

Spring 1976

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The University Bulletin

Spring 1976

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Cover: Postgraduate Hall Complex *(by Mr. Lee Yuk-chor)*

Opening of the Postgraduate Hall Complex

The Postgraduate Hall Complex of the University was formally opened on 16th March, 1976 by His Excellency Sir Murray MacLehose, Chancellor of the University.

The University Postgraduate Hall Complex comprises Sir Cho-Yiu Hall, Lady Ho Tung Hall, and the Postgraduate Hall. The capacity of the Complex is 365 residents.

The ten-storey Sir Cho-Yiu Hall, situated at the centre of the Complex, has 64 single rooms, 32 double rooms, 11 guest/fellow suites, 8 common rooms and a dining hall. The two-storey Lady Ho Tung Hall to its left houses students majoring in Business Administration. It has 9 suites, each with two to four single rooms, and a large living/discussion room which accommodates 30 people. The ten-storey Postgraduate Hall, situated at the northern end of the Complex, has a foot-bridge on the fourth floor connecting it with the main terrace. The Hall has 112 single rooms, four suites for guests/fellows or married students, seven common rooms, a recreation and games room, a music room, and a large conference room with a capacity of 100. As a temporary measure, some of the single rooms of the Postgraduate Hall are converted into double or triple rooms to meet the urgent need for hostel accommodation for undergraduates.

The total cost of the Sir Cho-Yiu Hall and Lady Ho Tung Hall, including furniture and equipment, amounts to HK\$7.7 million. Friends of the late Sir Cho-Yiu Kwan raised a total of HK\$2 million towards the construction of Sir Cho-Yiu Hall in memory of his contribution to the Hong Kong community as well as to the University, and Mr. Ho Shai-Lai contributed HK\$1 million towards the construction of Lady Ho Tung Hall in memory of his mother and the friendship between the Ho and Kwan families. The balance of HK\$4.7 million was met by the Government, which has also borne the entire cost of the Postgraduate Hall amounting to HK\$5.3 million.

At the opening ceremony of the Complex, both the Chancellor and the Vice-Chancellor of the University addressed the assembly. A student representative, in his vote of thanks, expressed deep gratitude "to the friends of Sir Cho-Yiu Kwan, Mr. Ho Shai-Lai, and the Government for their generous donations and subventions towards the construction of the Postgraduate Hall Complex".



Vice-Chancellor's Welcoming Remarks

On behalf of The Chinese University, I would like to extend a warm welcome to everyone of you on this happy occasion to celebrate the completion of the Postgraduate Hall Complex.

The Complex consists of three parts, namely, Sir Cho-Yiu Hall, Lady Ho Tung Hall and the Postgraduate Hall. Sir Cho-Yiu we all remember with great affection. He had been so thoroughly dedicated to the welfare of the people of Hong Kong that when he passed away in December 1971, many of his friends decided to establish a monument that would permanently represent his lasting contribution to the community. And they all felt there would not be a better memorial than a residence hall for the postgraduate students in this University, the university for which he had laboured with complete devotion ever since the preparatory stage in 1961. The Hong Kong Government, in its deep appreciation of Sir Cho-Yiu's selfless services to the community, generously agreed to this plan and committed itself to participate in the project. A committee was set up in March 1972 to handle this matter with Sir Yuet-keung Kan as chairman, Dr. R.C. Lee and Dr. Ho Sin Hang as the two vice-chairmen and Dr. the Hon. Q.W. Lee as honorary treasurer, all of whom have since made a tremendous effort to ensure success. A sum of HK\$3 million was raised from private sources and the Government contributed HK\$4.7 million.

Among the private donations is the sum of HK\$1 million that comes from Mr. Ho Shai Lai and his family in memory of his mother and in testimony to the deep friendship between the Ho and Kwan families. That is why a wing of this building is identified as Lady Ho Tung Hall. I am delighted that both Lady Kwan and Mr. Ho are with us today.

The Postgraduate Hall, the third part of the Complex, stands adjacent to Sir Cho-Yiu Hall and Lady Ho Tung Hall. It costs HK\$5.3 million and is completely funded by the Government as part of the construction programme of The Chinese University campus. The confidence so placed in the University has been a constant source of strength and inspiration to all of us.

To take care of student life in this whole Complex is the Master, Dr. Tam Shang Wai, who is also on the platform.

In welcoming all of you here today, I would like to take this opportunity to thank the donors, the friends, the Government and the whole community of Hong Kong for their continued support. Thank you.

The Chancellor's Speech

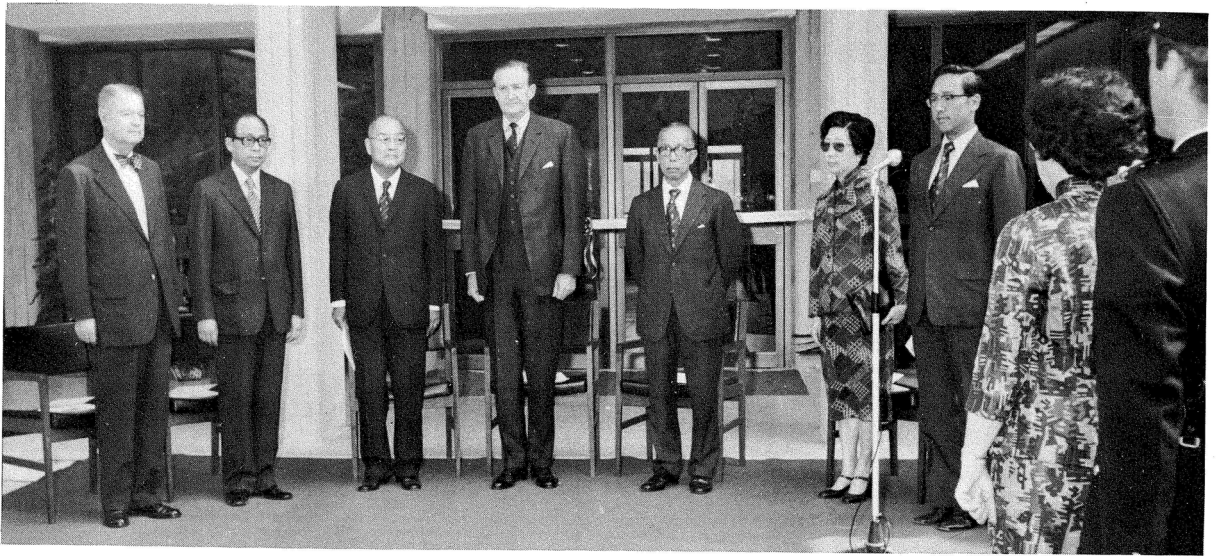
We are here today to thank our benefactors who have made possible the construction of this Postgraduate Hall Complex, to celebrate its opening, and I think also to reaffirm our confidence in the future of our University.

