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# Chinese University Bulletin

## Number Two 1983

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*Cover: The University Library (photo by Michael Leung)*

**Advisory Committee on *Chinese University Bulletin***

Professor Francis C. Johnson Mr. So Man Jock Dr. F.C. Chen

**Editor:** Mrs. Y.L.C. Foo

**Address:** The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong

# Conference on Modernization and Chinese Culture



An international Conference on Modernization and Chinese Culture, jointly organized by the Faculty of Social Science and the Institute of Social Studies, was held from 7th to 11th March, 1983 on the University campus. In the opening address, Dr. Ma Lin, the Vice-Chancellor, said, 'We are here to discuss how we can integrate western social science with Chinese culture in terms of theoretical concepts and methodology. The Conference will help the development of social science itself on the one hand and the modernization of China on the other.'

The Organizing Committee of the Conference consisted of Drs. Chiao Chien (Convener), Fanny M.C. Cheung, Ambrose Y.C. King, Kuan Hsin Chi, Lau Siu-kai, Rance P.L. Lee, Wang Sung-hsing, with Mr. Sin Kwok Kuen as its Secretary. The thirty-three participants included Professors Fei Xiao-tong and Ruey Yih-fu and other scholars from Mainland China, Taiwan, the United States, Singapore and Hong Kong. Over a hundred scholars attended the Conference as observers. The five-day Conference was held in fifteen sessions including a forum on 'Social Science: Its Present State and Future Development'.

The Conference, for which preparatory work began more than a year ago, was a major breakthrough

in many respects. Never before had so many Chinese sociologists been brought together from different parts of the world to exchange ideas on a topic which was of common concern to them. It was also an occasion on which three or four generations of Chinese social scientists gathered together for academic discussion, including the founders of modern Chinese sociology and anthropology – Professors Fei Xiao-tong and Ruey Yih-fu – their students and their students' students ...

Commenting on the happy coincidence that the Conference was held amid the celebration of the University's twentieth anniversary, the Vice-Chancellor said, 'It has been the goal of The Chinese University to integrate eastern and western cultures. ... The Conference which was initiated and organized by our colleagues and held on our campus, testifies to the fact that both teachers and students of the University have been working hard towards this end.'

Grants from the Rockefeller Brothers Fund (New York) and the Ming Yu Foundation (Hong Kong) provided for the travelling expenses of most of the participants. Proceedings of the Conference will be published before long.

## A Stimulating Experience — A Participant's Account of the Conference

The persistent rain that came with the onset of spring did not dampen our spirit here in the Faculty of Social Science. We welcomed with jubilation the opening of the Conference on Modernization and Chinese Culture: being conducted in the Chinese language and held in a Chinese society to discuss Chinese culture and society from the viewpoints of ethnic Chinese, the Conference has special significance. The thirty-three participants, who were scholars in the fields of anthropology, sociology, psychology, economics, political science, education, geography and social work from Mainland China, Taiwan, Singapore, the United States and Hong Kong, were brought together by common ancestry and cultural tradition to discuss issues of common concern.

It all began several years ago when Professor Yang Kuo-shu of National Taiwan University was teaching at this University. From his daily contact with teachers of the Social Science Faculty, he noted that most of us are western-trained, and that not only are the theoretical framework we have adopted westernized, so are our way of thinking and research methodology. As a result, we have lost our identity, consciously or subconsciously, and our research may be nothing more than just modifications of imported models. He therefore stressed time and again the need for sinicization of social science. Sinicization is definitely not antiforeignism; neither is it just translation of social scientific terms. The aim is to study our own society critically and to establish our own theories and methods. In this way, we can help to enrich the discipline, transforming it into a more effective science which can reflect more truly the culture and society of China, where a quarter of mankind lives. This view of Professor Yang was shared by many of our colleagues.

There were of course others who thought differently. They contended that with social sciences still in its early stages of development in China, it was too early to talk about sinicization. Besides, the uniqueness of science lies in its universality, therefore it is impossible to have China's own social science, just as it is impossible to have her own physics or her own biology.

