

中文大學校刊
CHINESE
UNIVERSITY
BULLETIN
Number Four 1984





Chinese University Bulletin

Number Four 1984

The *Chinese University Bulletin*, an official publication of The Chinese University of Hong Kong, is published and distributed free to members and friends of the University.

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Cover: Kang-yung shue-uk of Sheung Wo Hang, Sha Tau Kok

Advisory Committee on *Chinese University Bulletin*

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International Summer School on High Modulus Polymers and Composites



The Second International Summer School of Physics, organized by the Physics Department, was held at the University on 16th–26th July. This year's theme was 'High Modulus Polymers and Composites', an area of material science which is of great importance both in industry and everyday life.

Material science and technology have played a prominent role in human civilization. The discovery and the subsequent applications of a new class of materials were often the highest technical achievement of that generation, signifying the advent of a new era. The making of tools from stones was the earmark of the Paleolithic age whereas one of the most important achievements in the Neolithic age was the discovery of the first man-made material – ceramic. Similarly, the Bronze and Iron ages were also named after the materials that characterized them.

Synthetic polymer is a material which was first produced in the beginning of this century but was widely used only after the Second World War. It has many valuable properties such as flexibility and ease of processing, but the major disadvantage is its low stiffness. Consequently, considerable effort has been made to improve the mechanical performance by producing chain orientation in polymers, or by blending them with stiff materials such as glass or carbon fibres. In the latter process two components are combined to form a composite material which has the favourable properties of both components. This blending technique has long been employed in China to produce artistic objects such as lacquer wares. In modern times, composite materials are widely used in automobile, shipbuilding and aerospace industries. In the past fifteen years, members of the Physics Department have done substantial work in the field of high modulus polymers and composites, most of which has won international recognition. Numerous papers have been published in research journals.

The invited lecturers for this Summer School were Professor Roger S. Porter, Co-Director of Materials Research Laboratory, University of Massachusetts, U.S.A.; Dr. Motowo Takayanagi, Professor of Industrial Chemistry, Kyushu Sanyo University, Japan; Dr. James Economy, Manager of Organic and Polymer Research, San Jose IBM Research Laboratory, U.S.A.; and Professor Bryan Harris, Head of School of Materials Science, University of Bath, U.K. There were more than seventy participants from Hong Kong, China and other Asian countries, and many of them presented papers on their research.

Many participants emphasized that they had benefited greatly from the Summer School. In an interview with a local newspaper, the Director of the Institute of Chemistry of the Academia Sinica, Professor R.Y. Qian, said, 'This is indeed a very rewarding meeting, enabling us to meet many of our counterparts, particularly those from Asian countries.' He also suggested that China should set up a grant for scholars to participate in similar events abroad.

The Summer School also arranged a visit to the research laboratories of this University. The participants were deeply impressed and many of them spent their spare time learning the details of the techniques and equipments in the hope that the information might be useful in their own laboratories.

From the favourable comments of the participants, it was felt that the Summer School had been quite successful in promoting the development of science and technology in Asia. The University is grateful for the generous support from the Croucher Foundation, UNESCO, Shell Company (Hong Kong), IBM (Hong Kong), Dow Chemical (Asia Pacific) and Ciba-Geigy (Hong Kong), which made this event possible.

– C.L. Choy

Applied Linguistics Seminar on 'Language Teaching in the Chinese Context'



Professor Xu Guozhang speaking at the opening ceremony of the Applied Linguistics Seminar

An Applied Linguistics Seminar on 'Language Teaching in the Chinese Context', sponsored by the Board of Trustees of Lingnan University and the United Board for Christian Higher Education in Asia, was held by the Department of English from 6th to 10th August. Indeed, it is appropriate for the University with an objective to integrate the Western and Chinese cultures to hold a Seminar 'which concentrates on two of the world's most important languages – Chinese and English, with a view to improving the teaching of these two languages, and at the same time to promoting programmes which will equip students with the linguistic ability to deal with the best of both worlds', as Dr. Ma Lin, the Vice-Chancellor, pointed out in his opening address.

The Seminar was attended by over sixty experts and scholars, including seventeen from China, one each from Australia and the United States. Local participants came from post-secondary institutions, the British Council and Government departments. Also speaking at the opening ceremony were Professor Xu Guozhang of the Beijing Institute of Foreign Languages, and Mr. Mark Sheldon, Field Staff Director of Yale-China Association and Associate Director of the International Asian Studies Programme of the University.

The Seminar was held in ten sessions, covering the following topics: 1. Language Teaching: Past, Present, and Future; 2. Programme and Syllabus Design; 3. Linguistics and the Teaching of Grammar; 4. The Communicative Approach; 5. The Teaching of Literature; 6. Language Teaching: Methods; 7.

Language Testing; and 8. Data-based Studies of Second Language Learning. To enable fuller discussion on these topics, time of presentation was limited to twenty minutes. Altogether forty papers were delivered.

Speaking at the closing ceremony were Professor Zhang Zhigong of the Curriculum and Teaching Material Research Institute in Beijing and Dr. Cheung Yat-shing, Senior Lecturer in English of the University. Professor Zhang remarked that five days were too short a period to discuss in depth all the problems raised, however, the role of language teaching in education, community life and social development had been recognized. He hoped that the Seminar would generate further research. Dr. Cheung observed that apart from the two-fold aim of foreign language learning generally recognized, i.e. to acquire knowledge in the foreign language and to absorb foreign culture, there might be a third aim: to have a better understanding of the foreign culture.

The Seminar has been successfully concluded and it is worth noting that this was the first attempt that the teaching of Chinese and the teaching of English were put together for comparative studies. Participants all hoped that similar seminars would be held regularly and initial plans were to hold Applied Linguistics Seminars annually in the following places in rotation: Hong Kong, Guangzhou, Shanghai and Beijing.

The proceedings of the Seminar will be published by Addison-Wesley Publishing Co., U.S.A.

Tale of Two Universities

Lord Fulton of the two Fulton Commissions, which were instrumental in bringing this University into existence in 1963 and setting in motion its reorganization in 1976, is the first Vice-Chancellor of the University of Sussex. The two universities have many things in common. As Lord Fulton pointed out, 'That University (The Chinese University) and Sussex – almost its exact contemporary – sprang from the convictions of their times – revulsion against the waste of unfulfilled human talent, and a world-wide faith in education as the necessary foundation of a better future for mankind.' Over the last two decades, the two universities have maintained very close relations, with Lord Fulton playing a key role in this University's development by serving as its overseas Council member and consultant of all times. It is only logical that Lord Fulton was made one of the first honorary graduates of this University.

This year marks a new milestone in the friendship between the two institutions: the University of Sussex conferred upon Dr. Ma Lin an honorary degree, and The Chinese University has been offered a Sir Adam Thomson Scholarship for a graduate to pursue postgraduate studies at the University of Sussex. The Sir Adam Thomson Scholarships were donated by the British Caledonian Airways Ltd., the Chairman of which, Sir Adam Thomson, was another recipient of the honorary degrees awarded by the University of Sussex this summer. The Sir Adam Thomson Scholarship Scheme provides assistance in a number of countries for undergraduate and postgraduate studies in fields which relate directly to the needs of the economy and society of their countries, and in which the University of Sussex has academic strength.



(From left) Dr. Ma Lin, Sir Adam Thomson, Sir Denys Wilkinson, Vice-Chancellor of the University of Sussex, and Lord Fulton

Chinese Arts Festival

The opening of the Chinese Arts Festival happened to be on the 27th October, a day after China and Great Britain initialled the Draft Agreement on Hong Kong's future. Dr. Ma Lin spoke on this historic event in his opening address.

A Chinese Arts Festival, which presents Chinese arts in traditional as well as modern perspective, is being held from 27th September to 26th October.

Organized by the University Student Union in collaboration with the Office of Student Affairs and Sir Run Run Shaw Hall, the Festival has a diverse programme featuring recitals, film shows, drama, dance performances, Cantonese opera, folk music concerts and a variety show, mostly performed by local artists and troupes from China.

Officiating at the opening ceremony, which was attended by over 200 guests and took place at the University Mall, were Mr. K.S. Lo, CBE, JP, and Dr. Ma Lin, the Vice-Chancellor. Mr. Lo praised the students for their efforts in staging the Festival, and said that the seminars to be held after several major presentations would provide opportunities for students to meet with artists and professionals in the various fields and to explore the future direction for Chinese performing arts. Dr. Ma spoke on the Sino-British Draft Agreement on Hong Kong's future. Below is the full text of Dr. Ma's speech.

Address by the Vice-Chancellor

Mr. Lo, Ladies and Gentlemen,

We are most happy to have Mr. Lo here with us

today at the Opening Ceremony of this Chinese Arts Festival. A prominent public figure and a successful industrialist, Mr. Lo is also a most enthusiastic connoisseur and collector of Chinese ceramic art, who has furthermore worked for the improvement of the modern Chinese industry in ceramic artefacts. It is therefore a great honour and pleasure indeed that Mr. Lo has kindly agreed to cut the ribbons for this Arts Festival, which is being held for popularizing the folk and traditional arts of China.

That the University Student Union has chosen this particular day for the opening of this Arts Festival is a memorable coincidence, for this is a historic moment for Hong Kong as well as for China. As we all know, China and Great Britain have just initialled a Draft Agreement on the future of Hong Kong, in which it was announced that China would resume the exercise of sovereignty over Hong Kong in 1997, and would establish Hong Kong as a Special Administrative Region having its own highly autonomous Government composed of local Hong Kong people and with a commitment to maintaining the present socio-political system of Hong Kong basically unchanged for fifty years. An Annex of the Agreement also set out in detail the policies and arrangements that China would make for the realization of such aims.



Mr. K.S. Lo (second from right) and Dr. Ma Lin cutting the ribbons

The announcement made it clear that the future of Hong Kong must be decided in accordance with the overriding principle that the integrity of Chinese sovereignty must be respected; at the same time it also showed that both the Chinese and the British Governments are sincere and determined in their wish of maintaining the prosperity and vitality of Hong Kong, and would take necessary practical measures towards this end. With its detailed and specific provisions, the Draft Agreement presents to us no less than a blueprint for the future development of Hong Kong. It is a good blueprint, and the goals envisaged therein are most commendable. Nevertheless its realization cannot depend on the two Governments alone, but rather hinges on whether the Hong Kong people would now put their shoulder to the task at hand and fully take up their responsibility to themselves.

The two most urgent tasks now facing the Hong Kong people are: one, to learn the art of self-government and, two, to understand China and to strengthen their ties and cooperation with China. Hong Kong people have in the past excelled in their single-minded pursuit of overseas trade development and economic growth, which are what make Hong Kong it is today. Unfortunately, this preoccupation has been pursued to the neglect of their sense of community and of their own roots, resulting in antipathy and fear towards participation in and

discussion of public affairs, and incomprehension and alienation towards all things associated with Mainland China. Now that Hong Kong people have to stand up and manage its own affairs, and to deal with China in an increasing number of matters, it is clearly high time that deficiencies in our public sense and 'China sense' be remedied at the earliest possible moment.

The Chinese University of Hong Kong, on the other hand, has been established by no other than scholars who came directly from Mainland China, and is therefore not separated from China by cultural or linguistic barriers. As a matter of fact, the educational goal long cherished by the University is precisely to further develop Chinese culture and to work for a coalescence of the East and the West. It is therefore only natural that students of the University have always shown concern and understanding for China, this Arts Festival being a ready example of their commitments; similarly dedicated efforts over the years by the University for strengthening the academic ties between Mainland China and Hong Kong have also come to fruition. Thus, at this historical moment, I am fully confident that both our colleagues and students would yet exert themselves for making even greater contribution towards ensuring a bright future for Hong Kong and towards the modernization of China, such as has always been the aspiration of the University.