It is normal for universities to start with a partnership of private benefactors and government, with the public purse playing a progressively predominant role as it comes to be accepted that higher education for ever-increasing numbers is essential to the social and economic health of the community.

So it has been with our University which is so deeply rooted in all that is best in the hopes and ambitions of Hong Kong, and many buildings like this have been erected wholly or in part through the public spirit of dedicated individuals.

This is the first residence for students from all the University where graduates and undergraduates irrespective of their college or faculty affiliations may mix together freely. This marks a new era in the history of the University, and is a natural development from the coming together of all three Foundation Colleges on one campus. Together with the College hostels, it will play an important role in the development of corporate and intellectual life among students and serve as a communications centre between local and visiting scholars.

I feel sure this new concept accords with both the needs of the University and the intentions of the benefactors. And I would like to add my thanks to those of the Vice-Chancellor to those who have contributed to this building. The Ho Tung family which has done so much for Hong Kong, and those who subscribed to commemorate Sir Cho-Yiu Kwan, who played such a decisive part in the formation and direction of this University during its first 8 years, and who died as he had lived in the service of Hong Kong.



The official party: (from left) Mr. Ho Shai-Lai, Dr. the Hon. Q.W. Lee, Dr. Choh-Ming Li, Sir Murray MacLehose, Dr. R.C. Lee, Lady Cho-Yiu Kwan, Dr. S.W. Tam

Sense of Community

A good university is not just a knowledge machine but a grouping of people. And the right atmosphere in which teachers and students can both give of their best can only be achieved if all feel they belong to a community in which they take pride, a community of scholars dedicated to learning. This sense of community can best be created through common purpose and common corporate life. And this in turn presupposes an organization in which teaching and learning and living and working and playing together are facilitated through the proper full and complementary functioning of all its many parts.

It has not been easy for this University to achieve this corporate sense because its history is relatively short and because of its tripartite origins. But it has achieved it, and this says much for the enthusiasm and vision of all concerned.

Take Stock of the Past, Plan Vigorously for the Future

There have been great changes since this University was founded. The University itself has steadily expanded in size, the community of Hong Kong which it serves has also not only become bigger and internationally more important, it has also changed its economic characteristics, offering ever wider opportunities for the application of the professional and social sciences as well as managerial skills of the highest order.

Though it has not yet been decided what the rate of expansion of this University will be in the next quadrennium, further expansion there will certainly be, and this will include a second medical school. Such a school will meet both the obvious needs of the community, and also the wish of the University to give a heavier weighting to the professional faculties. These developments have been and will be great indeed, but even the environment of the University will also change and within a measurable time it will be on the edge of a new township of 500,000 in which will be its own teaching hospital.

The University has now existed for more than a decade, and with changes of such a scale in the University itself and in the community having already taken place, and with the prospect of more change to come, it is right and natural that the University should, as it is doing, take stock of the past and plan vigorously for the future so that both technically and organizationally it may be equipped for the tasks ahead.

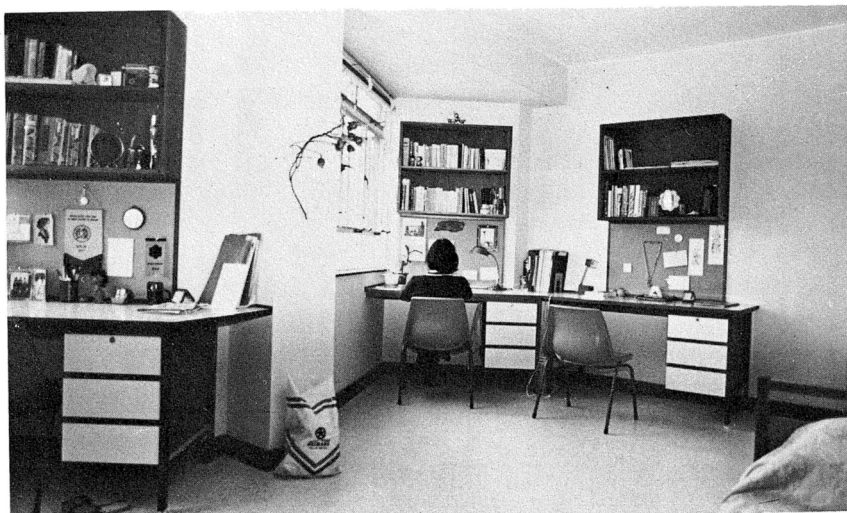
New efforts will be required to meet the heavy demands of our rapidly developing city and to enable our young people to make, as they wish, an ever increasing contribution to it. In these efforts both the existing staff, who have already done so much, and those yet to come in the future, will have many great opportunities. I am confident that our University will rise to these new challenges in the way its benefactors and the whole community expect.



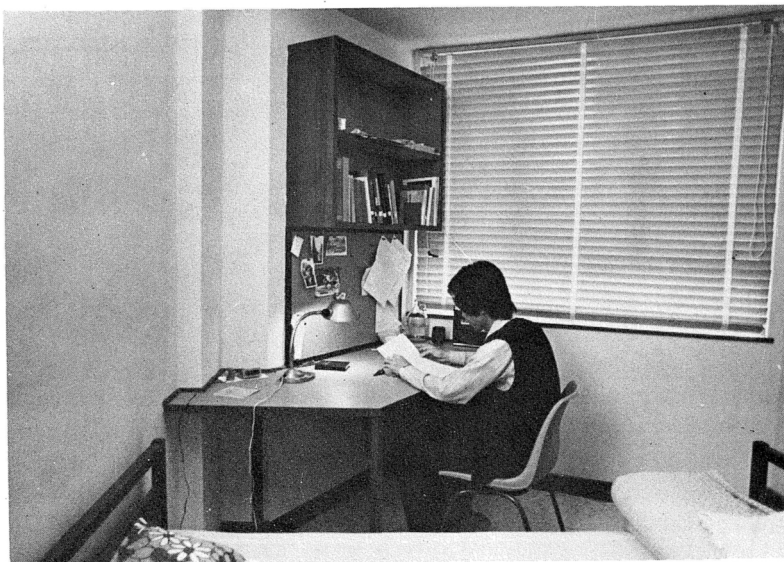
Plaque for Sir Cho-Yiu Hall



Plaque for Lady Ho Tung Hall



Triple room



Single room

Graduate School

The Graduate School was established in 1966. Postgraduate programmes offered at the School include:

Two-year programmes including course work and a research thesis, leading to the degrees of Master of Philosophy (M.Phil.), Master of Business Administration (M.B.A.) and Master of Divinity (M.Div.); and

One-year course-work programmes leading to the degrees of Master of Arts (M.A.), and Master of Science (M.Sc.).

The School has now 15 Divisions and the student enrolment for the current academic year is as follows:

Biochemistry	10
Biology	14
Business Administration	54
Chemistry	9
Chinese Language & Literature	13
Economics	10
Education	11
Electronics	9
Geography	3
History	13
Mathematics	10
Philosophy	14
Physics	8
Sociology	5
Theology	10
Total	193

Course of Development

The Graduate School has developed steadily since its inception, as seen from the following table:

Year	No. of Divisions	No. of Students
1966-67	5	31
1967-68	5	46
1968-69	5	59
1969-70	6	51
1970-71	8	78
1971-72	8	98
1972-73	12	143
1973-74	14	170
1974-75	15	192
1975-76	15	193

New graduate programmes proposed for implementation by stages include:

Ph.D. programme in Chinese History and Chinese Language & Literature
 Master programme in Social Work
 M.Phil. programme in Computer Science, Communication Studies and English Language

The projected student enrolment for the next two years is:

Year	No. of Divisions	No. of Students
1976-77	17	250
1977-78	19	300

Interview with Dr.S.W.Tam



Dr. Shang-wai Tam entered the University of Hong Kong in 1955 as the King Edward VII Scholar, where he read Chemistry and obtained the degrees of B.Sc. and M.Sc. Dr. Tam was awarded the degree of Ph.D. in 1964 by the University of Nottingham.

Dr. Tam has engaged in research at various universities including Nottingham University, Cambridge University, Basel University in Switzerland and Massachusetts Institute of Technology. His research interests may be grouped into three areas:

- (1) mass spectrometric study of ion structures*
- (2) syntheses of naturally occurring compounds*
- (3) organometallic reactions*

Dr. Tam joined this University in 1965 as Lecturer in Chemistry at Chung Chi College. He assumed the concurrent post of Associate Dean of the Graduate School in 1974 and became Acting Dean one year later. He was appointed Master of the Post-graduate Hall Complex upon its completion in March 1976.

Q. The Graduate School is an important unit of the University. What part does it play in realizing the aims of the University?

A. The Graduate School is an important unit in the sense that it helps to discharge the main responsibilities of the University: teaching, research and community service. Teaching at the Graduate School consists of lectures and supervision of students' research. Some of the courses of the School may also be taken by undergraduates as electives or audit courses. Research of the graduate students sometimes ties in with projects of the Research Institutes or Research Centres of the University, such as the research on hawkers of the Social Research Centre. Research findings of our students may help to solve social problems or contribute to the world of learning and knowledge.

Our external examiners often commend our students on the high standard of their theses. This year, for instance, it has been remarked that two of the theses for our M.Phil. in Science may be submitted as Ph.D. theses with only slight revisions. Academic journals of international renown have also accepted for publication articles of our Science students based on their master's theses. It should also be mentioned that the Harvard-Yenching Institute has donated a Prize for Publication, to provide for the publication of the best master's thesis of the year on Chinese studies. So far we have published four theses, with two more in the press.

As for faculty research, I do not propose to single out the research efforts of Graduate School faculty because in fact there is virtually no separate faculty, but I can say that our colleagues are on the whole very active in research.

Q. One of the aims of university education is to train students to think independently, to

analyse and solve problems. How is this aim achieved in graduate teaching?

- A. All programmes of the Graduate School are planned with the ultimate aim of training students to think independently, to analyse and solve problems, but there is a difference in emphasis in the one-year and the two-year programmes. The two-year programme requires students to do thesis research while the one-year programme consists mainly of coursework and requires students to write dissertations only, as in the case of the M.A.(Ed.) course, or none at all, as in the case of the M.A. course in History. Thesis research involves data collection and data analysis, the organization of material and the tackling of numerous problems, and is unquestionably the best way to develop the faculty of critical thinking and problem-solving.

Q. Why does the Graduate School still have one-year programmes then?

- A. At present we have one-year programmes in three divisions: Education, History and Electronics. The M.A. (Ed.) course and M.Sc. course in Electronics are more profession-oriented and may be regarded as transitional courses. This kind of transitional course is very common in England, such as courses in Polymer, Electrical Engineering and Environmental Sciences, which cater for general science graduates who wish to acquaint themselves with an applied subject.

The two-year programme in History provides for further studies in the field of Chinese History whereas the one-year programme is in World History because we do not have the teaching strength at present to offer a two-year programme in this field.

Q. As far as course-work is concerned, what is the difference between teaching at the graduate level and the undergraduate level?

- A. Undergraduate courses on the whole are more general and the scope is broader, whereas postgraduate courses are more specialized and offer more in-depth studies. With this fundamental difference, there is naturally a difference in approach. At the undergraduate level there is more of the passing on of knowledge to students through lectures while the emphasis of postgraduate teaching is on research methods and in-depth analysis. With the relatively small number of students at the postgraduate level, frequent teacher-student discussions are possible, with a two-way exchange of ideas.

Q. Does the establishment of the Graduate School help to raise the standard of the undergraduate programme?

- A. Yes, undoubtedly. Strictly speaking, the Graduate School has no teacher of its own: most of the teachers are undergraduate teachers teaching concurrently at the Graduate School. It is a great challenge to undertake postgraduate teaching, and to meet this challenge, they must devote more time and effort to research, without which they cannot keep abreast of the latest developments in their field. Their research activities naturally enrich their undergraduate teaching as well. Besides, as I said earlier on, there are certain postgraduate courses that undergraduates may take as electives or audit courses.

