindling urban open space. The regulations are confused and over-ridden by other demands such as road alteration. Inadequate inter-departmental cooperation poses many problems (Jim, 1987). There are instances on record of trees being moved up to four times to keep ahead of highway development (Yeung, 1985). Lots of valuable trees were snipped off or killed by engineer works. Besides, since preservation and protection given to trees in construction sites are often inadequate, many treasurable tree species will turn into feeble stumps after the construction works.

4. After-Maintenance

Unlike their natural counterparts, urban trees require careful attention from seedling to maturity. After-maintenance is just as important as the decision to plant. Trees planted cannot be taken for granted, they will thrive well only if there is proper staking and untangling, fertilizing, pruning, weed control, pest and disease control, wound repair and tree surgery, watering and tree-basin maintenance. Studies on roadside trees have shown that absence of proper maintenance is the culprit for almost half of the damages (Yeung, 1985). Trees were strangled by stakes and gridled by tree guards; serious branch breakage were caused by absence of proper pruning which induced fungal attacks on unhealed scars. Indeed, many of the common species such as Delonix regia, Aleurites moluccana and Bauhinia sp require frequent corrective pruning and thinning (Yeung, 1985). Besides, as fast growing species are generally adopted for planting on narrow pavement, more frequent pruning are desired to avoid auto-damages by moving
vehicles.

Conclusion

No doubt, according to the official statistics, a growing number of trees have been planted in the city. Yet, they cannot be perceived as assets if these roadside trees are feeble stumps. The chosen species such as Aegurites moluccana, Acacia confusa, Cassia surattensis and Delonix regia can grow well in the new environment (Yeung 1985). But tree selection is only one of the many factors which determine the quality of the roadside trees (Figure 3). It is obvious from the above limited satisfactory planting sites, apathy of the public towards natural objects together with absence of proper after-care have adversely affected the growth of roadside trees.

**Tree Selection: Are the Suitable species being chosen?**

**Site Selection: Vulnerable sites or safe sites?**

**Ground Preparation and Tree Planting: Professional or unskilled?**

**After Maintenance and Protection: Comprehensive or piecemeal?**

**Tree Quality: Assets or Eyesore?**

**FIGURE 3 Some of the Factors Determining the Quality of Roadside Trees**

Hence, if both the quantity and quality of the roadside trees are to be upgraded, efforts have to be made on planting space, public awareness, protection and maintenance works. Perhaps, the number of trees planted is easier to maneuver. Yet, a sapling selected would need adequate space to grow, careful planting and ground preparation to establish, after maintenance and protection to thrive. Otherwise, they will become the eyesores but not the assets of this city.
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人與環境——地理哲學初探

陳培佳

『地理學是研究地球表面的自然現象與人文現象的空間分佈以及兩者間相互關係的一門學科』①

然而在過去百多年來，尤其在最近卅年以來，地理學者對地理學研究重點及理論基礎頗為分歧，使得各不同學派對『人與環境』之關繫，嘗試探討其哲學背景。

當代地理哲學先驅哈特肖（R. HARTSHORNE, 1899－）②定義地理學為三個『對地球表面前各變動因素的把握，有條理的，且合理的描述』的學科。他附和了前輩德籍地理學者赫乃特（A. HETTNER, 1859－1941）的看法，認為康德（E. KANT, 1724－1804）對地理的看法，對地理學理論提供較滿意的答案，且認爲康氏為現代地理學奠定了哲學基礎。

康德在康尼斯堡主講『自然地理學課程』時所涉及的內容包括人種、人的自然活動及地表自然狀況。他認為地理學家應掌握人類社會的『實證問題』（EMPIRICAL PHENOMENA）。之學習，須依靠各其特性作邏輯分類，並依據其時、空位置，作物理分類。所有問題，應在範圍系統基礎及後者中建立了歷史和地理的科學基礎。歷史專注於研究各現象的時間次序，稱之為時序科學（CHRONOLOGICAL SCIENCE），而地理則探究空間中同一存在的各現象間的關係，故稱之為地序科學（CHOROLOGICAL SCIENCE）。為對世界作全面之了解，各學科必須學習之。③

地理學之所以演變成獨立之大學學科，可溯源自德籍地理學者洪堡（A. VON HUMBOLDT, 1768－1859）及李特爾（C. RITTER, 1779－1859）二氏，故二人可稱為現代地理學之奠基人。

