

中國文化研究所通訊 ICS BULLETIN

2014 No. 3

Interview with Professor Leung Yuen-sang

Leung Yuen Sang

He is Professor of History, Dean of the Faculty of Arts, Director of the Institute of Chinese Studies, Director of the Research Center for Comparative City Cultures at the Research Institute for the Humanities, and Director of the Research Center for Contemporary Chinese Culture at the Institute of Chinese Studies. His research expertise and interests include modern Chinese history, Confucianism and Christianity in modern China, overseas Chinese communities, and the urban cultures of Shanghai, Hong Kong, and Singapore.

In August of this year, Professor Leung Yuen-sang took up the position of Director of the Institute of Chinese Studies. A few days ago, the Associate Director of the Institute, Professor Lai Chi Tim, spoke to Professor Leung about his relationship with the Institute. Professor Leung also discussed his latest research topics and publication plans, along with his expectations regarding the future development of research in the field of Chinese studies at the Chinese University of Hong Kong (CUHK).

We report below an excerpt from the interview with Professor Leung Yuen Sang:

– Excerpt of the interview –

First of all, let me talk about my relationship with the Institute of Chinese Studies. The Institute was established in 1967, and the current building was inaugurated in 1970. I arrived at the Chinese University of Hong Kong as a student in 1968. I have, therefore, witnessed the development of the Institute from its very beginning and we have grown up together. At that time, many of the teachers were researchers working for the Institute, such as Professors Chou Fa-kao and Li Yan from the Department of Chinese Language, Wang Dezhao, Mou Runsun, Chuan Han-sheng, Yan Geng-wang, and Chen Ching-ho from the Department of History. Professors Wang Dezhao and Chen Ching-ho were my academic advisors. In September 1972 I started attending graduate school. During this time I came to the Institute almost weekly to participate in discussions and to attend classes, such as Chinese Historiography with Professor Mou Runsun, or Wang Dezhao's seminar on Modern Chinese Thought. The research projects of these professors formed the foundation of the Institute's study directions, from studies about North China to those on South China, and from history to geography. In addition to research, at that time the Institute significantly contributed to the training of research students and young academic staff. At the beginning of 1970, there were many fellow researchers of history

at the Institute. For instance, Professor Zhang Dechang's student Li Zulin, who later went on to the USA to pursue advanced studies; Wang Changsheng, who specialized in the history of Chang'an during the Tang dynasty; Li Longhua, who studied the economic history of the Ming dynasty; Zeng Huaman, who studied the history of development of the Lingnan region during the Tang; Wang Xiangmei, who focused on historiographical research; and many others. Apart from graduate students specializing in history, there were also young scholars at the Institute focusing on Chinese language, ancient Chinese, literature, and Dunhuang studies. They were happy to gather here at ICS chatting with each other their research experience and jointly develop their academic paths. Visiting scholars also came to the Institute to consult Wang Dezhao, Chuan Han-sheng, and the other professors. Later many of them had attained substantial academic achievements after returning to their own countries. At that time, CUHK provided much of the research funds for the Institute's scholars. The Institute's core studies were framed within the area of traditional Chinese culture, but later expanded to include modern and contemporary Chinese culture and history. The senior professors and research personnel here were the main force driving research in the humanities at CUHK. The Institute of Chinese Studies later discontinued the position of full-time research fellow, on the understanding that teaching and research must be tightly integrated, a principle that deserves to be continued.

Our group of young scholars paid much attention to training in the basic skills, emphasizing primary research and hard work. I started engaging in serious academic research as soon as I entered the Institute. The Institute served as the entrance door of the academy and strengthened my aspiration to become a dedicated academic. After I had obtained my master's degree, I chose to go abroad to pursue advanced studies, and in 1980 I was awarded my doctoral degree. At the beginning of the eighties I came back to CUHK to attend a conference, and that article I delivered at the conference became my first paper, published in the *Journal of Chinese Studies* by the Institute. Throughout the years I have been greatly influenced by my mentor, Professor Wang Dezhao who paid close attention to my academic development. I maintained contact and communication with my colleagues at the Institute when I came back to CUHK in 1992. In particular, I was very interested in the work at the Center for Translation established by Stephen Soong.