The point is, however, there are vast differences between social sciences and natural sciences. Human society and culture, with their many variables, are extremely complex and sophisticated, and behaviour

is difficult to predict. It is quite impossible to draw up laws that are applicable to all races and nations. Furthermore, China is a developing country where usable manpower and resources are limited at the moment. Through constant review by social scientists of their own efforts, taking care not to follow others blindly, manpower and resources may be conserved. It is also through such review and study that new concepts and methods derived from Chinese culture and society may eventually add to the knowledge of social sciences of the world.

It was with this conviction that social scientists from Hong Kong and Taiwan joined hands in 1980 to organize a seminar on Sinicization of Social and Behavioural Sciences, under the auspices of the Institute of Ethnology, Academia Sinica. The present Conference can be said to be a continuation of the 1980 seminar but with wider representation and scope of study.

The theme of the Conference is still the sinicization of social sciences, but discussion went beyond a few simple concepts. Most of the papers studied problems on both theoretical and empirical planes. Professor C.K. Yang, a prominent sociologist, though unable to attend the Conference, sent in an abstract of his paper 'Sociological Outlook: Modernization and Chinese Culture'. Professor Yeh Chi-jeng of National Taiwan University in his paper, 'Provinciality and Academic Development', pointed out that Taiwan's sociologists today are not unaware of their provincial dependence on western social sciences, nor are they unwilling to commit themselves to critical self-examination, but they do not have the ability and proper perspective for such examination. He attributed their limitations to the overwhelming influence of western models and the structure of their society. He has also set forth some solutions to the problem, such as the development of basic theories and the abandonment of utilitarian academic policies.

Professor Michael Hsin-huang Hsiao, also from National Taiwan University, spoke on 'The Structural Problems in the Sinicization of Sociology in Taiwan Revisited: An Empirical Study of Sociology in Taiwan'. According to him, 'sinicization' has different levels of meaning, which, in order of priority, are: (1) creating in the context of Chinese history sociological theories peculiar to China herself; (2) sinicizing the contents and materials; (3) using foreign theories and

methodology as reference and modifying them to suit China's situation; (4) reviewing the influence of western sociology on China; and (5) building up a sociology that is Chinese-oriented.

Another professor from the same University, Professor Wen Chung-i, presented a paper on 'Cultural Variations in Sociological Theories: The Rethinking of Sinicization of Social Science'. He reviewed the whole issue of sinicization of social sciences and after making a comparative study of different theories on cultural cycles, pointed out that general principles are difficult to establish.

Professor Zhao Fu-san of the Academy of Social Sciences, Beijing, in his paper, 'Some Thoughts on the Indigenization of Social Sciences in China', gave a succinct account of the development of social sciences in China and concluded that what has evolved is a model which takes 'Marxism as the theoretical basis and sociological methods as the practical tool'. Dr. T.S. Cheung of this University also delivered a paper on 'The Accumulability of Research Findings and Its Implications for Indigenization in Sociology'.

The Conference also focused on population, family and related topics. The world-renowned social anthropologist, Professor Fei Xiao-tong, reviewed the current structural changes of Chinese families and their impact in his paper, 'The Caring of the Old in Families Undergoing Structural Changes'. He pointed out that as Chinese find it hard to accept the 'empty-nested' form of western families, it is necessary to think of ways to make the younger generation continue to care for the old in the face of structural changes.

Dr. Kwong Chun-kuen of this University in his paper, 'Boy Preference and the Population Problems of China', looked into the population policy of China today, focusing on the imbalance between males and females brought about by such a policy. Drs. Agnes M.C. Ng and Nelson W.S. Chow, also of this University, presented papers on 'Family Structure and Juvenile Delinquency in Hong Kong' and 'The Idea of Welfare Among the Chinese People' respectively. I myself have projected the possible changes in population structure and family system of the *Samei* ethnic minority in Yunnan, China, on the basis of current policy and the social changes which have taken place over the past thirty years. Dr. David Y.H. Wu of the East-West Center, Honolulu, spoke on 'Chinese Child Rearing in the Process of Family Modernization' and Professor Chung Ying-chang of Academia Sinica, Taipei, on Chinese lineage development in Taiwan.

