

中文大學校刊  
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Spring • Summer 1981



# Chinese University Bulletin

Spring • Summer 1981

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*Cover: Sir Run Run Shaw Hall—the Auditorium (Photo by Mr. Michael Leung)*

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### Advisory Committee on *Chinese University Bulletin*

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## Council Appointments

\* The University Council at its 5th (1980) meeting on 16th December, 1980 approved, in accordance with Section 5 (6) and Statute 7 of The Chinese University of Hong Kong Ordinance 1976, the re-appointment of Professor Bay-sung Hsu and Professor G.H. Choa as Pro-Vice-Chancellors, each for a term of two years, upon the expiry of their present terms of office on 28th February, 1981.

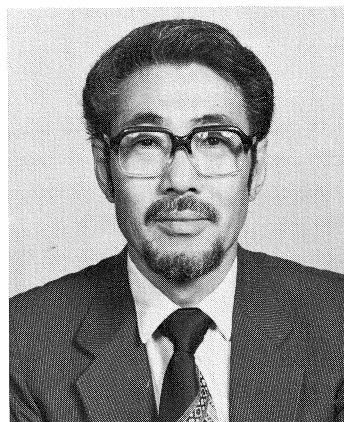
\* The University Council approved, at the same meeting mentioned above, in accordance with paragraphs 1 and 3 of Statute 9 of The Chinese University of Hong Kong Ordinance 1976, the appointment/re-appointment of the following Heads of Colleges, each for a term of four years, with effect from 1st August, 1981:-

- (a) Dr. Philip Fu, Reader in Accounting, as Head of Chung Chi College;
- (b) Dr. Ambrose Y.C. King, Reader in Sociology, to continue his Headship of New Asia College; and
- (c) Professor T.C. Chen, Professor of Computer Science and Electronics, as Head of United College.

\* The University Council has re-appointed Professor T.C. Chen, Acting Head of United College, and Dr. S.W. Tam, Head of Chung Chi College, as representatives of the University on the Board of Management of the Universities and Polytechnic Computer Centre, for a further term of two years with effect from 23rd January, 1981 and 15th February, 1981, respectively.

\* The University Council has appointed Dr. K.W. Chiu, Senior Lecturer in Biology, to serve on the Users' Committee of the Universities and Polytechnic Joint Working Party on Animal Breeding with effect from 17th December, 1980 until 29th January, 1983, replacing Dr. Y.C. Kong, who is on leave.

## Profiles of College Heads



**Dr. Philip Y.K. Fu, Head, Chung Chi College**

Dr. Philip Y.K. Fu, a graduate (1957) of Chung Chi College, obtained his M.S. and Ph.D. in Accounting from Brigham Young University, U.S.A. (1962) and the University of Illinois (1968), respectively.

Dr. Fu joined this University in 1968 as a Lecturer in Business Administration after teaching a year at Illinois State University as Assistant Professor in Accounting. He was promoted Senior Lecturer in Accounting and Finance in 1975 and Reader in 1980. He was appointed as the Head of the College in 1981, and is also Chairman of the Department of Accounting and Finance. His major research interest is the history of accounting in China.

Apart from teaching, Dr. Fu is also rich in administrative experience. Before he joined the faculty of the University, he had been Assistant Bursar of Chung Chi College (1965-66); and in 1969-70, he was Acting Registrar of the College. He has played an active role in the University and has shown a special concern for student welfare.



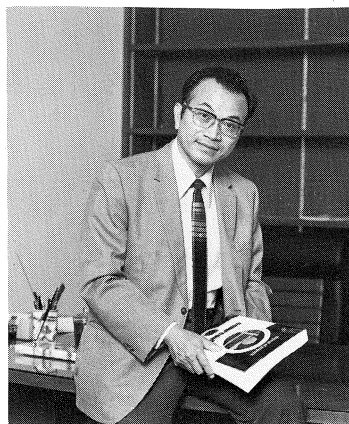
**Dr. Ambrose Y.C. King, Head, New Asia College**

Dr. Ambrose Yeo-chi King obtained his B.A. (Law) from the National Taiwan University in 1957, M.A. (Political Sciences) from the National Chengchi University, Taiwan in 1959, and Ph.D. (Public and International Affairs) from the University of Pittsburgh, U.S.A. in 1970.

Before coming to Hong Kong, Dr. King had worked as Associate Editor of the Taiwan Commercial Press, Ltd. and Editor-in-chief of *The Eastern Miscellany* (東方雜誌) and taught at the National Chengchi University in Taiwan; and undertaken post-doctoral research at the Centre for International Studies, University of Pittsburgh.

Dr. King joined The Chinese University in 1970 as Lecturer in Sociology at New Asia College. He was promoted Senior Lecturer in 1974 and Reader in 1979. Since 1977, he has been Chairman of the Department of Sociology. Besides teaching, he also served concurrently as Director of the Social Research Centre from 1972 to 73 and as Coordinator of the Kwun Tong Industrial Community Research Project from 1972 to 74. During his sabbatical leave in 1975-76, he was an Associate of Clare Hall, University of Cambridge and Visiting Fellow of the Centre for International Studies, Massachusetts Institute of Technology.

Dr. King's Chinese publications include *The Historical Development of Chinese Democratic Thought, From Tradition to Modernity: An Analysis of Chinese Society and Its Change, The Ecology of Public Administration, The Modernization of China and Intellectuals, The Dynamics of Chinese Modernization and Some Reflections on Cambridge*. His English publications include numerous articles in such international academic journals as *The British Journal of Sociology, The Journal of Social and Political Affairs, Asian Survey, Modern Asian Studies* and *Southeast Asian Journal of Social Sciences*.



**Professor Chen Tien-chi, Head, United College**

Professor Chen Tien-chi was born in Hong Kong and studied Chemical Engineering at the National Sun Yat-sen University in Canton from 1945 to 1947. He then went to the United States where he obtained the degrees of Sc.B. in Chemistry from Brown University, and M.A. (Chemistry) and Ph.D. (Physics) from Duke University.

In 1956, Professor Chen joined the IBM Corporation in the United States and served as Manager and Research Scientist, specializing in computer research, development and application. He also engaged in part-time teaching in Applied Mathematics, Electrical Engineering and Computer Science at various American universities, including Stanford University and the University of California, Berkeley. Professor Chen joined The Chinese University as Visiting Professor in 1979, and was appointed Professor of Computer Science and Electronics and Acting Head of United College in 1980. He was elected Head of United College in 1981.

Professor Chen has published over thirty articles, which cover his research interests in computer architecture, hardware-firmware algorithms, optimal programming, magnetic bubble logic, numerical analysis, Chinese Language Processing and computational quantum chemistry. He is also the owner of thirteen patents.

In academic circles, Professor Chen plays an active part. He is Fellow of the Institute of Electrical and Electronics Engineers (IEEE) of America, and has served as IEEE Computer Society Distinguished Lecturer (National Lecturer) and Associate Editor of the IEEE Transactions on Computers. At present, he is Honorary Advisor, IEEE, Hong Kong and Chairman of its Computer Chapter. He is also President of the Chinese Language Computer Society.

## 1981 ACU Conference of Executive Heads

The 1981 Association of Commonwealth Universities Conference of Executive Heads, organized by the University of Hong Kong and this University was held from 23rd to 28th March, 1981. Over 180 Vice-Chancellors and executive heads of universities and institutions in the United Kingdom, Canada, Australia, New Zealand, Africa, and Southeast Asia attended the Conference.

The Association of Commonwealth Universities (ACU) is the oldest international inter-university association in the world. It has 227 member universities in 27 Commonwealth countries. Its aim is to promote contact and co-operation between its member institutions. Topics discussed at this Conference included: (a) Universities as international

institutions; (b) Continuing education: should this be an essential and major activity of universities? (c) Cutbacks in university funding: development or stagnation? and (d) Universities and technological change.

The delegates visited this University on 26th March. A special programme was arranged for them: a slide-show on the development of the University, a lecture on 'The Chinese Road to Development' by Dr. Ambrose King, Head of New Asia College, and an 'Exhibition of a Decade of Acquisitions' mounted by the Art Gallery. An album entitled *Portrait of a Young University* was published and presented to them as a souvenir.

*Dr. and Mrs. Ma Lin welcoming the heads of Commonwealth universities during their visit to the University.*



# The Failure of Academic Reform in the United States and Western Europe

## — Confessions of an Academic Reformer

by Dr. Clark Kerr

*(This lecture was delivered by Dr. Clark Kerr, an overseas Council member of this University and Chairman of the Carnegie Council on Policy Studies in Higher Education, at the University on 15th December, 1980.)*

The period since 1960, particularly the 1960s, but to some extent the 1970s, has probably been the greatest period of attempted academic reform in the history of higher education in Western Europe and the United States since the founding of the University of Bologna in the 12th century. There was a fair amount of reform with efforts to modernize university systems in the 19th century, beginning with Napoleon's destruction of the existing university system in France, and establishing what was then a more modern system. There was the development of the Humboldt-type university—the modern research university—in Berlin in the early 1800s; then the founding of the University of London and the other civic universities in Britain and the land-grant university idea in the United States. But at no point in history were there so many reforms attempted in so many countries as in the 1960s and 1970s in Western Europe and the United States, and to some extent elsewhere.

I think the main reason for this great effort at reform was because it was a period of a great deal of growth. There were many, many new endeavours and it was possible then to do some things in a rather different way. In the U.K., for example, nine totally new universities were begun, giving a chance to try nine different new ways of organizing universities. In the United States there were hundreds and hundreds of new universities and new colleges started, and the same thing happened in Germany and many other places. Also, it was a period when there was in the United States what we call a "counter-cultural revolution" or a "cultural revolution". Around the world there was a spirit of trying things in a new way, rejecting the old on the part of youth. It really was quite a world-wide phenomenon.

In addition, during that period of time in a number of countries there were comparatively liberal governments, whether the Labour Government in Great Britain, or Social Democratic Governments on the Continent and Scandinavian countries, or the Democratic administrations of President Kennedy and President Johnson in the United States. So with growth, with changing attitudes among young people and liberal governments, and a spirit of "let's do things in a different way", there was a tremendous upsurge of academic reform.

And it was not just in Western Europe and the United States. The period from 1966 to 1976 was a

period when there were many reform attempts in Mainland China. There were new experiments on access to institutions of higher education in China; experiments with shortening the length of time for a high school diploma; shortening the length of time for a university degree; and many efforts to try to associate formal education with actual working experience. In India too, the universities, which went back to the 1850s, modelled upon the University of London, had been largely unchanged. A major reform effort came in the great national report of the 1960s. In the national study of 1964 to 1966, they tried to introduce into India graduate work at a higher level of competence than had been traditional there and also set up different specialized institutes, particularly in technological fields. Reforms took place in other countries as well.

I would like to talk about what was attempted during this period of reform. I would like to refer first of all to the efforts we made at the University of California, then to some of the recommendations made by the Carnegie Commission on Higher Education, which I chaired over a twelve-year period from 1968 to 1980, and finally, to other types of reforms tried in the United States and to the European efforts. I will ask the questions—What failed and why? What succeeded and why? And, what may the future hold? Are there any reforms that might be undertaken successfully in the period ahead?

### Purposeful Academic Reform

I would like first of all to define my terms. I am going to be talking about "purposeful academic reform." By "purposeful" I mean that somebody tried to reform academic life for *academic* reasons, in contrast with what Professor Riesman of Harvard in a recent book calls "popular reforms," or what might be called "market reforms"—those that responded to what the students wanted, for whatever reason, but not growing out of an academic idea. For example, in the United States in recent times, there has been a great deal of change as a result of doing away with required courses and substituting electives. In a number of universities required courses (except in the major) were virtually abolished in the late sixties and early seventies, and electives were made almost universal. That was not what I would call a "purposeful academic reform," but a response to student demands of the time. Later the students wanted vocational courses so they could get jobs in a tighter labour market. I would also call that a "popular reform," responding to what the students wanted, not to some academic idea about how it might be done better.

In contrast to “purposeful academic reform,” there are also the changes which are undertaken because of some political concern or because of some pressure groups. For example, using the United States again as an illustration, there is the development of women’s studies under pressure from women students or black studies under pressure from black students. To contrast “purposeful academic reform” with other efforts at change which were not academic, there were many efforts to change the system of governance of higher education by bringing in outside boards of regents, as for example in Sweden, and in contrast also with academic reform, such as giving more power to the University Grants Committee in Great Britain.

Also in contrast are changes having to do with access, trying to make access more available to more people, particularly in what are called the “U-68 Reforms” in Sweden. Thus, I am talking about “purposeful academic reform”, not other kinds of reform or change, and not those things that affected the academic side of the effort which came out of market forces or political pressures.