One of my research interests focuses on family histories and entrepreneurs. I would like to compile a series of biographies of Hong Kong businessmen and cultural leaders. Two volumes have a close link to the Institute for Chinese Studies. The first deals with the Mok family whose history goes back in five generations to the development of Hong Kong in the post-Opium War years. The second will focus the Lee family, which is already the subject of various family histories, and will focus in particular on two family members, Lee Quo-wei and J.S. Lee who had made great contributions to CUHK and the Institute. I hope this series will establish connections between the modern history of Hong Kong and the South China region. The project therefore is entitled "Business, Culture, and Society."

In recent years, I have taken charge of the direction of the Research Center for Contemporary Chinese Culture at the Institute of Chinese Studies, an institution that promotes the study of modern and contemporary Chinese thought and culture. We are currently carrying out many different projects, including, but not limited to, "Modern Transformation of Chinese Thought and Culture" and "Database on the Modern History of Chinese Thought". *Twenty-First Century*, issued bimonthly by the Center, is a scholarly platform for the publication of research papers and ideas that has established a good network of connections among many scholars, both in China and Taiwan. The Center has also published many academic works. Among these, there are some that have exerted a huge academic influence, such as Jin Guantao and Liu Qingfeng's ten-volume historical perspective series *History of the People's Republic of China*, of which we have already published seven. Gao Hua's *How did the Red Sun Rise* is another academic volume published by the Center. The establishment of the Research Center for Contemporary Chinese Culture and its activities have allowed the Institute of Chinese Studies to add a crucial focus on modern and contemporary periods to its core study of traditional history and culture, and ancient Chinese language. The "Database on the Modern History of Chinese Thought" collects the most important documents concerning the changes in modern Chinese thought between 1830 and 1930, including treatises, periodicals, and essays. This database has become an important source for specialist training. At present, I am recruiting staff dedicated to its proofreading and supplementation to improve this research system. We are also planning the future of the Institute for Chinese Studies, including how to implement and develop our research using Hong Kong and southern China as foundations for the thorough understanding of Northeast and Southeast Asia. I hope that every center of the Institute of Chinese Studies and the Faculty of Arts, along with all of the other CUHK departments, will join together in this endeavor.

■ Retirement of Professor Archie Lee Chi-chung, Director of Institute of Chinese Studies

Director Archie Lee retired on 31 July 2014. We are sincerely grateful for his leadership of and contribution to the Institute during his tenure.

■ Completion of service of Professor Cheung Hung-nin, Chief Editor, *Journal of Chinese Studies*

With effect from 30 June 2014, Professor Cheung Hung-nin completed his service at the Institute of Chinese Studies as the Honorary Chief Editor of the *Journal of Chinese Studies*. Professor Cheung joined the Institute in July 2011. We sincerely thank Professor Cheung for his invaluable advice over the years.

■ New appointment of Honorary Chief Editor and Honorary Associate Chief Editor, *Journal of Chinese Studies*

Professor Wang Fan-sen was appointed as Honorary Chief Editor of the *Journal of Chinese Studies*, with effect from 1 July 2014, and Professor Lai Chi Tim was named Honorary Associate Chief Editor of the *Journal of Chinese Studies*.

■ Stephen C. Soong Translation Studies Memorial Awards 2014

The Adjudicators of the Awards were Chu Chiyu, Theodore Hutters and Lawrence Wang-chi Wong.

Winner

Ching-him Wong (School of Chinese, The University of Hong Kong)

‘On the Latin Translation of *Mencius* of François Noël, SJ’, *Journal of Chinese Studies*, Vol. 57 (2013)

Special Mention

Sharon Tzu-yun Lai (Graduate Institute of Translation and Interpretation, National Taiwan Normal University)

‘Who Are They? – In Search for the “Unknown” Translators in Post-War Taiwan’, *The Making of a Translator: Multiple Perspectives* (2013)

■ Launch of Research Centre for Translation (RCT) Bookstore on 1 September 2014

An online bookstore is now available; please visit <https://eshop.rct.cuhk.edu.hk/>.

Opening Ceremony of the ICS Young Scholars' Forum in Chinese Studies – Keynote Speech:

Non-popular Reading Methods in the Popular Era

Sang Bing, Yat-sen Chair Professor at the Department of History, Sun Yat-sen University; Director of the Centre for the Study of Modern China, Sun Yat-sen University; Head of the Institute for Sun Yat-sen Studies, Sun Yat-sen University.