Chinese society is constantly undergoing intricate changes, and human relationship is exceptionally complicated. There were several papers

dealing with various aspects of this topic, including 'Chinese Strategic Behaviour: A Formal Analysis' by Dr. Chiao Chien, Head of this University's Anthropology Department; 'Face and Favour: Chinese Power Game' by Professor Huang Kwang-kuo of National Taiwan University. Both Professor Yang Kuo-shu of National Taiwan University, and Dr. Fanny M.C. Cheung of this University addressed the issue from a psychological point of view in their respective papers on 'Dimensions of Person Perception of Chinese Students: An Emic Approach' and 'Manifestation of Psychological Problems and Help-seeking Process among Chinese'.

Lively discussion followed Dr. Ambrose Y.C. King's (CUHK) paper on 'Confucian Ethics and Economic Development: Re-examination of Weber's Thesis'. Weber contended that Confucian ethics does not contribute to capitalists' development, but Dr. King pointed out that the rapid economic development of Hong Kong, Taiwan, South Korea and Singapore is to be attributed to both structural and cultural factors, the latter being precisely the Confucian ethics. It can therefore be said that Weber's thesis was challenged. Professor Ruey Yih-fu of Academia Sinica, Taipei, in his paper, 'The Modernization of Confucian System of Ethical Thoughts in the Republic of China' advocated 'seven human relations'. In addition to the five traditional human relations, he put forward a sixth, the relation between the individual and the group (based on respect), and a seventh, intergroup relation (based on kindness).

Papers on other aspects of the process of modernization included 'Economic Research in the West and Modernization of Socialist Economic Construction in China' by Professor Chen Dai-sun of Beijing University; 'Economic Modernization and the Rule of Law in China' by Dr. Liao Kuang-sheng (CUHK); 'Social Change, Bureaucratic Rule and Emergent Political Issues in Hong Kong' by Dr. Lau Siu-kai (CUHK); and 'Transferability of Western Management Concepts' by Dr. Yeung Siu Wah (CUHK). Besides, there were papers on 'Chinese Political Culture and China's Modernization' by Professor Alan P.L. Liu of the University of California at Santa Barbara; 'Modernization and China's Cities' by Professor Chang Sen-dou of the University of Hawaii; 'Traditional Religious Rituals in Modernization Process' by Professor Li Yih-yuan of National Taiwan University; and 'The Factors of Culture and Education in the Socio-economic Development of the Li People in Hainan' by Professor Liang Zhao-tao of Chungshan University, Guangzhou. With such an array of papers, the Conference proved a very stimulating experience.

— Hsieh Jiann

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## News in Brief

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### *New Graduate Programme in Music*

The Graduate School will launch a Master of Philosophy Programme in Music in 1983-84.

The Programme, which will normally take two years to complete, will offer courses in Research Methods and Bibliography, Advanced Musical Analysis, Research Methods in Ethnomusicology, and other elective courses.

### *Exchange Programme with Tsukuba University Renewed*

The University's Exchange Programme with Tsukuba University, Japan, established in January 1979, has been renewed for a further period of four years, commencing 18th January, 1983.

Under the Exchange Programme, Tsukuba University undertakes to recommend two candidates from this University each year for the Japanese Ministry of Education, Science and Culture Scholarships (MOMBUSHO). Successful candidates are accepted for a year's studies at Tsukuba University. In return, this University admits students of Tsukuba University to the International Asian Studies Programme (IASP) and arranges financial assistance through the regular grants and scholarships for IASP students.

### *New Exchange Agreement with University of California*

A new exchange agreement between this University and the University of California has been signed recently. The new agreement, with retroactive effect from July 1982, has replaced the previous one signed in August 1978.

According to the new agreement, the University accepts up to ten students from the University of California as associate students, research students or special scholars for a year's studies in the IASP, the three Colleges or the Graduate School. The University of California in turn provides non-resident annual tuition scholarships for this University's graduates who have enrolled in any campus of the University of California and have the joint recommendation from both Universities. The enrolment of the exchange

students at the University of California should not exceed those at this University.

### *Twentieth Anniversary Lecture Series*

The University is organizing a series of Anniversary Lectures to be given by world-renowned scholars and outstanding community leaders throughout the year of 1983 in commemoration of its twentieth anniversary.

