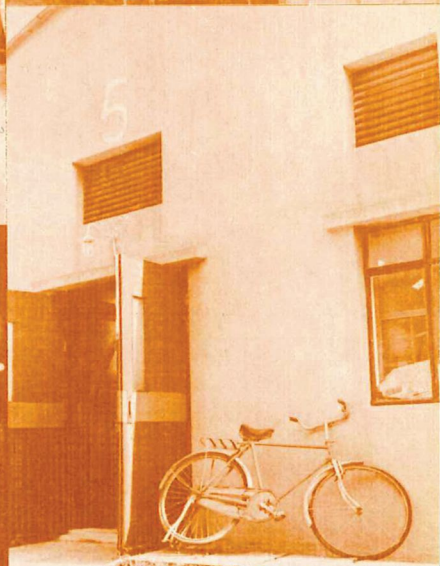
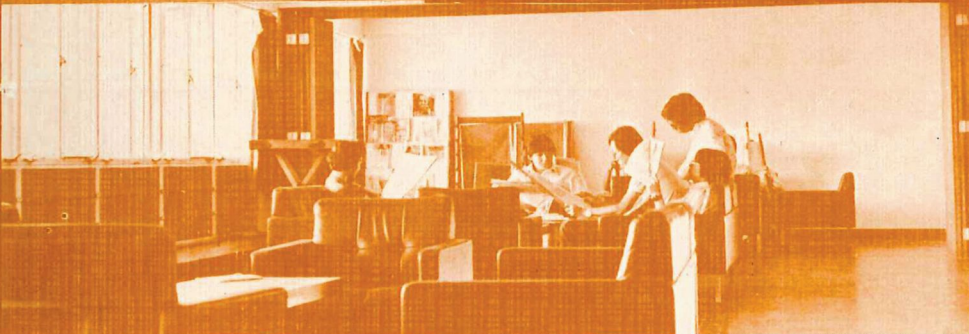


中文大學校刊
CHINESE
UNIVERSITY
BULLETIN

Spring 1977





The University Bulletin

Spring 1977

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Cover: Student Hostel Life

New Pro-Vice-Chancellors & College Heads

In accordance with The Chinese University of Hong Kong Ordinance 1976, the University Council made the following appointments effective as from 1st March, 1977:-

Pro-Vice-Chancellors: Mr. Cheng Tung-Choy
Professor Cheng Te-K'un
Heads of Colleges : Professor Hsueh Shou-sheng (United College)
Dr. Ambrose Yeo-chi King (New Asia College)
Dr. Tam Shang-Wai (Chung Chi College)

The term of office of the newly appointed Pro-Vice-Chancellors will be two years and that of the Heads of Colleges until 31st July, 1981.

Duties of Pro-Vice-Chancellors

Professor Cheng Te-K'un's prime responsibility is to advise the Vice-Chancellor in academic matters. By virtue of his responsibilities in the academic field, he has assumed the Chairmanship of the following Committees:

- (1) Senate Committee on General Education
- (2) Undergraduate Examinations Board
- (3) Committee on University Library System
- (4) Academic Staff Review Committee

Mr. T. C. Cheng's prime responsibility is to advise the Vice-Chancellor in administrative affairs. By virtue of his responsibilities in the administrative area, he chairs the following committees:

- (1) Administrative Staff Review Committee
- (2) Committee on Administrative Affairs

Duties of Heads of Colleges

The Head of a College is responsible for the welfare of the College and the students assigned to it and collaborates closely with the Vice-Chancellor in the conduct of the College and its work. He is the Chairman of the Assembly of Fellows of that College.

Administrative and Planning Committee

With the assumption of duty of the new Pro-

Vice-Chancellors and the Heads of Colleges, the membership of the Administrative and Planning Committee is now as follows:

Chairman

Dr. Choh-Ming Li Vice-Chancellor

Members

Mr. T. C. Cheng	Pro-Vice-Chancellor
Professor T. K. Cheng	Pro-Vice-Chancellor
Professor S. S. Hsueh	Head of United College
Dr. Ambrose Y. C. King	Head of New Asia College
Dr. S. W. Tam	Head of Chung Chi College
Professor Hsing Mo-Huan	Dean of Graduate School
Dr. S. T. Chang	Dean of Science
Dr. Gerald H. Choa	Dean of Medicine
Dr. Chung Yu-to	Dean of Business Administration
Mr. John Gannon	Acting Dean of Arts
Dr. Tzong-biau Lin	Acting Dean of Social Science
Dr. John T. S. Chen	University Registrar
Mr. D. A. Gilkes	University Bursar

Member & Secretary

Mr. N. H. Young University Secretary

The duties of the Committee are:-

- (1) to assist the Vice-Chancellor in the performance of his duties;
- (2) To initiate plans of University development;
- (3) to assist the Vice-Chancellor in reviewing and co-ordinating the annual and supplementary estimates of recurrent and capital expenditures of the University, before transmitting them to the Finance Committee of the Council;
- (4) to review or propose academic and administrative appointments that are at and above the level of Tutors and Demonstrators or their equivalent before these appointments are made.

Mr. T.C.Cheng, Pro-Vice-Chancellor



Mr. T. C. Cheng, with almost forty years of experience in education and administration, has been appointed Pro-Vice-Chancellor for administration.

Mr. Cheng, who holds a B.A. in Education from the University of Hong Kong and a Diploma-in-Education and an M.A. in Education from the University of London, started his career in education as Master of Queen's College, Hong Kong in 1939. He was an Inspector of Schools of the Education Department in 1945-55, during which period he helped to re-start the Northcote College of Education and the post-graduate Diploma-in-Education course at the University of Hong Kong and was concurrently Visiting Lecturer at both institutions.

He joined the administrative service of the Hong Kong Government in 1955, and served successively as Resettlement Officer, District Officer, South, of the New Territories Administration, Planning Officer of the Resettlement Department, Administrative Officer of the Commerce and Industry

Department and was the first local officer appointed to the post of Chief Assistant Secretary for Chinese Affairs.

In 1963, Mr. Cheng was appointed President of United College, a post he held until recently. He served concurrently as Pro-Vice-Chancellor in 1965-67, 1971-73, 1975-77 and as Director of the School of Education in 1970-72 and 1975-date.

Mr. Cheng's research interests and publications are in the history of education in Hong Kong, the education of overseas Chinese, the history of overseas Chinese, socio-psychological changes among the overseas Chinese, and comparative education – particularly of the S. E. Asian region.

For his services to the Hong Kong community, Mr. Cheng was appointed Justice of the Peace in 1956, and was appointed O.B.E. in 1967 and awarded the H. M. Queen Elizabeth II Silver Jubilee Medal in 1977.