Before going into what was attempted, let me say that during this period I was very sympathetic with the efforts at reform. I think most of the reforms—at least from the point of view of a reformer—failed, were unsuccessful, or did not meet expectations, if they survived at all. When I was Chancellor at Berkeley, I listened to many student complaints about the impersonality of a large university of that sort. I listened to complaints by the younger faculty members. I was generally sympathetic with them, not only in the field of higher education but beyond it, in my own field, for example, of industrial relations.

### Pluralistic Approach

I have always felt there must be better ways of doing things than tradition has given us. And, even if the reforms did not work, at least it was wise all the time to keep on testing the *status quo* to see whether it could meet the test of being the best way of doing things or whether it was just some kind of a gift from the past. I am a pluralist and I favour the idea of doing things in several different ways; not that one may be better intrinsically than another, but that different people operate in different ways and what may be Utopia for one person will be hell for another. So I have always been rather critical of the British idea that there is one gold standard in higher education, one best way of doing things, one best way of testing the quality of the degrees, and have thought that it was better to have several ways of

doing things. One might be better for one group, one for another.

Among other things, not all people think in the same way. By now there is a fair amount of literature on the different types of mentalities. As a pluralist I favour having several ways around, including new ways, to see if people would like them and take to them. I also generally feel that institutions are more dynamic if they have some experimental aspects to them; they tend to be more lively, they tend to draw forth more energy and enthusiasm from the people connected with them. I also rather think that if there is a chance to try things that are new, some of the people who are not entirely happy with the *status quo* will feel less of a sense of frustration and will feel that they have some potential control over their destinies. I also generally think that it is desirable for people belonging to any organization to feel it has a sense of identity, a sense of uniqueness. Then, they will feel more committed, and loyal to it. From that point of view, I favour doing things in different ways, too. For all these reasons I was very sympathetic with academic reforms.

Specifically, my concerns were the following: that undergraduates, particularly in the big universities, were being treated in a very impersonal way and that there must be ways in which they could be treated more as individuals. I also felt that in many of our academic endeavours there was very little sense of community; that the relationships were on a very routine basis and not as friends interested in each other. I made various attempts in the social sciences, before I became an academic administrator, to find ways to bridge the gaps among and between the disciplines. I felt we fragmented the intellectual world, that there were too many subdivisions, too many tiny bits and pieces which did not add up to very much, particularly in giving the students an outlook on life.

There were some attempted reforms which I at all times opposed, particularly if they looked as if they might lead to a loss of quality. In the United States, one such reform that continues and in fact may even be expanding is giving credit for life experience. There are actually more and more colleges now that say, “Well, you know you worked and that is a kind of education, so we will give you three units of credit for it.” Or, “You have been to Europe and that is an education, so we will give you six units of credit for that.” But I have been opposed to that type of thing which looked like it was going to reduce the academic content of higher education.

I also then generally opposed those reforms which tried to substitute “affective learning” for

“cognitive learning.” This again in some places is quite popular. The first time I heard about it was at a university convocation, at the University of California, Santa Barbara, the year when Aldous Huxley was giving a convocation address. He attacked the University of California for emphasizing the mind; it was not the mind which should be trained but the senses. At the time he gave the speech I thought it was absolutely crazy, but since then I have decided there is a little something to it. There are institutions which have gone very strongly on the affective side as compared with the cognitive side. I have not been sympathetic with that.

Let me now say as a generalization that most reforms failed, or disappointed their initiators. I base this, in part, on one study which has been made in one of the states in the United States which I think is indicative of the situation generally. It found that of the reforms which had been attempted (that this study had counted), only somewhere between 20 and 25 percent had lasted as long as 10 years. And from my experience, a great many of the 20 to 25 percent which survived for as much as 10 years have been so watered down that they were real disappointments to the people who introduced them.

#### **Experience of the University of California**

Let me turn to the University of California. I was President during a time when we started three new campuses. We wanted to make each one different from each existing campus and from each other. Each new campus was to have its own personality from the beginning. One of the new campuses was at Santa Cruz where we started with a series of small colleges designed to have 500 or 600 students each. Each college was to have somewhat different academic programmes and to have completely different architecture so they would look different from each other. My goal for the Santa Cruz campus was that the University of California ought to seem smaller to the individual student even as it became larger. We were then in the process of doubling the size of our student body in a single decade. It was anticipated that at least half of the courses would be given within the individual colleges. And since these colleges were small, they would be broad courses of an interdisciplinary nature. This is what we called the “cluster college concept”—the University of California, Santa Cruz, being the outstanding example of it within the United States. David Riesman once wrote that it was the most interesting, potentially fruitful of all the experiments undertaken in the United States.

What has happened from the point of view of

one of the founders of the campus? We thought that by having these small colleges with all faculty members attached to a college, there would be a much greater sense of community between the teachers and the students. The faculty members have, to a substantial extent, withdrawn from that contact. They claimed that they were overloaded, not only in terms of time, but they also commented that they were psychologically overloaded because, when they got to know the students, the students began to try to have them help them with their personal problems, and then the faculty began to withdraw. Recently that campus dedicated a building carrying my name, but a building that carries the opposite of what we intended. The social sciences building is now Clark Kerr Hall, into which the faculty have retreated from their offices in the colleges which we started. Now, instead of half the courses being given in the colleges of a broad nature, the departments have taken over and 85 percent of the courses are now given by the departments (or Boards of Studies, as they are called there), only 15 percent in the colleges. Santa Cruz is still a rather unique place. From the point of view of students that go there, it is better than the alternatives. There is some residue of what we attempted, but it falls far short of what the dreams had been.

At Irvine we tried some other things, and they worked somewhat better as reforms. Let me say very quickly that a campus can be successful as a campus even though the reforms fail. I do not mean that Santa Cruz failed, even though the reforms failed, to a large extent. At Irvine, we wanted to go in a quite different direction. We began by having every classroom equipped with the most modern electronic technology; we planned to have, in almost every class, computer-assisted instruction. There were some arguments that in a lot of fields and for some students this was a better way of doing things. The students could pace themselves; it might take one student longer than another to complete a course of study but in the end everyone came out at the same place. The computer is infinitely patient. What we quickly found, even as we were building the campus, was that the students did not love those computers in the way they should. They wanted contact with a human being. It became necessary to put seminar rooms next to the computer terminals and to put an assistant professor or teaching assistant there. This made education more expensive than expected. Irvine now has more computer-assisted instruction, more emphasis upon the new electronics in language instruction and elsewhere, than on almost any campus in the United States. But is it what we thought it would be? I would say it is a partial success.



Another thing we did at Irvine was successful. We started some new alignments of fields. For example, rather than having Business Administration, why not teach Administration? Why separate Government Administration or Hospital Administration, or Education Administration? The principles are much the same. Also, the people who go into government ought to know what the people in industry that they are regulating are thinking and how they are trained, and people in business ought to know something more about the government aspects of regulation and control. In another area, rather than having a department of English, a department of French and so forth, we set up a department of Comparative Literature, covering literature across the board, comparing modern Japanese literature with, say, 19th-century Russian literature—two societies undergoing great change. But the languages themselves were largely taught by electronic means rather than by faculty or teaching assistants in separate departments that combined language and literature. In biology, rather than organizing departments by traditional areas of entomology, zoology, botany and so forth, we organized instruction by level of organic complexity from the cellular level up to the environmental level. Let me say that really worked because it was moving in the direction in which the intellectual world was moving. It was somewhat ahead of its time, but that is the way the intellectual world was moving and the reform was accepted and successful.

At the University of California at San Diego, we set up colleges which were bigger. We also wanted to decentralize there, about 2,500 students to be in each college. The college was big enough to house a whole department, which was not the situation at Santa Cruz where we put economists in all the different colleges. We wanted, however, to have a mixture at each of these colleges—and this is where the thing did not succeed. The idea was that within each of the colleges there would be some full department representing each of the great streams of human thought—a department from the Physical Sciences, from the Biological Sciences, from the Social Sciences, and from the Humanities, so that in the little faculty club for that college you would have people talking across these great streams of thought. As we added professional schools, we wanted one professional school to be attached to each of the colleges so we would bring in the theme of the professions, too. The scheme did not work. One of the colleges ended up being essentially for the Sciences, one for the Social Sciences, and one for the Humanities. We still have the separate colleges—that is some decentralization that worked—but not the

mixing of people from the different streams of thought that we wanted.

Another thing we tried at San Diego was to organize the university from the top down. We began first at the Ph.D. level, which was a good idea because there do not have to be departments across the board to have a Ph.D. If there is a Physics Department, you can train physicists. When you bring people in at the undergraduate level, there have to be departments across the board. That is much more difficult to attain. So we started from the top down, giving the Ph.D. in as many departments as we could set up, then moved down to the Master's level, the upper division level, and the lower division level. I might say it was a little hard for the faculty to make that last transition, but generally it worked quite well. That was an experiment which really worked.

The reform in which we invested the most intellectual commitment was the mixtures by fields of learning. That did not work. San Diego is an enormous success as a campus, but it is in my mind, compared to what we had in mind when we started it, rather a failure from the point of view of academic reform. San Diego as a new campus is drawing, in competition with all the research universities in the nation, the fifth highest level of foundation and federal support. That is fantastic for a campus that got its first students in 1964. It started at the peak level. When I say that "reforms failed", I do not mean that "the campus failed".

Elsewhere, in the University of California at Berkeley, there were two colleges started, one in my time. I fought extremely hard against the Board of Regents (our board of trustees) to get the Tussman College established. Joe Tussman (in Philosophy) wanted to recreate the Wisconsin Experimental College, which had taken four great periods of history and looked at them in their totality. One was the period of Athens and Pericles and the Peloponnesian War; others were the periods of the French and American revolutions and the new ideas emerging at that time in the current United States. The Regents looked upon this as the "college on revolution" because the periods chosen were all periods of great change. We had very great difficulty getting approval for it. Now the Tussman College has disappeared. Later another experiment called Strawberry College also disappeared. It was based on a different idea. There, faculty members, instead of teaching their last book, taught their next book. For a variety of reasons that did not work either.

### 'Stopout'

The Carnegie Commission on Higher Education

recommended a great many things over twelve years in many reports. Only one thing we recommended do I now think was really successful. That was a very simple idea which we recommended on academic grounds and I personally coined the word. When anybody in the United States left a campus, they were called a “dropout” and that was “bad”. We developed the idea that for some students it was a good idea academically to “stop out”—not to drop out, but stop out—with the idea that the student would return to college. By doing some travelling or getting some work experience some people would come back as better students, which really they did. The best students we ever had in American higher education were the GI’s after World War II. The “stopout” idea went very well because the students loved it. It has spread to universities across the country and has been very successful. None of the other recommendations in the academic area (we also had many in other areas) do I consider as successful.

### **Reasons for Failure**

Why the failures and where did reforms succeed?

Why does a reform fail? I am going to set forth more reasons than necessary to explain it. First of all, there is the conservative nature of universities and colleges. A year or two ago I made a count of how many institutions were left in the world, in a recognizable form, which started when or before the Lutheran Church was started. I counted the Lutheran Church, the Catholic Church, the Parliament of Iceland, the Parliament of the Isle of Man, the City Council of Venice, and a few more, plus seventy universities still in a recognizable form. Some are still in the same buildings, teaching the same subjects, such as Salamanca University, and others. Universities are historically conservative institutions.

Another reason is the existence of so many veto groups. To make anything really work, there can be no veto. But in universities, the faculty can veto. The students can veto. Employers, who take students with their degrees afterwards, can say they will not take the students from a particular programme. Whoever provides the funds can veto. There are a great many veto groups.

Some of the experiments of the sixties and early seventies were working towards interdisciplinary studies, a more generalized view of the world, and yet the long-run tendency is specialization. Also, some of the reforms in the sixties and early seventies were looking in a more egalitarian direction, and the economic world was working more towards meritocracy everywhere—whether the country was

called “communist” or whether it was called “capitalist,” or something in between.

Many of the experiments were killed by the people attracted to them. Some of the experiments that I was involved intended to attract students and to some extent faculty members who would not allow anybody else’s experiment to work. In the case of Tussman College at Berkeley which I mentioned earlier, Joe Tussman began with the greatest interest in students. He very quickly got attacked as a dictator because some of the students attracted to the programme wanted four other historical periods; they wanted to do ten other things. The faculty members involved very quickly found they had to do a lot of reading and had to learn a lot of new things to teach their course. They began withdrawing, too. Students and faculty members attracted there said, “This was your idea but we don’t like it. We’re going to do something else”, and each one had a different idea. The very nature of the people attracted by the experiment made it impossible for a lot of experiments to work. The reformers were stung to death by the hornets drawn by the honey they put out there to attract them.