洪氏認爲『地球為一有機整體』（GANZHEIT）；而人則為整體之一部份。地理學目的在於研究自然及人文現象的地域結合情況。

李氏最早提出人地關係思想的地理學者。他以畢生的精力完成了十九卷『地理學』（B. KUNDE）：主要思想強調自然界地環境的現象及形態對人類活動的直接影響。他頗受赫爾南德斯觀點影響，認為地球為人類學習了解的教育模型，從而啓示給人類上天預定的目標作其發展的前導。②二氏重視實驗資料之搜集，以利建立聯繫觀念，故實地考察成為重要學習方法之一。

十九世紀末期，學者們受達爾文（C. R. DARWIN, 1809－1882）進化論的在環境中生存發展的探求。德籍地理學者拉采爾（F. RATZEL, 1844－1904）在他的『人類地理學』（ANTHROPOGEOGRAPHIE）一書中，把人類與其它生物等同，沒有自我及意志因素之差異。而忽略了地域的特徵取決於各種地理環境的性質。地理學研究是以地區（REGION）為單位，研究其地形、水文、土壤及植被等自然環境對人類活動之影響。因此，拉氏之人地關係觀點被公認為『環境決定論』（ENVIRONMENTAL DETERMINISM）之始。自然地理的地位越形重要，而漸次忽略人類在自然環境中的角色，更甚論影響！

同一時期德籍地理學者農舍爾（PESCHEL, O., 1823－1875）及李希霍芬（F. VON RITZENFEN, 1833－1905）及彼特（A. PENCK, 1858－1945）等反對洪堡及李特爾之地理學統一論。他們認為地理學應集中對地表上自然因素的研究，而去除人文活動因素的研究。雖然這種二元論不多，且影響歐美地理學界不大，但對一九一七年十月革命成功後的蘇聯影響頗大：蘇聯的學者及經濟地理學者均認為二者之規律完全不同，故二者須截然分開作爲獨立學科各自發展。在人類社會經濟發展的初期，以阿里嘉（V. A. ANUCHIN, 1913－）為首的蘇聯地理學者批評二元論的消極主義，建議在區域研究中谋求自然地理及經濟地理之聯繫與平衡。自始，蘇聯地理研究與其他國家的地理學合一發展。
自古以来，地理理论中心以模型为重要，故以二元论为主流。至六十年代以后，地理学研究仍以二元论为主导思想。至七十年代末，中国地理学者曾多次与欧美等地地理学者交流，至今仍处于调整期。

十九世纪末至二十世纪初，由日籍（N. RIDAL DE LA BLACHE, 1845-1918）为首之法籍西欧理论家们所提出的环境演变决定论，认为人与环境之间存在着一定的互动关系，故其理论亦被看成是直接决定论。在人地关系上，该理论被称作《自然环境论》（POSSIBILITY）或《可变论》（PROBABILISM）：自然环境提供对人类多方面、多可能性，但能否实现则取决于人类本身生活水平及环境条件之配合。

自民学生白川（J. BRUNHI, 1869-1930）提出在同一自然环境内，人可因心理因素之改变而创造出不同的地理事实来，成为后来感应地理学（PERCEPTUAL GEOGRAPHY）及行为地理学（BEHAVIOURAL GEOGRAPHY）的理论基础。