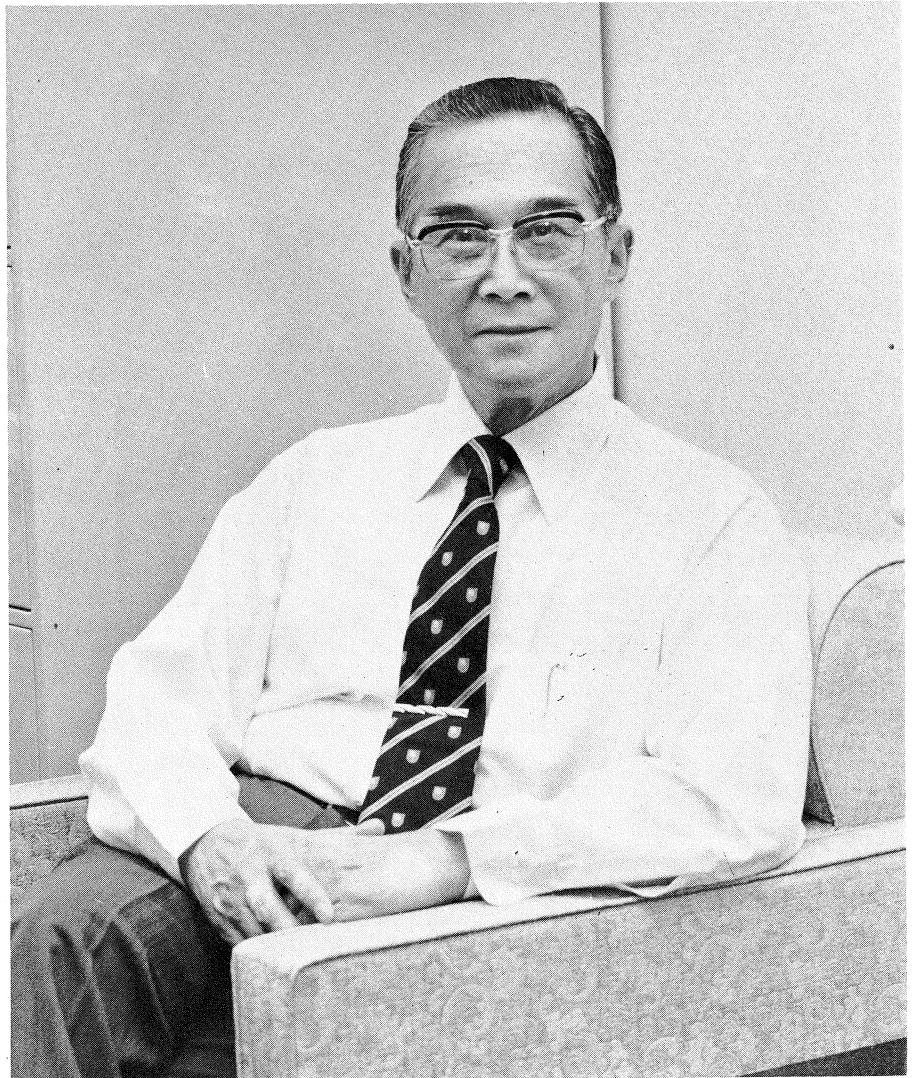
Professor T. K. Cheng, Pro-Vice-Chancellor

Professor Cheng Te-K'un, a world renowned Chinese archaeologist, has first-hand knowledge of universities in different parts of the world.

Professor Cheng obtained his B.A. and M.A. from Yenching University in 1930 and 1931, and his Ph.D. degree from Harvard University in 1941. In the course of his long career in higher education, he has taught at Amoy University, West China Union University, Princeton University, Malaya University, and Cambridge University, which upon his retirement made him Emeritus Reader in Chinese Archaeology and Emeritus Fellow of Wolfson College. Professor

Cheng has been Visiting Professor of Fine Arts of this University since 1974. From 1975 until recently he was also the Dean of the Faculty of Arts.

Besides contributing to the *Harvard Journal of Asiatic Studies*, *Toung Pao*, *Antiquity*, *Oriental Art*, and *Artibus Asiae*, Professor Cheng is the author of *A Brief History of Chinese Mortuary Objects*, *Index to the Shui-ching-chu*, *Stories in the Shui-ching-chu*, *Bibliography of the Shui-ching-chu*, *Archaeological Studies in Szechuan*, *Archaeology in China*, *Archaeology in Sarawak*, and *History of Ancient Szechuan*.



Professor S. S. Hsueh, Head, United College

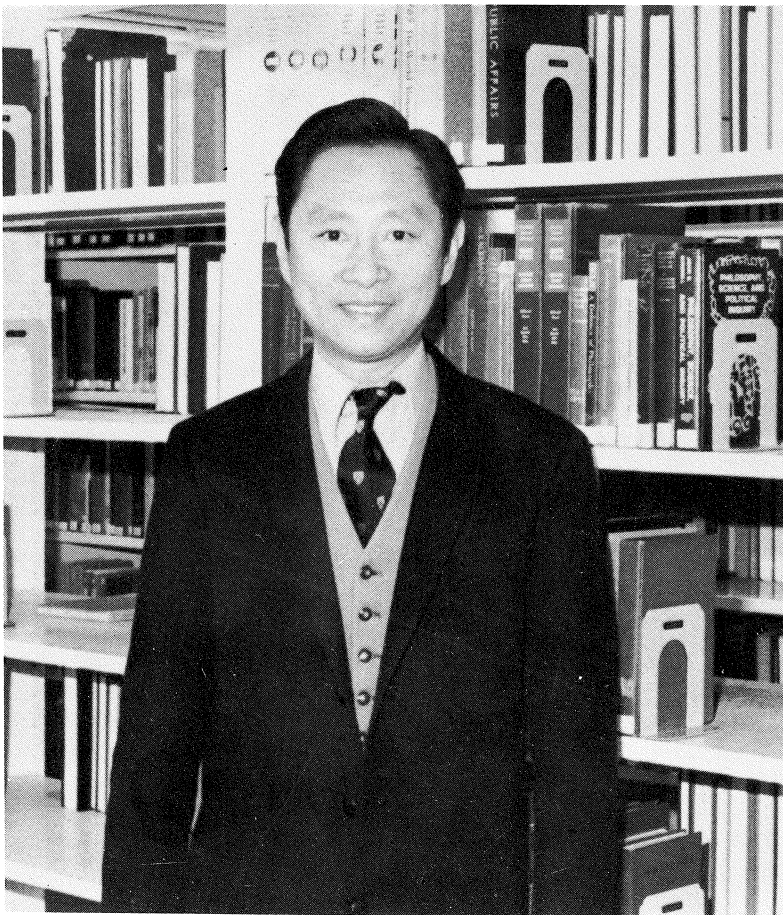
Professor S. S. Hsueh, the new Head of United College, joined this University as Reader in Government and Public Administration in 1966 and was promoted Professor in 1968. He is concurrently Director of the International Asian Studies Programme and Chairman of the Board of Studies in Government and Public Administration.

A graduate from Yenching University, Professor Hsueh obtained his Licence és Science Politique from the University of Geneva and Doctorat és Science Politique from its Graduate Institute of International Studies.

Professor Hsueh has taught or conducted research at the University of Hong Kong, Oxford University, the University of the Philippines, and Nanyang University in Singapore, where he was Vice-Chancellor from 1972 to 1975 on secondment.

Professor Hsueh is author and editor of several monographs and numerous articles published in Asia, Europe and the U.S.A.

Professor Hsueh was recently decorated with Chevalier (Knighthood) of the National Order of Merit by the French Government.



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



Dr. Ambrose Yeo-Chi King, the new Head of New Asia College, received his B.A. (Law) from National Taiwan University in 1957, M.A. (Political Sciences) from National Chengchi University, Taiwan in 1959 and Ph.D. (Public and International Affairs) from the University of Pittsburgh, U.S.A. in 1970. He undertook post-doctoral studies in Sociology at the Centre for International Studies, University of Pittsburgh in 1970.