Students performing at the opening ceremony of the Chinese Arts Festival

News in Brief

New UPGC Appointments

* Mr. Tony Frost has been appointed the Secretary-Designate of the University and Polytechnic Grants Committee (UPGC) to replace Mrs. Anson Chan, who will take up the appointment as Director of Social Services in November.

* Mr. Len Spark has been appointed Deputy Secretary of UPGC to succeed Mr. Geoffrey Orr, with effect from September 1984.

Vice-Chancellor Received Honorary Degree

Dr. Ma Lin, the Vice-Chancellor, was conferred an Honorary Degree of Doctor of Science by the University of Sussex at its summer Graduation Ceremony held on 17th July.

While in the United Kingdom, Dr. Ma also attended the British Council Fiftieth Anniversary Overseas Vice-Chancellors' Conference held at the University of Warwick.

Professor B. Hsu Appointed JP

Professor Baysung Hsu, Pro-Vice-Chancellor and Professor of Physics, has been appointed an Unofficial Justice of the Peace by His Excellency the Governor, effective 12th July, 1984.

Honours for University's Members

Three members of the University were on the Queen's Birthday Honours List:

* Miss Maria Tam, JP, member of the University Council, Unofficial Member of the Legislative Council, the Executive Council and the Urban Council, was made an Officer of the Order of the British Empire (OBE).

* Mr. Wong Wan-tin, MBE, JP, member of the Board of Trustees of United College, was made an Officer of the Order of the British Empire (OBE).

* Mr. Andrew Wong Wang-fat, Lecturer in Government and Public Administration, and appointed member of the Shatin District Board, was awarded the Badge of Honour.

New Director for Chinese University Press

Mr. T.L. Tsim has been appointed Director of The Chinese University Press from 1st August, 1984.

Mr. Tsim had worked for the BBC in London and the TVB in Hong Kong before he joined this University as Assistant Secretary in 1977. In 1979, he left the University to work in the business sector. Mr. Tsim joined the University again in January 1983 when he was appointed Administrator of the Part-time Degree Programmes. He was later made concurrent

Director of The Chinese University Press, succeeding Mr. Richard Lai, who retired in October 1983.

Since the late 70s, Mr. Tsim has become well-known as a columnist for several leading newspapers in Hong Kong and as a commentator of current affairs. In addition, he is very active in Hong Kong's public life. Mr. Tsim is a Lay Assessor and a member of several Government advisory bodies, including the Broadcasting Review Board, the Citizens Advisory Committee on Community Relations of the ICAC, and the Statistics Advisory Board.

Honorary Director of ICS Reappointed

Professor Cheng Te-k'un has been reappointed Honorary Director of the Institute of Chinese Studies and concurrently Honorary Director of the Centre for Chinese Archaeology and Art, for a further year beginning 1st August.

Appointments for Institute of Social Studies

The following appointments have been made for the Institute of Social Studies by the Vice-Chancellor, each for a term of two years with effect from 1st September, 1984:

Board of Management, Institute of Social Studies

Chairman: Professor T.B. Lin

Members: Professor D.C. Lau

Professor C.Y. To

Professor K.C. Mun

Dr. H.C. Kuan

Centre for Contemporary Asian Studies

Director: Professor Yue-man Yeung

Associate Director: Dr. Kuang-sheng Liao

Centre for Hong Kong Studies

Director: Dr. Siu-Kai Lau

Associate Director: Dr. Fanny Cheung

New Members of Art Gallery Management Committee

The following appointments/reappointment have been made to the Art Gallery Management Committee by the Vice-Chancellor, each for a term of two years ending 31st July, 1986:

Mr. T.C. Lai (Member)

Mr. Christopher Mok (Member)

Mr. Peter Lam Yip Keung (Assistant Secretary)

Advisory Committee on Chinese University Bulletin

The composition of the Advisory Committee on *Chinese University Bulletin* is now as follows:

Convener:

Dr. F.C. Chen

Members:

Dr. P.W. Liu

Mr. So Man-jock
Professor S.W. Tam

Secretary:

Mrs. Y.L.C. Foo, Editor of the *Chinese University Bulletin*

The Committee is to advise on the policy and supervise the publication of the *Chinese University Bulletin*. All members are appointed in their personal capacity by the Vice-Chancellor.

New Members of Advisory Committee on Electronics

The following have been invited to be members of the Advisory Committee on Electronics until 31st December, 1985: Mr. C.W. Mok, General Manager, Fairchild Semiconductor (Hong Kong) Ltd.; and Mr. E.J. Spain, representative of the Hong Kong Institution of Engineers.

Scholarship Presentations

The Chairman of the Senate Committee on University Scholarship, Professor G.H. Choa, recently received the following scholarship donations to the University:

* HK\$45,000 presented by Mrs. Irene Dunning, Chairperson of the Friends of the Art Gallery, at the opening ceremony of the Annual Exhibition of the Fine Arts Department on 11th June. The gift provides six 'Friends of the Art Gallery Scholarships' to be awarded in the next three years to outstanding Fine Arts students.

* HK\$100,000 presented by Mr. H.G. Webb-Peploe, Managing Director of The Shell Company of Hong Kong Ltd. on 26th June. The donation brings the 'Shell Scholarship Endowment Fund' to a total of HK\$500,000, which provides scholarships for outstanding graduates who wish to pursue further studies in the United Kingdom.

* HK\$100,000 presented by Mr. R.D. Seifert, Director of Consumer Marketing Management of Jebsen & Co. Ltd. on 6th July. This donation by Cimbria Moters, a subsidiary of Jebsen & Co., is for setting up an endowment fund which will provide up to two 'Volvo-Jebsen Scholarships' each year to outstanding students selected on academic merits, beginning 1984-85.

Professor Ch'ien Mu Visited New Asia College

Professor Ch'ien Mu, the founder and first President of New Asia College, arrived on 3rd July for a two-month visit to the College. He was accompanied by Mrs. Ch'ien.

During their stay in Hong Kong, the couple had happy reunions with relatives and friends. A banquet was given on 7th July by the Alumni and

Staff Associations of the College in honour of Professor Ch'ien's ninetieth birthday.

Mr. Deng Pufang Visited the University

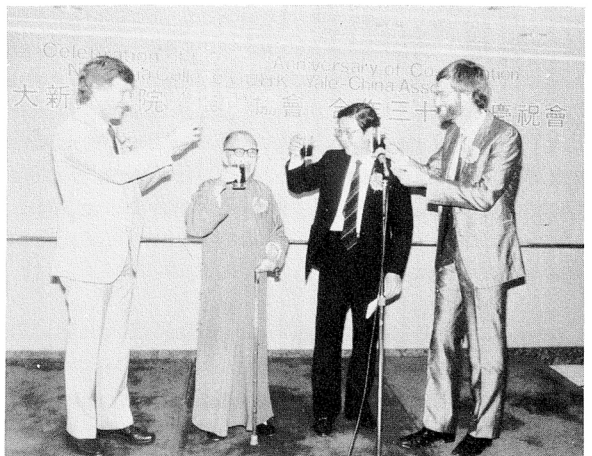
Mr. Deng Pufang, Deputy Director-in-Charge of the China Welfare Fund for the Handicapped, visited the University on 6th September. Mr. Deng was greeted by the Vice-Chancellor on his arrival. He also met other senior staff and the President of the Student Union.

Mr. Deng and his delegation were in Hong Kong from 28th August for a three-week visit, attending an exhibition of paintings donated by Chinese artists to raise funds for the estimated twenty million handicapped people in China.

New Asia - Yale-China Celebrated Thirtieth Anniversary

In celebration of thirty years of cooperation between New Asia College and the Yale-China Association, an anniversary reception was held on 3rd August at the Regent Hotel. The occasion was attended by over a hundred and twenty guests, including members of the College Board of Trustees, staff of the College and of the University as well as long-time friends of the College and the Association.

The reception was particularly honoured by the presence of two distinguished guests: Professor Ch'ien Mu, the key figure in establishing the New Asia - Yale-China links three decades ago, and Dr. John Starr, Executive Director of the Yale-China Association. Both of them addressed the assembly. Also speaking on the occasion were Professor Ambrose Y.C. King, Head of the College, and Mr. Mark Sheldon, Field Staff Director of the Association.



New Asia - Yale-China celebrating thirty years of cooperation. (From left: Dr. John Starr, Professor Ch'ien Mu, Professor Ambrose Y.C. King and Mr. Mark Sheldon)

The Newly-established Translation Department

Aim and History

The Translation Department is set up to train translators for the community. As Hong Kong is situated at the crossroad of South-east Asia, right at the doorstep of China, she plays an important role in the cultural and commercial exchanges between China and the West. As a result, translation expertise has always been in great demand. Moreover, it is the educational ideal of The Chinese University of Hong Kong to bridge the Eastern and Western cultures, and the training of translators is evidently an invaluable contribution towards this end. Thus the establishment of a Translation Department in the University is apt and useful.

This is, in fact, the second time in the history of CUHK that a Translation Department is founded. As early as 1971, in view of the popularity of the translation courses, the teachers in the English Department responsible for them saw the possibility of establishing an independent department of translation. The University, recognizing the growing demand for translation expertise in Hong Kong, accepted the proposal. Thus the translation teachers and courses were taken out of the English Department to form a Translation Department which offered a minor programme. A Committee on Translation was also set up. Five years later, for budgeting and other reasons, the Translation Department merged with the Chinese Department and became a Translation Section to carry on the teaching duties, while the minor programme was offered as before.

Recently, with the launching of the Master Programme in Translation by the Graduate School and the offering of various translation courses in the Part-time Degree Programme in Chinese and English, the University decided that it was necessary to have a Translation Department. So the Translation Section became independent of the Chinese Department, recruited more staff, and a Translation Department was formed again.

Courses

At the moment, the Translation Department offers three kinds of courses in the following programmes: the full-time undergraduate programme, the Part-time Degree Programme in Chinese and English, and the graduate programme.

(A) *The Undergraduate Programme*

As before, the undergraduate programme is a minor one. Students from any department may minor in translation, subject to the approval of their major departments, and obtaining a pass in the screening test set by the Department. (One of the main reasons for not considering offering major courses in Translation is that of job prospects after graduation. Translation majors may lack specialized knowledge in any subject other than translation, and will find it difficult to take on more specialized translation tasks.)

The undergraduate programme offers the following courses, one for each year of study:

- Principles of Translation
- Translation Seminar
- Applied Translation
- Translation Project

Of these four, the 'Principles of Translation' is an introductory course, covering various basic issues in translation. It is open to students of all departments. The other three are built on the foundation of this year's works, and are required courses for translation minors. Other students who wish to take these as electives must apply for special permission.

(B) *The Part-time Degree Programme*

Translation courses are offered in the Chinese-English Part-time degree programme. This programme requires of the students a certain level of mastery of the two languages, and translation is seen as a bridge linking up the two. Thus the students are required to take the following subjects:

- Principles of Translation (including English-Chinese and Chinese-English translation exercises)
- Applied Translation
- Literary Translation

Applied Translation and Literary Translation are compulsory papers in the degree examinations.