The first lecture, 'Forty Years as Student and Teacher', was delivered on 2nd March by Professor C.N. Yang, Einstein Professor and Director of the Institute of Theoretical Physics, the State University of New York at Stonybrook.

The second lecture, 'Stages of the Evolution of Chinese Culture', was delivered on 8th April by Professor Ch'ien Mu, a famous scholar known for his works on Chinese intellectual history and philosophy. He is the founder of New Asia College and served as the College's first President from 1951-65.

### *Professor C.N. Yang Accepts Permanent Appointment*

Professor C.N. Yang, who was appointed Honorary Professor of Physics of the University from 16th December, 1982 to 1st April, 1983, has accepted the University's invitation to hold the Honorary Professorship on a permanent basis.

### *Inaugural Lecture*

Professor Shu-hsiên Liu of the Department of Philosophy gave his inaugural lecture, 'An Attempt to Explore the Possibilities of Constructing a Systematic Philosophy', on 9th March.

### *UPGC News*

\* Professor C.B. Howe of London School of Oriental and African Studies has been reappointed a member of the University and Polytechnic Grants Committee (UPGC) for a further period of two years, with effect from 1st January, 1984.

\* The UPGC has established a Research Working Group to consider how the UPGC may best arrange to invite comment on the extent and the means by

which research should be supported in Hong Kong.

Membership of the Working Group is:

Lord Brian Flowers, Rector, Imperial College of Science and Technology, London (Chairman)

Sir Edward Parkes, UPGC Member and Chairman of UGC in the United Kingdom

Professor C.B. Howe, UPGC Member and Professor, London School of Oriental and African Studies

Dr. Andrew Chuang, UPGC Member and a local industrialist

Professor B. Lofts, Head of Zoology Department, the University of Hong Kong

Professor R.M. Kennedy, Research Associate of Anatomy, the University of Hong Kong

Dr. Rance P.L. Lee, Dean of Social Science, The Chinese University of Hong Kong

#### *Tuition Fees for 1985-86*

The Council approved at its meeting on 1st March that the tuition fees of all full-time students for 1985-86 be set at HK\$4,200.

This level of tuition fees has been fixed in accordance with a direction from the Governor-in-Council and after taking into account the assurance of the UPGC Chairman that the level of assistance under the Student Finance Scheme would be adjusted automatically in the light of the proposed tuition fee increase.

#### *IASP Fees Revised*

The University has revised the fees for the International Asian Studies Programme (IASP) for 1983-84 as follows:

Associate Students

HK\$27,000 (academic year)

HK\$15,500 (per term)

Research Students and Special Scholars

HK\$20,000 (academic year)

HK\$11,500 (per term)

The IASP is a self-supporting programme

launched in 1977 with the support of the Yale-China Association. It is intended for overseas students and scholars, who wish to take advantage of the University's academic resources and research facilities in the broad area of Chinese and Asian studies.

#### *Council Members Honoured*

\* Sir Yuet-keung Kan, Pro-Chancellor, former Chairman (1971-82) and life member of the University Council, was awarded the Order of the Sacred Treasure in the second degree by his Imperial Majesty the Emperor of Japan on 11th March for his contribution to Hong Kong-Japanese trade relations and for his pioneering work as the first Chairman of the Hong Kong-Japan Business Cooperation Committee. It is the second most prestigious decoration that Japan confers on foreigners.

Sir Yuet-keung was also presented with the Grand Decoration of Honour in Gold with the Austrian Star for services to the Republic of Austria on 25th March. It is the highest honour awarded by the Austrian Government to a foreign non-government member.

\* Sir Run Run Shaw received the Queen's Badge of Honour, the highest award conferred by the British Red Cross Society, from His Excellency the Governor on 22nd February for his twenty-years' service to the Society. Sir Run Run has been President of the Society's Hong Kong Branch since 1974.

#### *Professor Thrower Appointed to Polytechnic Council*

Professor L.B. Thrower, Chairman of the Department of Biology, has been appointed by His Excellency the Governor to succeed Professor Bay-sung Hsu as a member of the Council of Hong Kong Polytechnic for a term of three years, commencing 1st April, 1983.