Dr. King taught at National Chengchi University, and worked as Associate Editor of The Taiwan Commercial Press, Ltd., and

Editor-in-Chief of *The Eastern Miscellany* (東方雜誌).

Dr. King joined New Asia College as Lecturer in 1970 and has been Senior Lecturer in Sociology since 1974. In 1972-73 he served concurrently as Director of Social Research Centre, and in 1972-74 Co-ordinator of the Kwun Tong Industrial Community Research Project. 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 publications in Chinese 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* (forthcoming). His publications in English include numerous articles in such international academic journals as *The Journal of Social and Political Affairs; Asian Survey; Asian Studies*; and *The British Journal of Sociology*.

Dr. Tam Shang-Wai, Head, Chung Chi College

Dr. Tam Shang-Wai, Head of Chung Chi College, read Chemistry at the University of Hong Kong, where he obtained the degrees of B.Sc. and M.Sc. He furthered his studies at the University of Nottingham and was awarded the degree of Ph.D. in 1964.

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

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

Dr. Tam joined this University in 1965 as Lecturer in Chemistry at Chung Chi College and was promoted Senior Lecturer in 1970. He assumed the concurrent post of Associate Dean of the Graduate School in 1974 and became Acting Dean one year later. He was appointed Master of the Postgraduate Hall Complex upon its completion in March 1976. Dr. Tam assumed the office of President of Chung Chi College in August 1976 and was appointed Head of the College after the reorganization of the University in March 1977.



CONSTRUCTION OF NEW STUDENT HOSTELS

In 1978 the University will have three new student hostels accommodating 660 students. The hostels, one to be constructed at each constituent College, will each have 110 double rooms of 140 sq. ft. The total construction cost will amount to HK\$9,300,000, two-thirds of which will be defrayed by the Hong Kong Government. The remaining one-third will be met by private donations: HK\$2,100,000 from a local investment company, Bethlehem Co., Ltd., and HK\$1,000,000 from the Yale-China Association in U.S.A.

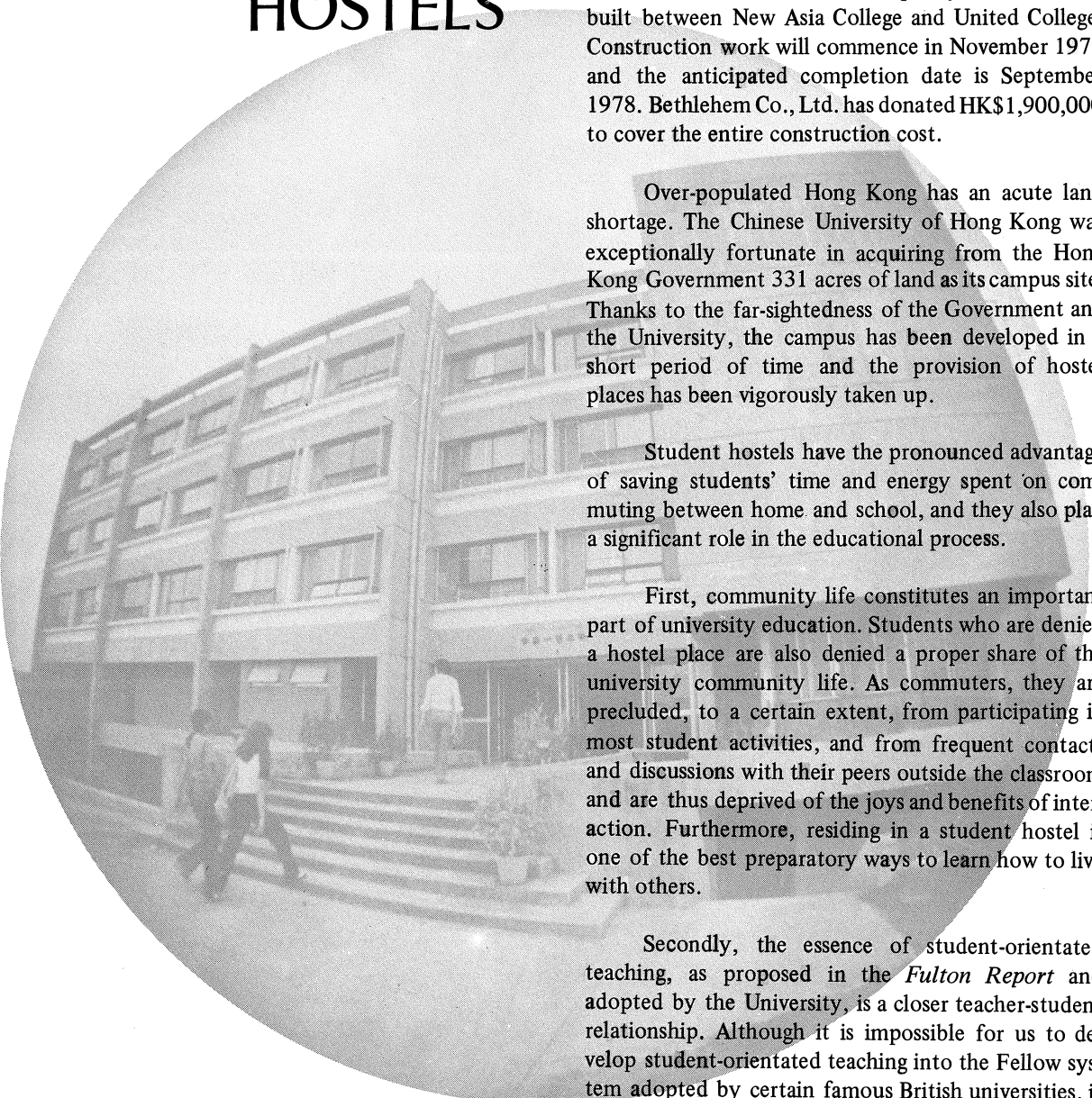
Another hostel with a capacity of 96 will be built between New Asia College and United College. Construction work will commence in November 1977 and the anticipated completion date is September 1978. Bethlehem Co., Ltd. has donated HK\$1,900,000 to cover the entire construction cost.

Over-populated Hong Kong has an acute land shortage. The Chinese University of Hong Kong was exceptionally fortunate in acquiring from the Hong Kong Government 331 acres of land as its campus site. Thanks to the far-sightedness of the Government and the University, the campus has been developed in a short period of time and the provision of hostel places has been vigorously taken up.

Student hostels have the pronounced advantage of saving students' time and energy spent on commuting between home and school, and they also play a significant role in the educational process.