Professor Sang Bing received his PhD in history from the Central China Normal University. He began teaching in the Department of History at Sun Yat-sen University in September 1983, and was appointed to the post of professor in 1992. He was subsequently awarded a Distinguished Professorship by the Pearl River Scholars of Guangdong Province in October 1999, and in January 2005 received a distinguished professorship as part of the Chang Jiang Scholars Programme run by the Ministry of Education. Professor Sang Bing is currently a member of the National Qing Dynasty History Codification Committee and the Philosophy and Social Science Committee of the Ministry of Education. He has recently researched the intellectual and institutional transitions undergone by modern China, education in China since the Qing Dynasty, universities in modern China and Sino-Japanese relations today.



At the opening ceremony of the Young Scholars' Forum in Chinese Studies on June 18 2014, organised by the ICS, the keynote speaker Sang Bing, Yat-sen Chair Professor at the Department of History at Sun Yat-sen University, delivered a speech entitled 'Non-popular Reading Methods in the Popular Era'.

Professor Sang first defined 'the popular era' as today's media-dominant age. He noted that the popular media commonly display similar images to different people in different places, which significantly diminishes individual characteristics. It is thus very difficult to become a reader of non-popular books in the popular era. Indeed, time constraints often prevent people from reading at all nowadays. Most textbooks are read by students during their primary, university or even postgraduate education. However, textbooks (in the modern sense) did not exist in ancient China. Although some teachers began to use textbooks in their classes during China's Republican era, many continued to rely on 'real books' such as *Records of the Grand Historian*, the *Book of Han*, *Zizhi Tongjian*, *Shuowen Jiezi* and *The Literary Mind and the Carving of Dragons* in their lectures on Chinese history and culture. However, as not every teacher was sufficiently competent to lecture on 'real books', the use of textbooks became prevalent. Although PhD students today seem to read a lot, they are usually searching for relevant materials on particular topics rather than reading *per se*. The same is true of many professors. Most people do not read nowadays.

Professor Sang went on to review educational and reading traditions in ancient China. He pointed out that although China's repository of books and documents, especially ancient texts, is believed to be the largest in the world, few Chinese scholars before the Song Dynasty discussed reading methods. Only a very small group of people in ancient China had access to books, as written communication could not be widely produced or disseminated. In most cases, knowledge was gained from lectures. Lectures also helped readers during the pre-Qin period to interpret books and documents, which were written in extremely condensed language. As paper and printing technologies became increasingly sophisticated during the Song Dynasty, more and more scholars began to discuss reading methods. They realised that the new generation of readers, constrained by their individual and temporal perspectives, often understood ancient books in very different ways than intended by the authors. The topic of reading methods received particular attention during the late Qing, when large numbers of Western books flooded into China. Professor Sang noted that methods of structuring Chinese knowledge, such as subject division, underwent enormous changes as a result of the appearance of textbooks in the late Qing. For example, 'literature' was not regarded as an independent subject in ancient China. Modern China faces many similar problems. To conclude this section, Professor Sang explained that lectures given during the Song Dynasty, which were generally popular among scholars, were completely different from lectures or talks given today. During the Song, lecturers systematically taught students about certain books or the theories of certain schools. However, due to the belief that 'empty talk' was harmful to society, and had led to the destruction of the Ming Dynasty, most scholars during the early Qing Dynasty encouraged students to read rather than attend lectures. This attitude persisted after the late Qing. For example, when Zhang Taiyan gave lectures on Chinese learning, he only discussed 'jing' (the classics) and 'zi' (philosophers); he did not lecture on 'shi' (history), which he believed could only be understood by reading.