#### *Reorganization of Comparative Literature and Translation Centre*

The Comparative Literature and Translation Centre of the Institute of Chinese Studies has been reorganized.

The Division of Comparative Literature was renamed 'Comparative Literature Research Unit' (with Dr. William Tay as Head), to be affiliated to the English Department. The Translation Division was renamed 'Research Centre for Translation' (with Mr. S.C. Soong as Director) and remains under the Institute of Chinese Studies.

#### *Visit of Advisers on Manufacturing Technology*

Professor J.L. Douce, Professor of Electrical Engineering, and Professor S.K. Bhattacharyya, Professor of Manufacturing Technology, the University of Warwick in the United Kingdom, visited the University in mid-January to give advice on the introduction of courses in manufacturing technology.

During their stay in Hong Kong, the two advisers met with members of the Faculties of Science and Business Administration, and visited various industrial establishments and other academic institutions, so as to get an overall view of the local engineering profession.

The professors will present a written report to the Vice-Chancellor in due course.

#### *New Asia Faculty Reading Room Opened*

The Faculty Reading Room of New Asia College was formally opened by Dr. Ambrose Y.C. King, Head of the College, and Dr. Lai-bing Kan, the Librarian, at a brief ceremony on 4th February.

The Reading Room, on the ground floor of the New Asia Branch Library, has an approximate area of seventy square metres and a capacity of thirty persons. Its renovation cost, amounting to HK\$170,000, was met by a generous donation from Mr. Hui Kwok-hau, a trustee of the College. The books in the Reading Room were donated by New Asia Ming Yu Cultural Foundation, the Yale-China Association, and friends, visiting scholars and staff of the College.

#### *New Member of Appointments Board*

The Hon. John Chambers, J.P., Director of Social Welfare, Social Welfare Department, has been

appointed a member of the Appointments Board for a term ending 31st July, 1984.

#### *New Members of Advisory Committee on Electronics*

The University has invited the following to serve on the Advisory Committee on Electronics until 31st December, 1983:

Mr. C.D. Tam, General Manager of Motorola Semiconductors Hong Kong Ltd.,

Mr. David Woo, Director of Management Services of IBM World Trade Corporation, and

Mr. K.M. Ellison, Assistant Chief Engineer, Training, Hong Kong Telephone Co. Ltd. (replacing Mr. R.A. Adair)

#### *Obituaries*

##### **Sir Christopher W.M. Cox**

Sir Christopher W.M. Cox, an honorary graduate of the University, passed away in Britain at the age of eighty-three.

Sir Christopher had devoted his life to the cause of education. He had taught for many years at New College, Oxford, before he served as educational adviser to several major projects of the British Government.

The University had benefited from Sir Christopher's direct interest and advice, and secured through his great efforts financial support from the British Government for the construction of the Science Centre, which enabled the establishment of a most modernly equipped teaching block for science students on this campus.

##### **Dr. Liang Tung Yan-chi**

Dr. Liang Tung Yan-chi of the University Health Service passed away on 14th March after a prolonged illness. She was forty-nine.

Dr. Liang Tung Yan-chi joined the University in November 1973 as Dental Surgeon, and had been in charge of the dental programme of the Health Centre since September 1981.



# Profile of University Staff

The University has a staff of 2,100 in October 1982, with 1,857 on full-time and 243 on part-time or honorary appointment. Over one quarter (26%) of the full-time staff are academics teaching full-time or part-time programmes in the five Faculties of Arts, Business Administration, Medicine, Science and Social Science, the School of Education, the Physical Education Unit and the Chinese Language Centre. The remaining 74% are research staff (2%), Administrative staff of Executive Officer rank and above (6%), professional staff such as Architects, Physicians, Computer Officers and Library professionals (4%), clerical and secretarial staff (21%), technical staff or equivalent (9%) and minor staff (32%). The following table shows the distribution of staff by function:

	Number of staff				
	Full-time	Part-time	Honorary	Total	
<i>Academic</i>	473	229	3	705	(34%)
<i>Research</i>	34	5	2	41	(2%)
<i>Administrative/ Executive Officer rank &amp; above</i>	110	—	—	110	(5%)
<i>Professional</i>	73	—	1	74	(4%)
<i>Clerical/Secretarial &amp; equivalent</i>	398	2	—	400	(19%)
<i>Technical &amp; equivalent</i>	173	1	—	174	(8%)
<i>Minor</i>	596	—	—	596	(28%)
<b>Total</b>	1,857	237	6	2,100	(100%)

Almost 60% of the staff members are below forty years of age, as can be seen from the following statistics:

Age distribution of staff				
29 & under	30 – 39	40 – 49	50 – 59	60 & over
29%	30%	24%	15%	2%

For academics, the age distribution is as follows:

	29 & under	30 – 39	40 – 49	50 – 59	60 & over
<i>Professor</i>	—	7%	43%	40%	10%
<i>Reader</i>	—	12.5%	56%	19%	12.5%
<i>Senior Lecturer</i>	—	19%	54%	24%	3%
<i>Lecturer</i>	5%	53%	32%	10%	—
<i>Assistant Lecturer</i>	24%	70%	3%	3%	—
<i>All teachers</i>	5%	43%	35%	15%	2%

The ratio of male to female staff is 2:1. However, academics (Assistant Lecturer and above) are predominantly male. As of October 1982, there are no female Professors or Readers, and women only represent 5% of Senior Lecturers, 16% of Lecturers and 35% of Assistant Lecturers.

# Survey on 1982 Freshmen

The University admitted 1,292 undergraduates (833 male, 459 female) in September 1982. Based on the findings of the 'Survey on First-year Students', conducted annually by the Office of Student Affairs, a profile of this year's freshmen can be drawn. The 1982 survey has a high response rate of 93.7%.

The average age of students is nineteen, with male students slightly older than females. Most of the students (about 70%) do not profess any religious belief, and those with a religion are Protestants (21.6%), Catholics (6.3%), Buddhists (1.1%) and Muslims (0.1%).

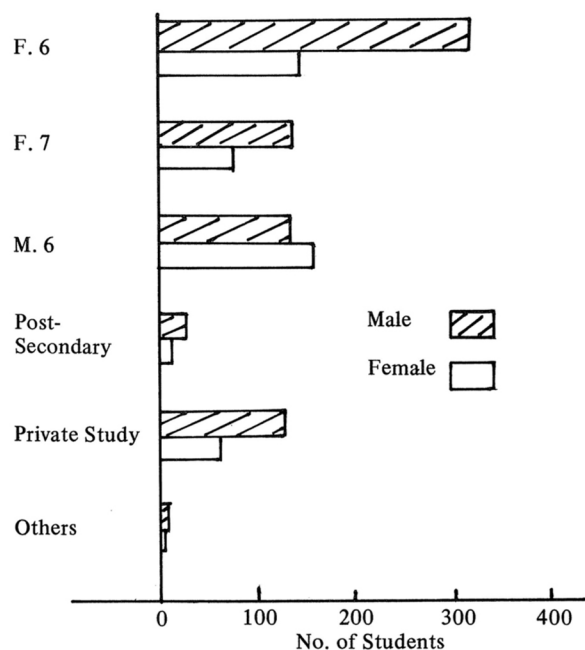
Apart from the 14.5% admitted as private candidates, the majority of freshmen were admitted from Middle 6 (25.6%) of Chinese middle schools, and from Form 6 (38.8%) and Form 7 (18.1%) of Anglo-Chinese schools. In general, they led an active school life: 94.3% have participated in extracurricular activities. Prior to entering the University, 30% of them had some form of paid employment: 18.3% in full-time employment at a time and 11.8% with part-time jobs. Another point worth noting is that 58.7% of the new students have travelled outside Hong Kong.