(C) *Graduate Programme*

The Graduate School offers an MA Programme in Translation. Students with a degree in any subject can apply, and are selected according to their results in the entrance examination set by the Graduate School. To obtain the degree, they are required to complete twenty-four credits within two years. At the moment the following courses are offered:

- Literary Background for Translation
- Comparative Syntax and Practice
- Selected Reading in Translation Works

- Applied Translation
- Interpretation
- Theory of Translation
- Specialized Translation

‘Literary Background for Translation’ and ‘Specialized Translation’ are required courses, though students who have completed a similar course in their undergraduate studies may be exempted from the former. The other five are electives.

Staff and Research Work

The Department has six teachers: P.S.Y. Sun, S.H. Jin, R. Mok, M.S. Ng, S.S.C. Chau and J. Minford.

All of them hold doctorate degrees, and are experienced translation teachers. While Chau specializes in translation theory, the others have literature background. Apart from individual research in various areas in translation pedagogy and Chinese and Western literature, they also combine their efforts in compilation and translating projects. Minford is concurrently Acting Director of the Research Centre for Translation.

As the MA programme in translation and the Part-time Degree Programmes are developing and expanding, the Translation Department will be recruiting more teaching staff in the near future.

Centre for Hong Kong Studies

The Institute of Social Studies was established in September 1982, as a result of the reorganization of the former Institute of Social Studies and the Humanities. There are now two research centres under the new Institute, one for Hong Kong studies and another for contemporary Asian studies.

In view of the increasing interest in Hong Kong studies among the academic staff of the University and the demand for reliable and accurate information on our society by the government and the general public, the Centre for Hong Kong Studies was set up to develop and coordinate interdisciplinary research on Hong Kong’s social, political and economic development.

In the 1980s and beyond, Hong Kong is confronted with a series of problems which have serious implications for its society and economy. These problems, some of which are unique to Hong Kong, may be the result of either changes in the international scene or modernization and industrialization. The rapid social and economic changes of the past few decades and the uncertain economic and political future would aggravate these problems if they are not handled in an intelligent and imaginative manner. With a view to solving these problems, short-term as well as long-term, the Centre for Hong Kong Studies carries out various projects to explore, analyse and measure them and to seek policy recommendations for their management. The application of social science to the solution of practical problems is underscored.

The Centre is at present sponsoring more than forty research projects undertaken by members of the Faculties of Arts, Business Administration, Social Science and of the School of Education. The research

projects fall into the following six research areas:

(1) Structural Changes in the Hong Kong Economy

Focus of the projects is on the patterns of change in the structure of the economy in the 1980s. Below are some of the studies on the various subject areas:

Technology and employment

- . Automation and its economic implications
- . Technological development and structural unemployment/underemployment
- . Business cycles and employment problems

Hong Kong’s economic growth and economic policy

- . The formulation and evaluation of government’s economic policies
- . The rise of Hong Kong as a world financial centre and its banking system
- . The economic relationships between Hong Kong and China (especially the Special Economic Zones and the oilfields in the South China Sea)

Economic and industrial outlooks

- . Compilation of Hong Kong’s national accounts and economic indicators
- . Economic and demographic forecasts and their applications.

(2) Social Problems and Community Services

The main subject areas include:

- . The problems of aging and service delivery
- . The demand for child care and patterns of child-rearing
- . Coping behaviour of the unemployed poor

Studies will also be carried out in the following areas:

Education and delinquency

- . Teacher-student relationship and attitude of the youth
- . Educational reform
- . Classroom defiance and discipline
- . Juvenile delinquency and crime

Family studies

- . Intra-family economic and power relationships, and decision-making process
- . Family composition and its life cycle patterns
- . Household consumption and inter-generational transfer of income and wealth

Community development

- . Population growth in new and old towns and its consequences
- . Building better social relations in communities
- . Improving the delivery of community services

Quality of life in Hong Kong

- . Mental health and illness
- . Utilization of leisure and its implications
- . Developing social indicators and social accounts on quality of life

(3) Political development and district administration

This area focuses on the changing configuration of social-political forces in Hong Kong and their impact on social, political and administrative reform, and the changing government-people relationship.

(4) Environmental and urban studies

Studies will be conducted on such topics as air, noise and water pollution, environmental problems encountered in the process of urbanization, and the process and outcome of planned urban development.

(5) Policy studies

Existing public policies will be evaluated, feasibility studies on proposed policies will be undertaken and alternative policy instruments will be conceptualized.

(6) Public opinion studies

Public opinion on fixed and basic topics, and on *ad hoc* and changing issues are monitored and analysed. Factors behind the changing trends of public opinion will be examined, including the role of mass media.

The six research areas outlined above are obviously interrelated. They constitute the themes around which research studies will be organized and developed. Useful information and findings will be generated. We have plans to supplement these

information and findings with further questionnaire surveys, with a view to construct a computerized systems of indicators on basic economic and social issues and phenomena in Hong Kong.

The research areas are chosen not only because of their intrinsic academic values, but also because of their potentiality of generating sound policy proposals for coping with social and economic development in Hong Kong. From the point of view of teaching, it can easily be seen that these themes fit nicely into the University's curricula, especially those of the Faculties of Business Administration and Social Science, and that the direct contribution of these studies to post-secondary education is immense.

Apart from assisting the faculty in their conduct of empirical studies, the Centre has also a publication programme, which disseminates the research findings. Three occasional papers have recently been completed:

1. 'Leaders, Officials, and Citizens in Urban Service Delivery: A Comparative Study of Four Localities in Hong Kong' by Lau Siu-kai, Kuan Hsin-chi and Ho Kam-fai.
2. 'Organizing Participatory Urban Services: The Mutual Aid Committees in Hong Kong' by Kuan Hsin-chi, Lau Siu-kai and Ho Kam-fai.
3. 'The District Board Elections in Hong Kong' by Lau Siu-kai and Kuan Hsin-chi.

In addition, the Centre often organizes public lectures, workshops, symposia, seminars and forums in order to promote dialogue and exchange of views between the academic community on the one hand and the government, other public bodies and the business community on the other.

The Centre has a small working library which has a collection of classified local newspaper clippings, reports and publications of the government and other voluntary and business organizations. The working library is open to University students, who can make use of the reference material there for their projects or for writing research papers. Moreover, projects of the Centre usually employ students as part-time research helpers, hoping that through participation in the projects, they may receive training and gain practical experience in field work, interviewing and other aspects of social research.

To promote social research in Hong Kong, the Centre is willing to assist people or organizations conducting research in this field by providing the necessary information and advice. Individuals with genuine research interests which fit in with the Centre's research programmes, may be invited to participate in the projects as honorary Research Associates or Fellows.

New Asia in a Historical and Developmental Perspective

by Ambrose Y.C. King

(1)

Any organic organization is at the same time historical and developmental. New Asia College was established with a mission to preserve and promote Chinese culture and was modelled on the private academy of the Sung Dynasty. Over the thirty-four years of its establishment, New Asia has undergone a number of transformations. It became a constituent College of The Chinese University of Hong Kong in 1963 and its educational objectives have been incorporated into the long-term goal of the University. The College has developed so quickly that it is now many times its original size and scale. During the different stages of development, it has assumed different roles, but its value-orientation has remained the same and has always been cherished by its staff and students. Therefore, New Asia is historical as well as developmental.

(2)

What is the function of a College in the new University structure? Apart from playing its 'historical' role in a basically integrated modern university, what 'developmental' role should it play? These are the questions to which New Asia staff and students should address themselves.

Modern universities are becoming more specialized in their programmes, bigger in their size and more complex in their organization, and The Chinese University is no exception. The explosion of knowledge and the society's increasing demand for university education obviously account for such changes. As the objectives and activities of the university become more diversified, its organization becomes more bureaucratized. Such a university may then be characterized as an 'urbanized' community in which interpersonal relations, other than those among staff and students of the same department, tend to be superficial. Dr. Clark Kerr, former President of the University of California and a Council member of this University, labels today's university as a 'multi-versity', and compares it to a 'city'. However, in multiversities, the traditional image and function of a university as a place for scholars, old and young, to devote themselves all day to the pursuit of knowledge are gradually changing. In the face of such changes, many modern universities are consciously or unconsciously striving to set up smaller units in the big 'city'. In The Chinese University, Colleges as

close-knit staff-student communities have been in existence ever since its inception, so it is only natural for us to develop our College into a 'vigorous cultural and intellectual community'. If the University is a 'city', then the College may be likened to one of its towns.

While the University is mainly concerned with the provision of specialized programmes by its Departments, the Colleges, which have no Departments under them, are only responsible for the provision of a living environment where teachers and students of the same College may get together for academic discussions and share with one another their experiences and knowledge. The various activities such as talks, seminars, concerts, athletic meets organized by the Colleges are in a way a 'hidden curriculum' which enriches the students' life and broadens their intellectual horizon. The Colleges also provide the venue for teachers of diversified disciplines to meet and chat, through which views would be exchanged, interactions promoted, and mutual understanding improved, thereby minimizing the undesirable compartmentalization and fragmentation of knowledge. Eventually an organic community of scholars would emerge within the College. Based on this assumption and conviction, New Asia College, besides providing students with hostels like Chih Hsing Hall, Xuesi Hall and Grace Tien Hall, also set up student activity rooms like Yali Room and Qi You Room. For the staff, we have the staff common room (Yun Chi Hsien) and the Faculty Reading Room, which help to foster an esprit de corps and a sense of identity.

(3)

Adopting 'New Asia' as its name underlines not only an aspiration to inherit the Chinese cultural legacy, but also a noble mission to promote Chinese culture. China is one of the oldest countries in Asia, whose Confucian tradition has taken root in many a country in East Asia, and it is worth noting that the tremendous economic growth of today's East Asian countries is attributable to a great extent to the influence of Confucian values. It is anticipated that Asia will play an increasingly important role in future world affairs and cultural development, and although we are aware of the limited influence of New Asia, we will still aspire to make our own contribution. We

believe that in the academic world universities transcend state boundaries and together they form a galaxy. We also maintain that scholars all over the world share the same mind and ideal which bring them closely together, despite the distance that separates them. That is why New Asia lays much emphasis on open-mindedness and adopts an open-door policy.

We believe that 'all men are brothers' may be an ideal too lofty to realize, nevertheless, through the exchange of visiting scholars, lectures and publications, we may not only achieve an interflow of academic ideas, but also encourage mutual appreciation of culture, and enhance mutual understanding and respect among scholars. For the fragmented world of today, such activities will no doubt have some integrative power. Towards this end, New Asia established the 'Ch'ien Mu History & Culture Lecture Series' in 1978, the 'S.Y. Chung Visiting Fellowship' in 1980, the 'Ming Yu Foundation Lecture Series' and 'Ming Yu Foundation Professorship' in 1983. These projects not only enable us to invite world-renowned scholars to the College to lecture and meet our staff and students, but also provide opportunities for our staff to conduct research and deliver lectures elsewhere. Such cultural exchanges are meant to make New Asia College a scholarly community which keeps in touch with the rest of the world. What New Asia

can accomplish, though far from significant, will surely contribute to the world of learning in the long run and distinguish itself in the galaxy of universities.

(4)

Being a constituent part of The Chinese University of Hong Kong, New Asia, together with its sister Colleges, Chung Chi and United, will provide for the staff and students a congenial environment within the University structure. Apart from inheriting their respective historical traditions, they will keep abreast of the progress of the University, and continue to discharge their new functions. In a modern university like ours, the existence of Colleges will not merely increase its multiplicity and vitality, but also provide in a large institution smaller communities which transcend the formidable barriers between the different disciplines. That is exactly what the late Oxford economist Schumacher meant by 'small is beautiful'. We believe that even if there were no colleges at all, The Chinese University would still create some college-like organizations. As colleges already exist here, there is no need to create them. Our major concern now is for the Colleges to play a unique role which will help to develop the University into a more organic and integrated whole. Moving along this direction, the College is, therefore, both historical and developmental.