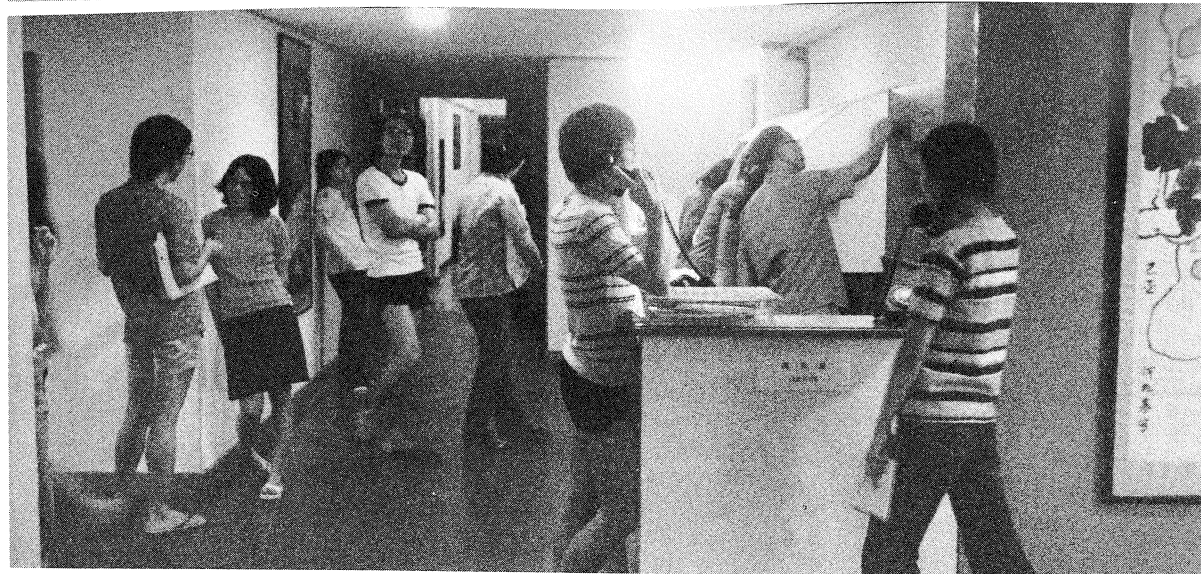
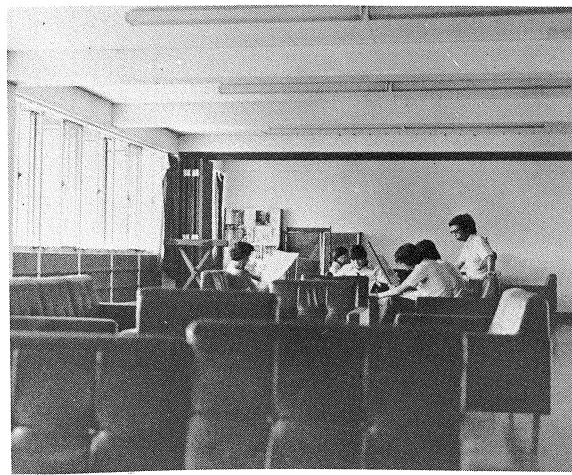
First, community life constitutes an important part of university education. Students who are denied a hostel place are also denied a proper share of the university community life. As commuters, they are precluded, to a certain extent, from participating in most student activities, and from frequent contacts and discussions with their peers outside the classroom and are thus deprived of the joys and benefits of interaction. Furthermore, residing in a student hostel is one of the best preparatory ways to learn how to live with others.

Secondly, the essence of student-orientated teaching, as proposed in the *Fulton Report* and adopted by the University, is a closer teacher-student relationship. Although it is impossible for us to develop student-orientated teaching into the Fellow system adopted by certain famous British universities, it is still possible to make student-orientated teaching a success at this University, accommodating more students in hostels being one of the means. Living in



hostels, students will have more time for personal contacts and informal sessions with teachers after lessons. When dialogue between teachers and students is recognized as an integral part of university life, informal, off-classroom teaching will assume its proper role as an indispensable part of university education. This is the line the University will take and this is also the aspiration of staff and students.

Nevertheless, we must be aware of the limited budget Government has for higher education and the priority in the allocation of grants. It is very unlikely that the Government, which has pledged to establish at the Chinese University a new Medical School, would contemplate providing us with more student hostels for the time being. Even with the completion of these four new hostels, the provision of hostel accommodation for the whole student body will still be lagging far behind our target. It is hoped that friends of the University will come forth with donations for the construction of more hostels.



UPGC News

New Chairman

The Hon. J. H. Bremridge, OBE, JP, Member of the Legislative Council and Chairman of John Swire & Sons (H.K.) Ltd., was appointed Chairman of the University and Polytechnic Grants Committee from 1st January, 1977 to succeed Dr. the Hon. Sir Sidney Gordon, CBE, JP.

UPGC Visitation

In connection with the planning for the 1978-81 Triennium, members of the University and Polytechnic Grants Committee made their formal Visitation to the University on 14th and 15th March, 1977. Discussions were held with:

Administrative and Planning Committee and
Director of Buildings Office
Faculty of Arts (Chairmen of Boards of
Studies)
Faculty of Social Science (Chairmen of
Boards of Studies)
Faculty of Business Administration (Chair-
men of Boards of Studies)
Faculty of Science (Chairmen of Boards of
Studies)
Elected Non-Professorial Members of the
Senate Academic Planning Committee
Student Members of the Senate Committee
on Staff/Student Relations
Student Welfare Representatives
Planning Committee for Faculty of Medicine
Senate Committee on University Library
System
Senate Committee on Computer Services
Centre
Graduate School and School of Education
Representatives
Senate Committee on Extramural Studies

V. C. Honoured

The International Mark Twain Society in America has elected Dr. Choh-Ming Li, the Vice-Chancellor, an Honorary Member of the Society in recognition of Dr. Li's outstanding contribution to Modern Education and World Peace. The Society has previously awarded Gold Medals to Sir Winston Churchill and President Franklin D. Roosevelt among other personalities of international repute.

New Chairmen of Advisory Boards

Academic Advisory Board on Natural Sciences

Lord Todd, P.R.S., a world renowned British Chemist, has accepted the Chairmanship of the University Academic Advisory Board on Natural Sciences to succeed Professor Sir Frank G. Young, Master of Darwin College, Cambridge, who has retired as Chairman but continues to serve as a member of the Board.

Lord Todd, Master of Christ College, Cambridge, since 1963 and currently President of the Royal Society, has been active in the field of Medical Chemistry for more than four decades and won international recognition, notably the Nobel Prize for Chemistry in 1957.

Other members of the Board are:

Professor Shiing-shen Chern, Professor of Mathematics at the University of California, Berkeley;
Professor Tsung-dao Lee, Nobel Laureate and Professor of Physics at Columbia University;
Professor Choh-hao Li, Professor of Biochemistry and Medical Science and Director of Hormone Research Laboratory at the University of California, San Francisco;
Professor Saw-pak Thong, Principal of Tunku Abdul Rahman College in Kuala Lumpur;
Professor Chien-shiung Wu, Professor of Physics at Columbia University;
Professor Chen-ning Yang, Nobel Laureate and Professor of Physics at the State University of New York, Stony Brook.

Advisory Board on Extramural Studies

The Hon. Francis Yuan-hao Tien, O.B.E., J.P., Unofficial Member of the Legislative Council, has accepted the Chairmanship of the University Advisory Board on Extramural Studies.

Other members of the Board are: Dr. Ellen Li, Dr. J. S. Lee, Mr. T. C. Cheng, Dr. A.R.B. Etherton, Mr. D. A. Gilkes, Mr. T. C. Lai, Mr. Wang Chi, Mr. N. H. Young, and Mr. C. T. Chu (Secretary).