Another factor was the shift of the political and intellectual climate. The seventies became more conservative almost all over the world. People, including students, were not so much interested in change as in going back to the old ways of doing things. They were more conservative, less experimental, and more interested in labour market success.

### **What Succeeded?**

What succeeded? I have come to the following conclusions. To make academic reforms succeed, two things have to be true. First of all, the reform has to be compatible with the existing or developing academic life. Faculty members have to be at home with it or think that it is the way things are going anyway. Thus, the Open University in England took what was taught at Oxford, Cambridge and elsewhere, and tied it in with some TV, radio and local tutors. It brought in a new group of off-campus students, but it was compatible with what faculty members lived with all the time and could understand. One of the successful experiments in the United States is at the Massachusetts Institute of Technology which has extremely bright students, where faculty began using graduate methods at the undergraduate level. They began inviting undergraduate students to help do research in laboratories and to take graduate seminars. Again, the reform was compatible with faculty mentality, and has been very successful. Reforms have to be compatible with faculty mentality, because they have

to pass review by faculty committees, either in advance or afterwards.

The second condition is that they have to be profitable in the sense that they draw and hold students. The Open University has been compatible and has been profitable, drawing approximately 25,000 students. In looking at reform, those are the two tests that have to be met, and the Open University is the best illustration of having met both of them.

### **The Future for Reforms**

What about the future? I do not believe that the future holds much hope for new reforms, partly because the recent ones have failed. At a recent conference of heads of major foundations from the United States and from Europe, I heard one of these heads of foundations (who himself had been a college president), say that his foundation was not going to give any more money for attempted academic reform in the United States. He said, "All academic reforms fail; all." And all around that table, these foundation heads from the United States and from Western Europe nodded their heads.

A second reason why the near future does not hold out hope of academic reform is that it is not a period of growth. In a period of growth things can be added on, things that are new and different, while in a period of stability something would have to be deleted in order to do this.

I come back now to the theme of academic reform, not really fully accepting the idea that we cannot try anything new. What might have a chance? In the United States I still have some hope for reform of general education, which has a long tradition, a lot of which abandoned in the late sixties or early seventies. I think with less labour market pressure on students they may be willing to get a better general education, to concentrate less on vocational specialties to get their first job. Also, many students are concerned with the state of the nation, the state of the world, and want to see it more broadly. Many students are now concerned, too, not only with their first job but are thinking ahead to the quality of their total life. I think all these things will lead to some renewed interest in general education.

There are three other places where I think something can be done, not just in the United States but more generally. First, the new technology is about ready to come into widespread use. There is the potential for every living room in the world someday to become a classroom, and people will have, in their backyards, a little antenna and be able to tie themselves in to the sixty, seventy, eighty, one

hundred thousand programmes stored in satellites or in a computer somewhere in their area. But, we must remember what we learned at Irvine: there has to be a personal aspect to such instruction, a personal contact.

One of our Carnegie recommendations may become successful. We suggested the development of what we call "learning pavilions" in every neighbourhood in the United States, where people could go to get and take home university correspondence materials; where they could also go to talk with people after they had seen a video cassette programme at home. People like to share their learning and talk it over with somebody else. "How did you like that? What did you learn from it? How would you have changed it?" Learning pavilions may become scattered all over, tying in the neighbourhood electronically to all the knowledge in the world.

I think also there may be some new alignments of knowledge emerging. Since we started the Irvine campus there have been other attempts at new alignments in the United States, such as schools of public policy which draw in faculty members from Economics, from Political Science, from Sociology and elsewhere, asking, how do you make public policy that will work? We need to be looking all the time for these new alignments, new ways of putting knowledge together in a better way.

Finally, I think that the two-year colleges which are now spread almost all over the United States, almost all over Canada, and are spreading almost over all Australia in the form of their technical and further education colleges, can be a great world-wide movement. It has spread quite widely in Japan. Community colleges are responsive to what the local people want. Norway has started district colleges with partial success, and Yugoslavia has its local schools, with partial success. But it seems to be that in the world of the future every adult ought to have access, within commuting distance, to some college, which will be responsive to the interests of that adult. Some of the work will be of an intellectual nature, some of a more vocational or even recreational nature. In the world of the future that access will almost become a right. As an unrepentant reformer, these are the areas where I would now be looking for potential reforms to benefit millions of people.

Most of the academic reform that began in the 1960s and 1970s with such high hopes, in so many places, has ended now; twenty years of experience has brought so few accomplishments in so few places. I report this with sadness. The greatest period of academic reform in the history of higher education in the world, I think, must be judged largely a failure.

## Opening of the Sir Run Run Shaw Hall



*H.E. the Chancellor cutting the ribbon. Looking on are (from left) Professor G.H. Choa, Sir Run Run Shaw, Dr. Ma Lin, Sir Yuet-keung Kan, Dr. R. C. Lee and Professor B.S. Hsu.*

The long-awaited multi-purpose auditorium, the Sir Run Run Shaw Hall, was officially opened on 7th May, 1981 by His Excellency the Chancellor, Sir Murray MacLehose. The Ceremony was attended by about four hundred guests.

Situated on the north side of the University Mall and adjacent to the Lecture Hall Complex, the Sir Run Run Shaw Hall is the first central building designed for performances and the University's large-scale functions. The construction costs of the Hall, amounting to about HK\$14 million, have been met by a generous donation from the Shaw Foundation and by grants from the Hong Kong Government.

Sir Run Run Shaw, after whom the Hall is named, has a distinguished record of service to the Hong Kong community. As Chairman of both the Hong Kong Arts Festival Society and the Hong Kong Arts Centre, he has shown a lively concern for the cultural activities of the local people. The Sir Run Run Shaw Hall, yet another manifestation of this concern, bears testimony to his goodwill to the University, with which Sir Run Run has a close association: he became a member of the Board of Trustees of United College in 1967; by 1972 he was

Vice-Chairman and five years later he was appointed a member of the University Council.

### **Welcoming Address by the Vice-Chancellor**

Your Excellency, Sir Run Run, Honoured Guests, Ladies and Gentlemen:

It gives me great pleasure to welcome you to this ceremony which marks the opening of the University Auditorium—the Sir Run Run Shaw Hall.

The completion of the Sir Run Run Shaw Hall reflects the unceasing support and assistance given by both the community and the Government to this University's development programmes. I am glad that with this new building we can now provide the much-needed facilities for our academic, cultural and recreational activities. The opportunities that this will bring to the students will no doubt enrich and add a new dimension to their university experience.

I am profoundly grateful to Sir Run Run for his generous donation and contribution towards the

development plans of The Chinese University, which is made over and above his well-known benefactions to the Hong Kong community. I am also grateful to the Hong Kong Government for its great support towards this multi-purpose auditorium, which is a milestone in the provision of facilities for students' campus life. Finally, may I take this opportunity to thank you all as well as members of the community for your support and concern for the University. Thank you.

#### **Address by Sir Run Run Shaw**

Your Excellency, Dr. Ma, Ladies and Gentlemen,

It is indeed a great honour to have your Excellency officiate at the Opening of the University Great Hall, and to see so many distinguished guests present today.

The opening of this multi-purpose auditorium, with seating for 1,500 and fully equipped with comprehensive audio-visual and stage facilities, is a happy and proud occasion for the Shaw Foundation. My sincere thanks go to the Government and the many people whose support has permitted the realization of this project.

The hall has been carefully designed to provide a focal point in the life of the University, and I hope that, through the University, it will serve also as a significant stimulus to the cultural life of the growing local communities.

The established disciplines have been expanded over the years with programmes in Fine Arts, Music, and Television and Audio-visual production. Students of these will particularly appreciate the range of auditorium facilities, but I am certain that the hall will soon be the prime venue for the many cultural and recreational activities which the University sponsors in order to provide a balanced education as well as academic excellence for its members.

#### **Address by H. E. the Governor**

Vice-Chancellor, Sir Run Run, Ladies and Gentlemen,

To-day we celebrate the opening of this new auditorium.

We as a University have been blessed with many gifts that have made out of this headland such a well-equipped and beautiful place of learning. Here, in this hall, we see the most recent and perhaps the most munificent of these gifts—a magnificent addition to our University, a fine building, generously equipped and adapted to many uses, so that it may play a focal part in university life.

Perhaps long wanted, but well worth waiting for.

Such auditoria are still scarce in Hong Kong and while its primary purpose is to serve the University I am particularly grateful that the Management Committee plan to use it so that it would also permit exchanges between the University and the community at large.

Sir Run Run has an extraordinary record of service in Hong Kong. All the world knows about his films and cinemas, but less is known about what he has done for the Red Cross and the Community Chest, or, in private for the Hong Kong Festival of Arts, and, as Chairman of the Board of Governors, for the Arts Centre, and of the impetus thus given to the expansion of performing and visual arts in Hong Kong.

Now, in partnership with the Government, he has presented this auditorium. I am sure we all share his hope that it will give to the performing arts in the University—where they are already of such a high standard—the same encouragement that he has given to the arts outside it.

On behalf of the University, from the bottom of my heart, I thank him.

I now have great pleasure in declaring open the Sir Run Run Shaw Hall.



## *The Sir Run Run Shaw Hall*

The Sir Run Run Shaw Hall is a multi-purpose auditorium designed for holding ceremonies, general meetings, lectures, exhibitions and possibly examinations, and for staging concerts, plays and cinema shows. A Management Committee representing the interests of both students and faculty has been appointed to run the auditorium.

This well-equipped Hall of modern professional standards is expected to become a cultural centre of the University and, in due course, of Hong Kong.

### *The Auditorium*

The auditorium measures 27 metres x 28 metres and the total seating capacity is 1,453. The seats on the frontal multi-usage flat floor area on the ground floor are removable while those on the rear raked area and the raked gallery are fixed. The area at the back of the ground floor can accommodate a further 40 seats or 60-100 standing spectators.

### *The Foyer*

The foyer of 150 sq. metres opens onto a terrace, which has a raised slate floor overlooking a garden. This foyer may also serve as an exhibition area for works in the plastic and visual arts.

### *The Stage*

The performance stage is about 22 metres wide

by 8.5 metres deep with a front stage of 28 square metres. The surface of the stage is slightly raked.

The small orchestra pit can accommodate 12-15 musicians. The prompt corner or stage manager's station with house light controls, equipment for performance monitoring and stage manager's paging system is at stage right. The scene dock is at stage left, directly accessible to vehicles, which can back right to the entrance of the dock or side stage. Other facilities include dressing rooms, costume room, ante-room, control room and a 65-square-metre rehearsal room.

### *Stage Lighting*

The stage lighting system is so designed as to allow optimum use of available resources. The control console is situated in the elevated lighting and sound control room overlooking the stage. It offers two basic control systems which can 'pile on' to each other and function simultaneously. The manual system is capable of presetting of cues for recording in the memory and, where repeat performances are not required, of rehearsal control. The memory system provides control of up to 200 channels with 200 cues each. Options for the system include manual and automatic time faders, and a houselight non-dim module.

There are five kinds of lighting apparatus: Fresnel, parallipsphere, parhead, border lights and follow spots, all complete with colour frame and



mountings capable of tilt, dip or swivel as appropriate. The patch panel is a 'quick-connect' module, featuring a cordless cross connect system that permits any number of load circuits to be connected to a dimmer.

### *Sound Reinforcement System*

The sound system serving the auditorium proper has the following capacity: high quality reinforcement of live events taking place in the auditorium with coverage of all audience areas; playback of pre-recorded programme material from disc and tape; basic sound recording of speech and music events for archival purposes; and sound effects on stage.

There are 16 input channels and two output channels for house sound and stage monitoring. The facilities on the control console comprise master gain controls, patch panels with shielded patch cords, VU meters, frequency shift feedback stabilizers, etc. The control room is professionally equipped with open-reel and cassette recorder/reproducers as well as record players.

The stage manager's paging system enables sound monitoring and paging in the backstage areas, front-of-house and the control rooms. There is also a convenient production communication system, which covers the stage manager, front-of-house, and staff positions in the control rooms, galleries, bridges, conductor's position in the orchestra pit, etc. An ad-

ditional public address system is to be installed in the foyer for social functions and house management in the event of performances.

### *Stage Engineering*

The stage features a 26-line manually operated counter-weight system. The 26 lines are variously occupied by electrical equipment, drapery, fire curtain, film screen, cyclorama and acoustic panels.