Career Destinations of 1983 Graduates

The 1983 annual employment survey, conducted by the Appointments Service, covers all first and higher degree graduates and diplomates. Out of a total of 1,023 first degree graduates, 907 returned completed and valid questionnaires, giving a response rate of 88.7%. The response rate of higher degree graduates and diplomates was 87.6%.

In the past year the economy of Hong Kong was in a paradoxical situation. While there were some signs of recovery, especially in the industrial sector, the overall economic climate was marked by the uncertainty and speculation about the territory's future. Employers in the private sector became more cautious in taking on new recruits without relevant work experience, and opportunities in the Civil Service were not as plentiful as the previous two or three years. Nevertheless, there were as many vacancies in the secondary schools as in previous years. As a result, the percentage of those who entered the

teaching profession remained more or less at the 1982 level, but there was a drop in the number of graduates joining the Civil Service. On the other hand, there was a small increase in the percentage of graduates entering business and the increase was particularly significant among graduates in Science and Social Science, indicating the gradual diversification of career interests among graduates in these disciplines.

As for the graduates' job mobility, it was found that a small proportion of the graduates had changed jobs, some more than once, within the six-month period. This might on the one hand indicate the marketability of the graduates concerned, but on the other it suggested the absence of careful planning and clearly defined career goals.

First Degree Graduates

By early December 1983, i.e. six months after

graduation, 766 (84.5%) respondents were engaged in full-time employment, 118 (13%) continued with their studies, 2 (0.2%) emigrated abroad and 1 (0.1%) was ill during the reference period and therefore not seeking employment. Twenty (2.2%) were still seeking suitable employment at the time of the survey.

The distribution of 1983 graduates in the various occupational sectors was basically the same as in the previous year: 46.5% (44.9% in 1982) of them were in the Education sector, 39.9% (36.6% in 1982) in Commerce and Industry and 6.8% (10.5% in 1982) in the Civil Service. An analysis of the respondents' destinations by career field shows that nearly 88% of them were employed in the following fields: Teaching (45%), Banking and Finance (11.2%), Administration/Management and Management Consultancy (7.6%), Electronic Engineering (5.6%), Social Services (5.6%), Marketing (4.8%), Computer/Data Processing (4.2%) and Accounting (3.8%).

Among those who were employed in the private sector, 36% were absorbed by local companies while 19% were employed in American firms and 18% in PRC firms. The rest were working for companies owned by British (10%), Japanese (7.5%) and other (9%) interests. The vast majority (86.8%) of those joining the teaching profession was teaching in secondary schools and about 8% were teaching at tertiary institutions. In spite of the considerable number of opportunities in the disciplined services, the percentage of graduates joining these services dropped from 3.1% in 1982 to 1.3% this year.

The median monthly salary for graduates entering the Civil Service, the Education sector and the Commerce and Industry sector were \$5,298, \$5,202 and \$3,623 respectively, showing an appreciation of 6%, 9.5% and 9% respectively, as compared to the previous year.

About 54% of the graduates were substantially satisfied with their current employment while 33% reported average satisfaction. The graduates were generally interested in their work and comfortable with their colleagues and working environment. Consistent with the findings of previous years, graduates who joined the Civil Service or worked in the Education sector were, generally speaking, happier with their jobs than those in the Commerce sector.

Nearly 72% of the graduates obtained their first appointment offers by the end of August. Roughly 39% of the graduates received two or more offers and 11% of them were on their second or third job at the time of the survey.

The number of graduates pursuing further

studies declined from 145 (15.4%) in 1982 to 118 (13%) this year. Slightly over one-fifth of these graduates entered overseas universities. About 31% of them were following a diploma course in Education whereas 14.4% were admitted to Master of Business Administration programmes.

Higher Degree Graduates

Of the higher degree graduates who responded to the survey, 94 (85.5%) had commenced work, 13 (11.8%) were engaged in further studies and 3 (2.7%) were still seeking suitable employment at the time of analysis. Roughly 14% of them had held more than one job since graduation.

Close to 17% of the higher degree graduates (not including MBA graduates) continued with their studies (15% in 1982). Almost all of these graduates were from the science divisions and about half of them were studying on full scholarships.

Of those who entered employment, 68.8% were engaged in teaching while some 16% were employed in the commercial sector. About 6% joined the Civil Service. Most of the higher degree graduates in employment (87.5%) received a monthly salary above \$5,000. Their average monthly salary appreciated by 6% from that of the previous year.

As in previous years, the vast majority of the MBA graduates opted for the commercial sector (90%). However, there appeared to have been changes in the career interest of the 1983 MBA graduates: 23% of them were employed in Banking and Finance and 27% in Marketing whereas, in 1982, 45% of the MBA graduates were in Banking and Finance and 17% of them were in Marketing. The average number of appointment offers received by the MBA graduates was 2.1. Roughly 13% of the MBA graduates were on their second job at the time of analysis. The monthly salary for most of the MBA graduates (73.3%) was in the range of \$5,501 to \$7,000. Their average monthly salary showed an appreciation of 8% compared with last year.

Diplomates of the School of Education

The employment pattern of diplomates in Education has remained rather stable over the years. In 1983, 96.4% of them entered employment directly related to their training. Almost all of them were teaching in Government or aided secondary schools. The starting salary for most of the diplomates (61%) was in the range of \$5,501 to \$6,000 per month. Another 13%, who had previous working experience in teaching, were receiving a monthly salary above \$6,000. The average monthly salary of the diplomates has appreciated by 11% from 1982.

Oral History Research

Ever since the founding of Hong Kong in 1841, the local society has witnessed many great changes, most of which have left no written records. In the process of its rapid urbanization, many artefacts of historical value were lost; and those people with personal experience and first-hand knowledge of these changes are already gone or are of advanced age. We should, therefore, make an effort to trace whatever historical data are still available, or else, they will be lost sooner or later, leaving many blanks in the history of Hong Kong. There are in this University many members who are interested in the study of Hong Kong's history, culture and customs and they are very keen in the collection and keeping of these historical data, which will be used as a basis for compiling the history of Hong Kong. No effort is spared in the collection of oral historical data by interviewing people from all walks of life, apart from the search for historical documents.

Oral history researches conducted in the University focus mainly on the local culture and education, and the rural history of the New Territories. Most of the researches have been completed, with members of the Departments of History, Journalism & Communication, Anthropology, Geography, the School of Education and the University Secretariat taking part. Some of the topics covered include: 'Traditional learning in Hong Kong' (Drs. Luk Hung-kay, Ng Lun Ngai-ha and Tam Yue-him); 'Development of journalism and mass communication in Hong Kong' (Mr. A.H.W. Huang-fu, Mr. Leung Hau-yeung and Dr. Tam Yue-him); 'Village education in Sheung Shui', 'Old study halls in the New Territories' and 'A village scholar: His school and works' (Dr. Ng Lun Ngai-ha); 'The development of higher education in Hong Kong: Life and thought of Dr. Choh-Ming Li' (Drs. Kwan Lai-hung, Ng Lun Ngai-ha and Tam Yue-him); 'History of Sai Kung, 1940-50' (Drs. David Faure, Kwan Lai-hung, Luk Hung-kay, Tam Yue-him and Ms. Barbara Ward); 'Ta Ts'iu of Lam Chuen' (Dr. David Faure, Dr. P.C. Lu and Ms. Barbara Ward); 'History of Sheung Shui' (Dr. David Faure); 'The origin and development of the Tai Po Market to 1898' (Dr. Ng Lun Ngai-ha); 'The dynamics of market growth: Historical geography of the Tai Po Market, 1898-1940' (Dr. Ng Lun Ngai-ha and Mr. Ng Yen-tak).

Such meaningful researches, which have been

going on in the University for a number of years, deserve some publicity. The Chinese University Bulletin, therefore, arranged an interview with three of the researchers: Dr. Ng Lun Ngai-ha, Dr. Luk Hung-kay and Mr. A.H.W. Huang-Fu, and the following is a record of the interview.

Dr. Ng has also kindly outlined for our readers two of the major research projects: 'Traditional village education of the New Territories' and 'The study of Sai Kung and its experiences during World War II'.

— Editor

THE INTERVIEW

Q: Would you please enlighten us on the development of oral history, which seems to have a long tradition?

Luk: Oral history has been adopted in the study of history since very early times. In China, the great historian Si-Ma Qian (145-86(?) B.C.) already used this historical method for *The Historical Records*. When he wrote the *Chronicle of Confucius*, he went to the birth-place of Confucius in Qufu Prefecture in Shandong Province to interview the local elders. The information gathered from the oral source was used to complement and supplement the written records.

Ng: In the West, beginning with the works on the Persian War by Herodotus, the Father of History, many famous historical writings have made extensive use of oral history materials. This tradition was changed in the 19th century when more historical documents and literature became available. Nevertheless, the works of, for instance, Jules Michelet and Thomas Macaulay, still drew on many oral sources. As for studies in other fields, the oral historical method remains very much in use. It is indispensable for ethnological studies; and for social science research in sociology and anthropology, it is still being actively and widely adopted, in conjunction with field work investigations.

Q: What is the function of oral history?

Ng: First of all, oral history is useful for filling in the blanks in written records. For example, it is hard to find formal sources for documenting history of small localities, ethnic groups or individuals or on the actual operation of certain professions. So, if we want to study these topics, we have to resort to oral history.

Secondly, oral history is supplementary as well as complementary to the written records. We may be able to find some written materials on certain topics but if we want to have a full picture of them, we still have to rely on oral history. Take for example the study of the development of higher education in Hong Kong. It is possible for us to find the record for the exact year when female students were admitted to the University of Hong Kong, the names of the students, and even minutes of the meeting where the proposal for their admission was approved. However, there is hardly any information on how these early students felt when they first entered the University, and how they coped with various problems in their daily life and studies, etc. That is why we have to interview some of the female graduates of the time to get the necessary information. So far, we have interviewed Dr. Irene Cheng and Dr. Catherine Whitaker. Of course, if the scope of our research is much wider, we may have to interview more people or even conduct some unconstructed interviews. Take for instance our research on the history of the New Territories. Here, our focus is on the common people who have first-hand experience or knowledge of the changes in the New Territories and we are trying to gather a much wider range of information from people of all walks of life.

Information gathered in the field and from oral sources not only tell us more about the 'facts' themselves, but also the opinions, attitudes and feelings of those who witnessed the events. Such details are often absent in the written documents.

Q: What are the limitations of oral history?

Ng: Personally, I think reliability may be a problem. Confusion of time, events and people resulting from bias or failing memory of the interviewees may affect the accuracy of oral history. Therefore we should be all the more cautious in quoting materials from the oral source.

Q: When and how did your research on oral history start at The Chinese University?

Luk: We (mainly Dr. Ng, Dr. David Faure and myself) started an inscription collection project in 1978 in a bid to salvage or copy the inscriptions in the temples and ancestral halls before their disappearance as a result of the rapid urbanization of the New Territories. During our field trips, we met some village elders, who told us very interesting things on the local history and gave us some documents of great historical value, such as land deeds. Subsequently our interest was broadened to include the collection of rural documents and oral data, and a series of research projects was initiated under the sponsorship of the Institute of Chinese Studies and the Centre of East Asian Studies of the University.

Q: What is the focus of these projects?