Q. What is the direction of the School's development?

- A. At present there is no predetermined direction of development. Development of the Graduate School depends on the availability of teaching staff and adequate library and other facilities, but unfortunately at this University the recruitment of teachers is determined in the main by the needs of the undergraduate programme. As a result, postgraduate development plans of various disciplines have had to be

Gifts to the University

shelved owing to the lack of required personnel, books and facilities. The situation will change only if the Graduate School becomes more independent and may recruit staff of its own. Only then can we have any long-term planning and talk of the direction of development. But I am afraid this will not happen in the foreseeable future. For the present, we can only expand within the limited resources available, adding divisions and introducing Ph.D. programmes in existing divisions as circumstances permit.

Q. The completion of the Postgraduate Hall Complex marks a new phase of development of the Graduate School. What is the main difference between this Complex and other student hostels?

A. The completion of the Postgraduate Hall Complex is really a milestone in the history of the Graduate School. Graduate students of different divisions hardly had a chance of coming together before, but now, living in the same hostel enables them to know one another well and facilitates discussions and the exchange of ideas. Indeed the layout of the Complex was designed with this end in view. In addition to the seminar rooms and conference rooms, there is a common room on each floor so that each floor is a self-contained unit with 20–22 students, who are thus encouraged to gather together and hold discussions or other social activities. The Hostels have more than ten guest rooms for the use of visiting overseas scholars and teachers of the University. Graduate students naturally welcome such opportunities of personal contact with scholars. All these help to foster an academic atmosphere and we are considering the setting up of academic prizes to encourage active participation in academic activities such as lectures, seminars and debates, etc. I am sure with the establishment of a Hostel Student Association next year, student activities will become more diversified and the facilities will be put to better use.

The University has received the following gifts:

1. From The Asia Foundation and the Rockefeller Brothers Fund a donation of US\$12,000 to provide assistance to the Centre for Translation Projects for its translation and publication programme in the fields of social sciences and humanities.
2. From The Asia Foundation a grant of HK\$4,000 to cover the cost to be incurred by Dr. S.T. Chang of the Department of Biology in editing a collection of some 29 papers on "The Biology and Cultivation of Edible Mushrooms" written by specialists from 12 countries; and an additional grant of US\$6,000 to support the Machine Translation Project.
3. From the Lee Foundation of Singapore HK\$40,000 for biochemical research on drug addicts treated by electro-acupuncture.
4. From the President of the Phi Lamda Fraternity a donation of HK\$10,000 to the Department of Extramural Studies for the establishment of a fund for scholarships and prizes in memory of the late Mr. Winston Wu.
5. From the D.H. Chen Foundation a donation of HK\$10,000 for the publication of the late Professor Kuo Ting-i's book entitled "A Short History of Modern China".
6. From Mr. Henry H. Hsu a donation of HK\$10,000 for research purposes.
7. From Mr. B.R. Finny, Commissioner for New Zealand, fifty books by New Zealand authors.

The School of Education

—Recent Developments—

Introduction

The School of Education was established in 1965 to provide professional education for teachers of local secondary schools. In the last ten years, the School has trained 513 graduate teachers:

Year	Full-time	Part-time	Total
1966	19	—	19
1967	21	—	21
1968	17	—	17
1969	15	10	25
1970	8	16	24
1971	15	28	43
1972	17	51	68
1973	38	35	73
1974	54	50	104
1975	42	77	119
Total	246	267	513

In March 1975, the number of graduate teachers in local secondary schools was 6,230. Of these only 1,706 (or 27.4%) had received professional training. It will be seen that there is a great need for professional training to be provided for in-service graduate teachers if secondary education in Hong Kong is to be improved.

Diploma-in-Education Course

The School of Education offers a one-year full-time and a two-year part-time evening post-graduate programme leading to a Diploma in Education.

The curriculum of the Diploma-in-Education course covers educational theory, teaching methodology, and teaching practice. The programme for 1975–76 includes the following courses:

- (1) Developments in Modern Education
- (2) Current Issues in Education with Special Reference to Hong Kong
- (3) School Administration
- (4) Counselling and Guidance in School
- (5) Psychology of Learning and Teaching
- (6) Psycho-social Development of the Adolescent
- (7) Evaluation and Test Construction
- (8) Educational Communications and Technology
- (9) Subject Curriculum and Teaching
- (10) Micro-teaching (full-time students only)
- (11) Educational Research and Statistics (part-time students only)
- (12) Oral Communication in English (elective course for full-time students)

It will be seen that the Diploma-in-Education course aims to offer a balanced programme with equal emphasis on academic and professional training.

Two-year Part-time Day Diploma-in-Education Course

It has been noted that many in-service graduate teachers wish to enrol for the part-time Diploma-in-Education course but cannot spare three evenings a week. To cater for their needs, a two-year part-time day Diploma-in-Education course will be started in July 1976, with classes held on weekdays during July and August and on Saturday mornings during the academic year.

M.A. (Ed.) Programme

The one-year postgraduate programme of studies leading to the degree of M.A. (Education) was introduced with the purpose of promoting:

- (a) academic pursuits in the educational realm in general, and

- (b) meaningful studies of educational issues in the local community in particular.

For this M.A. (Ed.) programme, courses in six areas are offered: Curriculum Development, Educational Technology, Educational Measurement, Educational Psychology, Educational Administration, and Guidance and Counselling. Candidates are required to submit a thesis in addition to doing course work.

Elective Undergraduate Courses

In view of the high percentage of graduates joining the teaching profession, the School of Education started in 1973-74 courses in Education as electives open to undergraduates, to provide them with an introduction to professional training. The courses offered are Introduction to Education and General Teaching Methods.

Research

Faculty members of the School, individually and jointly, devote much effort to research. Among the research projects recently completed are: "A Study on the Predictive Power of Admission Procedures" and "An Analysis of the Hong Kong Certificate of Education Examination Papers". Other research projects which are in progress or being planned are given below.

(1) A project on the development of a battery of aptitude tests is in progress. These tests are designed to provide an integrated and standardized assessment of differential abilities among secondary school students.