### *Projection System*

The projection system comprises two 16/35 mm dual-purpose sound film projectors, a cinema-scope projection screen and a backstage loudspeaker system. The system is capable of great flexibility by virtue of its dual format and the possession of the standard lens and the cinemascope lens in both formats.

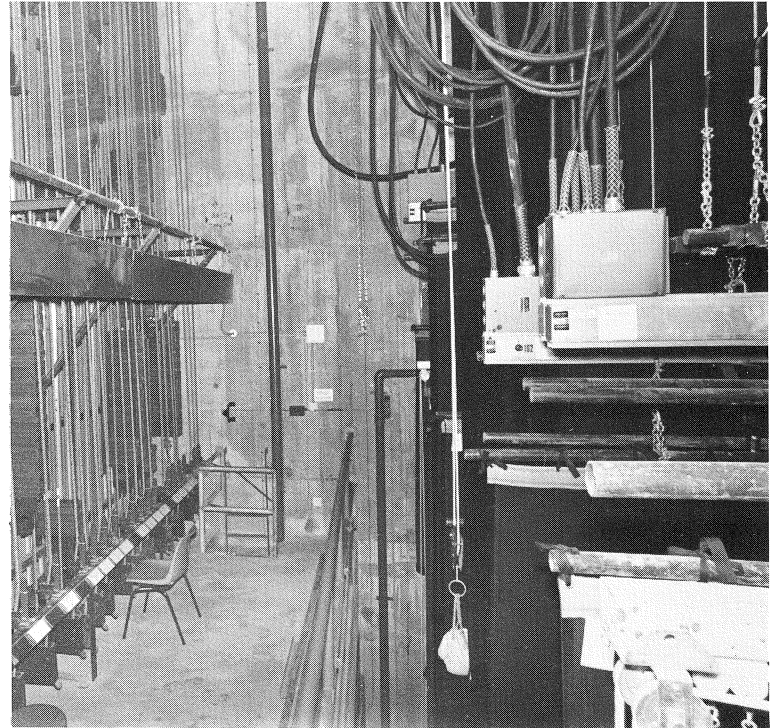
### *The Hall and the Students*

For the students, the Hall is not just a place for performance but also a workshop which will enhance the variety and quality of their performances. Ample exposure to a variety of artistic ventures can be educational, and the Hall's agreement with external artists and agents has provided for student involvement in house management or back-stage assistance in the performances.

*35/16 mm dual-purpose film projectors*



*Fly gallery featuring the counter-weight system (manually operated)*



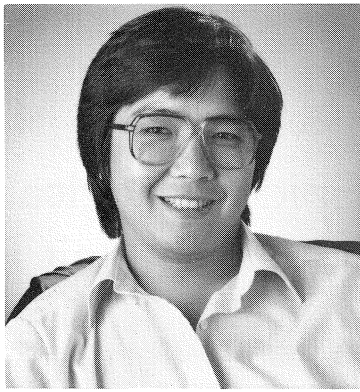
*One of the two large dressing rooms (for 15-20 people)*



*Lighting console in control room and intercom telephone*







Mr. Hardy S.C. Tsoi

Apart from giving professional guidance and advice to students who plan to put on shows in the venue, the Sir Run Run Shaw Hall also offers theatre courses so that students can be introduced to the theoretical and practical aspects of the theatre and related media. Before any school of performing arts is established in Hong Kong, The Chinese University can be proud of the unique opportunity it offers to its students in this particular field.

### Activities

In the first two to three months, the Sir Run Run Shaw Hall catered for some simple bookings, which served the purpose of 'warming up' its operation. The real house-warming will come in August, when 14 guided tours will be given to guests both inside and outside the University over a period of two weeks. External bookings will be accepted at the hire rate of \$1500 per four hours for arts performances and \$1000 per four hours for assemblies and the like.

It is believed that only by bringing quality programmes into the Hall would it be possible to test out the new facilities and enhance in the long run, its role of arts promotion. For this reason, the Hong Kong Philharmonic Orchestra has been arranged to perform on 15th October, 1981. In late October and November, it will present cinema shows and dance performances in conjunction with the Hong Kong Film Culture Centre and the City Contemporary Dance Company respectively. In November, it will play host to the visiting Yan Ken Benevolent Association Choir from Malaysia in the Sino-Malaysian Folk Song Night. The first programme in the joint presentation schedule in 1982 will be a stage play, Robert Bolt's *A Man for All Seasons* in its Cantonese *première* in Hong Kong.

Although the Sir Run Run Shaw Hall is still young, it has already embarked upon a worthy journey in the realm of education and arts.

### The Manager — Mr. Hardy S.C. Tsoi

Mr. Hardy S.C. Tsoi received his training at Northcote College of Education in Hong Kong from 1966 to 1968. On completion of his teacher's certificate course, he took up a teaching post at St. Paul's College Primary School and later at St. Paul's College. He left for the United States in 1974 to pursue further studies at Seton Hall University in New Jersey, and obtained his Bachelor's degree in Communication Arts in 1977. He then returned to Hong Kong and assumed posts as Director and Head Director of English Subject, and later Producer of Special Programmes in the Education Television Section of Radio Television Hong Kong. He joined The Chinese University of Hong Kong in May, 1981 as Manager of the Sir Run Run Shaw Hall.

Besides having been a television producer by profession, Mr. Tsoi is rich in theatre experience, which dates back to 1966 when he was acting and directing in post-secondary drama festivals and later directing in educational circles, particularly in school productions at St. Paul's College. His university course work in the United States was heavily theatre-oriented and he was employed by the Theatre-in-the-Round of his university in various capacities, and finally as Production Manager. In his television career in Hong Kong, his interest in directing dramatic programmes and popularizing stage drama via the medium of television led to his production of Radio Television Hong Kong's 10-episode series, *Hong Kong Playhouse*, in which ten plays in the Hong Kong Repertory Company's repertoire were condensed into half-hour television programmes, his favourite ones in the series being *St. Joan*, *Macbeth*, and *Antigone*. His stage work with the Hong Kong Repertory Company in recent years includes his participation as actor in *The Great Trial*, as Executive Director in *Witness for the Prosecution*, and as Director in *Ah! Wilderness*.

With his appointment as Manager of the Sir Run Run Shaw Hall, he will have more opportunities to work in the theatre. He believes that, within the fine cultural ambience of The Chinese University, the Hall has every potential to become yet another cultural centre in Hong Kong. At present, among the many activities going on in the new venue, Mr. Tsoi is busily organizing theatre courses for students and giving guidance and assistance to their productions, in drama as well as in performing arts of other kinds. The Cantonese *première* of his own stage production, *A Man For All Seasons*, has already been scheduled for March 1982.

## New Graduate Programmes

Following the introduction of the Ph.D. programmes in Chinese Studies and Electronics in September, 1980, the Graduate School launched three new doctoral programmes, in Biochemistry, Biology and Physics in 1981-82.

All three new programmes are research-oriented. Ph.D. candidates of the Biochemistry and Biology programmes may be required to take courses, tutorials etc. and will be required to present seminars on topics approved by their supervisors. The Biology programme has the following fields of specialization: (1) Applied and Environmental Biology, (2) Cytology, Genetics, Microbiology and Molecular Biology, and (3) Physiology and Developmental Biology. Ph.D. candidates of the Physics Programme must satisfy the course requirements of the M.Phil. programme, and, complete such other courses as may be prescribed.

Apart from the new Ph.D. programmes, the Graduate School has also introduced two new Master programmes, in Fine Arts and Statistics, and launched a three-year part-time day release programme leading to the degree of Master of Social Work.

The M.Phil. programme in Fine Arts has the following fields of specialization: the history and theory of painting and calligraphy, ceramics, bronzes, jades and other decorative arts. Students are also required to learn a third modern language other than Chinese or English.

Fields of specialization of the Statistics Programme include: Bayesian Inference, Canonical Correlation Analysis, Computational Statistics, Covariance Structure Models, Discriminant Analysis, Distribution Theory, Estimation Theory, Factor Analysis, Functional Relationships and Statistical Methodology.

The Master of Social Work (Part-time) Programme, conducted on a three-year day release basis with the same curriculum as the full-time degree programme, aims to prepare students for policy, administrative and teaching roles in social welfare. The focus is on the provision of courses that allow flexibility to students in relation to career goals.

## Psychiatric Epidemiological Research Unit Established

A Psychiatric Epidemiological Research Unit has been set up under the Psychiatry Department of the Faculty of Medicine with an annual donation from the Keswick Charity Foundation Limited of about HK\$500,000 for five years. The unit will conduct an epidemiological study on the incidence of mental disorders in the Shatin community. This study is expected to be useful to the community in the future planning of mental health services as well as in the assessment of any new methods of therapeutic intervention.

At a presentation ceremony held in the University on 13th April, 1981, Sir John Keswick, Chairman of the Keswick Charity Foundation, presented the first year's donation to the Vice-Chancellor. Professor C.N. Chen, Professor of Psychiatry, delivered a talk on the objectives and scope of the study before the presentation.

### The Objectives and Scope of the Psychiatric Epidemiological Research Unit

*by Professor C.N. Chen*

It is my greatest pleasure to announce the establishment of a Psychiatric Epidemiology Research Unit within the Department of Psychiatry. First of all, I would like to express my sincere gratitude to Sir John and his colleagues in the Keswick Charity Foundation for the most generous financial support I could ever expect to have. I would also like to thank Professor Gerald Choa and Professor Sir William Trethowan for their constant support and invaluable advice.

Epidemiology can perhaps be defined as the study of the relationships between disease and environment. It used to be associated with infectious disease, but in recent years has increasingly been applied in the study of chronic illnesses in the community. For example, we are interested to know how

many people fall ill within a period of time for one or other type of illness. What is the clinical course of the illness? Is there any particular pattern likely to be observed? Is it possible to identify a cause for an illness? If there are multiple causes, how are these inter-related? Are there any treatment methods that would be effective and why? In psychiatric epidemiology, we are therefore concerned with the study of the accurate estimation of rates of psychological illness. How could they be modified over the years by socio-cultural factors, new provision of health services, and therapeutic intervention. It is clear that such work are not only essential to clinical services by the medical and para-medical professions, but for the planning and organization of courses in the medical school and, above all, of government health services. For this reason, I very much appreciate the presence and support of two distinguished guests here today: our Honourable Secretary for Social Services and the Chairman of the Hong Kong Mental Health Association. Besides, I am also pleased to let you know that the Unit has gained support from the Director of the Division of Mental Health, the World Health Organization, who has offered future assistance.

There are other reasons why such a Unit is much needed in Hong Kong. First of all, although there were many published works on psychiatric epidemiology in the Far East, they were either concerned only with occasional survey or based entirely upon hospital statistics, which may not give an up-to-date and comprehensive guide for the on-going planning and delivery of mental health care in Hong Kong. The rapid changes in urbanization and industrialization in Hong Kong could lead to an increase in social mobility and changes in social values. I believe, therefore, that psychiatric epidemiology should be studied longitudinally over a period of time in addition to cross-sectional surveys. The work from many transcultural studies have also shown that there is a changing pattern of psychiatric illnesses, that is, we are today confronted in the community with an increasing number of psychological or psychosocial illnesses rather than the so-called psychotic illness. Moreover, evidence also suggests that there are probably more people in the community with psy-

chological illness than those having consulted a doctor in the hospital. This means that we must extend our epidemiological survey to the community at large, not just relying on hospital statistics.

One other reason is the lack of reliable tools common in epidemiological research, particularly in those conducted outside the Western countries. Most published works either used unsophisticated and unstructured clinical interviews or borrowed ready-made measuring scales designed and validated in another country. It is hoped that the Unit will be able to use its resources not only to validate foreign scales but to develop reliable new scales which are both culture-specific and culture-sensitive for people in Hong Kong.

Another reason is the belief that there is a decline in research interest among the clinicians, notably the psychiatrists. You probably would agree with me if I say that the aim of research is not only to get a paper published but more importantly to develop an ability to assess a problem critically. The Unit, with its emphasis on research design and field-work, should be an asset for undergraduate and post-graduate psychiatric education. Furthermore, as you are all aware, the aim of the medical faculty at this University is to emphasize community service and primary care, the future work of this Unit should bring us a step closer to the people in the community. Nothing could be more stimulating to the medical students if such work proved to be useful in the primary or secondary care of their patients.

I must conclude by saying that, after so much talk, we must now sit down and do the job. The first task is a survey of the extent of psychological illnesses in Shatin, but we have to test and validate our research tools and techniques before the field-work is to be carried out. With the generous help from Sir John and the favourable support from our colleagues in the University, I feel most hopeful about the future of the Unit at its inception. Nevertheless, we will continue to require much cooperation and assistance from the Government and, most important of all, the people of Shatin. Without these the Unit would at best be a mere academic exercise. Thank you all for your support.