Ng: Broadly speaking, they can be divided into three major categories: (1) biographical studies; (2) topic studies; (3) rural studies of the New Territories.

Q: What biographical studies have you carried out and whom have you interviewed for your oral history research?

Ng: Our first attempt is the biography of Dr. Choh-Ming Li, with whom we have already conducted several interviews. We have also interviewed other well-known persons but we only concentrated on certain aspects of their life. For example, I am most interested in education, my interviews with Dr. Irene Cheng and Dr. Catherine Whitaker naturally centred round education. Such studies may very well be called topic studies, too. Dr. Luk's interview with Mr. Authur Hinton is quite on the same line.

Huang-Fu: We have interviewed three veteran Hong Kong journalists. They are Mr. Shum Wai-yau, founder of *Wah Kiu Yat Po*, Mr. Poon Yan-cheong, former Director of *Kung Sheung Daily*, and Mr. Jia Na-fu, who was among the founders of *Sing Tao Daily*. In our study of the development of journalism and mass communication in Hong Kong, the greatest difficulty we have encountered is the lack of documentary data. It is hard to expect busy journalists to leave any written records of their daily work. Fortunately we are still able to dig out some valuable historical data from their somewhat incomplete memories. For example, Mr. Shum

has recounted for us his experience in the founding of *Wah Kiu Yat Po* nearly sixty years ago and the fate of his paper under Japanese occupation and in the post-war period. Mr. Jia gave us a very clear account of *Sing Tao's* chief editors in succession, while Mr. Poon clarified for us some dubious points in the present history of journalism. These are undoubtedly very valuable historical data. Since our ultimate aim is to compile a history of Hong Kong's newspapers, there remains a lot to be done and we will continue to interview more veteran journalists.

Q: Are there any other topic studies you have carried out?

Ng: They are mainly related to education, especially education in the New Territories. We have completed some reports and published a number of papers, among which are: 'Literacy of the New Territories in 1910's' by David Faure, 'Village Education in the New Territories Region under the Qing' and 'Village Education in Transition: The Case of Sheung Shui' by myself. As for conference papers, we have presented: 'Traditional Education in Urban Hong Kong' (by Luk Hung-kay), 'Traditional Education in Rural Hong Kong' (by Ng Lun Ngai-ha), 'Popular Literacy in Late Qing and Early Republican Period: The New Territories as a Case' (by David Faure and Ng Lun Ngai-ha) and 'The Village and the Village Scholar' (by Ng Lun Ngai-ha and Patrick Hase).

Q: It seems that most of your studies are on the rural history of the New Territories.

Luk: Studies on the New Territories are of special significance to the history of Hong Kong, South China and even China as a whole. China is an agricultural country and the rural community constitutes the vast majority of her population. In the history of China, there had been times when national upheavals were sparked off by disturbances in the villages of various prefectures. However, Chinese History in the past seldom covered the happenings in areas outside the capital and the attention of most historians was focused on the Imperial Court, the Central Government or matters that were of interest to the literati. In recent decades, although the emphasis of historical research has been shifted to local gazetteers, such as provincial and prefectural gazetteers, information on the life of the rural community and social organizations

of villages in the prefectures are still lacking. The aim of our research is to collect historical data of villages for the writing of local history. This will fill in the blanks in the history of prefectures.

Ng: Talking about blanks in the history of prefectures and villages, it is in fact a world-wide phenomenon. Take the U.S.A. as an example, documenting history on the local level suffers from the same problem. In recent years, especially after 1979, the application of the oral historical method to the study of local history has become a universal trend. Now, many governments are financing their own oral history research projects undertaken by historians as well as sociologists, architects and town planners, etc.

Q: Why especially after 1979?

Ng: I guess it has something to do with the publicity given to the book *Roots* published in 1979, and the attention it has drawn.

Q: Have you encountered any difficulties in your oral history research?

Ng: We have encountered some difficulties when we interviewed the villagers of the New Territories. It was found that most of the villagers under the age of forty know very little about the traditional village life and we have to race with time to interview as many old people as possible before anything happens to them. We are fully aware that once they pass away, we shall miss the chance of digging into the history of the New Territories.

Luk: The lack of knowledge of the past on the part of the younger generation is understandable. As a result of rapid modernization and the difference between the living standard of the city and villages, most of the young people prefer city life to village life and some of them have moved into the city. They have not learned to treasure their past tradition, especially when their education is of a strong urban background.

Q: Did your interviews follow strictly a prepared framework?

Ng: In interviews there is one thing we should observe: we should not control but only guide the interviewees. It is only when they speak freely that we can obtain more additional information.

Huang-fu: When we interview the well-known

figures, we normally draft an outline of interview, based on the background material we have gathered, and send it to them for their reference. The outline will help them sort out their memory and when we conduct the tape-recording interviews, we will then be able to secure more systematic and valuable data.

Ng: Although most of our village interviews are unconstructed, we still prepare a list of questions beforehand. However, what questions are to be asked depend very much on the interviewees, as there may sometimes be a cultural gap between us.

Q: *How would you verify the data obtained through interviews?*

Ng: The more conservative way is to use written documents and artefacts to verify them. For example, for my research on Sheung Shui's education, I used the gazetteers, early documents of the Hong Kong Government and information on literacy contained in the government's earliest census as cross-references. Some, however, base their studies more exclusively on oral sources and pay less attention to the need for verification against the written documents.

Luk: In fact, documents are not all that reliable either because all of them have gone through editing. Take for example, *The Veritable Records of Emperors of the Qing Dynasty*, the most important document of the dynasty, is the major reference for the study of Qing history, but it is well known that many information contained there is unreliable.

Huang-fu: Journalistic writings are the same as far as editing is concerned. A journalist may be very subjective in his choice of interviewee and what the interviewee told him is open to his subjective interpretation. He, like everybody else, has a selective memory, remembering and taking down what he agrees and leaving out what he disagrees. Such journalistic reports are likely to become the raw data for future history.

Q: *Does this imply that in data collection you have to consult as many sources as possible?*

Ng: Yes. If we have any doubts about the data used, we will have to consult other sources and try to get some side references.

Luk: In determining what is nearest to the truth, the method used by historians is similar to that used by detectives. A detective has to ask many people many questions and from their

answers he has to reconstruct the original scene. As to who has told the truth, it is not easy to decide, and he has to detect the loopholes in each of their stories.

Q: *How many types of data and materials have you collected for your oral history research?*

Ng: Roughly they can be divided into three types: (1) Interviews recorded on tapes and interviewing notes. The interviewees include retired local educators, journalists, administrators and scholars. As for the studies on the New Territories, most of our interviews are with village leaders and elders, retired traditional school teachers and resident villagers aged roughly between forty and ninety. (2) Photographs and prints of historical relics and traditional village buildings and reprints of photos taken on some village occasions. (3) Photocopies of hand-written or printed materials, such as genealogies, handbooks on village affairs, account books, prescriptions and medical books of Chinese herbalists, land deeds, fortune-telling, *feng shui* and religious texts, teachers' manuals on forms of formal invitations, announcements and ceremonies, literary works by local *xiucais*, village teachers and elders, hand-copied texts for the Chinese civil examinations and other educational materials used between late Qing and 1941.

Q: *You really have achieved much in your research. I am sure our readers will agree with you that oral history has much to contribute to local historical studies. It is hoped that your worthwhile projects will continue to have the strong support of the University and the Government.*

Research on the traditional village education of the New Territories

As official data or historical literature on education are mostly concerned with the elaborate system of government education or the civil examinations, very little is mentioned about the education in the provinces. Therefore, to study the conditions of village education in the New Territories, we have to depend on local materials such as oral records and recollections of village elders who have received traditional village education or taught in the private schools (*sishu*). We have conducted many

interviews in various districts of the New Territories and the most systematic data was gathered at Shatin and Sheung Shui.

The New Territories used to be part of Xin'an, a small district in southeastern Guangdong. According to the *Xin'an Gazetteer*, there were three academies (*shuyuan*) in the prefecture, all situated in the district city Nantou. It is generally believed that education in the New Territories was not popular, that gentry alone were literate and ordinary farmers did not pay much attention to education and were barred from study by poverty. Moreover, it was stated in the early reports of the Hong Kong Government that the quality of traditional education was very poor and the village teachers were too pedantic. However, our research findings prove quite the contrary.

In our field work study of the New Territories, we have located many old village study halls. Although some of these halls have been destroyed or rebuilt, and some are lying in ruins, we were still able to trace the history of some. The size of these study halls varies from a single room structure holding only ten to fifteen students to a two-storeyed building with over ten rooms accommodating more than a hundred students. Altogether we have found forty or so study halls of notable size. Most of these were built by the larger or wealthy clans to serve also as sub-ancestral halls, such as the *Kun-ting shue-sut* (觀廷書室) at Ping Shan and *Yau-sin shue-sut* (友善書室) at Ha Tsuen, which, by the Chinese village standard, are very fine and spacious buildings with elaborate decorations and sophisticated carvings. Some of the large halls were built solely for teaching purposes, such as the *Ching-koon ka-shuk* (靜觀家塾) and *Kang-yung shue-uk* (鏡蓉書屋) of Sha Tau Kok.

According to our study in Sheung Shui, towards the end of the 19th century, school-going children accounted for 75% of boys between seven and fourteen years old (girls were then still excluded from formal schooling) in the village. For the whole region, the average may be lower, but there is evidence showing that even poor families were able to send their sons to school, but the average length of schooling was about four years; only the very brilliant pupils completed the six years of study or proceeded beyond the completion of this village education. Many who attended schools were not for obtaining examination titles or for making a better living. 'Profound reference' for learning was an important factor for the high percentage of school attendance. Having his son sent to learn the words of the sages and to read their books was a matter of

'face'. The availability of schooling at very low cost yet constituted even a more important reason. The use of ancestral halls as classrooms and the existence of different types of study halls built by villagers and clans provided almost completely free accommodations for teachers to set up their classes. There was no cost for furniture as the students had to bring along their own stools and desks. The system of teaching by rotation also helped to keep the fees low. Whatever the size of the class and varying standard of the students, it was taught by only one teacher. Each class was usually divided into three groups of activities: one was to practice writing, that is, calligraphy, the other was to recite repeatedly by themselves passages which had been taught by the teachers, then the teacher would take care of the third group, who would be taught new passages from the books or took turn to recite in front of the teachers the passages which had been taught earlier. In the early 20th century, the school fees were still three to six dollars per annum, and payment could also be in kind such as rice or other kinds of staple food. Teachers on the whole could not rely solely on the meagre tuition fees to support their living and had to find other sources of income by taking up side-line jobs such as writing letters, invitations and door couplets for the villagers.

As for the wealthy families and clans, their great concern towards education was shown by the building of study halls of notable size in the villages and by their efforts in preparing their children for the civil examinations. In these areas, the development of education corresponded with the increasing wealth and rising position of the lineage. It can be seen from our studies that the greatest number of study halls and the biggest ones belonged to the more prominent clans such as the Tangs of Kam Tin, Lung Yuek Tau, Ping Shan and Ha Tsuen, the Lius of Sheung Shui, the Mans of Tai Hang and the Haus of Kam Chin Village, and these were exactly the clans which possessed the largest number of titles won in the civil examinations. Indeed, education in this respect did go with honour, position, wealth and power.