(2) A recent trend in the education and training of educational workers has been a recurrent emphasis on the use of case materials. Bearing in mind the need to cite concrete examples in class instruction and to engage teachers in dialogue over issues such as student discipline and student counselling, case studies are being prepared which relate to adolescent development and adjustment. These materials will eventually be edited and made available to the public in the form of monographs.

(3) One staff member is conducting a short-term research project on "The Trends and Problems of Education in Taiwan", and a long-term project on "Chinese Family, Education, and Personality".

He is also writing and revising several books, including "American Education: Thoughts and Systems", "Adolescent Development", and "Educational Psychology".

(4) A joint research project is being undertaken to study the relative effectiveness of Chinese and English as media of instruction in secondary school learning. Results of the Certificate of Education Examination will be used as the criterion to measure school achievements.

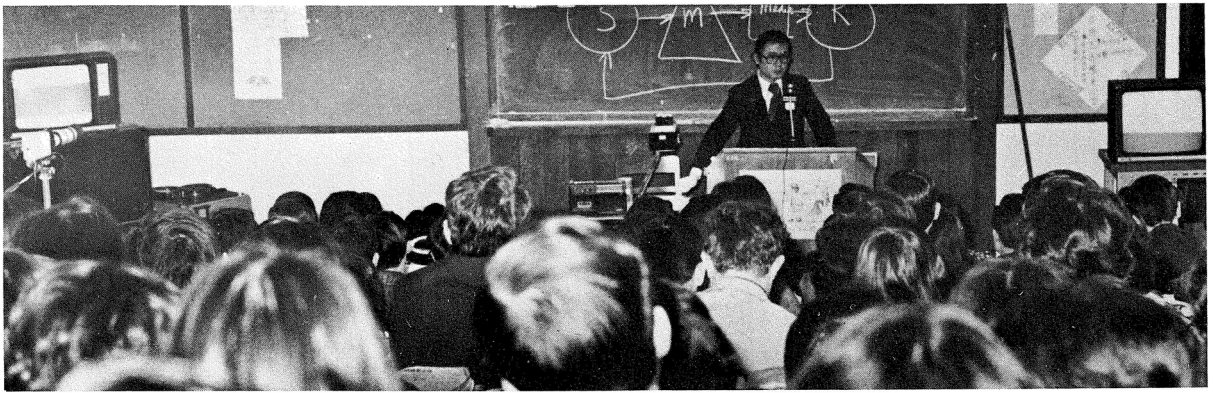
(5) A longitudinal study is being planned with the cooperation of heads of two subsidized primary schools to make an objective assessment of the activity approach in Primary School teaching. The research activities will focus on the comparison of overall achievements, in both cognitive and affective terms, of pupils entering Primary 1 and Primary 4 in September 1976 in two schools that have adopted different approaches to classroom teaching.

(6) With the recent emphasis on curriculum development, it has become essential to produce better instructional materials. A start has been made towards compiling a new series of Chinese textbooks for Forms I to V, in which unit teaching will be introduced, integrating language with literature, and providing for the study of language through the study of literature.

(7) Research papers on "Effective Communication in Teaching and Learning", and "Non-verbal Communication in Education" are being prepared. These will discuss the communication process between the teacher and his students, and the non-verbal communication aspects such as facial expression, body language and spatial arrangements in the classroom.

(8) The School of Education, in collaboration with the Social Research Centre and with financial support from the University, is conducting two studies. The first is entitled "A Retrospective Study of the Impact of a Foreign Sojourn". The purpose of the study is to investigate the long-term effects of living and studying abroad as seen by the individual looking back.

The purpose of the second study, entitled "Coping and the Successful Sojourn", is to examine the aspects of personal experience which enable the individual to gain the maximum benefit from living and studying abroad.



Conference on "Innovations in Educational Communications" in session

Research teams from ten countries in Asia, Europe and the Americas will be cooperating and the data collected will be compared under the coordination of the International Committee for the Study of Educational Exchange.

Educational Communications and Technology Centre

In August 1973, an Educational Communications and Technology Centre was set up, consisting mainly of a Television Studio and an Educational Technology Laboratory. This Centre has been put to good use in promoting the effective employment of educational media techniques for Teaching, Course Work, Micro-teaching, Oral Communication and Drama Workshop, Research and Educational Television productions. It also serves to provide facilities and consultation services for other units in the University.

The following activities of the Centre have stimulated great interest among the Hong Kong public and attracted many visitors:

- (a) In February 1974, an Audio-visual Materials Exhibition was organized;
- (b) In April 1975, with the assistance of the Audio-visual Education Committee of the Education Department of Hong Kong, an Educational Communications and Technology Conference, entitled "Innovations in Educational Communications", was held;
- (c) Towards the end of July 1975, a three-day "Television Production and Programming Conference", jointly sponsored by the Centre and the *Wah Kiu Yat Po*, was held.

It is hoped that this Centre will continue to contribute to the improvement of teaching methods in Hong Kong schools.

Service to the Community

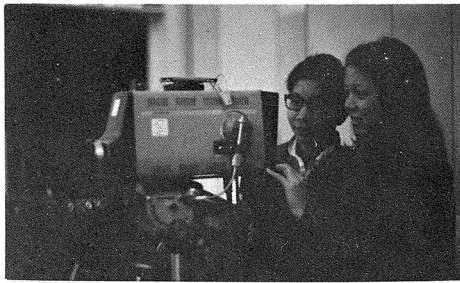
The School publishes the journal, *Studium*, as a means of promoting wider interest in education and educational problems in Hong Kong. It also sponsors occasional workshops, seminars and conferences, both for its own students and for other interested parties. Thus, a symposium on the Teaching of Chinese Language was held in 1970 and a seminar on the White Paper on Secondary Education in Hong Kong over the Next Decade in 1974.

In March 1976, at the request of the Hong Kong Private Anglo-Chinese Schools Association and in conjunction with the Department of Extramural Studies of The Chinese University, the School of Education is offering two courses, "Management of Classroom Discipline" and "Preparing Classroom Tests", for members of the Association.

The staff of the School also conducts courses and workshops for various local organizations, such as a two-day workshop on the "Preparation of Modern Types of Examination Questions" and a three-day workshop on "Teaching Methodology", sponsored by the Hong Kong Nurses' Association.