Next, Professor Sang pointed out that although most knowledge today is acquired through reading, the large number of books available is a problem. Only about 20,000 Chinese books and documents existed before the Ming Dynasty. This number increased dramatically during the Qing Dynasty, which saw the publication of between 100,000 and 120,000 books and more than 1,900 newspapers and journals. Within 40 years of the establishment of the Republic of China, more than 200,000 books had been published, along with 4,000 newspapers and 40,000 journals. As many as 12,000,000 volumes are recorded in the union catalogues of approximately 1,000 Chinese archives. This enormous number of books poses problems for scholars today. Categorisation is one means of shortening a reading list, but the ancient Chinese system of categorising books differed from its modern counterpart. How can scholars use the modern categories to find the books they need? The categorisation of books and the classification of knowledge also pose significant challenges for library-science researchers in modern China. If the 'sibu' classification system for ancient Chinese books had been merely a cataloguing method, Chinese scholars during this period would not have been able to acquire knowledge simply by reading the catalogue. Professor Sang pointed out that the traditional Chinese cataloguing system was actually a compendium of reading methods. He suggested that to deal with the large number of ancient books available, scholars should begin with the 'sibu' catalogue. Most traditional Chinese scholars devoted themselves to interpreting classical texts rather than producing original work. With the exception of the period from the



pre-Qin to the Han Dynasty, the period between the Tang and the Song dynasties and the period between the Ming and the Qing dynasties, original books have rarely been produced on a large scale in Chinese history. Even during the abovementioned three periods, books rarely contained original ideas; most were commentaries on or elaborations of the classics. Using the catalogue developed according to the ‘sibu’ system, scholars can identify the truly innovative books, read them within a relatively short time, and skim the remaining books very quickly. For a good reader such as Mr Chen Yinque, the catalogue would furnish only enough material to read until 30 years of age. Professor Sang stressed that reading ‘all’ of the books does not entail reading every book and document; only the essential ones.

Professor Sang also mentioned that it was difficult for people in the past to obtain their chosen books, whereas modern readers have access to almost any book they need without leaving their homes. Although a few books cannot be located, readers are able to gain a full range of knowledge from the books available. This ease of access minimises the time and effort required to search for books.

Next, Professor Sang addressed the problem of comprehension. He stated that rather than seeking to understand books’ original meanings, many readers today merely look for content that fits their own research. They tend to use concepts and frameworks developed since the late Qing to interpret ancient Chinese texts, and thus ignore the authors’ original meanings. Once a book has been located, readers face the greater problem of understanding the book. Professor Sang quoted Professor Yu Ying-shih as follows.

The most valuable academic studies of China by Chinese scholars since the 20th century are those based on the least Western concepts. If a scholar uses a Western framework to examine Chinese history, he is incapable of comprehending the ‘original meaning’ of Chinese historical texts in a nuanced way. Instead, he is merely skimming the words for the information he needs, as if he were reading a newspaper.

According to Professor Sang, it is acceptable to borrow foreign methodologies to research Chinese history and culture. For instance, Mr Chen Yinque often used popular European theoretical frameworks such as comparative linguistics, comparative philology and comparative theology in his Chinese studies. However, it is crucial to avoid being constrained by Western frameworks. The flexible use of foreign approaches enables researchers to understand the original meanings of Chinese ancient texts while interpreting the texts from their own perspectives.

To conclude his speech, Professor Sang quoted Mr Yan Gengwang: ‘real learning is reading common books and developing uncommon ideas’. Knowledge can only be obtained by this means.

Educational Activities of the Art Museum

To promote Chinese calligraphy and complement the current exhibition, entitled ‘The Bei Shan Tang Legacy: Chinese Calligraphy’, the Art Museum hosted a number of educational activities from May to July 2014. Among the activities were calligraphy demonstrations and lectures for the general public; workshops designed especially for primary- and secondary-school teachers, a seal-carving workshop for parents and children, and a designated calligraphy-writing area for calligraphy learners. Details of these educational activities are provided below.

■ Special Programmes for International Museum Day 2014

To celebrate Hong Kong’s International Museum Day 2014, a variety of educational activities were held on 17 and 18 May. In addition to guided tours for the public, Chinese calligraphy demonstrations and workshops were led by students from the Department of Fine Arts.

■ Seal-carving Workshop

A three-part seal-carving workshop gave our staff, students and alumni the opportunity to learn more about seal art, which is closely linked with Chinese painting and calligraphy. With the guidance of Ms Pau Mo Ching, the participants learned to make their own seals.

■ Chinese-Calligraphy Workshop for Primary- and Secondary-School Teachers

To promote Chinese-calligraphy education in Hong Kong, the Art Museum organised the Chinese Calligraphy Workshop for Primary and Secondary School Teachers. With the aim of adding new skills to the participants’ teaching repertoires, the experienced visual-arts teachers Ms May Kwok and Ms Au Suet Yi not only taught the participants to appreciate Chinese calligraphy, but deepened their understanding of the art form by encouraging them to create their own calligraphic works.