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一九五〇年以前之各派地理觀大略可視為《實證主義者之觀點》（EMPIRICIST APPROACHES）
在認識論方面，認為人可以通過經驗獲取知識。
在本體論方面，認為所經驗之事物，均為實存之事物。
在方法論方面，以描述展示所經驗之事實為主旨。
自二次世界大戰結束後，歐美地理學者漸對以區域論為主流之地理探究產生不滿，其原因不是
理論，然就其較顯著數點闡述之：
（1）區域論學者在研究過程未能盡掌握所研究地區之言語，引致無法直接了解其特殊性質，有
了解整體區域特點；
（2）由於學者對個別專門系統地理知識不足，對同一地域各主題發揮差異不一，以致地域研究
效果及質素參差，不易受其他學科及決策者所重視。
二次大戰期間，地理學者對戰區地域狀況分析浮泛，對地表分佈、人文活動等未知發揮高度敏
率及準確性，引致年青一代之地理學者決心改革地理之學習及進一步反省地理學之哲學理論及方法
論等。
自五〇年代中期開始，北美地理學者開始引進實證主義觀點（POSITIVIST APPROACHES）
處理人文地理學之研究。1955年《美國地理學家之源》（W. L. GARRISON, 1924—），開設首個
計量地理學研究院課程，首批畢業生出現了地理學之革命者，對其後數世代之地理學理論及方法論
影響深遠。畢業生中著名之哈格特（P. HAGGETT, 1933—）及李察（R. J. CHORLEY, 1927—）
在六〇年代美國地理學界舉行各種課程（包括校內、校外，在職教師研討會等），出版了
具經典價值的書籍，引進了革命性之改變：使地理現象研究從定性進入了定量階段，從自然地理
人文地理各專題均在理論及方法上作重新之評估，新學會哈維（D. HARVEY, 1935—）
更在1969年出版《地理學的革命》（QUANTITATIVE REVOLUTION）的時代。
實證主義觀點略述如下：
其理論論是基於經驗之確證（EVIDENCE OF EXPERIENCE）及確證之如何獲取，對世界之解
釋須通過《理論導行》（THEORY LED）之觀察。
其本體論申明有可直接觀察及可量化之事物方可作為確證之來源。
其方法論沿用《假設—演绎法》（HYPOTHETICO-DEDUCTIVE APPROACH），強調假設的
實性之確證須基於觀察現象可重複性之驗證（VERIFICATION）。
此論點強調地理現象之定量、資料搜集、假設之統計測定等，明確地改變了地理學習之方法論
本質：大量精力於尋求空間關係之建立，現象分佈之相關分析及比較各相關分析以尋求分佈之要
點及變動因素等。
研究主要焦點在於《地方》（PLACE）與《空間》（SPACE）二概念，而建立在空間中事物分
佈概念架構成此學派之哲學基礎。③
研究中心論題為二：
（1）特殊《地方》具有何等現象可反映其特質？
（2）特性可從何種分佈形式表達出來？
由此，地理學者對地理學中於探討空間特性，故可稱之為《空間科學》（SPATIAL SCIENCE）
其研究須尋求定理之建立——假設測定（HYPOTHESIS TESTING）及理論模型訂定（MODEL
BUILDING）。
過去二、三十年以來，各種抽象數學模型不斷建立：如《中心論》（CENTRAL PLACE THEORY）
《農業土地利用理論》（AGRICULTURAL LAND-USE THEORY）、《工業地域論》（INDUSTRIAL
LOCATION THEORY）等傳統理論之實證驗證及擴充、改良，《對模型》（GRAVITY MODEL）《
都市土地利用模型》（URBAN LAND-USE MODELS）及《空間互動論》（SPATIAL INTERACTION
THEORY）之建立等。
然而，此觀點不無強烈反對者，其本身亦具有基本困難，有待解決④：
(1) 許多理論模型之理論基礎與現實相距頗大，重影響其實用性及正確性：如《中地論》建基於前段《人》是尋求最高效率，完全有理性的決策者，且能完全掌握所需的資訊。而現實上，人永遠不能達到此種境界，以致其可用效度受嚴重影響。
因此對假設法之使用被重新重視，而個體實際心態及行為的探討亦被考慮之列，行為地理學由此應運而生。
(2) 其次為對地理假設之方法性問題。艾亞 (A.J. AYER, 1910 - ) 4 提出驗證之條件
為《知道何種觀察可引領觀察者於某特定情況下，接受其真命题或拒絕假命题》
地理學者多未能於事前確定可供參考作確定接受或拒絕假設的條件。
現在大部份的學者均依據統計學上的或然率及統計顯著程度訂定；但是非數值或樣本的大小比例在實際地理探討中，不易算定，故其效果存疑。
另外，判別樣本之間之相異數之可接受程度高低，亦受樣本大小之限制。
總而言之，通過自然狀況建立科學模型，實屬事倍功半。
(3) 在自然情況下，地理因素錯綜複雜，推論統計法亦難有具體對付多因素不斷相互影響情況作
實驗控制。
對實證論之反省問題如後：
1. 科學上的實證論是否獲取知識之唯一方法？
2. 實證論有否提供解決社會問題之有效解答？
3. 實證論是否無價值取向？
4. 如何讓知識的唯一途徑？
5. 現象環境是否解釋根據之唯一來源？
6. 解釋（參閱(5)）可行否？
7. 為《人》研究來說，機械式的模式是否有效？
8. 通過科學之社會控制是否受歡迎？
(4) 作為實證主義觀點抗衡之人文主義觀點（HUMANISTIC APPROACHES）於七○年代漸普遍受
重視。
在認識論方面，知識為個體在其所創造之意義世界中（WORLD OF MEANINGS）主觀所獲取者。
在方法論方面，個人觀所覺（PERCEIVE）存在者即為實在存在。
在方法論方面，目的在探討各個體之主觀世界，著重個別性及主觀性。
對理想主義者（IDEALISTS）、現實主義者（PHENOMENOLOGISTS）及存在主義者（EXISTENT-
IALISTS）等不同人文主義派別之學者而言，探求目的為強調探討人之現況而盡量不包廈預，以
影響觀點。
(5) 人文主義地理觀的普遍性取向方法，超克 W.KIRK, 1921 - ) 4 評分地理環境為二：
1. 現象環境（PHENOMENAL ENVIRONMENT）人受動機、傾向、思考方法，傳統及文化、社會
背景影響之下的所見所聞範圍。
2. 行為環境（BEHAVIOURAL ENVIRONMENT）：為受前者影響下的實際表現。
地理的中心思想為：進入個人經驗中的《地方》（PLACE）及《空間》（SPACE），促進人類
探入探討建立《個人地理》（PRIVATE GEOGRAPHIES），使能更了解自己以改善個人生活的質
素。
至於專門性的取向方法，可分為理想主義、現象學及存在主義三學派的主要論點。
理想主義者之看法，人主動建立其對世界之圖象指他對未來之思考動向、觀感的演繹、及
決定之本質之探討。
現象學者之看法，個體須探討對的動緒的了解或欣賞（VERSTEHEN）而非如實證論式尋
覓解釋解：相信對人來說，通過自主性活動（ACTS OF INTENTIONALITY），建立起一個心靈
上的世界建構。現象學者之功能在重新建立個體之內心世界，即其所貢獻對意義之觀感以利了解其各
世界內之行為特點。中心假設認為意義之賦形，存在於人類意識領域中之共通要素。通過實際觀