Revision of the secondary school curriculum is an urgent task, and individual lecturers of the School serve on various committees on curriculum development of the Education Department. In order to provide a forum for discussion, the School is planning to organize a conference on "Curriculum and Teaching" in 1977.

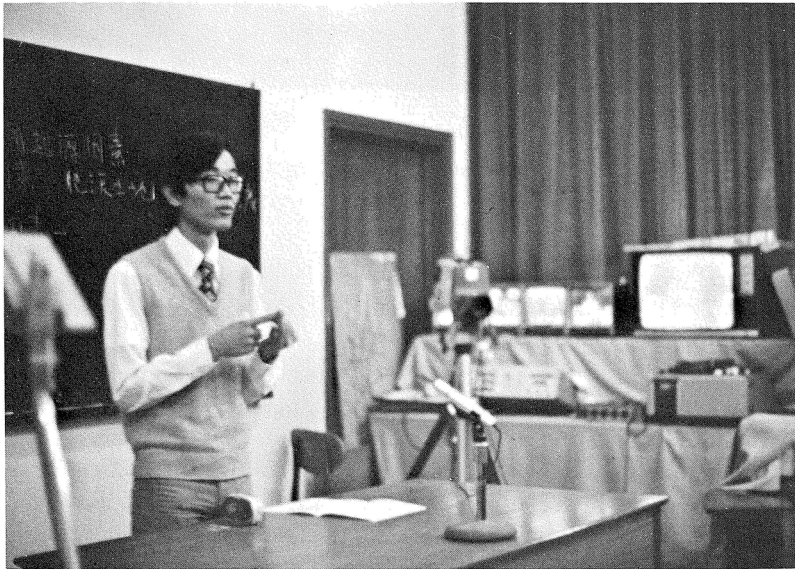
The School is fully aware of its responsibility to the Hong Kong community and endeavours to provide whatever service it can to meet its needs.



Micro-

Micro-teaching is a form of training through which a student-teacher is assisted to master various teaching skills in turn by video-taping techniques.

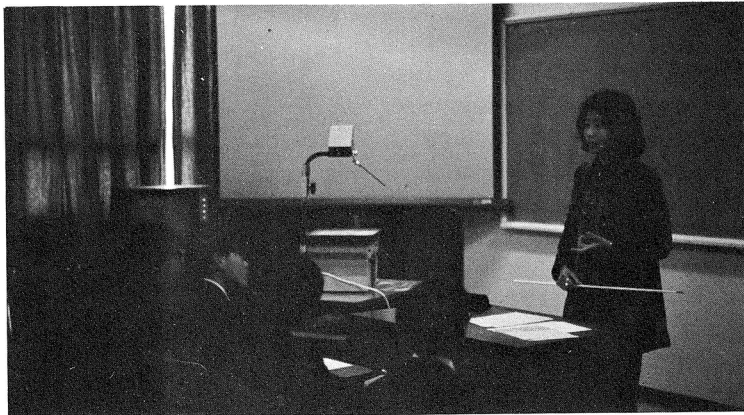
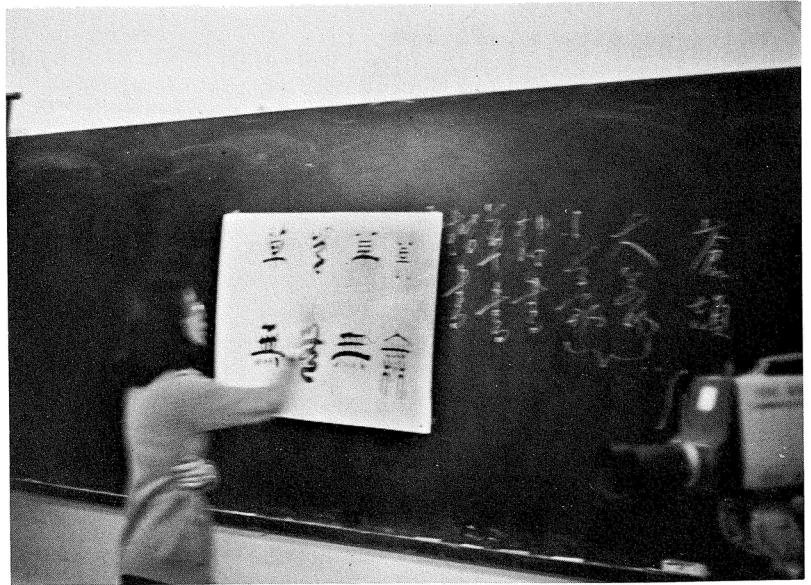
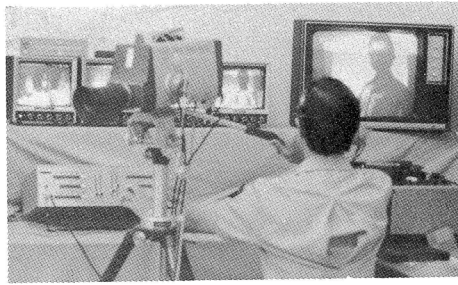
Each teaching skill is practised by a student-teacher with 3 to 5 of his peers acting as pupils, video-taped, replayed and then analysed critically by the student-teacher himself, his peers and the supervisor. In the light of this critique, the parti-



Teaching

cular skill may then be practised repeatedly until it is mastered.

Students and lecturers have actively participated in Micro-teaching sessions. The closed-circuit television equipment is operated by both the students and the lecturers. Actual lessons or mini lessons with school pupils have been video-taped both in their school classrooms and in the School of Education. These materials have been used for both instructional and research purposes.



The Lingnan Institute of Business Administration

In the academic year 1975/76, LIBA made considerable progress in admitting students with higher qualifications, in strengthening second-year students' thesis research, and in developing closer working relationship with, and rendering greater service to, the local community.

There is an urgent need for additional teachers in order to provide a balanced curriculum and to increase the annual student intake to meet the growing demand for LIBA's graduates, and to initiate the part-time M.B.A. programme.

Curriculum

LIBA's faculty has designed a curriculum that truly reflects the needs of Hong Kong and constantly refined its content. The teaching methods commonly used include lectures, discussions, case analyses, seminars, gaming models, and directed research. There are frequent coordination sessions among the faculty members and constant questioning interactions with local businessmen in order to avoid irrelevance and unnecessary duplication of topics. By these means the courses taken by students at the Institute are well integrated, providing a good foundation in the early stages and specialization through electives in the final semesters.