New Programmes of Graduate School

The Graduate School has altogether 15 Divisions offering instructions leading to Master's degrees: Biochemistry, Biology, Business Administration, Chemistry, Chinese Language and Literature, Economics, Education, Electronics, Geography, History, Mathematics, Philosophy, Physics, Sociology and Theology. In 1977-78 the School will set up two new Divisions and introduce three new programmes: three-year M.B.A. Programme, M. Phil. in Communication Programme and M.S.W. Programme.

Three-year M.B.A. Programme

The three-year M.B.A. programme is specially designed to meet the needs of practising executives who wish to retain full job responsibility while attending the programme.

The objectives of this new programme are:

1. To prepare men and women for responsible administrative and executive positions in business, governmental and other organizations;
2. To provide students with a modern, graduate-level conceptual and analytical foundation for reaching decisions and making judgments;
3. To contribute to the growth of knowledge and understanding of business and administration;
4. To provide an opportunity for practising managers with good educational background, appropriate work experience, and recognized managerial potential to improve their capabilities through part-time graduate study.

The completion of the entire programme will normally take three years. Students will be permitted to proceed at a slower pace but they will be required to complete the following courses within five consecutive years in order to qualify for the M.B.A. degree:

Accounting
Principles of Organization and Management
Quantitative Methods in Business
Economics
Business Research Methods
Computer for Management
Financial Management

Marketing Management
Business Information Systems
Managerial Economics (or Operations Research)
Managerial Control Systems
Administrative Theory
Legal Environment of Business
Business Policy
2 elective courses including Research in Business Problems or Master's Thesis

M. Phil. in Communication Programme

The Master of Philosophy in communication programme is open to graduates from all academic disciplines or persons with professional or similar qualifications equivalent to a degree from both the local and overseas communities, especially Southeast Asia. It aims

- (i) to equip the students with the basic and latest knowledge and professional skills in communication;
- (ii) to acquaint them with key concepts in fields of specialization in communication and/or related fields; and
- (iii) to prepare them for the creation of and contribution to new knowledge in communication.

Communication courses offered in this 2-year programme will centre around three major areas: (i) communication theories; (ii) communication research methodology; and (iii) communication skills. All courses will integrate knowledge developed in the west with knowledge originating in China.

Students are required to complete:

- (a) Major courses –
Multi-disciplinary Approach to Mass Media
Process of Human Communication
Human Communication Technology
Design and Analysis for Communication Research
Strategy for Integrated Communication Campaigns
Communication in Cultural and National Context
Seminar on Communication Patterns in Chinese Culture
Topical Studies in Communication

- (b) Specialization courses. They can be taken in either communication or other related areas. At a later stage of development, the following specialized areas will be added — journalism, broadcasting, communication research and advertising.
- (c) Summer internship. Students may reside in places other than Hong Kong, if justified, to gain in-study professional experience.
- (d) Thesis

M. S. W. Programme

There is a clear indication of the need for social workers with post-graduate education in the social services of Hong Kong. At present, nearly every professional social worker or social work educator in Hong Kong holding a graduate degree received it overseas. In no case is the curriculum of these programmes even generally related to Chinese culture or to the peculiar needs of Hong Kong society. As a consequence the philosophy, principles and practices of social work and of social work education in Hong Kong are foreign. The only solution to this problem is to provide such post-graduate education in Hong Kong.

The new M.S.W. programme caters for local practising social workers and 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. Courses are designed to broaden the students' perception of all aspects of professional practice, and to provide for the refinement of method in particular areas of practice. The major courses include:

- Social Welfare in Transition
- Social Work Processes
- Research Methodology
- Seminar on Social Welfare Administration
- Seminar on Social Work Practice with Individuals and Groups
- Social Policy and Planning
- Seminar on Social Development
- Seminar on Comparative Social Welfare

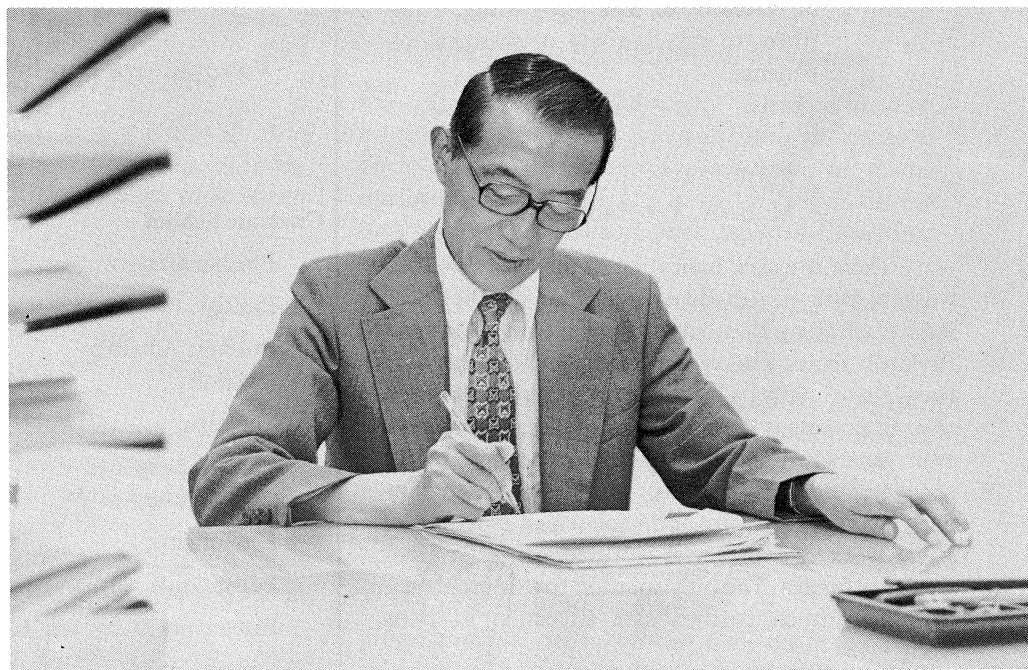
Students are also required (i) to carry a block placement of 5 days per week in an agency where adequate instruction can be made available at an advanced level, with a faculty member as Field Instructor; and (ii) to do research towards a Master's thesis.

Postgraduate Enrolment 1976-77

	M	F	Total
Graduate School			
Biochemistry	9	0	9
Biology	6	7	13
Business Administration	45	8	53
Chemistry	10	3	13
Chinese Language & Literature	9	4	13
Economics	11	—	11
Education	5	3	8
Electronics	12	—	12
Geography	2	—	2
History	13	4	17
Mathematics	13	—	13
Philosophy	12	1	13
Physics	7	—	7
Sociology	4	1	5
Theology	5	2	7
Total:	163	33	196
School of Education			
Full-time Course	26	30	56
Part-time Course	147	100	247
Total:	173	130	303
GRAND TOTAL	336	163	499

• INTERVIEW •

Dean of Graduate School –



Professor Hsing graduated in 1942 from National Central University with a B.A. in Economics and pursued postgraduate studies at the University of Chicago for one year and at Harvard University for two years.

Professor Hsing served as Senior Specialist and Division Chief at the Institute of Economic Research of the former National Resources Commission (Nanking) during 1947-49 and as Consultant to the Directorate General of Budgets, Accounts and Statistics (Taipei) during 1952-54. From 1953 through 1973, he served as Associate Professor, Professor, National Science Council Chair Professor, and National Science Council Research Professor at National Taiwan University. Since 1962, he has been concurrently Research Fellow and Director of the Institute of Economics of Academia Sinica (Taipei).