察（Participatory Observation），實際參與活動及接觸環境事物。

從哲學觀點來看，（Hermeneutic Approaches），人文地理學及人文地理學者須以觀眾身份注釋各種氛圍（Melieu）中出現的人的行為及感受以現象來表達所表達者。

依存在主義者的看法來說，《人》在空間定義自己的存在，部分其創造之自我身份涉及他與他人的關係。《景觀》是創造過程的產物，表達了空間的編排，關係及連繫的存在。

存在主義地理學為要素地理學新觀之一，主要目的在於通過居民、用戶、探索者及學者之視角重建——景觀，以表達影響其歷史、處境之情況及變遷。

人文主義地理學引發了若干地理研究的新路向，其中較為重要者有《地的意識》（Sense of Place）及《時間地理學》（Time Geography）。

美國華裔地理學者張義華（Y. F. Tuan, 1970—），認為人文主義地理學之中心在於《純粹空間》（Mere Space）轉譯為一個具深刻人文意義的地方（Intensely Human Place）。他創立《地的意識》（Topophilia）觀念，包容了所有人類與自然環境之有機會之感；而他大部分的作品均嘗試闡釋此一觀念。

他指出通過文學、音樂等可讓人對地方觀念之形成及演變。他以地球人類之鏡子，而通過了人類與地之關係中更全面地了解人類。《地的意識》的範圍受到你們《人》之意識之影響、感受及經驗等廣度大小所影響，從人之位置、街區、市場、街道、市場、國家甚至世界全體等；所以為人文主義者而言，《地》並不單是區位，而是——背景；不單是—具體事物，且代表——關係。因此，不同文化或不同個體的人如果要了解相互之間的關係及差異，必須掌握《地的意識》對相同載體不同含義及所引發之不同反應。比對已發展國家人士和發展中國家人士對經濟、資源、人力分配、土地利用、國土重整等觀念須通過人文主義地理學加以探討，再反省方能明確實證論著訓練及教條之不足。

《時間地理學》由瑞典地理學者哈格斯時期（T. Hagerstrand, 1916—）於1970年代所提出及討論。

他認為《時間—空間棱鏡》（Time—Space Prisms），即在有限時間內，個體最大可能之活動範圍，現限了個體之行為表現。個體活動之限制有三:

(1)人之生物能力及可使用工具效能限制了最大的活動能力；(2)個人與社會或其他個體或地點之聯繫需要，限制了活動之方向及模式；(3)個體權力高低對及地區選擇之限制。從研究個體活動紀錄（Individual Biographies）可了解對限制之因素進而促進空間策略之改進。

美籍地理學家（A. PRED, 1936—）提及此觀點可運用研究——門診學之知識性載體過程，可用以重新闡釋歷史，事實之可能發生過程，可用以研究家庭生活模式演變之過程等。人文主義地理學的理論之本體說明了觀念只由個人心靈中所有者中獲得，知識之層次相容，(1)在《感知》日常世界中，未經考察而被接受之因素；(2)所帶進生命世界（Life—World）中之新因素；(3)組織性與其應用於學術理論之縮小概念之結構及創立行為觀念（Perceptual Processes）。