The curriculum is divided into five major areas:

- Management Principles and Practices
- Accounting and Finance
- Marketing and International Business
- Information Systems and Analysis
- Master's Thesis

With the addition of required core courses (e.g. computer applications in business, management information systems, and administrative theory) and a greater variety of elective courses, the curriculum has been strengthened during the years.

Students' Thesis Research

Each second-year student at LIBA is required to plan and carry out a research project and to write

an M.B.A. thesis based on this research. The research is related to practical aspects of business in Hong Kong, and is applied rather than academic. The purpose of this emphasis is to foster a high degree of professionalism and a closer working relationship with business firms on actual current problems. To let the Hong Kong community know more about LIBA and its work, the Institute has published extracts of some of the M.B.A. theses in local journals and periodicals, such as "Export Marketing Strategies of Hong Kong's Industrial Gloves Industry" in *The Hong Kong Manager*. The findings of thesis research by students may be useful in solving some of Hong Kong's problems.

In order to have an idea of the wide range of research topics of LIBA's students, we may take a look at the 24 M.B.A. theses of this year's candidates. In the area of marketing, their research ranges from such sophisticated commodities as computer hard ware, electronic calculators, radios, electronic digital watches, watch/clock assembly, to frozen chicken, cigarettes, beer and cosmetics. Other areas of research include management and information systems: the automation of the Hong Kong Government water billing system, and the design, evaluation and implementation of digital model for computer-based information system project management, etc.

"LIBA Collection" of Books and Teaching Equipment

In June 1974, LIBA received a grant of US\$30,000 from the Trustees of Lingnan University (New York) for the purchase of books on all aspects of economics and business administration for the University Library. These funds were expended over a period of eighteen months, during which time over 3,000 books were purchased. These books, known as the "LIBA Collection", are by far the best collection of books on management sciences in Hong Kong. In June 1975, the Institute received another grant of US\$10,000 for the purchase of additional books and for subscriptions to business periodicals over a two-year period.

In 1975, the Trustees of Lingnan University also made a grant of US\$15,000 to LIBA for the purchase of video recording and playback equipment and other visual aids, which will enable LIBA to develop student skills in conducting interviews, participating in conferences, and making oral presentations—communication skills essential for good managers.

LIBA Faculty and Students

There were 156 applicants for admission to LIBA for the academic year 1975/76, of which 29 were selected. When the Institute was started in 1966, there were five students only.

LIBA has six full-time faculty members. Two undergraduate Business Administration faculty members and two guest teachers from the local business community have been invited to conduct courses at the Institute. In order to provide for the sustained growth of LIBA, it will be necessary to recruit more regular teaching staff.

Faculty Research

Besides teaching, administrative work, thesis supervision, and business community contacts, LIBA's faculty members have been active in applied research and case development. Among the major research projects undertaken in 1975/76 are:

“A Study of the Industrial Structure in Hong Kong” (By Professor H. Sutu.)

“Essential Qualities of An Effective Manager” (By Dr. John L. Espy.)

“Food Retailing—Hong Kong Style” (By Dr. Charles F. Steilen.)

“A Perspective of the Hong Kong Market Environment” (By Dr. Charles F. Steilen.)

“A Survey of the Growth and Forecast of the Future Computer Hardware Market in Hong Kong” (By Dr. Bernard Bennington.)

“A Digital Gaming Model for Teaching Project Management” (By Dr. Bernard Bennington.)

“Managerial Economics” (An intermediate-level textbook with problems and cases. By Mr. Lamp Li.)

Several faculty members have written a number of cases in the areas of marketing, finance, planning and control, and business policy. These cases are used for teaching purposes at LIBA and in other graduate schools of business. Articles of the faculty members are published in local and overseas journals.

Service to Community

In the year 1975/76, LIBA's faculty members have continued to offer their services to the Hong Kong community. These include:

- Consultancy service for the Hong Kong Government and big commercial firms.
- Seminars on management information systems, system translocation, project management, marketing research and industrial marketing techniques for senior government officials and members of professional societies.
- Six two-day administrative development seminars for senior officials from various government departments conducted at the invitation of the Government Training Division of the Colonial Secretariat.
- Advisory service to the Hong Kong Polytechnic on matters of business studies.
- Help to improve the services of the Chinese University Computer Services Terminal (CUCST) to meet the requirements of the University community

Strengthening Working Relationships with Business Community

LIBA gave high priority to the cultivation of close relations with a wide spectrum of reputable business organizations in Hong Kong in order to keep abreast of their needs and problems, to improve LIBA's programme of studies, and to help place LIBA's graduates. Much of the faculty's time and effort have been spent in calling on local businessmen and in participating in the activities of professional and business organizations. LIBA also invites reputable business executives to the campus to discuss matters of common interest or to give public lectures (an average of 15 each year). LIBA has working relationships with about 40 of Hong Kong's most prominent companies and definite contacts with 50 or so others.

