

described will make an important contribution to continuing allied health education. I look forward to further involvement in such programs and hope that the Education Committee of the American Physiological Society will continue their active involvement in support of physiology teaching at all levels of post-secondary education. For individuals like myself whose primary responsibility is teaching at undergraduate and beginning graduate levels, and who are not located in or near a medical center, the information provided by this group is invaluable.

#### LITERATURE CITED:

1. Ways, P.O., G. Loftus and J. Jones. Focal Problem Teaching in Medical Education. *Journal of Medical Education* 48:565-571, 1973.
2. Educational Objectives in Physiology. *The Physiology Teacher*, 2(3): Supplement 13-313, 1973.
3. Andrus, L.H. and M.D. Fenley. Evolution of a Family Nurse Practitioner Program to Improve Primary Care Distribution. *Journal of Medical Education* 51:317-324, 1976.

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#### FACULTY OPENINGS AT THE CHINESE UNIVERSITY OF HONG KONG MEDICAL SCHOOL

Applications are invited for the following foundation chairs: Anatomy; Physiology; Pharmacology, tenable at this new medical school with an annual student intake of 100. There will be opportunities for original research but considerable undergraduate teaching experience is essential. Non-medically qualified candidates may apply but preference will be given to those medically qualified. Successful applicants are expected to be in post latest end of 1980 or early 1981, to take part in compiling the basic medical sciences curriculum and installing departmental facilities. Teaching will begin in the fall term of 1981. The minimum salary for Professorships will be HK\$11,735 per month. Terms of service also include long leave, superannuation benefits (University 15% appointee 5%), housing accommodation on campus and air passages. Full particulars of the appointment, together with copies of relevant documents concerning the medical school and the University may be obtained from the Secretariat, the Chinese University of Hong Kong, Shatin, New Territories, Hong Kong to which applications (6 copies) giving full details of qualifications and experience and the names and addresses of 3 persons to whom reference may be made should be sent as soon as possible.

#### FORUM:

We are introducing a new feature in *The Physiology Teacher* which we hope will, with your help, become an interesting, perhaps, even important, instrumentality for open discourse on the matter of teaching physiology. It appeared to the Editor that the letter by Professor Bertwell K. Whitten, which accompanied his article, published on page 47 of this issue could serve well as the initial communication. (MCS)

#### ON THE MATTER OF TEACHING PHYSIOLOGY

"Please find enclosed a manuscript entitled "Teaching Graduate Clinical Physiology in a Remote Area" for consideration as an article for publication in the *Physiologist*. In the years since the inception of the *Physiology Teacher*, I have found the articles and reviews which have appeared in that publication of significant worth in my professional efforts to maintain a reasonable level of competence in physiology teaching. I have used several of the laboratory experiments and exercises as well as the reviews of audiovisual materials and books in preparing my teaching material.

"I was disappointed to read your letter in the April issue of the *Physiologist* indicating the apparent lack of articles for and interest in the *Physiology Teacher*. Certainly, I and other of my colleagues whose primary responsibility is teaching must share the responsibility for this lack of interest. However, I am pleased to note that the *Physiologist* will continue to carry material previously published in the *Physiology Teacher*. I hope the present article which I have submitted will be acceptable to the review board and if published will stimulate some of my colleagues to submit articles relative to their experiences in teaching physiology. I honestly believe that physiologists, in addition to their research interests and responsibilities, have a lot to offer in teaching physiology in allied health undergraduate and graduate education, medical education and continuing medical education.

"I realize that I am part of only a small group within the society whose primary job is teaching and who are not located in a medical center. However, I believe that I can contribute to quality basic science education in physiology. I am pleased that the Education Committee of the Society plans to stay active and would like to become involved with this group should they need additional help."

Sincerely,

Bertwell K. Whitten, Ph.D.  
Professor of Physiology