對 “人—環境”、“人—人在空間” 之關係之探討，可助人類明確自己以促進對本身知識及道德及促成個人生活質素之改善。

與實證論及人文主義兩個當代盛行的地理觀分析，猛擊的是自七〇年代始紛紛成熟地構建地理觀（Structuralist Approach）。

要真正了解人類行為，需要留意個體在《結構》（Structures）之操作情形如何。個體通過思想上之天賦建構能力與社會及自然環境打交道。

近年來，相關領域之學科認為個體行為受制於政治經濟及社會結構。

英國地理學者史密斯（D. M. Smith, 1936—）指出在七〇年代開始美國地理學家開始以批判的態度對人類地理學家《地的意識》的重要情況（P. 145）開始，由斯達斯基（W. Zelinsky）為首之一群關注生態及資源之地理學者開始了美國地理學界一股《激進地理學》之潮流（Radical Geography）。

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他們傾向於要求地理學者轉向以與社會各現象有直接關聯之現象為研究對象，以供政策決策者參考並重新引起大眾對地理學之重視。

為激進之馬克斯地理學者（MARXIST GEOGRAPHERS）而言，有效知識之獲取，並非由確證之基礎，而是在於建立能解構社會驅動之理論，其他學派则被視為反革命（COUNTER-REVOLUTIONARY）。

以美國地理學者皮特（J. R. PEET）為首之馬克斯地理學派在七〇年代中期開始從事馬克思主義思想的實踐，希望取代以前之實證論及人文主義觀來反省《人與環境》之關係，使社會資源能更平均地分配。

此學派之主要論點如下：
(1)空間組織之模式及其在超級建構（SUPERSTRUCTURE）（即過程之結果）中之“人—環境”關係須被了解在內在建構（INFRASTRUCTURE，即過程本身）中經濟過程運作之體現（REALIZATION）。
(2)此等運作不能直接觀察而體現，而須通過理論之建立；此理論須與超級建構之產生配合。
(3)此等經濟過程及其產生均不斷改變，故不能對超級建構建立定律解釋之。
(4)經濟過程之中心為《階級鬥爭》（CLASS CONFLICT）及無產階級對立於中產階級者（PROLETARIAT VS BOURGEOISIE）。

過程如何在超級建構體現乃取決於個體如何在參考先前體現（PRECEDEING REALIZATION）及受制於各種限制之下進行活動——故個體之行動非被命定而僅受客觀限制而已。

任何意圖利用實證方法分析現狀以維持現有超級建構者，均紙上談兵及加深不公義體系之存在。

(1)要了解過程及其體現內容，各社會科學須重新組合為更密切互相關聯之知識體系，及(2)學術工作重心為《解放》（EMANCIPATION）之探討，以達到社會改革之目標。

對結構馬克斯主義之地理觀（STRUCTURAL MARXISM IN GEOGRAPHY），登勳及李義（J. S. DUNCAN & D. LEY）亦曾針對四方面作闡釋之批判：
(1)馬克思主義者之分析爲整體決（HOLISM）形式之一，此全體（可指資本、經濟結構、經濟過程等）被賦與具體之生命，被解讀具體存在，此點有違彼等視人為有意識、自主之論點；
(2)個人被視為整體之一份子，為促進達到目標之工具之一，而非自由自主之決策者；
(3)馬克思主義之社會整體居住於建構與經濟主義（ECONOMISM）形式之一：將經濟過程視為所有行為之最終原因（ULTIMATE CAUSE），故將許多其他因素忽略且理由不易驗證，難以理解人；
(4)整體《人之視察觀點》（PASSIVE VIEW OF MAN），對事物以抽象全體作解釋，令人迷惑（OBFUSCATORY）且無法驗證。

結構主義之地理觀至今仍有待正面影響以實證論為主流之歐美地理學界，然而在八〇年代開始，人文主義觀點及結構主義觀點均以各種不同方式影響新一代地理學者之研究方向；在八〇年代末期，一箇百花齊放、百家爭鳴之地理研究局面似乎正方興未艾！
附註：

3 李旭旦（1986）：《人文地理學引論》、《人文地理學概論》人民教育出版社。
5 李旭旦（1986）：同前書（見3附註）。
7 D. Harvey (1969)：Explanation in Geography, London : Edward Arnold.
9 D. Harvey (1969)：ibid., p. 191.
13 M. S. Samuels (1978)：ExistentiaLism and Human Geography in D. Ley & M. S. Samuels (Eds.) Humanistic Geography (Beckenham : Croom Helm), p. 22-40.

本文作者試譯。

PLANNING FOR DEVELOPMENT, REDEVELOPMENT AND ENVIRONMENTAL IMPROVEMENT IN THE METROPOLITAN AREA IN HONG KONG

(Abstract of a paper presented at the Eighth Hong Kong Geography Day on March 26, 1988)

by

K.S. Pun

Assistant Director (Planning), Territory Development Department, Hong Kong Government

Many parts of Hong Kong require environmental improvement and possess potential for redevelopment and for land-use restructuring. These include the old urban districts, older parts of comparatively recent development areas and sections in the rural areas. By far the largest concentrations of these occur in the Metropolitan Area (that is, Hong Kong Island, Kowloon, and Tsuen Wan). The low environmental quality in these areas affect the living and working conditions of a very large portion of the territory's population and workers.