■ ‘The Little Calligrapher’ (Parent-Child Chinese-Calligraphy Workshop) and ‘The Little Master of Seal-carving’ (Parent-Child Seal-carving Workshop)

Two interactive and innovative workshops were hosted to enable parents and children to experience the fun of Chinese calligraphy and seal art, respectively. The workshops were followed by an exhibition showcasing the calligraphic works and seals made by the participating families.



■ Master Lecture Series Accompanying 'The Bei Shan Tang Legacy: Chinese Calligraphy' Exhibition

The Art Museum, the Bei Shan Tang Foundation and the Department of Fine Arts together arranged two master lectures for the public. The first lecture was held at the Commercial Press Tsim Sha Tsui Book Centre on 30 July 2014. Professor Bai Qianshen offered the audience a socio-cultural perspective on the world of calligraphy by examining the calligraphic works of officials in the late Qing .

■ Chinese Calligraphy Writing Area

During the exhibition on 'The Bei Shan Tang Legacy: Chinese Calligraphy', a Chinese calligraphy writing area will be provided on certain Fridays to encourage visitors to practise their Chinese calligraphy. The writing area will be open in October and November as follows.

Dates: 3, 17 and 31 October and 14 November 2014 (Fridays)

Time: 12:30 - 3:30pm

Venue: East Wing Lobby, Art Museum

More educational activities will be held at the Art Museum in the coming October and November. Please visit the [Art Museum's website](#) for the latest information.





Launch of ‘David Hawkes Archive’

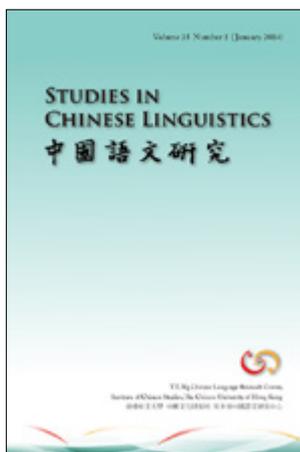
We are happy to announce the launch of the David Hawkes Archive, jointly established and managed by the University Library System, the Research Centre for Translation and the Department of Translation at The Chinese University of Hong Kong. Its main content, a 2,210-page manuscript of Professor David Hawkes’ original translation of *The Story of the Stone*, which was acquired by the RCT in 1997, is now accessible online for all to enjoy. Please visit <http://www.cuhk.edu.hk/rct/DavidHawkes.html>.

Professor David Hawkes (霍克思, 1923-2009) was a renowned British Sinologist, much celebrated for his scholarship and creative ingenuity and especially his masterful translations of Chinese literature. Many critics consider his version of *The Story of the Stone* to be one of the first truly successful English renderings of traditional Chinese fiction; it is both scholarly and readable, and retains the poetic and artistic qualities of the original.

The RCT’s manuscript of the translation of *The Story of the Stone* is 2,210 pages long, covering Chapters 2 to 80 of the original text. It was acquired by the RCT in September 1997 and has been preserved carefully by the Centre ever since. In 2013, the RCT decided to place the manuscript in the Special Collections of the CUHK University Library to improve the quality of its conservation. The David Hawkes Archive will be the first collection available through the CUHK Chinese Literature Translation Archive, which is soon to be launched by the Department of Translation and the University Library System in collaboration.

Translation manuscripts often reveal translators’ thoughts and emotions. The manuscript of Professor Hawkes’ translation of *The Story of the Stone* enables researchers, scholars, students and lovers of Chinese literature worldwide to experience the challenges faced by Professor Hawkes in the course of his translation, and to pinpoint when, how and why certain translation decisions were made. The manuscript allows readers to witness first-hand the process by which the great Chinese classic gradually came alive in another language.

It is our great hope that access to one of the Centre’s greatest treasures will inspire people to follow in Professor Hawkes’ footsteps and support our own goal of sharing some of the best Chinese literature with the rest of the world.