He visited Harvard University during 1955-57 and 1967-68 as Visiting Scholar and Senior Visiting Fellow of Harvard-Yenching Institute respectively, and Yale University during 1971-72 as Research Associate of its Economic Growth Center. Professor Hsing joined this University in 1973 as Chair Professor in Economics and served as Dean of the Faculty of Social Science from 1973 to 1975. He is now Dean of the Graduate School and concurrently Director of the Institute of Social Studies and the Humanities, and Director of the Economic Research Centre.

Professor Hsing was elected Member of Academia Sinica in 1966. He is also a member of the following international academic societies: American Economic Society, Econometric Society, and International Association for Studies in Income and Wealth.

Prof. Hsing Mo-Huan

Q. The Chinese University of Hong Kong is only 14 years old and the history of its Graduate School is even shorter. As the new Dean of the Graduate School, you must have formulated plans for its continuous development.

A. Our Graduate School was established in 1966, and student enrolment has increased from 31 to this year's 189. Although we cannot say the School's development has been rapid within these 11 years, we can rightly claim a steady growth. To ensure its continued development and raising of standard, we shall recruit more experienced teachers and visiting professors, improve research facilities and build up the book collections. Two other points I wish to make are:-

(1) We shall adhere to the principle of "quality rather than quantity" when considering the addition of new divisions. In other words, if we do not have adequate staffing and facilities for a certain subject, we should never venture to set up a new division merely for prestige. By the same token, any division whose teaching strength is affected by the departure of staff should suspend enrolment of new students until the overall strength is improved. On the other hand, if we do have adequate personnel and facilities, we may not only initiate Master's programmes but also Ph.D. programmes.

(2) We shall gradually raise the entrance requirements of all divisions and demand of the students a higher standard of performance. Our students must not be just

up to par: they must excel. Only then can we gain the respect of the international academic community. To help upgrade the quality of the graduate students, all divisions should involve them in the on-going research projects of the research centres or units concerned to the fullest extent possible.

Q. Is the location of Hong Kong at the crossroads of East and West an advantage for the development of the Graduate School?

A. Because of Hong Kong's locational advantage, the Graduate School attracts more readily visiting scholars to teach in the various divisions in the humanities and social sciences; and in recent years, the number of foreign students applying for admission to these divisions has increased continuously. This trend is no doubt favourable for the development of these divisions and further contributes to the interflow of eastern and western cultures. Even with the divisions in the natural sciences, where the 'area' element is by and large less pronounced, the variegated life styles in Hong Kong as a result of cultural interflow may also offer attractions to many visiting scholars from foreign countries. In general, however, only when the divisions themselves are sound and well-established can we take full advantage of the favourable geographical situation for further development.

Q. Are the teaching strength and research facilities adequate for the Graduate School's development?

A. Although it is the University and Polytechnic

Grants Committee's policy to give graduate studies low priority, our University has done its best to improve the Graduate School's teaching strength and research facilities. And in recent years, a number of divisions have received outside financial assistance, an indication that the University is gaining support in its effort to expand the Graduate School.

Q. What contribution could the Graduate School make towards Chinese studies, a focus of this University's research efforts?

A. The centre for Chinese studies has for some years been in foreign countries. Although it is gratifying to note that the world is attaching much importance to Chinese culture, it is time for the Chinese scholars to take stock of the situation. The Chinese University of Hong Kong, since its establishment, has paid special attention to the development of Chinese studies, and more efforts should be spent in this direction. It is hoped that the teaching personnel in the fields of Chinese literature, history and philosophy of the Graduate School will be strengthened so that those divisions, together with the Institute of Chinese Studies, will become important centres for training specialists in Chinese studies.

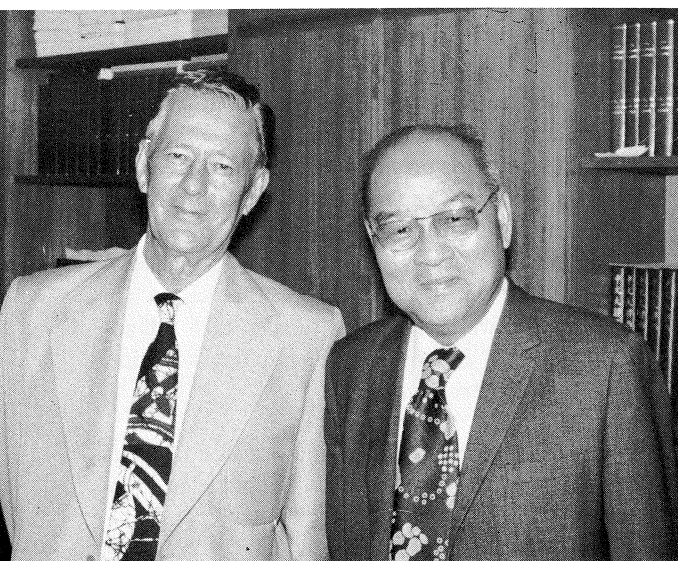
Q. Next year, the Graduate School will initiate two professional programmes, in Communications and Social Work, and introduce a 3-year

part-time M.B.A. programme. Does this mean the Graduate School has shifted its emphasis to the practical fields?

A. In formulating development plans for the Graduate School, the University takes into consideration the needs of the society apart from adequacy of personnel and research facilities on our own part. People with special training in communications and social work have a very important role to play in Hong Kong to-day, and senior executives in business administration are especially indispensable to the promotion of Hong Kong's economic prosperity and progress. The fact that candidates seeking admission to the 3-year M.B.A. course this year number over 700, many of whom have good qualifications and rich working experience, fully reflects a real need of the local community for the new M.B.A. course. In my opinion, "social needs" should remain one of the determining factors for the initiation of new programmes. Whether a course is practical or not should be measured by how well the graduates meet the needs of society; and we shall be developing along practical lines in this sense rather than in the traditional sense of "practical subjects".

Q. To what extent does the establishment of the 3-year part-time M.B.A. programme depend on donation? Have the other two received any outside support?

A. The establishment of the 3-year part-time M.B.A. programme has gained the support of local business circles and up to 1976-77 a total donation of HK\$4,500,000 has already been received. As for the Communications programme, an "Aw Boon Haw Chair Professorship" has been set up with a donation from Dr. Sally Aw Sian, Chairman of the Chinese Language Press Institute. Scholars who have made special contributions to communications education and research will be invited to occupy the Chair. Dr. Wilbur Schramm, known as the "Father of Communications", will be coming in August 1977 as the first Aw Boon Haw Chair Professor and, apart from teaching, will assist the Centre for Communication Studies to complete the research project on



Professor Wilbur Schramm and Dr. C. M. Li

“Chinese Traditional International Communications”. As for the M.S.W. programme, I am sure its importance will be gradually known to the general public because, as I mentioned before, its establishment is also based on society’s demands, and I expect it will receive outside financial support soon.

Q. Would you please tell us what new programmes will be introduced in the next few years?

A. The answer to this question is bound up with the overall plans of the Graduate School. Although these plans have been repeatedly discussed, no decision has yet been made because of the many factors that have to be considered. I feel that new divisions and new programmes should only be initiated by stages, and our efforts should be concentrated on the building up of stronger existing divisions — again, “quality rather than quantity”.