The quality of village education in the New Territories was not bad in the 19th century and it was only at the beginning of the 20th century that it began to decline. The Hong Kong Government complained about the traditional village education during its early school inspections and Sung Hok-pang drew people's attention to the poor quality of village education in his report of 1913. The decline in village education was the result of political changes and the introduction of a new educational system in China. With the abolition of the civil examination

system in 1905 and the fall of the Qing Dynasty in 1911, the study of eight-legged texts and classics was no longer the stepping stone in one's official career. The status of the traditional private schools was naturally affected. Some people then preferred modern-type schools to the traditional. Moreover, with the introduction of British rule and administration, more roads and railways were built, resulting in the growing contact of the New Territories with urban Hong Kong. Not only was it more convenient for students to attend schools in Tai Po and Kowloon then, but also more job opportunities were made available. The more adventurous villagers looked for jobs in the urban areas and some of them even became seamen. Others found employment in the nearby construction sites. These jobs were better paid, and attracted even the private school teachers.

Finally, we have also found book collections of some village teachers of the 19th-20th century (the biggest collection consists of three hundred copies and belonged to Yung Sze-Chiu of Pak Sha O in Sai Kung). It is interesting to note that the collections include not only the traditional texts and classics, but also titles on foreign history and geography and even texts in traditional three-character style propagating revolutions. Moreover, from their diaries we discover that they were quite erudite and knowledgeable, and were very much concerned with national and world affairs. We may conclude that these village scholars were not pedantic at all but were quite receptive.

The study of Sai Kung and its experiences during World War II

The traceable history of Sai Kung District begins in the 18th century. Cut off from the main trade routes in the eastern New Territories, Sai Kung villages were very much in the backwaters of the Xin'an prefecture. The magistrate governed from the county seat at Nantau, but the officials hardly ever visited the villages. The villages were left to conduct their own affairs.

Development of Sai Kung came in two stages. From the early 18th century to the mid-19th, population increased steadily, and its early residents were mostly fishermen. The second stage of economic development began in the middle of the 19th century and continued until the Second World War. Reasons for this development were many. First, since the opening of Hong Kong as a port, Sai Kung had more frequent contacts and closer connections with the island of Hong Kong, especially Shauiwan. The

fishermen found in the island a larger market for their fresh and salted fish and their cash income was greatly increased. Secondly, the arrival of the British and the growing contact of the New Territories with urban Hong Kong provided the people of Sai Kung with more job opportunities. Some villagers were recruited as seamen by foreign shipping companies. Foreign remittance came to be a regular source of income and not a few returned with savings. Thirdly, after the New Territories was leased, land registration instituted by the Hong Kong Government further benefited the villagers. Originally, the Lius of Sheung Shui and the Tangs of Lung Yeuk Tau, as registered land-owners, collected rent in many places in Sai Kung. When the lands were registered by the Government, the Lius and the Tangs lost their collection rights and the Crown rent collected by the Government was usually smaller than the former rent and for many villagers, this meant an increase in income.

The village in the New Territories was organized primarily on two sets of principles, the lineage and the territorial. Lineage relationships were centred on the ancestral halls, the ancestral graves, the genealogies, and lineage trusts. Territorial relationships were founded on arrangements made for the worship of territorial gods, at the earthgod shrines, or at the community temples. In large single surname villages, territorial relationships could often be subsumed under lineage relationships, but in Sai Kung, none of the larger villages was a single surname village. The arrangements for village organization in Sai Kung therefore centred round the worship of Ch'e Kung, T'in Hau and the Earthgod, etc. and *ta tsiu* (festival to thank the gods and feed the ghosts) was an activity in which all related villages participated.

Occupation of Sai Kung by the Japanese began on 10th December, 1941. According to a villager's recollection, it was around three o'clock in the morning that the Japanese soldiers banged on his door and forced him to take them to Kowloon. He successfully escaped after reaching Lei Yu Mun. On its way to Kowloon, the Japanese army looted the villagers. After the Japanese came the bandits, who took away all the residents' valuables and demanded protection money from the villagers. The only government in Sai Kung in the very turbulent months immediately after the coming of the Japanese was the Sai Kung Market Chamber of Commerce. It was recognized by the Japanese Government as the *wei-chi-hui* (維持會), and had little formal authority and no military power. Therefore it was quite ineffective against the bandits, who even burnt its office several months into the occupation.

On 20th July, 1942, a new system of district administration was promulgated, dividing the whole of Hong Kong and the New Territories into twenty-eight districts, Sai Kung being one of them. Each of these districts was represented by a qu-zheng-suo (區政所) (District Administration Office), and this name came to be used in place of wei-chi-hui. At the same time, the Japanese Government also instituted the appointment of village heads, who were responsible for collecting the ration for the entire village. When the Japanese Government needed labour for its construction projects, it was also the responsibility of the village heads to produce the labour. After the stationing of a small contingent of gendarmes in Sai Kung, there was no more trouble from the bandits. Meanwhile, the Chamber of Commerce continued to function, in fact if not in name. It came to be responsible for purchasing provisions for the Japanese Government in Sai Kung from local merchants. This helped to reduce disturbance from the Japanese troops in the area.

Life was hard in the occupation, and the villagers lived in constant fear: the fear of food shortage, the fear of arbitrary arrest and torture, and the fear that the women might be raped. In fact, even before the War, Sai Kung was by no means self-sufficient. The outbreak of war brought about a shortage of imported food. Some time in 1942, to meet the rice shortage, the Japanese Government began rationing. Everyone was entitled to purchase 6.4 taels of rice per day and 4 taels of rice were given as wages to labourers who took part in construction projects. However, in actual practice, not everyone received this amount. The rice shortage

in Hong Kong gave rise to smuggling on a massive scale in Sai Kung. Rice was abundant across the border in China, in Shayuchong on Mirs Bay and in Huizhou. However, trade was forbidden between these guerrilla-held places in China and Japanese-occupied Hong Kong. The trade that developed had to be regarded as 'smuggling'. There were different kinds of people involved, some were the 'travelling merchants', the others belonged to some organizations which were armed.

Guerrilla activities were rather active in Sai Kung. It was said that there were about three hundred guerrillas in Sai Kung and they were directly under the Hong Kong and Kowloon Branch of the East River Guerrillas. Some of them were sent to the guerrilla headquarters for training, even in Huizhou. They taught the villagers how to organize themselves against the bandits, and had an intelligence network throughout the villages. Information was gathered for them by the 'small devils', a brigade of young people, and the 'sisters' society', consisting of young women. Besides gathering information and controlling the sea route by which rice was 'smuggled' into Hong Kong, they were not seriously involved in subversive activities. They did, however, take reprisals against collaborators who worked for the Japanese Government. They also helped escaped prisoners-of-war to find their way to Huizhou. These were the arrangements made between the British Army Aid Group and the East River Guerrillas in their Huizhou headquarters.

Life went back to the pre-War rhythm after the surrender of Japan, and traditional village life continued for another decade.



A hundred-year-old village house with a specially designed roof-top, a symbol of families with Imperial Examination titles.



革命經 革有功 保無益 戒之哉 宜勉力

警世幼學詩

| | | | | | | | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 爭滅滿洲郎 | 直殺皇城去 | 他朝死到頭 | 縱橫誅異族 | 立志勿貪生 | 利祿心猶捨 | 今成漢偉軍 | 光復無難事 | 男兒當自強 | 朝爲田舍郎 | 天生我性聰 | 手提三尺劍 | 同胞享幸福 | 彈子身常備 | 何勞更外圖 | 滿朝禽獸類 | 惟有滅清高 | 天下按洋毫 |
| 提鎗堪掃北 | 征袍血染香 | 至親難顧你 | 胡血染征衣 | 炸彈成功日 | 英雄貫古今 | 國人皆讚羨 | 人心自不堅 | 國仇成恨海 | 暮登自由堂 | 有才須努力 | 到處殺胡人 | 養子傳革命 | 中興自有期 | 但教排滿義 | 盡是對頭人 | 光復須團體 | 滿奴辱爾曹 |
| 胆大好衝鋒 | 花街男共女 | 方信我言高 | 今日心唔奮 | 提倡革命時 | 世人須要學 | 拚命殺恩銘 | 當日徐錫麟 | 擊石怨蒼天 | 革命本無種 | 何怕不成功 | 出世去神權 | 莫言家裏貧 | 一除專制毒 | 終是早誅鋤 | 教子要興邦 | 中興可立身 | 萬般皆納稅 |

Seminars and Exhibitions

* **Professor Fei Xiao-tung**, a renowned sociologist from China; visited the University from 1st to 5th July at the invitation of the Department of Sociology. Under the joint sponsorship of the Department and the Centre for Contemporary Asian Studies, Professor Fei conducted a symposium on **'The Social Significance of the Development of Small Towns in China'** on 3rd July.

* The Psychology Department of the two local universities, in collaboration with the Chinese Language Society of Hong Kong, organized an **International Symposium on Psychological Aspects of the Chinese Language** from 2nd to 6th July. The Symposium was attended by about fifty scholars from Australia, Canada, Hong Kong, Japan, China, Singapore, Taiwan and the United States. Over forty papers were presented.

* The Department of Chemistry presented the following seminars:

- **'Solvolytic Studies on the Highly Deactivated α -Trifluoromethyl System'** on 28th August by **Professor K.T. Liu**, Department of Chemistry of National Taiwan University;
- **'Polarized Absorption Spectroscopy of the Visual Pigments'** on 4th September by **Dr. Leon Margulies**, The Hebrew University of Jerusalem, Israel;
- **'Electrostatic Catalysis by Ionic Aggregates'** on 13th September by **Professor Y. Pocker**, Chemistry Department, University of Washington;
- **'Separation of Metals by Combined Ion Exchange-Solvent Extraction'** on 17th September by **Professor Johann Korkisch**, Professor of Analytical Chemistry and Chief of Division of Analysis of Nuclear Raw Material, Analytical Institute, University of Vienna, Austria.

* **Professor Zhu Yun-cheng**, Director of the Population Theory Research Centre and Associate Professor of the Geography Department, Zhongshan University, Guangzhou, made a three-week visit to the University from 22nd August. Professor Zhu conducted a seminar on **'Emerging Population Problems after the Implementation of the Farm Production Responsibility System in Rural China'** on 29th August, and delivered a lecture on **'The Development Problems of the Urban Population in China'** on 7th September. They were both jointly organized by the Department of Sociology and the Centre for Contemporary Asian Studies.

* * *

* The Art Gallery has mounted the following exhibitions:

- **Highlights from the Art Gallery Collection** (16th June to early September), which exhibited a selection of ceramics, paintings, rubbings and calligraphy from the permanent collection of the Art Gallery. Recent acquisitions were also on display.
- **Archaeological Finds from Pre-Qin Sites in Guangdong** (22nd September to 4th November), the fourth joint exhibition organized in association with the museums in Guangzhou. A total of one hundred items selected from archaeological finds recovered from Neolithic to Warring-states sites and burials both in Guangdong and Hong Kong are on display.

* The Department of Fine Arts staged an **Exhibition of Chinese ink paintings** by **Dr. Kao Mu-sen** at Pao Sui Loong Galleries, Hong Kong Arts Centre from 6th to 9th July, and an **Exhibition of Paintings and Calligraphy** by **Cheng Ming** from 21st to 23rd September at the City Hall.

PROFILES



Dr. HO Kam-fai

Dr. HO Kam-fai

Director, Department of Extramural Studies

Dr. K.F. Ho, the new Director of the Department of Extramural Studies, is a person who makes light of his many achievements – as social worker, as academic, as administrator and as an Unofficial Member of the Legislative Council. He gives people the impression that he had never aspired to the kind of success which he now enjoys and that fate has been very kind in putting him in the right place at the right time.