# Recent Developments of Various Units

## Chinese University Press

The Chinese University Press has recently become an international member of the Association of American University Presses (AAUP) and the Society for Scholarly Publishing, U.S.A.

The AAUP has a membership of 76 and almost all distinguished American universities, public and private, are among its members. Its international members include Oxford University Press, Cambridge University Press, University of Tokyo Press, and Universitetsforlaget of Norway. The Chinese University Press is the first in South-East Asia to join the AAUP.

The Society for Scholarly Publishing is an international association of editors and publishers with interests in the production of scholarly and professional publications, with a membership of nearly 1000.

## Department of Extramural Studies

The Department of Extramural Studies and the Guangdong People's Radio jointly launched an *Everyday English Course* for Chinese secondary school graduates. Broadcast by the Guangdong People's Radio weekly, the programme has been on the air since 20th April, 1981. It is the first joint project ever undertaken by a Chinese radio station with a foreign body.

## Institute of Chinese Studies/Art Gallery

\* A book presentation ceremony took place at the Institute of Chinese Studies on 20th May, 1981, when Mr. Harold Wong formally presented the Wong Po-hei Collection to the University. Professor G.H. Choa, Pro-Vice-Chancellor, received the donation on behalf of the University.

The Wong Po-hei Collection donated to the Institute of Chinese Studies in 1979 is general and broad in scope, consisting of 25,000 books and periodicals in Chinese, Japanese, English, and other European languages. Two thirds of the Chinese books are block-prints and in the traditional silk-stitched format, dating from the Qing Dynasty (1644-1911), with a number of early Qing editions. The remainder

are published in the modern format, dating from the early Republican period to the 1970s.

\* Mr. Rogerio Lam, Chairman of the B.Y. Lam Foundation, presented at a brief ceremony on 3rd January, 1981 a group of twelve Chinese ceramics and jades to Dr. Ma Lin, the Vice-Chancellor, as a gift to the Art Gallery.

The collection, which is worth more than HK\$3 million, was bought at the Sotheby auctions in Hong Kong and London. It includes five mid-Qing jade carvings, a finely painted Cizhou pillow modelled in the shape of a reclining baby, a Longquan celadon vase and a spouted bowl, an early Ming celadon inkstone and three Tang to Liao northern white wares.

## Journalism and Communication Department/Centre for Communication Studies

\* The *experimental wire station* of the Journalism and Communication Department was inaugurated by Dr. Ambrose King, Head of New Asia College, on 16th February, 1981.

Sponsored by the Asia Foundation, Radio Television Hong Kong, Rediffusion, Methodist Church of America and World Lutheran Churches, the experimental station serves to provide opportunities for students to combine theory with practice. Dr. Alton Everest, an expert in audio-visual studio design, helped design the studio.

All programmes of the station, news reporting, features, drama and variety shows, are produced by third- and fourth-year students of the Department.

\* The *Computer-aided Research and Instruction Laboratory (CARIL)* of the Centre for Communication Studies was formally opened on 23rd April, 1981 by Mr. Alan Scott, Secretary for Information of the Government.

The Laboratory is equipped through a generous donation of HK\$400,000 by Dr. Sally Aw Sian, Chairman of Sing Tao Newspapers Ltd., and CONIC Business System Ltd.

The CARIL system, the first of its kind in Asia, consists of one general processing unit, four terminals and one printer. It will be used to teach basic journal-

ism subjects and train students to write and edit news stories through the use of a software called JCAI or Journalism Computer-Aided Instruction, which was designed and developed in the 1970s at Michigan University by Dr. Robert Bishop, Aw Boon Haw Visiting Professor in Communication of this University. The computer can tell the student if he misses any of the essential facts, check his spelling and comment on his writing style and sentence structure. In addition to teaching the art of journalistic writing, the Laboratory will serve three other purposes: teaching fundamentals of other communication courses as a partial substitute for textbooks; marking examination scripts and assessing performance; and conducting research on the application of computer technology to Chinese editing and typesetting.

#### **M.B.A. Programmes**

The Trustees of Lingnan University has agreed to drop the name '*Lingnan Institute of Business Administration*', and in conformity with other divisions of the Graduate School, the name "*Division of Business Administration of the Graduate School*" has been adopted for both the 2-year and 3-year M.B.A. Programmes.

#### **University Library**

The University Library has introduced an *Information Retrieval Service* in March 1981. Using modern telecommunications and computer technology, the Service is connected by terminals through a telecommunications satellite to two database vendors in the United States—BRS in New York and DIALOG in California, with over 125 databases available. Users of the library are now able to search electronically through files of international databases and locate within seconds or minutes precisely the periodical or book citations and abstracts needed.

#### **University Secretariat**

A new *Publications Section* has been set up in the University Secretariat. It will be responsible for the publication of the *Chinese University Bulletin*, the Vice-Chancellor's report, *The Chinese University of Hong Kong Calendar* and other official brochures.

## Honours for University Members

\* Dr. Choh-Ming Li, former Vice-Chancellor of the University, has been elected a member of The Berkeley Fellows. It is an honorific society of fellows established in 1968 on the occasion of the 100th anniversary of the University of California, Berkeley, to honour some of the eminent men and women who have associated themselves closely with Berkeley.

\* Dr. Y.W. Chan, Reader in Physics, has been elected a Fellow of the American Physical Society for his contributions in the field of Electron and Atomic Physics.

\* Dr. Y.W. Lam, Reader in Electronics, has been elected a Fellow of the Institution of Electrical Engineers (FIEE).

\* Dr. L.S. Chuang, Senior Lecturer in Physics, has been elected an Active Member of the New York Academy of Sciences.

\* Dr. O.W. Lau, Lecturer in Chemistry, has been elected a Fellow of the Royal Society of Chemistry.

\* Mr. John Dent-Young, Lecturer in English, has won the first prize among 229 entries in the senior section of the Hong Kong Poetry Competition with his poem "Snake Again". The Competition was jointly sponsored by the South China Morning Post and Radio Television Hong Kong.

# News on Committees

## *Ad Hoc Group on Patent Rights*

The University has established an *ad hoc* Group on Patent Rights to advise the Administrative and Planning Committee on:

- (a) whether the University should actively help and advise staff members on matters related to patent rights and if so, what the degree of involvement should be; and
- (b) what the appropriate body within the University should be for dealing with the patent rights in various facets, including the aspect of its being a form of outside practice.

The composition of the Group is as follows:

Chairman: Professor L.B. Thrower  
*(Dean of the Faculty of Science)*  
Members: Professor T.C. Chen  
Dr. H.M. Chang  
Member/Secretary: Mr. D.A. Gilkes *(Bursar)*

## *Ex-officio Member of Committee on Undergraduate Hostels*

The membership of the Committee on Undergraduate Hostels has been enlarged to include the Director of International Asian Studies Programme or his representative as an ex-officio member.

## *Academic Equipment Grant Committee*

An Academic Equipment Grant Committee has been set up by the Administrative and Planning Committee to: (1) decide on academic faculty equipment fund allocations and (2) advise on broad policy equipment acquisitions, together with specific purchases which may be referred to it from time to time.

The membership is as follows:

Chairman: Professor T. C. Chen  
*(appointed by the Vice-Chancellor)*  
Members: Dean of each faculty or his representative  
Member/Secretary: Mr. D.A. Gilkes *(Bursar)*

## *Committee on Part-Time Degree Programmes*

The University has set up a Committee on Part-Time Degree Programmes to:

- (a) make recommendations on policies concerning part-time degree programmes;

- (b) coordinate various part-time degree programmes;
- (c) plan general education and language courses for part-time degree students; and
- (d) handle recruitment of teachers for courses common to various part-time degree programmes.

The membership is as follows:

Chairman: Dr. John T.S. Chen  
*(appointed by the Vice-Chancellor)*  
Members: *One representative from each faculty*  
Mr. Brian C. Blomfield *(Arts)*  
Dr. K.C. Mun *(Business Administration)*  
Professor W.C. Hamann *(Medicine)*  
Dr. Y.W. Lam *(Science)*  
Mrs. Eva Li Ko *(Social Science)*  
*One representative from each board of studies concerned with a part-time degree programme*  
Mr. Dang Shu-leung  
*(Chinese Language & Literature)*  
Mr. Brian C. Blomfield *(English)*  
Professor David Gwilt *(Music)*  
Professor John F. Jones *(Social Work)*  
Secretary: Mr. T.S. Foo *(Assistant Registrar, Part-Time Degree Programmes)*

## *New Appointments to Boards/Committee*

The following appointments to boards/committee have been made:

Mr. Lam Ying-ho, Principal of Pui Ching Middle School, Kowloon, and a member of the Board of Trustees of United College of the University to be a member of the *Appointments Board* until 31st July, 1982;

Dr. James E. Walker, President of Exxon Chemical Asia Pacific Ltd., to be a member of the *Advisory Board of the Lingnan Institute of Business Administration*;

Mr. F.L. Walker, Director and General Manager of the Hong Kong Telephone Co. Ltd. to be Chairman of the *Advisory Committee on Electronics* for a term of two years, from 1st July, 1981 to 31st June, 1983, succeeding Mr. George F.A. Warwick;

Dr. Victor Fung, Managing Director of the Li & Fung Co. Ltd., to be a member of the *Advisory Board for the Three-year MBA Programme* as a representative from the Advisory Board for the Two-year MBA Programme.

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# Personalia

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## 1. Appointments

### *Academic Staff*

#### *Faculty of Arts*

Professor Liu Hai-su  
Visiting Professor of Fine Arts

#### *Faculty of Medicine*

Professor Chen Char-nie  
Professor of Psychiatry  
Professor Stuart P.B. Donnan  
Professor of Community Medicine

Professor John E. Gardiner  
Professor of Pharmacology

Professor David J. Riches  
Professor of Anatomy

Dr. K. Baumann  
Senior Lecturer in Physiology

Dr. Chew Eng-ching  
Senior Lecturer in Anatomy

Dr. David T.W. Yew  
Senior Lecturer in Anatomy

Dr. James D. Young  
Senior Lecturer in Biochemistry

Dr. Cheng Hon Ki  
Lecturer in Biochemistry

Dr. Robin H. Crompton  
Lecturer in Anatomy

Dr. Keung Wing Ming  
Lecturer in Biochemistry

Dr. Michael S.C. Tam  
Lecturer in Physiology

#### *Faculty of Science*

Dr. Liu Kwok-leung  
Lecturer in Physics

### *Administrative Staff*

Dr. Stanislaus Hu  
Director of Computer Services Centre  
Mr. Ng Hon Chuen  
Director of Aminal House, Faculty of Medicine  
Mr. Hardy S.C. Tsoi  
Manager of Sir Run Run Shaw Hall

### *Research Staff*

Dr. Paul P.H. But  
Research Fellow, World Health Organization  
(WHO) Project, Institute of Science & Technology

## 2. Promotion

### *Academic Staff*

Dr. Ng Kung-fu  
Reader in Mathematics

Dr. Walter K.K. Ho  
Senior Lecturer in Biochemistry

Dr. Lee Tsui Chee-yee  
Lecturer in Chinese Language and Literature

Dr. Rebecca W.Y. Mok  
Lecturer in Translation

Dr. Richard Wong Yue-chim  
Lecturer in Economics

Dr. Wong Yuk Tong  
Lecturer in History

### *Administrative Staff*

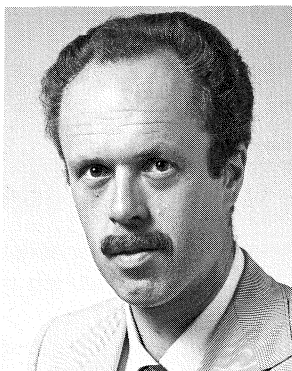
Miss Chan Yin-ling  
Assistant Secretary, Publications Section, University Secretariat

Mr. Kwong Kong-ching  
Administrative Assistant, Office of Student Affairs  
(Appointments Service)

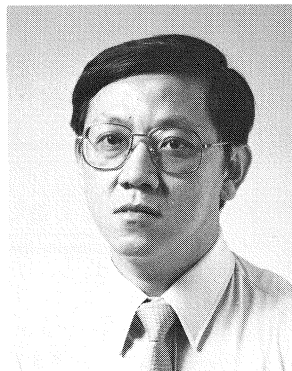
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# Staff Profiles

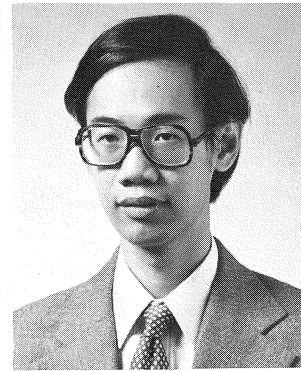
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*Dr. Klaus Baumann*



*Dr. Eng-ching Chew*



*Dr. David Yew*

## **Dr. Klaus Baumann**

### *Senior Lecturer, Department of Physiology*

Dr. Klaus Baumann was trained as a medical doctor at the University of Hamburg and the University of Tübingen in Germany, and registered as a medical practitioner in 1971. In the same year, he was awarded the degree of Dr. Med. for his dissertation on interactions between heart rate and force of cardiac muscle contraction.