Attempts were made to upgrade the environmental quality in these areas. Private sectors, at its own initiative and for its own purposes, has redeveloped many old properties, resulting in some degree of environmental improvement within the boundaries of individual projects. Government and quasi-Government bodies have also proposed a number of urban renewal schemes of various scales.

These redevelopment and environmental improvement efforts have individually succeeded in attaining their own objectives to varying extent. They have, nevertheless, encountered difficulties and consequently some of them have not achieved as much as they were set out to do.

This has been due to several factors. One of these is the lack of the necessary back-up legal authority and administrative mechanism to facilitate efficient implementation of these projects. Another main factor is the absence of an integrated comprehensively-conceived plan.

The Housing Authority had also made plans to redevelop its own older public housing estates. Many of these were not provided with sufficient facilities to meet today's needs and have very low environmental quality; some are in poor structural conditions. From every point of view, they should be redeveloped as soon as possible. They are all large-scale rental estates located mainly in the northern and eastern parts of Kowloon and in Tsuen Wan. Their redevelopment will have repercussions beyond their own boundaries and hence will call for the replanning of substantial portions of the Metropolitan Area.

On the other hand, many parts in the territory offer opportunities for new urban development. Contrary to the usual belief, such opportunities exist even in the densely developed Metropolitan Area. These consist of further reclamation from the sea and land-based sites not yet included in existing town
plans.

A study was thus commissioned to investigate into possibility of further growth and redevelopment potential in the existing urban area on Hong Kong Island and in Kowloon. This was completed in 1983. A number of new urban development areas were identified and significant redevelopment potential was revealed.

Almost concurrent with this was the study on ways to expedite the process of urban renewal. This has led to the proposal to establish, through a new ordinance, a corporation with the special responsibility of urban renewal. It is hoped that this will be a much more effective and efficient urban redevelopment approach that any of those adopted before.

At the same time, the Territorial Development Strategy formulated in 1984 makes two principal recommendations. It proposes that steps should be taken to make land available to meet the need of economic-based strategic developments. It suggests, for instance, the reclamation of a strip of land along the northern shore of Hong Kong Island to provide land to construct office buildings required as a result of the increasing demand of commercial floor space due to the growth of Hong Kong's tertiary industry.

Similarly, to cater for the predicted growth in external trades and volumes of cargo handled, the Strategy proposes new relocations for port expansion and extension of the rail terminal. The Strategy also identifies areas to accommodate general urban growth. After in-depth analyses, it advises that detailed studies should be undertaken on the feasibility of further relocations at West Kowloon and Green Island, in addition to those recommend for specific purposes.

Studies on these new possible relocations are now in progress. They will not only investigate into the feasibility of these projects from engineering and other viewpoints. They will also produce land-use plans which will, amongst other objectives, take account of the relationship between these relocations and the needs for development, redevelopment and environmental improvement in the adjacent districts.

It is therefore necessary to have a comprehensive, integrated plan covering the whole Metropolitan Area. Known as the METROPOLITAN, this plan is one of the five subregional planning statements and is obviously the most complicated. It must take account of the intricate relationship between all new development, redevelopment and environmental improvement schemes and the problems they will generate; it is a basis for the proper coordinate of planning and development in this very complex area.

This paper examines how these will affect the overall development pattern in the Metropolitan Area. It discusses how they will modify the geography of this Area and that of the territory.
NEWS OF THE HONG KONG GEOGRAPHICAL ASSOCIATION

1. Activities Held:

   a. Public Lecture

      A public lecture entitled “Introduction to Geographical Information System” was delivered by Dr. Anthony Yeh, Chairman of the Hong Kong Geographical Association, on Feb 27, 1988 at the Rayson Huang Theatre, the University of Hong Kong.

2. Annual General Meeting and Extraordinary General Meeting

   The 1988-89 Annual General Meeting of the Association was held at the Rayson Huang Theatre, the University of Hong Kong on Feb. 27, 1988. Minutes of the Meeting are as attached.

   An Extraordinary General Meeting called to amend the Association’s constitution was held right after the AGM. Minutes of the EGM are as attached.

3. The Eighth Hong Kong Geography Day

   This year’s Hong Kong Geography Day, its eighth since inception, was held at the Hong Kong University on March 26, 1988. The Theme of this year was “Geography and the Urban Environment”. Prof. C.J. Grant, Head of Department of Geography and Geology of Hong Kong University, Prof. Gordon Cherry, Head of Department of Geography, University of Birmingham, and Dr. Anthony Yeh, Chairman of HKGA, jointly inaugurated the opening of the one-day conference.