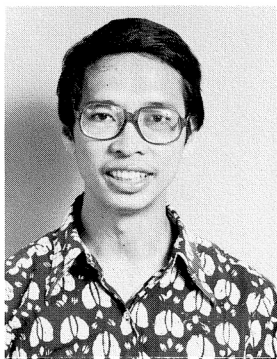
Those people who know him better also know that his reputation is well deserved. A wonderfully public spirited person, his concern for the individual in adversity led him into social work as a professional career in 1958 and six years later into the teaching of Social Work as an academic subject at United College. He set up the Department of Social Work at the University in 1964 and was Head of Department at United College until 1978. From 1967 to 1983, he also served two terms as Chairman of the Board of Studies in Social Work and in 1984 was appointed to the rank of Reader. Dr. Ho's contribution to the Department and to the field of social work in Hong Kong is a matter of public record. During a career which has spanned twenty-six years, his professional views on a host of issues have guided or influenced the discussion of major social work problems and policies in the Department, in Government Committees and in voluntary agencies.

Running parallel to Dr. Ho's academic career have been his many and various community service responsibilities which he has always undertaken with great generosity of spirit. Aside from having been an Unofficial Member of the Legislative Council since 1978, and reappointed to the position by the Governor three times, Dr. Ho has served on no less than twenty-four social service and government committees, commissions, councils, working parties and special groups. In between meetings at the Legislative Council Chamber and the Department of

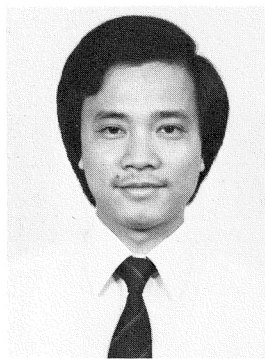
Social Work, in between speaking engagements in Hong Kong and at international conferences elsewhere, he has managed to keep up his research and publication efforts. His more recent publications include 'Social Accommodation of Politics: The Case of the Young Hong Kong Workers' (Co-author: Dr. S.K. Lau) which appeared in the *Journal of Commonwealth & Comparative Politics*, 'Organizing Participatory Urban Services: The Mutual Aid Committees in Hong Kong' (Co-authors: Dr. H.C. Kuan and Dr. S.K. Lau) which was published by the Institute of Social Studies, and 'Hong Kong's Settlement for Its Teeming Millions' which was a major paper in the summer 1984 issue of the *Journal of International & Comparative Social Welfare*.

Dr. Ho's curriculum vitae is a very long one because there are so many outstanding achievements in his career. But what the number of committees and civic honours – he is an Officer of the British Empire and a Justice of the Peace – does not reveal is the fact that he is in essence a very humble person who has a very warm personality and boundless energy. Always jovial and approachable, his easy-going manners and ready smile are great assets to him in his professional life. He is a social worker who relates easily to his clients and they to him. Indeed his most endearing quality is that he would speak to the flower girl in the same tone and with the same degree of respect as he would to the Governor. Easy-going manners, however, should not be taken to indicate an easy-going nature where work is concerned because in matters of true importance, he is meticulous, thorough and demanding. In spite of the piles and piles of papers and documents on his desk, in spite of the many calls on his time, no one has ever complained that Dr. Ho Kam-fai has not read his brief.

For Dr. Ho, concern for the little man has been a life-long passion. Concern for the wider issues in life with which he has to deal everyday was learned through books, through experience and through



Dr. Simon S.C. CHAU



Dr. CHEUNG Yuet-wah

listening to other people recounting their experiences. This is why he is a great believer in the merits of continuing education and this is why he has spoken out strongly for adult education both in the Legislative Council and outside it on numerous occasions throughout his career.

A man of great curiosity, Dr. Ho has often expressed the wish to study the appreciation of art and literature – to start learning new things all over again. An intellectual curiosity and an incisive grasp of societal needs at the macro-level are useful and rare qualities which Dr. Ho will bring to his appointment. As the new Director of one of Hong Kong’s major centres for continuing education, the University has found in Dr. Ho a worthy successor to Mr. T.C. Lai.

– T.L. Tsim

Dr. Simon S.C. CHAU

Lecturer, Department of Translation

Dr. Chau graduated from the Department of Chinese, the University of Hong Kong in 1970, and taught English and Chinese in secondary schools in Hong Kong. He joined The Chinese University of Hong Kong in 1973 first as a Tutor in Translation, and later as Assistant Chinese Editor at the Centre for Translation Studies. His MPhil thesis on translation criticism, submitted to Hong Kong University in 1976, was later published by The Chinese University Press. Dr. Chau then worked as a free-lance translator, editor, instructional TV producer and presenter, graphic designer, and newspaper columnist, and taught translation for brief periods at Hong Kong University and Hong Kong Polytechnic. To pursue his studies in translation theory, he left for Britain to complete an MSc course in Applied Linguistics at the University of Edinburgh, and remained there to work on his thesis on translation pedagogy for which he was awarded a PhD degree.

A compulsive writer, Dr. Chau has published

articles and papers in about sixty periodicals in different parts of the world. Among his twenty books published are original and translated literary works, a manual for translators, and commissioned translations in fields as varied as medical ethics, marital pathology, nuclear energy, child psychology and moral education.

To promote professionalism in the field of translation, Dr. Chau plays an active role in the Hong Kong Translation Society and the Translator’s Guild (U.K.). His interest in ecology and alternative styles of living led to his involvement in organizations such as Education Otherwise, War on Want, Oxfam and Friends of the Earth.

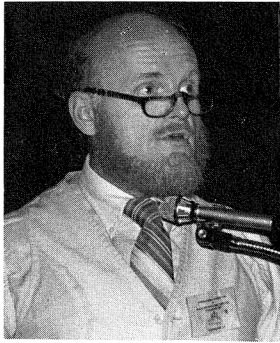
Dr. CHEUNG Yuet-wah

Lecturer, Department of Sociology

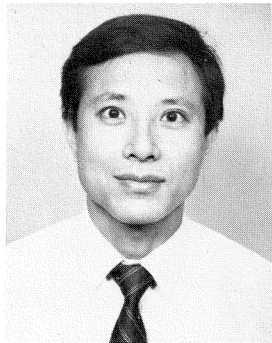
Dr. Cheung Yuet-wah obtained his BSSc in Sociology from The Chinese University of Hong Kong in 1975. Upon graduation, he served as a Research Assistant in the former Social Research Centre of the University for a year, and then as a Tutor in the Department of Sociology. In 1977, he received a Commonwealth Scholarship for graduate studies in Canada. He obtained his MA (1978) from McMaster University, and PhD (1982) from the University of Toronto, where he had been a Junior Fellow of the Centre of Criminology for three years.

From September 1982 to August 1984, Dr. Cheung taught Sociology at Hong Kong Lingnan College, where he also served for eight months as Acting Chairman of the Department of Social Sciences. He was at the same time an Honorary Research Associate of the Centre for Hong Kong Studies of this University.

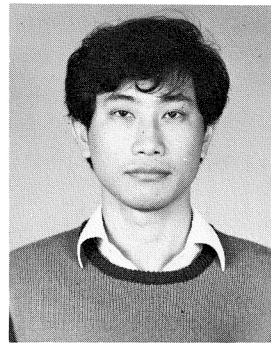
Dr. Cheung’s research areas include medical sociology and criminology. He has published articles on the development of Western medicine in China. Currently, he is working with a colleague on two research projects on juvenile delinquency in Hong Kong.



Dr. Louie CREW



Mr. Koon-wang KWOK



Dr. KWONG Chung-Ping

Dr. Louie CREW

Lecturer, Department of English

Dr. Crew directs the composition programme of majors in the reorganized English Department. Before coming to Hong Kong this August, he was an Associate Professor at the University of Wisconsin, Stevens Point. In 1983-84 he was on leave as a composition specialist at the Second Foreign Language Institute in Beijing.

Dr. Crew has published over 400 items as an essayist and poet. This summer Radio Beijing featured Crew in dialogue with Bi Shuowang, poet and secretary to China P.E.N. Centre. Crew also collaborated with Beijing colleague Li Wenxin for two articles on religion in China, one on assignment for the national U.S.A. anglican journal to cover the China visit of the Archbishop of Canterbury. Crew has also published several recent articles on computer applications for writers. The University of Michigan has collected over 900 pounds of Crew's correspondence and other manuscripts for its civil rights archive, the Labadie Collection.

Dr. Crew has served four years on the Board of Directors of the National Council of Teachers of English (U.S.A.) and has held three post-doctoral summer fellowships from the National Endowment for Humanities – in stylistics at the University of California, Berkeley, in grammar at the University of Texas, and in composition at the University of Chicago. He has been a Fulbright grantee and a Resident Writing Fellow for the Wurlitzer Foundation. He is listed in *Contemporary Authors, International Who's Who in Poetry, Who's Who in America, et al.* He considers himself an evangelist for clarity.

Mr. Koon-wang KWOK

Lecturer in Accounting and Finance

Mr. Koon-wang Kwok graduated from Hong Kong Baptist College with a Diploma in Accounting in 1971. After working for two years as Teaching

Assistant in his alma mater, he left for Canada to study at York University, where he obtained in 1975 and 1976 the degrees of BA (Accounting) and MBA. In 1984, he was awarded the degree of MPAcc (Master of Professional Accounting) by the University of Washington.

After graduating from York University, Mr. Kwok worked as a Research Associate for The Society of Management Accountants of Canada for one year. He then moved to New York, taking up posts as Tax Auditor of the Board of Equalization, State of California; and Assistant Director, Finance and Senior Accounting Instructor of Chinatown Manpower Project, Inc.

Mr. Kwok is a Certified Management Accountant (CMA), U.S.A., and an Associate Member of the Institute of Chartered Secretaries and Administrators (ACIS), England and Canada.

Dr. KWONG Chung-Ping

Lecturer, Department of Electronics

Dr. Kwong Chung-Ping obtained his MSc degree in Digital Communications from the Loughborough University in 1977. Before going to the United Kingdom for further studies, Dr. Kwong received an industrial education in Hong Kong at the Hong Kong Technical College and the Morrison Hill Technical Institute.

Dr. Kwong returned to Hong Kong and joined The Chinese University in 1978 as a Demonstrator in the Department of Electronics. He was admitted to the PhD programme in Electronics in 1980 and completed his thesis in two years' time under the supervision of Professor Chen Chih-fan. Upon graduation, Dr. Kwong was appointed Lecturer of the Hong Kong Polytechnic. He rejoined the University in August this year.

Dr. Kwong's specialization is in the area of Control and System Theory. His current research interest is on the use of Differential-Geometric Approach in Nonlinear System Theory.