The number of students depending on their family for university education (45%) is more or less the same as those relying mainly on Government

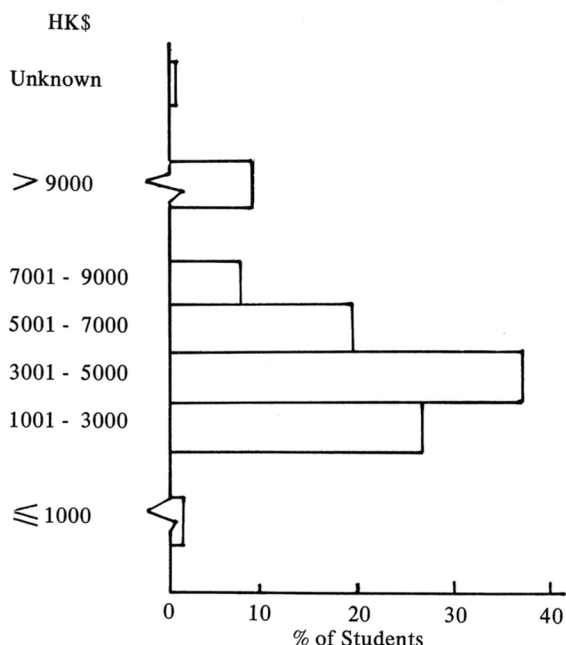
grants and loans (47%). The monthly household income of nearly two-fifths of the students is in the range of HK\$3,000 to \$5,000, while about 26% come from families with an income of less than \$3,000 and 10% from families with an income above the \$9,000 mark.

Parents of most of the students (fathers 49.5%, mothers 47.3%) have had primary education. Parents who have had tertiary education include 6.9% of the fathers and 3.2% of the mothers. As to their occupation, 27.3% of the fathers are production workers or labourers, 6.1% are professionals or at the administrative and managerial level, and 12.8% are in retirement. An overwhelming majority of the mothers (68.3%) are housewives.

A sizeable proportion of the freshmen live in rather congested conditions. More than half of them live with their families in public housing estates, with a living area of 2.6 to 5 square metres per person, and 62% have five to seven persons in their family. This is one of the main reasons (the other being the time needed to commute between campus and home — more than two hours for 57% of them) why 91% of the freshmen express a need for hostel accommodation.



*Mode of education in the year immediately preceding admission to University*



*Monthly household income*

# Ten Years of Progress — University Library System

In December 1982, the University Library System observed the tenth anniversary of the opening of the University Library building. The building was opened in 1972 when the University was undergoing great physical expansion. The three other library buildings were also opened within a period of less than two years, from 1971 to 1973.

During the ten years, there has been tremendous growth within the Library System which is even more significant, if less dramatic, than the building boom of the early seventies. The opening of the new University Library building provided for the first time adequate space to house the collections gathered during earlier years as well as the staff of the centralized processing operations for the entire System. Since then, there has been substantial growth in the size and scope of the collections and in the services offered to the University community.

At the time of its opening, collections of approximately 125,000 volumes left the University Library building looking vast and empty. There were about 400 reels of microfilm, and some 1,200 current journals were being acquired. The circulation during that first year was just under 12,000 loans, because only senior students and teaching staff were allowed to borrow from the University Library, and the building was open only during office hours. Ten years later, the collections exceeded 350,000 volumes, and while the building still has capacity for growth, it is beginning to look rather full. By now, over 4,700 reels of microfilm and 38,750 microfiches are available, and more than 4,600 journals are currently received in the University Library alone. Circulation in the last year exceeded 180,000 loans, over fifteen times more than that in the first year, with borrowing privileges available to all teachers and students, and the building is now open for seventy-nine hours per week during term time, an increase of thirty-four hours over 1972. The University Library has thus served as headquarters of the System.

## The Library System: staff and holdings

While the collections and services have grown at a dramatic rate, the staff of the Library System has grown at a much more modest rate. From 1972 to 1982, the staff grew from 112 to 142 including all levels of personnel. In the last few years, the only additional posts have been those funded by the Faculty of Medicine. The continuing expansion and development of services throughout the System is made possible by the hard working library staff, who are now serving more than three times the number of registered users as in 1972.

The University Library System has had good support during these years from the University administration and from the community. The overall expenditures for the Library System have amounted to an average of seven percent of the entire University budget. The book fund has increased from about HK\$800,000 in 1972-73 to \$4,300,000, including that for the Faculty of Medicine, in 1981-82. The steady inflation during this period has resulted in great rise in book prices, somewhat eroding the purchasing power of the book fund. Also, as the University matures, more emphasis is placed on collecting journals, which are more expensive to purchase. Periodical subscriptions for the whole System have increased from 2,200 titles in 1971-72 to nearly 6,000 titles in 1981-82. Gifts from various sources, numbering over 85,000 volumes, have added many useful and valuable items to the collections. During these ten years, millions of dollars have been invested in the Library's collections, and some 350,000 volumes have been acquired, bringing the total holdings of the System above three quarters of a million volumes.