   The programme of this year’s Hong Kong Geography Day included:

   (i) Dr. Peter K.S. Pun, Assistant Director (Planning), Territory Development Department, Hong Kong Government (Dr. Pun’s position at the government has since then changed to Principal Government Town Planning, Town Planning Office, Buildings and Lands Department) delivered a lecture on “Planning for Development, Redevelopment and Environmental Improvement in the Metropolitan Area in Hong Kong”. An abstract of Dr. Pun’s paper is enclosed in this volume.

   (ii) Dr. Richard T.A. Irving, Lecturer, Department of Geography and Geology, University of Hong Kong, spoke on “The Urbanization of Deep Bay: A Conflict of Interests?”

   (iii) Dr. Irving led a field trip to study the “Old and Modern Tin Sui Wai”.

   (iv) Dr. Yeh led a field trip to the Kowloon Walled City.
4. A field trip to Hainan Island organized jointly with the Department of Extramural Studies, the Chinese University of Hong Kong was conducted on April 1 - 10, 1988. 18 members from various sectors (including education, business and professional sectors) took part in the field trip. Seminars, official visits and sight-seeing have been arranged for the participants. A slide show on the development of the island will be arranged at 3 pm., June 4, 1988 in 14/F, 67 Chatham Road South, Kowloon (i.e., the Extramural Department of the Chinese University).

5. HKCA and World Wide Trend for Nature Hong Kong jointly organized a project on "the Production of Environmental Worksheets for Geography Teachers. A field day was held on April 23, 1988.

6. A second seminar on Junior Form Geography Curriculum organized by HKGA was held at Pentecostal College on April 30, 1988. The theme of the seminar was the Form I - III geography curriculum. About thirty teachers from more than twenty schools took part. The programme was divided into two parts: a talk and a workshop. The talk was delivered by Mr. C.C. Lam, Mr. K.P. Wong and Miss Gloria Leung. In the workshop session participants were divided into a number of groups. The participants were active in raising questions and the discussions were highly lively.

II. Forthcoming Activities

August 2 - 5, 1988

An International Conference on the Environment and Spatial Development of Pearl River Delta jointly organized by HKGA and the Guangdong Geographical Association will be held at Zhongshan University, Guangzhou. For further information, please see the attached advertisement and information brochure. Members are encouraged to attend the Conference.

Mid-October, 1988

An Exhibition on "Geography of China and Tourism" will be held at the Shatin City Hall in mid-October, 1988. 12-15 schools/colleges have been selected by the Organizing Committee to take part in the event. A large scale map exhibition will be considered to take place at the same venue. The Committee is now at the stage of discussing details of the exhibition with the participants and collecting the funds raised. Those members who are interested in this activity and would like to make contributions to it please contact Mr. C.W. Yuen, chairman of the Organizing Committee. (Tel. 3-3977123)
MINUTES OF THE FIRST EXTRA-ORDINARY GENERAL MEETING OF THE
ASSOCIATION FOR THE 1987-88 SESSION HELD ON SATURDAY, 17 FEBRUARY
1988 AT 11.30 A.M. AT THE RAISON HUANG THEATRE OF THE UNIVERSITY
OF HONG KONG

The meeting was chaired by Anthony G.O. Yeh. The following
amendments to the Constitution of the Association were accepted,
as proposed by L.H. Wang and seconded by N.K. Leung:

1 Under Article 3 of the Constitution, add "To Student
Membership: On the payment of the annual subscription Student
Members shall have all the rights as the Full Members in
manner specified in the Regulations listed under a excepting (ii) and (vi). Student Members shall have the right to
receive notices of and to attend the annual General meeting
but without the right to voting. Only full time students
can become Student Members."

2 Article 4 shall read "The Executive Committee of the
Association shall consist of the Officers, Immediate Past
Chairman, and Honorary Representatives as shall be
prescribed in the Regulations. The Committee is empowered to
arrange the business and conduct of the Association in
accordance with the aims prescribed in Article 1."

3 Article 6 shall read "The Chairman of the Association, who
shall also be the Chairman of the Executive Committee,
shall be elected at the Annual General Meeting, and shall
have been an Officer for at least one term."

4 Regulation 1 shall read "Any person may become a Life Member
of the Association on payment of a subscription fee
equivalent to 20 times of the annual subscription for Full
Membership currently in force."