Q. Finally, what is the relationship between the development of the Graduate School and undergraduate studies?

A. Graduate School teachers who also teach undergraduate courses serve as a very important link in the development of both graduate and undergraduate studies. If senior teachers are not given an opportunity to teach more advanced courses in the Graduate School, their desire to join or to stay on with the University will inevitably be lessened, and the long-term development of undergraduate studies will in turn be hampered. On the other hand, most of the graduate divisions would hardly have been set up under the existing policy of the University and Polytechnic Grants Committee if undergraduate teachers were not deployed to teach graduate courses. This kind of link will remain very important in the years to come. Graduate studies, in fact, is an extension of undergraduate studies, and the full development of the Graduate School depends a lot on the soundness of the undergraduate programmes. Students, too, have a continuity role to play, as manifested by the fact that the majority of our post-graduate students are graduates of this University.

Sui-Loong Pao Building, where the Graduate School will be



•CONFERENCE•

Recent Develop

The School of Education sponsored on 26th March, 1977 a Conference on Recent Developments in Education, at which about 440 educationists, mostly secondary school teachers participated. Mr. N. M. Ho, Deputy Director of Education, Hong Kong, was invited to deliver a keynote address after Dr. Choh-Ming Li's Opening Remarks.

Panelists for the various subjects include faculty of the School of Education itself, Inspectors from the Education Department of Hong Kong and the Ministry of Education, Singapore, as well as teachers of Hong Kong's Colleges of Education and secondary schools. Discussions in subject groups on Recent Developments in the Curriculum and Teaching Methods were introduced by short talks by staff of the School of Education:



ments in Education

Topic	Speaker
Teaching and the Teacher's Personality	Dr. W. Lew
Guidance in School	Mrs. B. Yau & Miss M.M. Chan
Aptitude Tests	Dr. P. K. Siu
Recent Trends in Curriculum Design and Development	Dr. S.C. Cheng & Dr. B. Chan
Beyond the Curriculum: The School as a Community	Mr. A. Hinton
Interpersonal Communication in Education	Dr. L. Yam
Methods and Problems in Test Moderation	Dr. Peter Tam

Opening Speech by Dr. Choh-Ming Li, Vice-Chancellor

The School of Education has been very active on the local educational scene in recent years, often organizing educational conferences and lectures. The Chinese University has also organized international symposia, such as The Symposium on Chinese Language Teaching in 1970, and local-orientated workshops such as those related to the Biology and Chemistry syllabuses in our matriculation examination held annually since 1975.

Today's Conference focuses on the recent developments of curriculum design and teaching methods, and panel discussions will be held on the various aspects of education, such as teaching, curriculum guidance, examinations and tests, school as a community and interpersonal communication. Hong Kong's secondary education leaves much to be desired and its various weaknesses stem from the lack of

correct educational goals. In many secondary schools, too much emphasis is put on examinations and too much time spent on formal subject teaching, but too little attention is paid to civic education and extra-curricular activities. Pupils are trained to learn by rote and not to develop their faculty of independent thinking and their reasoning power. Many of them do not even have any civic consciousness and adequate command of languages. Many secondary school leavers are disillusioned to find that what they have learnt at school does not equip them for their jobs. School is a community by itself; educationists should make the most of it to provide an integrated educational system for the pupils.

A sound educational system has to be founded on correct educational goals. To achieve the best results, curriculum should be designed, student guidance conducted and tests constructed with the educational goals in mind.

To me, an ideal educational system should aim at imparting general knowledge, developing proficiency in the use of languages, sharpening the faculties of independent thinking and problem-solving, promoting physical health, developing personal integrity and moral commitment to serve and improve society. In a word, secondary school education should be well-balanced.

It is hoped that by adhering consistently to this goal, pupils may emerge, after five years of secondary school education, as sensible and responsible citizens, well-equipped to cope with the changing world.

The problems to be discussed at this Conference will all be closely related to educational goals. I trust participants will be able to come up with good recommendations to improve the local secondary education.

Mr. N.M. Ho delivering the keynote address; looking on is Mr. T.C. Cheng, Director of School of Education



Keynote address by Mr. N. M. Ho, Deputy Director of Education

For today's talk I have chosen a topic which I consider to be fundamental to the quality of education; that is, the broad aims of education and the function of the school.

Modern education must adapt itself to modern needs

Let me say first of all that certain aspects of life in the 1970's have assumed a greater importance than they had earlier in the century. In the modern world education must take account of leisure no less than work. It will not be necessary to enlarge upon the fact that life is a less simple affair for all of us today. The citizens of tomorrow will be citizens of a more complex world than that of yesterday. Social contacts are becoming more frequent and more varied, and children will need to learn to mix with a greater variety of types of individual than their parents probably knew and to understand the point of view of people in other lands besides their own. They will need, moreover, to accommodate themselves to sudden changes of process and method in the occupations they are likely to take up, and even to be prepared to transfer themselves

from one occupation to another. The individual, therefore, must not only become more adaptable as a worker, but must also be in a position to select for himself some worthy and useful way of occupying his free time. The average citizen must be a man or woman of common sense and breadth of view. Obviously the schools must offer every possible opportunity for serviceable talent to manifest itself, whatever direction it may take and however limited in range it may be. Further, they must do all they can to ensure that their ablest pupils may pass on to suitable forms of higher education.

It follows, then, that the aim of education should be to develop to the full the potentialities of every child at school, in accord always with the general good of the community of which he is a member.

Various factors in the educative process

However, education is not so simple a business as is often supposed. It is certainly not synonymous with teaching. It is not enough for the teacher to collect together a mass of knowledge and retail it to his class. Nor is it enough for his personality to be strong enough to make the children do what he wants them to do. No subject is such that the mere teaching

of it will produce the results we require of the schools, and no method will work automatically. Education in fact depends both on the school environment and on the response of the children to the teaching as well as on the subject and the teacher.

Importance of developing certain general attributes

To my mind, the wider ends before us cannot be reached without developing in the children certain general attributes. These are:

- (a) **Basic skills** – such as the skills of communication, manipulation, calculation, reasoning, effective work-study, personal and group relationships which are fundamental to personal and social competence. Without them children would lack the essential foundations for their further education and the minimum requirements for effective and responsible participation in life.
- (b) **Knowledge** – such as the child's understanding of himself, his human relationships and the importance of sound physical and mental health; the child's environment, natural and social, extending to the wider bounds of Hong Kong and the world; the child's cultural, moral and spiritual heritage. With and through this body of knowledge children will be able to reach decisions and solve problems.
- (c) **Attitudes and Habits** – such as an understanding and appreciation of the duties of citizenship; respect for the rights, beliefs and customs of others; the ability to appraise old and new ideas and to work cooperatively and constructively with others; pride in good workmanship; respect for law, order and social institutions; wise use of time, including the growth of

constructive, creative and satisfying leisure pursuits. It is generally agreed that these attributes are essential to a preparation for living a full and useful life.

Function of the primary school

Let me now go deeper into the subject and say what I consider to be the function of the primary school.