Dr. Baumann has all along been involved in the teaching of physiology to undergraduate and postgraduate students of medicine, informatics as well as physiotherapeutics. In 1972, he became a Lecturer of the Department of Physiology of Hamburg University, where he continued with his research in cardiovascular physiology, collaborating with the Department of Medicine, University Hospital Kiel, Germany. In 1978 Dr. Baumann joined the Department of Industrial Medicine of the same University as Senior Lecturer. He was able to use his experience in applied physiology gained at the Physiology Department in occupational health. His special interest was chronic toxicity of organic solvents and pesticides in exposed workers.

Dr. Baumann joined the Faculty of Medicine of the University as Senior Lecturer in Physiology in February 1981.

## **Dr. Eng-ching Chew**

### *Senior Lecturer, Department of Anatomy*

Dr. Eng-ching Chew, a graduate of Nanyang University, obtained the degrees of M.Sc. (Anatomy) and Ph.D. (Pathology) from the University of Western Ontario, Canada.

Before joining this University as Senior Lecturer in Anatomy in 1981, Dr. Chew was Lecturer in Anatomy at the University of Hong Kong. He was awarded a Leverhulme Fellowship in 1978 to visit

the Monash University to study the fluorescent antibody techniques from Professor R.C. Nairn, and a Commonwealth Academic Exchange Fellowship in 1979 to visit the University of Singapore to study their teaching programme in Dental Anatomy.

Dr. Chew is concentrating on cancer research and electron microscopic studies of tumor cells. He is also working with the Orthopaedic Department of the University of Hong Kong to investigate the fine structural changes of muscle spindles associated with scoliosis.

## **Dr. David Yew**

### *Senior Lecturer, Department of Anatomy*

Dr. David Yew, a B.Sc. graduate (1969) of this University, pursued postgraduate studies at the Medical School of Wayne State University, U.S.A. and was awarded a Ph.D. degree in Anatomy in 1974. Dr. Yew was Research Associate in Pharmacology-Morphology at Wayne State University in 1974 until he returned to Hong Kong to teach at this University as Lecturer in Biology the same year. In 1976, he was appointed Lecturer in Anatomy of the University of Hong Kong. He was a Visiting Scientist to the Hubrecht Laboratory, Royal Academy of Science and Letters, Holland in 1980. He rejoined this University in 1981 as Senior Lecturer in Anatomy of the new Faculty of Medicine.

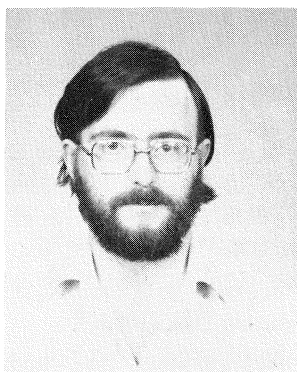
Dr. Yew's research interest is in the visual system and he has published papers in the following areas: (1) laser and the eye, (2) teratology and embryology of the eye, (3) effects of blocking the visual pathway on the brain and (4) comparative anatomy of the eye.

## **Dr. J.D. Young**

### *Senior Lecturer, Department of Biochemistry*

Dr. J.D. Young completed his undergraduate studies





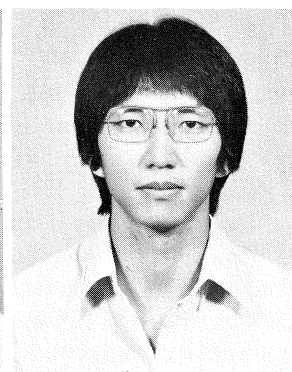
Dr. J.D. Young



Dr. Lutz Bieg



Dr. Liu Kwok-leung



Mr. Victor Tse-Kay To

in Biochemistry at Edinburgh University, where he also obtained his Ph.D. degree. In 1974, he joined the Agricultural Research Council Institute of Animal Physiology at Babraham, Cambridge, U.K. as a research scientist in the Department of Cell Biology. His major research interest is the biochemistry, physiology and genetic control of red blood cell membrane transport.

Dr. Young is a member of The Biochemical Society (London), The Physiological Society (London), The British Biophysical Society and the International Society for Animal Blood Group Research. In September 1980 he was elected to the Membrane Group Committee of The Biochemical Society. Dr. Young has published a number of research papers and review articles, and is joint editor of the book *The Red Cell Membrane—a Methodological Approach* (forthcoming).

Dr. Young joined this University as Senior Lecturer in Biochemistry at the Faculty of Medicine in 1981.

#### **Dr. Lutz Bieg**

*Visiting Lecturer, German Studies*

Dr. Lutz Bieg read classical Chinese language and literature, Japanese and the Manchu-language, German literature and philosophy at the University of Köln and the University of Heidelberg in Germany, and was awarded the Ph.D. degree by the University of Heidelberg in 1971. His doctoral thesis *Huang T'ing-chien (1045-1105), his life and poetry* was published in 1975 at Darmstadt. In 1977, Dr. Bieg passed the State Examination in Academic Librarianship of the Library School, Frankfurt, after two years' training as an academic librarian in Heidelberg and Frankfurt.

Dr. Bieg had been Assistant Professor of the Department of Sinology at Heidelberg University since 1970, teaching Chinese Language and Litera-

ture. He became the first DAAD (German Academic Exchange Service) Lecturer in the People's Republic of China, teaching German Language at the Guangzhou Foreign Language Institute in 1977-1979. In September 1980, he was appointed Visiting Lecturer in German Studies at United College of this University, under the sponsorship of the DAAD.

#### **Dr. Liu Kwok-leung**

*Lecturer, Department of Physics*

Dr. Liu Kwok-leung graduated from the Department of Physics of The Chinese University of Hong Kong in 1971. He went to Canada for further studies in Physics at the University of Toronto, where he obtained his Ph.D. degree in 1978.

Dr. Liu was a Postdoctoral Research Fellow at the Physics Department of the University of British Columbia, Canada from 1979 to 1981, and has published a number of articles on theoretical solid state physics, in which his research interest lies.

Dr. Liu joined the Physics Department of this University in 1981.

#### **Mr. Victor Tse-Kay To**

*Computer Officer, Computer Services Centre*

Mr. Victor Tse-Kay To graduated from the University of California, Los Angeles with a B.S. (*cum laude*) degree in Engineering in 1977 and obtained an M.S. degree in Computer Science in 1980.

Mr. To worked as a Computer Programmer at the University of California, Los Angeles from 1975-77 and was later a System Programmer and Teaching Assistant. He joined this University in 1980 as Computer Officer of the Computer Services Centre under the User Services Section.

Mr. To's research interest is in the areas of statistics, programming languages and distributed database systems.

# Gifts to the University

As a manifestation of their confidence in this University's developments, local and overseas individuals and foundations have donated generously to support its physical development programmes, research projects, publication projects, fellowship and scholarship schemes, etc. The University received the following gifts and donations in early 1981.

## *Equipment*

- (1) From the CONIC Data Devices International Ltd. one unit of Texas Instrument DS990 Model 4 Computer System for the establishment of a Computer-Assisted Research and Instructional System in communication studies.
- (2) From the Aw Boon Haw Foundation Ltd. a donation of HK\$150,000 towards the Computer-Assisted Research and Instructional System in communication studies.
- (3) From the Kau Chi Society a donation of HK\$45,000 for modifying the existing display cases in the Art Gallery for the exhibition of "Ancient Chinese Ceramics".
- (4) From The Hong Kong Bank Foundation a sum of US\$4,000 in support of a braille printing facility at the Computer Services Centre.
- (5) From the Japan Trade Centre a donation of HK\$2,000 to the Japanese Studies Section for the purchase of additional teaching equipment.
- (6) From the Bureau of Machine-building of Guangdong Province a milling machine.
- (7) From the Gemlab Ltd. a new instrument 'Identygem' for the use in the Gemmology Laboratory of the Physics Department.
- (8) From the H & E Tsurumi Pump Co. Ltd. a donation of two aeration pumps to the Marine Science Laboratory.

## *Research Projects*

- (9) From the Keswick Charity Foundation Ltd. an annual donation of approximately HK\$500,000 for five years in support of a research project to be carried out by the Department of Psychiatry.

- (10) From the following individuals donations in support of the research on Chinese medicines:
  - (a) Messrs. 顧國華、顧國敏、顧國和 a donation of HK\$100,000
  - (b) Mr. Fung Hon Chu a donation of HK\$100,000
- (11) From the International Development Research Centre a grant of Can\$27,650 to support a project "Participatory Urban Services (Asia)" to be undertaken by the Social Research Centre.
- (12) From the Lee Foundation (Singapore) the following grants:
  - (a) HK\$60,000 in support of research projects of the Department of Biochemistry;
  - (b) HK\$40,000 in support of research projects of the Department of Electronics.
- (13) From Mr. Cham Siu Leun a donation of HK\$50,000 being contribution to the Physical Education Research Programme of the School of Education.
- (14) From the Hong Kong Government a supplementary grant of HK\$15,000 from the Lotteries Fund for the employment of a part-time Research Assistant for a research project on the needs of the low income groups in Hong Kong.
- (15) From the Trustees of Lingnan University a grant of US\$2,640 in support of a project concerning the redevelopment of sociology in the People's Republic of China.
- (16) From the International Foundation for Science a grant of SKr11,000 to Dr. Y. C. Kong for a project on "Chemistry and Pharmacology of Medicinal Gums".
- (17) From Dr. Hong-yen HSU a donation of US\$3,600 to the Chinese Medicinal Material Research Centre for supporting the traineeship of Mr. Harry Peck for one year.

## *Scholarships*

- (18) From the Sing Tao Foundation a donation of US\$13,500 for the Sing Tao Foundation Fellowship/Scholarship Scheme.
- (19) From the Chinese Temples Committee six scholarships each in the amount equivalent to

the prevailing annual tuition fee of a student, three to students of the School of Education and three to students of the Boards of Studies in Chinese, History and Philosophy with effect from the academic year 1981/82.

- (20) From the Hang Seng Bank Ltd. a donation of HK\$10,000 for helping students to attend summer courses in a French university.
- (21) From Mrs. Pearl Wu Young an annual donation of HK\$8,000 starting from 1981-82 being the Young Fou Kong Scholarship in Eastern Philosophy Studies.
- (22) From the Lee Foundation a sum of HK\$1,000 towards the expenses of the study tour of Dr. R.H. Crompton of the Department of Anatomy.
- (23) From Dr. Yuen Chung Lau a donation of HK\$1,000 for two awards of HK\$500 each to be known as the 'Dr. Yuen Chung Lau Education Thesis Award' and the Dr. 'Yuen Chung Lau Education Research Paper Award'.
- (24) From Dr. Leung Yun a donation of HK\$1,000 for two awards of HK\$500 each to be known as the 'Lau Sui Ying Education Thesis Award' & the 'Lau Sui Ying Education Research Paper Award'.
- (25) From the Institute of Electrical and Electronics Engineers, Inc. an annual donation of HK\$500 starting from the academic year 1980-81 to a student in the Department of Electronics to be known as the "I.E.E.E. Prize".
- (26) From the respective donors increases in the following grants/scholarships:
  - (a) Sino-British Fellowship Trust grant from £1,000 to £1,500 annually with effect from 1981.
  - (b) Hong Kong Daily News Scholarships from two to three awards each in the amount of HK\$2,500 from the academic year 1980/81.
  - (c) Rho Psi Foundation an additional amount of US\$200 for three Rho Psi Service-Leadership scholarships raising the value of one to US\$300 and two to US\$150 each with effect from the academic year 1980/81.
  - (d) University Lodge Masonic Bursary from HK\$1,500 to HK\$2,000 with effect from the academic year 1980/81.
  - (e) Rho Psi Fraternity H.K. Chapter Scholarship from HK\$1,000 to HK\$1,500 with effect from the academic year 1980/81.