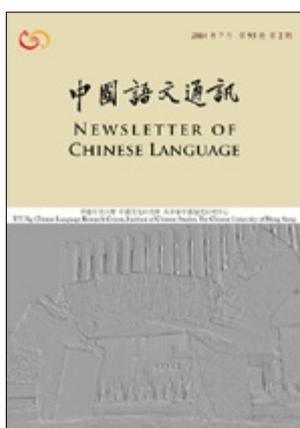


■ **Studies in Chinese Linguistics (Volume 35, No. 1), T.T. Ng Chinese Language Research Centre**

Studies in Chinese Linguistics (Volume 35 No. 1) has been released. The issue includes the following two articles.

1. Guglielmo Cinque, ‘The Semantic Classification of Adjectives. A View from Syntax’
2. Hisao Tokizaki and Kuniya Nasukawa, ‘Tone in Chinese: Preserving Tonal Melody in Strong Positions’

PDF copies of the articles can be downloaded for free from <http://www.cuhk.edu.hk/ics/clrc/>.



■ **Newsletter of Chinese Language (Volume 93 No. 2), T.T. Ng Chinese Language Research Centre**

The *Newsletter of Chinese Language* (Volume 93 No. 2) has been released. The issue includes the following eight articles.

1. Shing-Bon Ho, ‘An Overview of the Teaching Process of “University Chinese”’
2. Donghui Li and Fei Li, ‘Essential Components of Effective Communication in Chinese – the Design of Lingnan University Chinese Language Enhancement Curriculum’
3. Chung-Mou Si and Vichy Wai-Chi Ho, ‘Introduction to the University Chinese Programme in The University of Hong Kong’
4. Keith Tong and Wa Mok, ‘The Design and Implementation of Chinese Courses in the 4-year Curriculum at HKUST’
5. Wing-Sat Chan, ‘A Preliminary Thinking about Developing Chinese Programme as L1 Training at University Level’
6. Sze-Wing Tang, ‘University Chinese of the Chinese University: Heading towards the Third Year’
7. Connie Hon-Fong Poon, ‘An Overview of the Curriculum Design of Chinese Enhancement Programme and the Related Language Support’
8. Pui-Lee Liu, ‘The Teaching of Fairy Tales in Hong Kong Primary Chinese Language: Misconception and Suggestion’

PDF copies of these articles can be downloaded for free from <http://www.cuhk.edu.hk/ics/clrc/>.



■ **Twenty-First Century Bimonthly, Research Centre for Contemporary Chinese Culture**

The theme of *The Twenty-First Century Review* (Issue 143, June 2014) is ‘The Way of State Governance’. Professor Ren Jian-tao contributed an article entitled ‘Farewell to Revolutionary Inertia, Move towards State Governance’ to the issue.

The topic of Issue 144 of *The Twenty-First Century Review* (August 2014) is ‘The Land Problem of China’. The issue includes two articles, namely “‘Tragedy of the Anticommons’: Dilemma in China’s Urbanization’ and ‘The Reform of the Collective Rural Land Ownership and the Unification of China’s Urban and Rural Land Markets’.

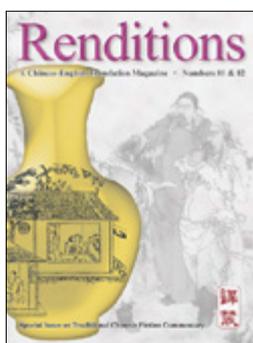
For the content of the issue, please visit the *Twenty-First Century Bimonthly* website at <http://www.cuhk.edu.hk/ics/21c/>.

■ **Collected Annotations on Wang Niansun's Collated Edition of the Hanfeizi, D.C. Lau Research Centre for Chinese Ancient Texts**

The 33rd title in the Chinese Ancient Texts (CHANT) series, *Collected Annotations on Wang Niansun's Collated Edition of the Hanfeizi*, by Professor Cheung Kam-siu, was published by the Chinese University Press in September 2014. Using the CHANT Database, Professor Cheung Kam-siu annotated more than 600 collation entries in Wang Niansun's (1744-1832) collated edition of the *Hanfeizi*. The opinions and theories of scholars from the Qing Dynasty onwards are cited along with the author's own ideas. The collated edition is now preserved in the National Library of China in Beijing.