5 Regulation 4 shall read "The annual subscriptions, which may
be changed from time to time by a two-thirds majority vote
at any General Meeting, for the various categories of
membership shall be as follows:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Membership</td>
<td>$80.00 per annum</td>
</tr>
<tr>
<td>Joint Membership</td>
<td>$120.00 per annum</td>
</tr>
<tr>
<td>Corporate Membership</td>
<td>$60.00 per annum</td>
</tr>
<tr>
<td>Student Membership</td>
<td>$60.00 per annum</td>
</tr>
</tbody>
</table>

6 Regulation 5 shall read "A person whose membership has
expired may apply for re-admission to the Association."

7 Regulation 7 shall read "The Executive Committee shall
consist of the Officers, the Immediate Past Chairman, and
Representatives from other Institutions."

8 Regulation 11 shall read "No officer of the Executive
Committee shall be permitted to continue to be in office for
more than three consecutive terms."

9 Regulation 25 shall read "The Honorary Secretary shall give
at least ten day's notice for all General Meetings to all
members residing in Hong Kong. Such notice shall state the
agenda and specify date, time and place of meeting."

As there was no other business, the meeting was adjourned at
12.00 noon.

Prepared by

Wang Liang-Huew
Asst. Secretary

Anthony G.O. Yeh
Chairman

MINUTES OF THE ANNUAL GENERAL MEETING OF THE ASSOCIATION FOR THE
1987-88 SESSION HELD ON SATURDAY, 27 FEBRUARY 1988 AT 12.00 NOON.
AT THE RAISON HUANG THEATRE OF THE UNIVERSITY OF HONG KONG

The meeting was chaired by Anthony G.O. Yeh. The following items
were discussed:

1 The minutes of the annual general meeting for the 1986-87
session held on 14 February 1987 were confirmed without
amendment. The confirmation was proposed by Leong Yee and
seconded by Ciaran Singh.

2 The Hon. Secretary's Report for 1987-88 was accepted
without amendment. The acceptance was proposed by Leong Pei
Ying and seconded by Fun Kin Shing.

3 The Hon. Treasurer's Report for 1987-88 was accepted without
amendment. The acceptance was proposed by Li Si Ming and
seconded by Li Suai Pong.

As there was no other business, the meeting was adjourned at
12.30 p.m.

Prepared by

Wang Liang-Huew
Asst. Secretary

Anthony G.O. Yeh
Chairman
International Conference on Environment and Spatial Development of the Pearl River Delta

August 2-4, 1988

Conference Notice

Organizers: Guangdong Geographical Society
Hong Kong Geographical Association

Venue: Geography Department, Zhongshan University, Guangzhou

Conference Main Themes:
- Environment and Ecology: Structure and Dynamics
- Industrial Structure: Changes and Impacts on Social and Economic Development
- Urbanization: Trends and Problems
- Spatial Interaction Between Hong Kong, Macau and the Pearl River Delta
- Other Issues of Pearl River Delta Development

Conference Language: Chinese with English interpretation during the Conference

Pre-Conference Field Trip: August 1, 1988, afternoon (field trip to study new urban development projects in Guangzhou)

Post-Conference Field Trip: August 5-6, 1988 (field trip to study the environment, agriculture, and industrial and urban development of the Pearl River Delta)

Accommodation: Guest House of Zhongshan University, Guangzhou

Conference Fees:
- REGISTRATION - HK $300 (excluding meals and accommodation)
- PRE-CONFERENCE FIELD TRIP - HK $30
- POST-CONFERENCE FIELD TRIP - HK $260 (including meals, accommodation, and transport)

Closing Date of Registration: June 15, 1988

Conference Secretariat

Mr. Xu Xueqiang
Geography Department
Zhongshan University
Guangzhou
People's Republic of China

Dr. Anthony Yeh
Centre of Urban Studies and Urban Planning
University of Hong Kong
Hong Kong

You are most welcome to participate in the Conference
Please contact Conference Secretariat for Registration Form
NOTES TO CONTRIBUTORS

The Hong Kong Geographer is published on a quarterly basis by the Hong Kong Geographical Association. The journal welcomes full-length articles, research notes, and comments and opinions on current development of Geography both in Hong Kong and abroad and the teaching of Geography at the secondary level. It also welcomes book reviews and field trip guides and publishes news of schools, colleges, universities and research institutes which may be of interest to Hong Kong's geographers. Articles may be written in English or Chinese. In the latter case, the editorial board reserves the right to ask the author to submit a typewritten copy or to bear the cost of typesetting. Very tight financial restraints render this necessary.

All articles are to be submitted to:

Dr. Li Si Ming
Chief Editor, Hong Kong Geographer
c/o Department of Geography
Hong Kong Baptist College
224 Waterloo Road
Kowloon Hong Kong