### *Publication Projects*

- (27) From the Wideland Foundation Limited a donation of HK\$200,000 for the development of quality teaching materials in Chinese.
- (28) From The Asia Foundation a grant of US\$6,000 as partial subsidy for the first two issues of a new translation journal.
- (29) From the Arthur Anderson & Co. a donation of HK\$11,500 to the Office of Student Affairs (Appointments Service) to sponsor the publication of 'Hints for First Job Seekers'.

### *Antiques*

- (30) From Mr. Rogerio Lam:
  - (a) seven pieces of ceramics at a total cost of £188,992.50;
  - (b) two pieces of ceramics at a total cost of approximately HK\$600,000.

### *Miscellaneous*

- (31) From The Asia Foundation a grant of HK\$87,200 in partial support of the new Diploma Course in Advanced Translation.
- (32) From the Trustees of Lingnan University a grant of US\$10,000 to assist representatives from the People's Republic of China who wish to study at The Chinese University.
- (33) From the Yale-China Association the following grants:
  - (a) HK\$7,000 in support of the visit of three contemporary authors from China to give lectures and seminars;
  - (b) HK\$5,000 in support of the visit of Mr. Hsieh Chi-liu, Advisor of the Shanghai Museum of Art;
  - (c) HK\$7,500 in support of one or several graduate students from the People's Republic of China to attend the M.Phil. Programme in Comparative Literature.
- (34) From the Ma Family a donation of HK\$10,000 for faculty development.
- (35) From a group of alumni two prizes of HK\$500 each to two members of the Varsity Ladies' Volley-ball Team on the basis of attendance, sportsmanship, good overall academic performance and enthusiasm in volley-ball games.
- (36) From the United College Alumni Association a donation of HK\$1,000 for supporting the activities of United College Student Union.

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## News in Brief

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### *UPGC Appointments & Visitation*

\* The Honourable Justice T. L. Yang has been appointed Chairman of the University and Polytechnic Grants Committee by His Excellency the Governor for a period of three years with effect from 1st January, 1981 in succession to Dr. John H. Bremridge, who has resigned from the Committee.

\* Mr. W.R.A. Wyllie has been appointed member of the University and Polytechnic Grants Committee for a period of three years with effect from 1st January, 1981.

\* Members of the Medical Sub-Committee of the University and Polytechnic Grants Committee, accompanied by Mr. W.M. Bradley, Secretary, and Mrs. Maureen Yang, Assistant Secretary, of the Committee, made their formal Visitation to the University on 8th January, 1981. The members include:

Professor Sir John Butterfield (Chairman)  
Regius Professor of Physics  
University of Cambridge

Professor J.R. Moore  
Department of Oral Surgery  
University of Manchester

Dr. E.W. Parkes  
Chairman  
University Grants Committee  
(United Kingdom)

Sir Charles Stuart-Harris  
Medical School  
University of Sheffield

The Hon. Alex S. C. Wu  
Legislative Councillor, Hong Kong

Professor David Greenfield  
Dean of Medical School  
University of Nottingham

Lord Briggs of Lewes  
Provost  
Worcester College

The following overseas members of the University and Polytechnic Grants Committee also visited the University in January 1981: Professor Barbara Strang of the School of English, University of New Castle upon Tyne on the 8th; Mr. James McHugh of Ridgeway, England on the 14th; Dr. R.L. Werner, President of New South Wales Institute of Technology, Australia on the 13th and 14th; and Dr. B.W. Smith, Principal of Royal Melbourne Institute of Technology on the 19th.

### *New Representative of Yale-China Association*

The Board of Trustees of Yale-China Association in New Haven, U.S.A., has designated Dr. Terrill E. Lutz as the new Representative of the Association in Hong Kong, succeeding Dr. Charles W. Hayford and Dr. Elizabeth R. Hayford. Dr. Lutz, who graduated from Stanford University with a Ph. D. degree in Chinese History, will take up his new appointment in July 1981.

The Yale-China Association, with a history of over eighty years, is a non-profit educational foundation working for better understanding between the Chinese and American people. Since 1951, it has maintained close links with New Asia College.

The Yale-China Representative serves as an ex-officio member on a number of University committees, teaches part-time at the University, serves as Associate Director of the International Asian Studies Programme, and helps to supervise and maintain liaison for Yale-China activities in the People's Republic of China.

#### *Exchange Programme with Soka University in Japan*

The University's Exchange Programme with Soka University, Japan, first established in 1975, has been renewed for a further period of three years. The main objective of the programme is to promote teaching and research between the two universities. Up to two visiting scholars every two years or one visiting scholar per year may be exchanged under the Programme.

#### *The S. Y. Chung New Asia Visiting Fellows Programme Established*

The S. Y. Chung New Asia Visiting Fellows Programme was established with a generous donation of HK\$500,000 from Mr. S. Y. Chung, Managing Director of Chung Nam Industrial Supplies Co. Ltd. and a longtime patron of New Asia College, for the promotion of academic and cultural interchange. The programme has two schemes: (1) financing visit(s) by one or two distinguished scholars every year to New Asia College for the exchange of ideas and experiences through lectures, discussions and meetings with staff and students; and (2) providing financial support for staff members of the college to undertake academic visits and research projects, and to participate in conferences and seminars abroad.

#### *Careers in Business Fortnight*

The "Careers in Business Fortnight 1981", jointly organized by the University's Appointments Service and the Lingnan Institute of Business Administration, was held from 9th to 20th February, 1981. It was designed to give the students a clearer and more comprehensive picture of the career opportunities in the business field, and to provide a chance for employers in the business sector to meet our graduating students on a casual and personal basis.

During the Fortnight, representatives from

twenty-one leading business firms were invited to give informative talks, which centred on the establishments and scope of business of the companies and their career opportunities. Participants in the project include:

John Swire & Sons (H.K.) Ltd.  
Bank of China  
Hong Kong Telephone Co., Ltd.  
The Hongkong & Shanghai Banking Corp.  
Survey Research (H.K.) Ltd.  
Deloitte Haskins & Sells  
China Light & Power Ltd.  
Arthur Andersen & Co., Ltd.  
Hang Seng Bank Ltd.  
World-Wide Shipping Agency Ltd.  
Sun Hung Kai Securities Ltd.  
SGV Management Consultants (H.K.) Ltd.  
Bank of America, NT & SA  
Kwan Wong Tan & Fong  
Sea-Land Orient Ltd.  
Jardine Matheson & Co., Ltd.  
NCR (Hong Kong) Ltd.  
Winner Company (H.K.) Ltd.  
The Chartered Bank  
Mitsui & Co., Ltd.  
Golden Peak Maritime Agencies Ltd.

#### *Visit by the Chinese Delegation of Foreign Trade Education*

A seven-member delegation representing different foreign trade institutes in China paid a visit to the University from 27th May to 3rd June, 1981. The delegation, headed by Mr. Sun Wei-yan, Vice-President of the Beijing Institute of Foreign Trade, met with members of the Faculty of Business Administration, the English Department and the Department of Extramural Studies to exchange ideas and experiences and to discuss matters of mutual interest.

#### *Mr. Wilfred Wong Passes Away*

The University records with deep regret the death of Mr. Wilfred Wong, C.B.E., B.Sc., J.P., Chairman of the Board of Trustees of Chung Chi College and a member of the University Council, on 28th June, 1981, at the age of seventy-one.

Mr. Wong had had a long association with the University. He was a member of the Board of Governors of Chung Chi College from 1963 to 1970 and Vice-Chairman of the Board from 1970 to 1976. Since 1976, Mr. Wong had been Chairman of the Chung Chi College Board of Trustees and a member of the University Council.

# Cultural Events

\* Professor Liu Hai Su, Director of the Nanjing Academy of Art, China, gave a series of six public lectures on Modern Chinese Art from 14th February to 21st March, 1981. Professor Liu, a great master of Chinese traditional painting and calligraphy as well as oil painting, is one of the founders of China's modern art education.

The lectures were organized by the Fine Arts Department. Apart from lecturing on the techniques of Chinese ink-painting, Professor Liu also gave demonstrations, the highlight of which was the drawing of two ink-paintings, which were later presented to the University as a gift. The 4.5-meter long splashed-ink landscape painting, on which Mr. Shaw Li-sheng has added two figures and Professor Jao Tsung-i has written the inscriptions, is an invaluable joint work of three great masters.

\* Dr. Ynjui Park, Professor of Philosophy at Simmons College, U.S.A. and Fulbright Scholar of Ewha University, Korea, gave a lecture entitled "Recent Critical Theories in Europe—Language and Experience" on 18th February, 1981.

The lecture was jointly sponsored by the Comparative Literature Division of the Comparative Literature and Translation Centre, the Department of Philosophy and the Department of English of the University.

\* The Music Department, in association with the Music Office, Hong Kong Government and Radio Television Hong Kong, organized a series of musical activities in March 1981 as a centenary tribute to Bela Bartok (1881-1945), one of the most important composers of the 20th century.

The events in which the Music Department took an active part included: a lecture on Bartok's Orchestral and Chamber Music on 18th March, 1981 by Dr. Harrison Ryker, Lecturer in Music; and a Bartok's Centenary Concert on 25th March. The Music Department is responsible for editing a special bulletin on Bela Bartok, and its faculty members are among its contributors.

\* The Comparative Literature Division of the

Comparative Literature and Translation Centre held an International Seminar on "Brecht in East Asia: Theory and Practice" in conjunction with the Goethe Institute, the British Council, the Centre of Asian Studies of the University of Hong Kong and the Hong Kong Comparative Literature Association from 16th to 20th March, 1981. Bertold Brecht (1898-1959) was a German dramatist and poet.

Participants included experts from Japan, India, Australia, the United States, Great Britain, Canada, the Federal Republic of Germany, the People's Republic of China and Hong Kong.

\* Dr. Henry M. Gladney of the IBM San José Research Laboratory in the United States, gave a public lecture entitled "Computer Installation Management: Identification and Resolution of Issues" on 8th April, 1981. Apart from giving an account of his experience in computer centre management, Dr. Gladney also talked about the establishment of formal communication channels as a means of maintaining a productive working relationship with users.

\* The Comparative Literature Division of the Comparative Literature and Translation Centre held a public seminar on "The Challenge of World Literature" on 16th April, 1981. The Seminar was conducted by Professor Robert J. Clements, Dean, Graduate School of Arts and Science, Department of Comparative Literature, New York University.

\* The first S. Y. Chung New Asia Visiting Fellow, Professor QIAN Wei-Zang of the Department of Fundamental Sciences at Qing Hua University, Beijing, visited New Asia College of the University from 1st to 16th May, 1981 and gave a lecture on "Chinese Language Information Processing" on 12th May.

\* The Department of Physiology of the Medical Faculty held a seminar on "Recent Developments in Carbohydrate Metabolism in Man" on 16th June, 1981. The seminar was conducted by Professor Ian MacDonald of the Department of Physiology, Guy's Hospital Medical School, London.

# Recent Publications of the University

The Chinese University Press published the following titles in early 1981:

## **Titles in Chinese**

*A Comprehensive Bibliography of Japanese Translations of Chinese Books*

Edited by Tam Yue-him with Sanetō Keishū as Editorial Consultant and Ogawa Hiroshi as Co-editor

Included in this *Bibliography* are about four thousand titles of Japanese translations of Chinese books published in Japan and China in 1660-1978. It is a basic reference for studies in modern Japan and Sino-Japanese cultural relations.

*The Craft of Tenon-making in Fine Woodwork during the Warring States Period in China*

Monograph No. 1, Centre for Chinese Archaeology and Art, The Institute of Chinese Studies, The Chinese University of Hong Kong

By Lin Shou-ch'in

This monograph is the first book to apply the technological knowledge of modern fine woodwork craft to the study of woodwork of the Warring States Period excavated in various parts of China in the last 30 years. The author, who had carried out a detailed study at Beijing and the major excavation

sites, came up with the finding that a substantial part of the modern knowledge and skill of the craft of tenon-making is over two thousand years old.