Personalia

(From 1st July to 15th September 1984)

I. Appointments/Election

Dean of Faculty of Business Administration
Professor Y.T. Chung

Director of Centre for Hong Kong Studies
Dr. Siu-kai Lau

Director of Centre for Contemporary Asian Studies
Professor Yue-man Yeung

Associate Director of Centre for Hong Kong Studies
Dr. Fanny M.C. Cheung

Associate Director of Centre for Contemporary Asian Studies
Dr. Kuang-sheng Liao

Academic Staff

Faculty of Arts

Dr. Chau Sui-cheong, Simon
Lecturer in Translation
Dr. Louie Crew
Lecturer in English
Dr. John M. Minford
Lecturer in Translation
Mr. Peter Stevenson
Lecturer in Music
Mr. Tsang Yip-fat, Richard
Lecturer in Music
Miss Margaret Lynn
Honorary Visiting Lecturer in Music
Mr. Joel Thoraval
Visiting Scholar in Philosophy
Miss Wong Yim-king
Instructor, English Language Teaching Unit

Faculty of Business Administration

Dr. Horst A. Eiselt
Visiting Senior Lecturer in General Business
Management & Personnel Management
Dr. Charles F. Keown
Lecturer in Marketing & International Business
Mr. Kwok Koon-wang
Lecturer in Accounting & Finance

MBA Division

Dr. Robert Graham
Senior Lecturer

Faculty of Medicine

Professor Constantine Metreweli
Professor of Diagnostic Radiology & Organ
Imaging

Dr. Ho Chi-ping, Patrick
Senior Lecturer in Ophthalmology, Department
of Surgery

Dr. Ben-lin Hom
Senior Lecturer in Morbid Anatomy

Dr. Yung Ying-wai, Christoph
Senior Lecturer in Psychiatry

Dr. Chiu Wing-cheong
Visiting Senior Lecturer in Psychiatry

Mr. Chung Sheung-chee, Sydney
Lecturer in Surgery

Dr. Jen Ling Sun
Lecturer in Anatomy

Dr. King Wing-keung, Walter
Lecturer in Surgery

Dr. Leung Tat Yan
Lecturer in Paediatrics

Dr. Li Kwok-ming, Edmund
Lecturer in Medicine

Mr. Sirimath Gnanadasa
Visiting Lecturer in Surgery

Dr. A. Oduro-Dominah
Visiting Lecturer in Anaesthesia

Dr. Chan Kwok Hing, Alex
Honorary Clinical Lecturer in Paediatrics

Dr. Chan Kwok Tat
Honorary Clinical Lecturer in Medicine

Dr. Ip Lai Sheung, Patricia
Honorary Clinical Lecturer in Paediatrics

Dr. Li Nai Hae
Honorary Clinical Lecturer in Paediatrics

Lt. Col. J. O'Donovan
Honorary Clinical Lecturer in Surgery

Professor D.J. Riches
Honorary Clinical Lecturer in Medicine

Dr. J.M. Ryan
Honorary Clinical Lecturer in Surgery

Faculty of Science

Dr. Yang Ying Chuan
Visiting Senior Lecturer in Electronics

Dr. Ching Pak-chung
Lecturer in Electronics

Dr. Chu Ka-hou
Lecturer in Biology

Dr. Ho Lop-fat
Lecturer in Mathematics

Dr. Kwan Hoi Shan
Lecturer in Biology

Dr. Kwong Chung-ping
Lecturer in Electronics

Dr. Lam Siu-por
Lecturer in Mathematics

Dr. Lam Yeh
Lecturer in Statistics

Mr. Kan Wing Kay
Instructor in Computer Science

Faculty of Social Science

Professor Yeung Yue-man
Professor of Geography

Professor Ladd Wheeler
Honorary Visiting Professor of Psychology

Dr. Irl Carter
Senior Lecturer in Social Work

Mr. Erik Kvan
Senior Lecturer in Psychology

Dr. Carl Bentelspacher
Lecturer in Social Work

Dr. Chan Chi-ming
Lecturer in Economics

Dr. Cheung Yuet Wah
Lecturer in Sociology

Dr. Ronald Mancoske
Lecturer in Social Work

Mr. Howard Raiten
Lecturer in Social Work

Dr. Richard Alan Ruidl
Lecturer in Journalism

Dr. Tsang Wah-kwan, Edward
Lecturer in Psychology

Dr. Yuen Ka Wai, Rhoda
Lecturer in Social Work

Mr. Choy Bing Kong
Field Instructor in Social Work

Miss Lun Pui-fong
Field Instructor in Social Work

Mrs. Sung Chan Po-lin, Pauline
Field Instructor in Social Work

Mr. Kwong Kai-sun, Sunny
Assistant Lecturer in Economics

School of Education

Dr. Chow Hon Kwong
Lecturer

Dr. Mak Se-yuen
Lecturer

Mr. Tao Ping Kee, Louis
Lecturer

Mrs. Margaret Ann Falvey
Senior Instructor

Mr. Tsang Wing-kwong
Assistant Lecturer

Mr. Lo Hong Lit
Part-time Visiting Reader

Administrative Staff

Dr. Ho Kam Fai
Director of the Department of Extramural
Studies

Mr. Dominic Tsim Tak Lung
Director of University Press

Mr. Richard Lai Ming
Honorary Adviser, University Press

Dr. Chuang Lien-sheng
Radiation Protection Officer

Dr. Lam Yuk Miu
Statistician, Faculty of Medicine

Ms. Nancy Kit
Honorary Staff Tutor, Department of Extra-
mural Studies

Mr. Chu Siou-ying, Patrick
Assistant Librarian I, University Library System

Mr. Lew Kin Keung
Assistant Librarian II, University Library System

Mr. Chong Wing-kong
Computer Officer, Computer Services Centre

Mr. Lai Fook-cheung, Patrick
Computer Officer, Computer Services Centre

Mr. Cho Wing Keung, Tommy
Executive Officer II, Graduate School

Mr. Chung Ki Yuen
Executive Officer II, Publications Section,
Secretariat

Mr. Fu Chun Kit
Executive Officer II, Dean of Students' Office,
United College

Miss Ho Yuen Yi
Executive Officer II, Academic & Examination
Section, Registry

Miss Hung Wai Yee
Executive Officer II, Office of Student Affairs

Miss Lam Siu Wah
Executive Officer II, Three-Year MBA Pro-
gramme

Mrs. Margaret Lau
Executive Officer II, Personnel Section,
Secretariat

Mrs. Leung Chan Tak-ying, Amy
Executive Officer II, Personnel Section,
Secretariat

Mr. Tsui Chi-yu
Executive Officer II, Sir Run Run Shaw Hall

Research Staff

Mr. Stephen C. Soong
Honorary Adviser, Research Centre for Trans-
lation

Dr. Joyce Fong
Research Associate, Chinese Medicinal Material
Research Centre

II. Promotions

Administrative Staff

Dr. George Summers
Senior Sub-Librarian, University Library System

Mr. Aaron Li
Senior Computer Officer I, Information Manage-
ment Unit

Mr. Lee Chik-fong
Sub-Librarian, University Library System

Mrs. Meliza Ng
Sub-Librarian, University Library System

Mr. Kong Luan
Senior Computer Officer II, Department of
Computer Science

Mr. Wong Chiu-chung
Assistant Librarian I, University Library System

Mrs. Nora Lau
Executive Officer I, MBA Division

Mr. Nip Ka-pik, Christopher
Executive Officer I, Dean of Students' Office,
New Asia College

III. Retirement

Dr. Pong Tak-san
Lecturer, School of Education

Gifts and Donations

As a manifestation of their confidence in this University's development, local and overseas individuals and foundations have donated generously to support the University's physical development programme, research projects, publication projects, fellowship and scholarship schemes, and have presented the University with equipment and antiques. The University has received the following gifts and donations:

Physical Development Programme

- (1) From the *Wah Kiu Yat Po* a donation of HK\$120,000 for the construction of a rain shelter near the University Station on the Kowloon-Canton Railway.

Equipment

- (2) From Mr. & Mrs. Au Yeung Chak Nam HK\$20,000 to the Department of Paediatrics for the purchase of a standard PHOT 2 Zeiss Microscope.

Research Projects

- (3) From the following organizations donations for holding the International Symposium on Chinese Medicinal Material Research:
 - (a) HK\$50,000 from Boehringer Ingelheim Far East Regional Centre;
 - (b) HK\$40,000 from Glaxo Hong Kong Limited;
 - (c) HK\$20,000 from The Chase Manhattan Bank, N.A.;
 - (d) US\$1,000 from Ohta's Isan Co., Ltd.; and
 - (e) HK\$2,000 from Ming Sun Hong.
- (4) From the Bei Shan Tang Foundation the following donations:
 - (a) HK\$60,000 in support of the appointment of a Research Assistant at the Centre for Chinese Archaeology and Art for twelve months; and
 - (b) HK\$7,500 in support of the expenses of Mr. Zeng Xiantong during his stay in Hong

Kong for the completion of the Chinese Palaeography project.

- (5) From The Royal Hong Kong Jockey Club a grant of HK\$18,728.73 in support of a project on the 'Study on the wood rotting fungi of the woodfibre track' conducted by Dr. M.H. Wong of the Department of Biology.
- (6) From Mr. G.B. Khiani a donation of HK\$14,000 to the Department of Orthopaedic & Traumatic Surgery for the promotion of research and staff training.
- (7) From the Eli Lilly Asia Inc. a donation of HK\$2,000 to the Department of Orthopaedic & Traumatic Surgery for the promotion of research.

Publication Project

- (8) From the Friends of the Art Gallery of The Chinese University of Hong Kong a donation of HK\$70,000 for the Art Gallery Publication Revolving Fund, earmarked for the printing cost of the catalogue for the Exhibition of 'Archaeological Finds from Pre-Qin Sites in Guangdong' to be held in September 1984.

Fellowship and Scholarships

- (9) From Lee Hysan Foundation Ltd. the following donations:
 - (a) HK\$1,000,000 for the setting up of an Endowment Fund in commemoration of the 60th Anniversary of Lee Hysan Estate Co., Ltd.; and
 - (b) HK\$80,000 for Staff Development and Postgraduate Scholarships in the academic year 1984-85.
- (10) From the D.H. Chen Foundation a donation of HK\$100,000 towards the Three-Year MBA Programme Endowment Fund and an additional HK\$20,000 for the establishment of the D.H. Chen Foundation Scholarship.
- (11) From the Education Abroad Program of the University of California a scholarship fund of US\$3,000 in addition to tuition-waiver for two students from The Chinese University for the year 1984-85.
- (12) From Hong Kong Oxygen & Acetylene Co., Ltd. an annual prize of HK\$500, to be named 'Hong Kong Oxygen Prize in Anaesthesia'.

Miscellaneous

- (13) From the following organizations donations for holding the 1984 International Summer School on Physics:
 - (a) US\$8,000 from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in support of the travel and subsistence expenses of participants to the school; and
 - (b) HK\$7,000 from the Dow Chemical (Hong Kong) Ltd.
- (14) From the Friends of the Art Gallery of The Chinese University of Hong Kong the following donations:
 - (a) HK\$30,000 for the acquisition of works of art by the Art Gallery; and
 - (b) HK\$16,952 being travel grants for two postgraduate students in the Division of Fine Arts to enable them to conduct research relating to their proposed thesis topics in Mainland China and Taiwan.
- (15) From Mr. Li Dak Sum a grant of HK\$24,168.50 in support of the Academic Exchange Programme.
- (16) From Dr. S.H. Ho a donation of HK\$5,900 for the purchase of a Sony television for the Madam S.H. Ho Hostel for Medical Students in the Prince of Wales Hospital.
- (17) From UNESCO a grant of US\$5,500 being expenses for operating the Regional Headquarters of the Network for Microbiology in Southeast Asia at The Chinese University of Hong Kong.
- (18) From the Consulat General de France a donation of HK\$5,000 for the French Summer Course to be held in the summer of 1984 in France.
- (19) From colleagues of the University Library System a donation of HK\$2,500 for the employment of student helpers in the University Library System.
- (20) From Mr. Dennis Constantine, a portrait of Dr. Ma Lin for the University.

Antiques

- (21) From Mrs. Siu Lien Ling Wong seven pieces of porcelain of the Qing dynasty to the Art Gallery.



Temple of the Earthgod at Wai Noi Village in Sheung Shui