A Three-year Part-time M.B.A. Programme

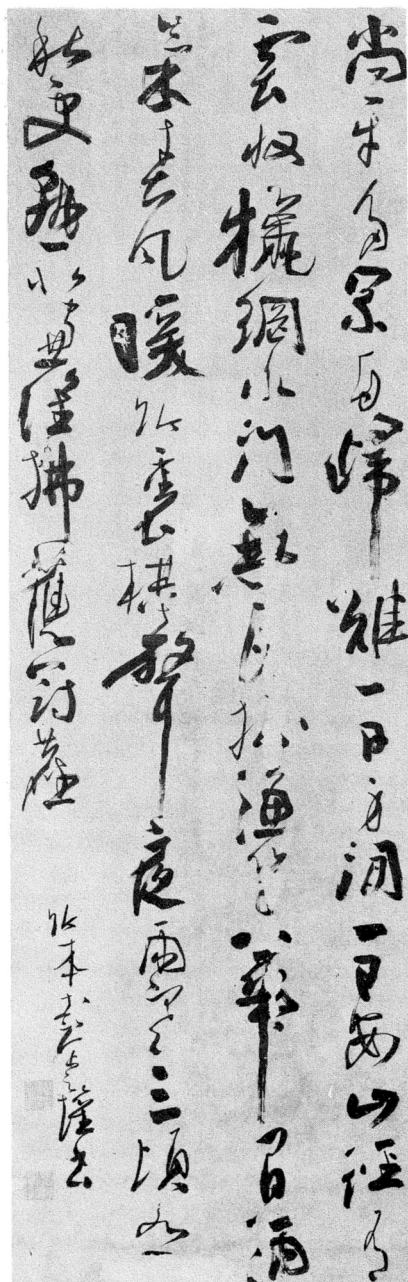
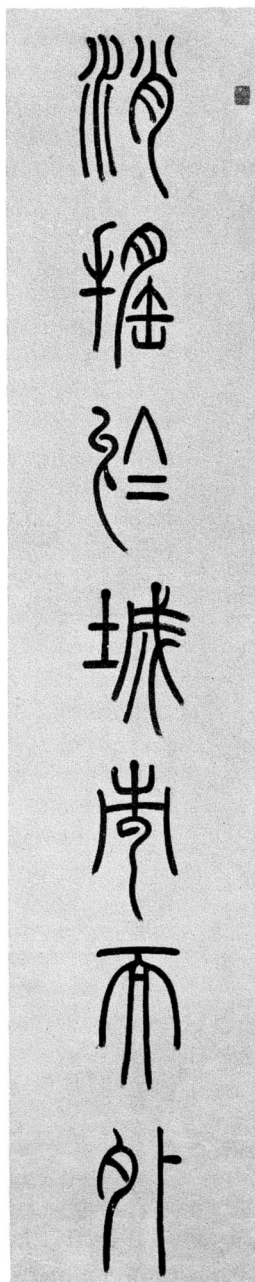
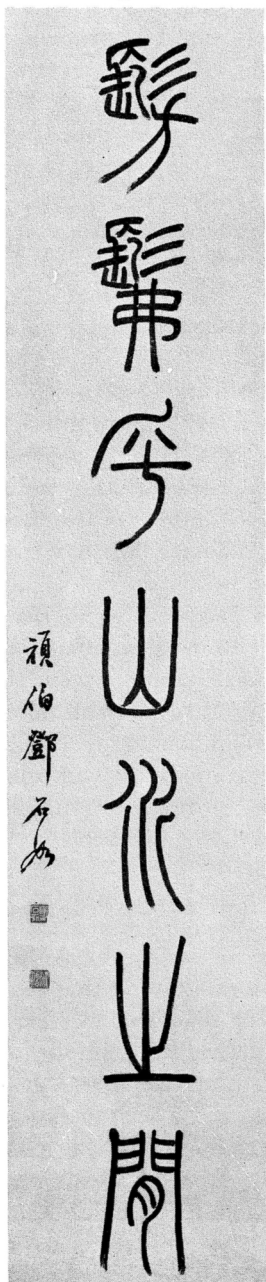
Representatives of many local firms have expressed a need for a programme that enables their most promising young managers to receive formal training in management at the graduate level. Part-time M.B.A. programmes fill a real need in the U.S.A. and Canada, and a well-designed M.B.A. programme would undoubtedly be a significant contribution to Hong Kong. LIBA is planning to introduce such a programme, consistent with the Institute's policy of striving to meet the needs of the community.

Exhibition of Ming & Ch'ing Calligraphy

The Art Gallery of the Institute of Chinese Studies mounted an Exhibition of Ming & Ch'ing Calligraphy from 5th to 29th February, 1976.

The exhibits, about a hundred pieces of calligraphy in various script forms, were drawn entirely from the Li-shih, Chün-jü Chai Collection in Hong Kong to illustrate the main trend of development of Chinese calligraphy during the Ming and Ch'ing periods.

Among the 74 calligraphists represented were Ch'ên Hsien-chang, Wu K'uan, Chu Yun-ming, Wên Chêng-ming, T'ang Yin, Wang Ch'ung, Mi Wan-chung, Tung Ch'i-chang, Ch'ên Chi-ju, Chang Jui-t'u, Wang To, Huang Tao-chou, Ni Yuan-lu, Chin Nung, Yao Nai, Liu Yung, Têng Shih-ju, Li Chien, I Ping-shou, Pao Shih-ch'ên and Ho Shao-chi.

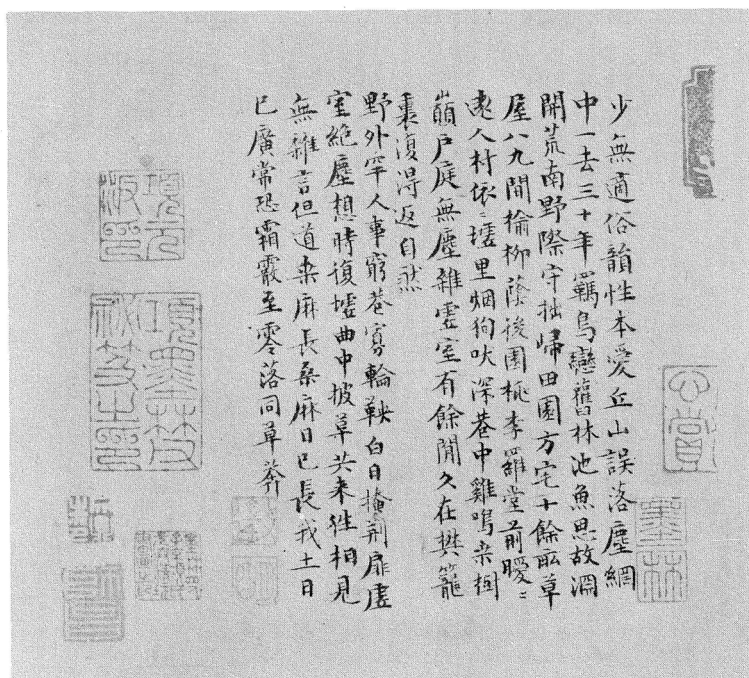




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- 1 *Têng Shih-ju (1743–1805) Seal script. Couplets*
- 2 *Pang Jui-hsun (act. c. 1636) Poem in cursive script. Hanging scroll*
- 3 *Wên Po-jên (1502–1575) Poem in semi-cursive script. Fan*
- 4 *Wên Chêng-ming (1470–1559) Standard script. Album Leaf*



The University Bulletin

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