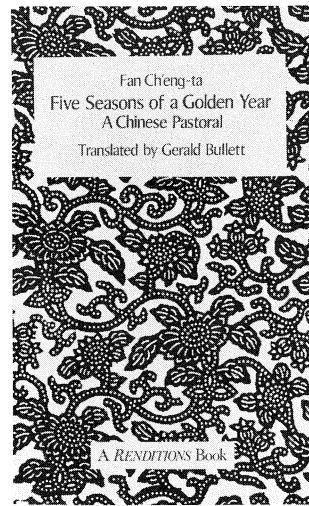
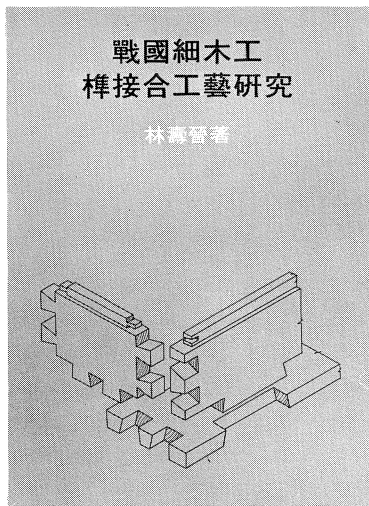
## **Titles in English**

*The Five Seasons of a Golden Year  
A Chinese Pastoral*

By Fan Ch'eng-ta

Translated by Gerald Bullett

The "Five Seasons" of the title are: Early Spring, Late Spring, Summer, Autumn, and Winter—as represented by Fan Ch'eng-ta (1126-1193) in a sequence of sixty poems depicting the rural year in all its toil and tranquillity. Rendered into English by Gerald Bullett, the work was first published in England more than thirty years ago by the Cambridge University Press, in a slender volume that has long been out of print. In this new edition we present Mr. Bullett's sensitive interpretation in a fresh format along with the original Chinese text in T. C. Lai's handsome calligraphy. Included for the first time is an introductory essay in which the translator, a poet in his own right, explains step by step his method of re-creating in English verse a Sung poet's picture of rustic life in ancient China.



*The Life and Times of Sir Kai Ho Kai*  
By G. H. Choa

Sir Kai Ho Kai, CMG (1857-1914) was the first Hong Kong Chinese to qualify in medicine, the second Chinese barrister to be admitted into the Supreme Court and the third Chinese to sit on the Legislative Council in Hong Kong.

During the 24 years, from 1890-1914, when he was Legislative Councillor, Sir Kai rendered many valuable public services in Hong Kong. His particular contribution lay, perhaps, in making Western medicine available to the Chinese. In 1887, he founded the Alice Memorial Hospital and the Hong Kong College of Medicine and helped to establish the University of Hong Kong, which was opened in 1912, when the Hong Kong College of Medicine was absorbed into the new Faculty of Medicine.

Sir Kai was an ardent supporter of first the Reform Movement in China and later, through his relationship with Dr. Sun Yat-sen, his student at the Hong Kong College of Medicine, the Revolution. He also wrote a number of essays on reform, which were significant contributions to the literature of political philosophy published during the late Ch'ing period.

In addition to details of Sir Kai's life and his family, this book vividly describes Hong Kong in its early years of development: the place, the people, the notorious bubonic plague which broke out in 1894 and was to affect Hong Kong for the subsequent 30 years, and the prejudice of the Chinese community against Western medicine. It also depicts amusing anecdotes concerning some of the prominent citizens of the day and thumb-nail sketches of some famous Chinese mandarins; reformists and revolutionaries.

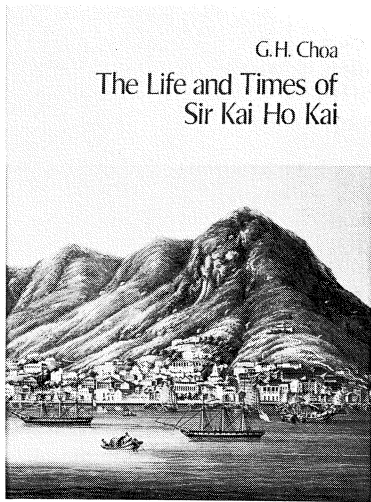
*Social Life and Development in Hong Kong*  
Edited by Ambrose Y. C. King & Rance P. L. Lee

The dramatic emergence of Hong Kong as a major industrial metropolis is an economic miracle. Industrialization, urbanization and westernization proceed at a breathtaking pace without rupturing the social and political fabric. Political stability is securely maintained amidst such changes in a society still embedded in a colonial political structure. These phenomena make Hong Kong an intriguing and challenging subject for social scientists. Hong Kong is a living laboratory for the study of the interplay between the forces of modernization and political integration, and between the ideas and values of the East and the West.

The papers collected in this volume address themselves to selected aspects of the subject. They represent some of the major research results of the Social Research Centre of The Chinese University of Hong Kong in the past decade. The papers are grouped into two sections; metropolitan structural development, and institutional characteristics and their change. The former deals with topics such as high-density living, development of new towns, small factories and population mobility. The latter contains materials related to the political, family, religious, cultural and medical institutions in the urban setting.

On the basis of the findings of the papers, some general theoretical perspectives of the socio-economic system of Hong Kong become clear. They form the basis for further study of the society. The introduction by Prof. C. K. Yang, a renowned sociologist, is a useful guide to the book.



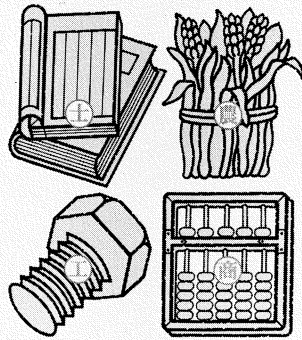


G.H. Choa

The Life and Times of Sir Kai Ho Kai

Social Life and Development in Hong Kong

Edited by Ambrose Y.C. King Rance P.L. Lee



THE CHINESE UNIVERSITY EDUCATION JOURNAL	
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香港中文大學教育學院出版

Journal/Magazine

The University has also published the following journal and magazine:

*The Chinese University Education Journal*  
Vol. 9, No. 1 (June, 1981)

Published in this 108-page issue are fourteen articles:

(Articles in Chinese)

- Luk, Hung-kay, 'The concepts of education among the Ancient Greeks and Hebrews'
- Lee, Yen Chia-Chih, 'Identity formation among Hong Kong youth: An exploratory study'
- Lew, William J.F., 'Intellectual education and cognitive development'
- To, Cho-Yee, 'On school mottoes'
- Wang, Erh-min, 'The study of history and historical writings'
- Chong, Yun Cheung, 'Problems encountered in teaching practice'
- Yu, Chung-kit, 'Current trends of research in exercise physiology'
- Cheng, Shiu-ching, 'A review of the recent research on cognitive development in mathematics and science education'
- Yau, Betty L.L., 'Carkhuff's pattern of basic counseling techniques'

Choi, Kai See, 'The growth process of a young woman in Hong Kong'

(Articles in English)

- Wu, Joseph S., 'Scientific dogmatism and cultural skepticism'
- Pun, Sai Win & Cheng, Shiu-ching, 'Hong Kong Form 3 pupils' attitude towards "modern mathematics"'
- Cheung Kwok-lun & Lew, William J.F., 'The criteria of teacher competence as perceived by students, student-teachers and serving teachers in Hong Kong'
- Leong, Che Kan, 'The exceptional child—a Hong Kong context and beyond'

*The Asian Messenger*  
Vol. 5, Nos. 1 & 2

*The Asian Messenger, A Report on Communication Development*, is published by the Centre for Communication Studies.

Included in this 48-page issue are the regular items: News Capsules, Special Reports, Publications, Communicators, Technology and Innovations. Among the special reports featured are "Changing Faces of China's TV" by Leonard Chu; "The Sex Surge", a reprint from *The Asiaweek* and "60 Years of Korean Moviedom", a reprint from *Korea Newsview*.

# Art Exhibitions

## ***Art Gallery Exhibitions***

Four exhibitions were held at the Art Gallery of the Institute of Chinese Studies in early 1981.

### **South-east Asian Pottery**

*23rd January-8th March*

The Exhibition, devoted mainly to the various wares from the Khmer, Vietnamese, Sukhothai and Sawankhalok kilns, included also pieces from the little known "Southern kilns" within the Chinese border and potsherds collected at Thai Kiln sites. The majority of the exhibits dated from the 14th to 16th centuries and included earthenwares, brown wares, celadons, wares decorated in underglaze blue, brown and black, and polychrome wares.

### **A Decade of Acquisition**

*17th March-14th May*

The exhibits, which were selected from accessions through the past ten years, ranged from calligraphy, painting, rubbings, stone and bronze seals, oracle bones to ceramics and jades. Alongside the finest pieces so far acquired, some recent gifts were also on display. These included a group of early pottery dating from the neolithic Yangshao phase, some 18th century jade carvings, a fine Cizhou pillow and some Song and Yuan ceramics.

### **Graduation Exhibition, 1981**

*22nd May-3rd June*

Works by sixteen graduating students of the Fine Arts Department were on display, including Chinese paintings, calligraphy, oil paintings and prints. They are creations of independent art projects undertaken by individual students for presentation to the Fine Arts Department in lieu of one degree examination paper.

### **Chinese Celadon**

*13th June-late October*

This exhibition, featuring wares from kilns of the Zhejiang, Fujian, Hunan, Shanxi and Guangdong provinces, is designed to illustrate the unbroken tradition of celadon production in China throughout the centuries. Some Thai, Vietnamese and Korean celadons are also on display alongside their Chinese forerunners.

## ***Fine Arts Department Exhibition***

### **Exhibition of Drawings and Prints by John Li**

\* An Exhibition of Drawings and Prints by Mr. John Li, sponsored by the Fine Arts Department, was held at the Sir Run Run Shaw Hall from 27th May to 11th June, 1981. On display were over sixty items, all of which were recent works of Mr. Li, Lecturer in Fine Arts of the University.

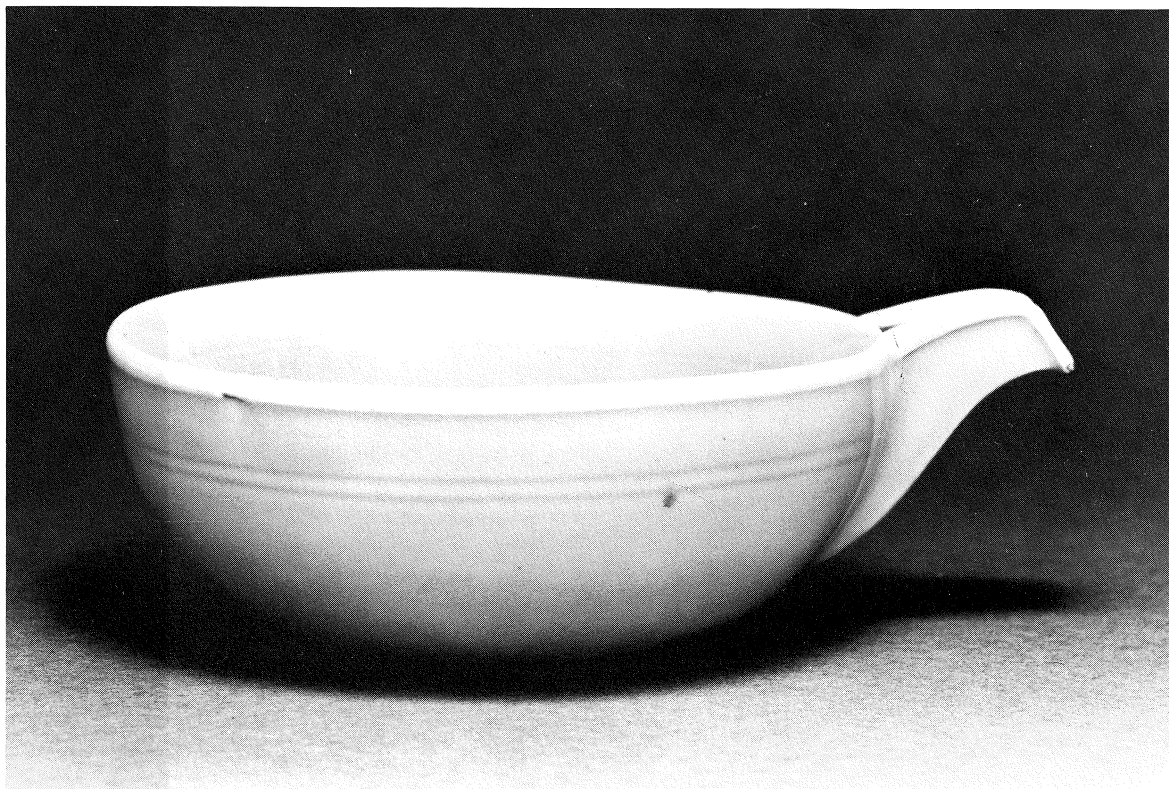
*Drawing by John Li*



*Censer in green glaze; Zhejiang longquan type, Yuan, 1st half, 14th century; Height: 23 cm; Gift of Mr. Y.K. Lee.*



*Spouted bowl in green glaze; Zhejiang longquan type, Yuan, 1st half, 14th century; Length: 19.5 cm; Gift of B.Y. Lam Foundation.*



*Pillow modelled in the form of a reclining girl; Cizhou ware, Jin, 12th century; Length: 35 cm;  
Gift of B. Y. Lam Foundation.*