It should be noted that when the child comes to school at the age of six or thereabouts, he has already made a start in learning and in acquiring skills as a result of his previous experiences in the home, the neighbourhood and, in many cases, the kindergarten. The pattern of his growth, behaviour and attitudes is fairly well established and cannot easily be altered. The school takes each child at the stage of development which he has reached and leads him on from there, bearing in mind that much of his education will still be gained in the home and neighbourhood where he will spend most of his life during the school years.

As the purpose of the school is consciously educational it will be concerned with the whole child, gathering up his outside experiences and supplementing them in such a way that full, balanced development may be achieved. This is no easy task and can be successful only where the teachers are genuinely concerned for the welfare of the children and have a real understanding of their nature and needs. Part of their task will be to discover, as far as possible, what experiences the children have had in the pre-school years and what is the nature of their experiences in out-of-school hours. They will seek to provide within the school environment a way of living that will supplement these experiences and will ensure full development of potential capacity, the acquisition of skill and knowledge the children find necessary at the stage to which they have developed, and social adjustment as members of a growing community.

Function of the secondary school

Let me now proceed to secondary education. Here, to begin with, I should like to mention what I consider to be two important principles underlying its organisation.

The first general principle is this: each school must realise that its first duty is to its pupils as individuals. Each pupil must be regarded as a unique personality with his own needs and abilities. The school must satisfy the pupil's needs, find out his abilities and develop them. Such an attitude implies placing less emphasis on tests and examinations; further, it implies a reduction in the quantity of oral teaching and the transformation of the teacher into a guide and friend.

The second important principle is that the school must remember that education is an unending process. School life is merely one part of the pupil's life and when he leaves school education will not cease. The school must therefore fit in with the background of the pupils, must bear in mind the important economic features of the community, and must see to it that the pupils do not feel cut off from the life of the outside world when they are engaged in school activities. The school must be merely one part of the pupil's world, and the outside world must be very much more closely connected with school. But beyond this, each pupil must be sent out into the world with a set of abiding interests, determined to continue the education which has been begun at school and genuinely interested in and aware of what is happening around him.

A summary of what the school can do

We may sum up the functions of the school as being:

- (a) to provide the kind of environment which is best suited to individual and social de-

velopment,

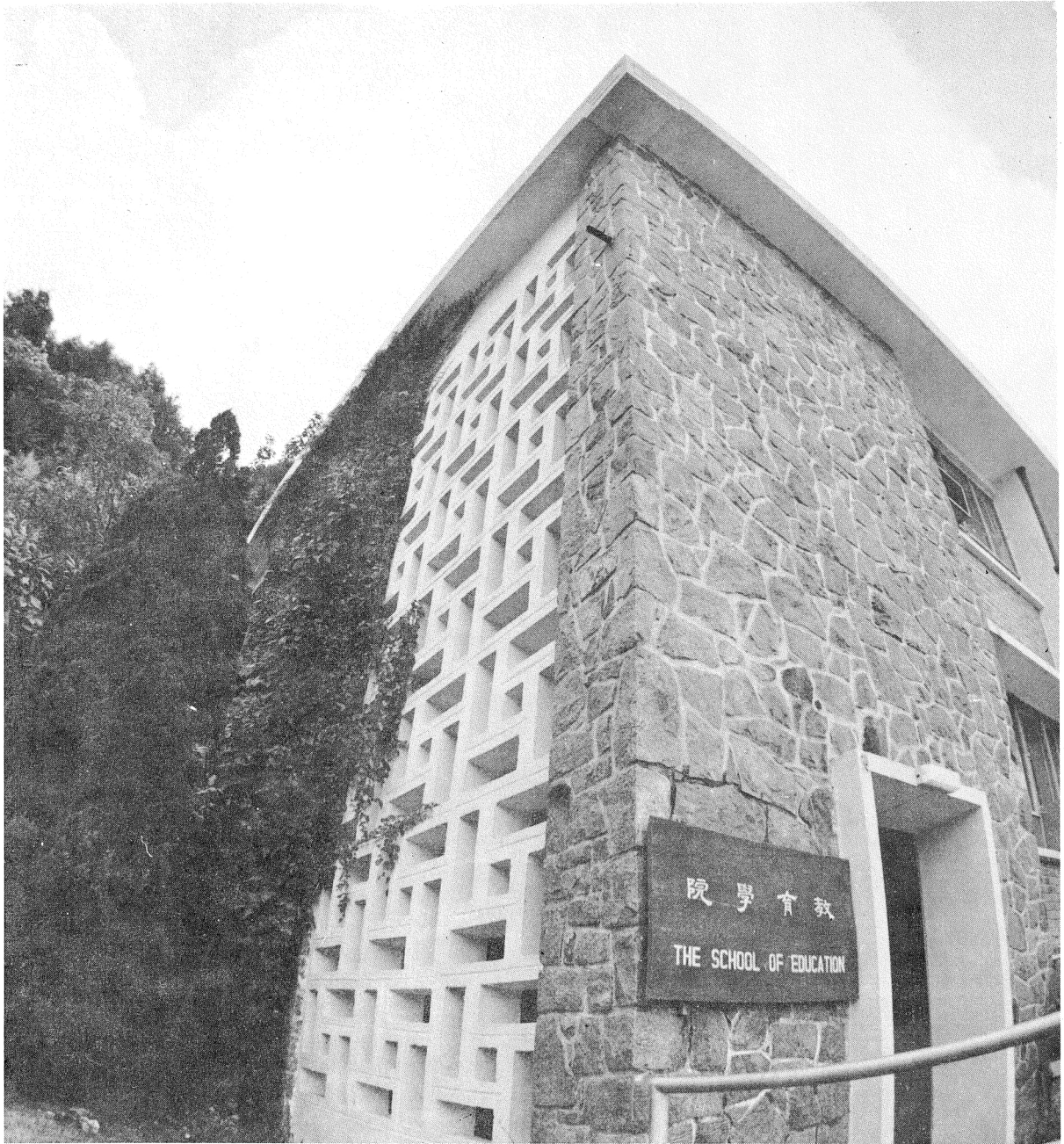
- (b) to stimulate and guide healthy growth in this environment,
- (c) to enable children to acquire the habits, skills, knowledge, interests and attitudes of mind which they will need for living a full and useful life,
- (d) to set standards of behaviour, effort and attainment by which they can measure their own conduct.

Marks of a good education

It is obvious that the school can fulfil these functions only if it insists on thorough and effective work in the various daily tasks it provides. However, the ultimate test must be whether it assists in the development of citizens who desire the common good and are prepared to make sacrifices to secure and maintain it — men and women, that is, who care for all that is lovely and worthy. As I see it, the fully educated person is one who is enlightened in his interests, impersonal in his judgements, ready in his sympathy for whatever is just and right, effective in the work he sets himself to do, and willing to lend a hand to anyone who is in need of it.

Importance of the teacher's role

Every age is an age of transition. Aims, methods and attitudes to education, to be of real worth, are always in course of evolution and comparative values are continually changing. However, any success in bringing about educational innovations also depends, to a large extent, on the initiative and energy of the school heads and their staff. The teachers, in particular, are at the grass-root level of the system. In spreading and experimenting with new ideas and approaches they have an indispensable role to play in order to fulfil the purpose of the school. In fact, the high reputation which many of our schools have built up is a lasting tribute to the teachers' professional skill, hard work and dedication.



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