■ **Studies in Translation History (2014), Research Centre for Translation**

Studies in Translation History (2014), an annual academic journal, will be published and distributed by Fudan University in December 2014. Readers in Hong Kong and overseas are welcome to order the journal by contacting the [Research Centre for Translation](#).

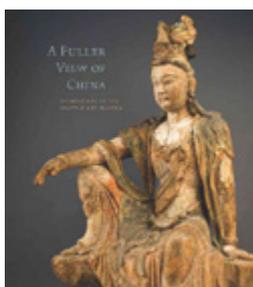


■ **Renditions nos. 81 & 82 (2014) Special Issue on Traditional Chinese Fiction Commentary**

Renditions Renditions nos. 81 & 82 will appear in November 2014 as a double issue guest-edited by Stephen H. West and Xiaoqiao Ling, devoted to Chinese fiction from the Ming and Qing dynasties. Traditional commentaries are included and presented in a format as close to the Chinese original text as possible. These commentaries contain unique critical insights into the works they treat, and enable new ways of reading premodern Chinese fiction. During much of the last century editors were reluctant to include commentaries in modern editions, but in recent years this work has become much more widely available, with only English translations lagging behind. This special edition of *Renditions* is meant to move toward closing that gap.

■ **Translation and Global Asia: Relocating Cultural Production Network, edited by Uganda Sze-Pui Kwan and Lawrence Wang-chi Wong**

The present volume originates from the The Fourth Asian Translation Traditions Conference held in Hong Kong from 15 to 17 December 2010. The conference was jointly organised by the Research Centre for Translation, CUHK and the College of Humanities, Arts and Social Sciences, Nanyang Technological University. Its aim was to explore the richness and diversity of non-Western discourses and translation practices with specific attention to translational exchanges between non-Western languages, and the changes and continuities in Asian translation traditions. *Translation and Global Asia* covers a broad array of topics, from 7th-century Buddhist translation in Tibet to 21st-century political translation in Malaysia. The papers reflect a rich variety of historical and geographical interests, and are arranged in four sections, each with a common theoretical and thematic concern. As indicated in the title of the volume, broad conceptual frameworks such as 'cultural production networks' and 'global Asia' are used to link these interdisciplinary papers.



■ **A Fuller View of China: Chinese Art at the Seattle Art Museum**

This book, published by the Seattle Art Museum and the University of Washington Press in 2014, was written by Dr Josh Yiu, Curator of Chinese Art at the Seattle Art Museum from 2006 to 2013. Drawing on an extensive review of museum archives, annual reports, correspondence, and transaction records, Dr Yiu describes the challenges and opportunities involved in building a collection of Chinese art during the 20th century.

ICS Luncheon

The Institute of Chinese Studies aims to provide a setting for exchanges among Chinese Studies scholars at the University, the luncheon is therefore planned as a monthly informal gathering during term time. Scholars will be invited to give a presentation on his/her recent research interest and future direction in the broad area of Chinese studies.

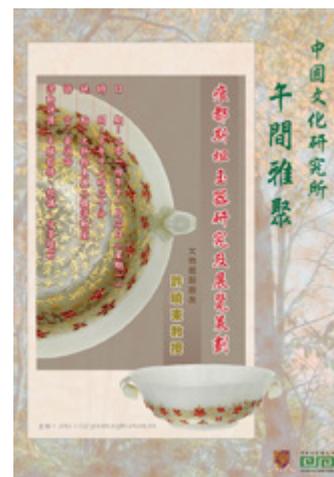
The luncheon will take place on **Mon, 3 November 2014, from 12:30 p.m. to 2:00 p.m.**, in the Activities Room, 2/F Art Museum East Wing, Institute of Chinese Studies. Details are:

Date: Mon, 3 November 2014

Guest: **Professor Xu Xiao Dong** (許曉東教授), Associate Director, Art Museum

Topic: 'On the research and the upcoming exhibition of Hindustan jade' (Conducted in Mandarin)

For further details of the Luncheon, please visit the website of the [Institute of Chinese Studies](#).



The Sixth Young Researchers' Conference, Research Centre for Translation

Writing Chinese Translation History: The Sixth Young Researchers' Conference organised by the Research Centre for Translation, Institute of Chinese Studies will be held from 18 to 19 December this year. Approximately 20 papers will be accepted for presentation at the conference. Please visit the [Research Centre for Translation](#) website for the latest information.

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