## Services to Readers

The development of services to readers is among the most encouraging aspect of the last ten



*Audio-Visual Department*



*Circulation Counter*

years: new areas of service have been added, and existing areas have been expanded.

The Library staff is now very actively engaged in the general education programme of the University, as well as in giving a variety of special assistance to help students make the best use of the facilities. Facilities have expanded tremendously so that several hundred readers are accommodated by the System every day. Considerable audio-visual services were offered by the Library even before the establishment in 1979 of its Audio-Visual Department, which is well equipped with hardware, and its collection of over 7,500 items of software is still being developed.

The Information Retrieval Service, available since 1981, offers on-line access through satellite to DIALOG in the United States to utilize a large number of electronic data bases on all subjects, so that very efficient searches can provide bibliographies and abstracts very rapidly. This relatively new service has yet to reach its full potential. The more conventional library activity of circulation is benefiting from computer application as well. The IBM computerized circulation system purchased in 1979 and put into service in December 1980, handles over eighty percent of all borrowing and returning transactions. The IBM system will eventually be extended to the three branch libraries at the three Colleges and the one at United College is only awaiting the delivery of some necessary equipment.

#### Publication Programmes

The University Library System has also carried out a fairly extensive programme of publication. The *University Library Series* includes three sets of reprints of rare and valuable Chinese books. The *University Library Bibliographical Series*, begun in 1977, has so far published five numbers, including union catalogues of serials and of audio-visual materials held by the System, and historical bibliographies on serials, government publications, and newspapers of Hong Kong. In addition it has issued its *Handbook* (both Chinese and English versions) annually, and a publicity brochure, which was first published in 1973 and revised in 1981. Since 1979, the System has issued *CUHK Library News*, a quarterly bulletin of library information and notes, again in two versions.

After ten years of growth and development the University Library System has become one of the most advanced and resourceful libraries in this part of the world. Not only does it serve the needs of the University community, it also makes its resources and services available to other institutions in Hong Kong and, to some extent, to the community at large.

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## Interview

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### University Librarian Dr. L.B. Kan

- Q. Despite its short history, the University Library System has already become one of the largest libraries in Southeast Asia. Can you tell us some of its characteristics?*
- A. In most respects, the University Library System is like any other similar system of middle to large size, with a collection of books, periodicals, and other library materials brought together and organized to support the programmes of teaching and learning and of research in the University. Its uniqueness lies in the bicultural emphasis of the University as reflected in the collections. The holdings are nearly equally composed of Oriental and Western materials, and among the Oriental materials are some 380,000 books in Chinese and about 20,000 in Japanese, with a few hundreds in Vietnamese and other languages. This bicultural emphasis runs through the entire System.
- Q. Hong Kong's geographical setting is obviously partly responsible for this bicultural emphasis. Has this factor also contributed to the overall development of the System?*
- A. Hong Kong is in a geographically advantageous position. We are at a crossroads, where the east and west meet. It is a cosmopolitan city with free trade, free market and no currency control. We may therefore import books and materials from different parts of the world, without any restrictions, to develop the library collections. We have been purchasing books from North America, the United Kingdom and other European countries, Southeast Asia, Mainland China,



Taiwan, Australia, etc.

As a westernized society with a rich Chinese heritage, Hong Kong gets the best of two cultures. This is reflected in our Library on the one hand in the bicultural nature of the collections and on the other in the adoption of new technologies in its services. Of course, Hong Kong may not be as technologically advanced as some countries, yet it is already ahead of many developing countries.

To manage the bicultural collections efficiently, we require well qualified and enthusiastic staff and in this area the Library System has indeed been fortunate. While most of our staff are local people, the professional members have the additional asset of being overseas trained, mainly in North America and the United Kingdom, thus bringing their varied educational background and years of experience to their work here. Some of them are well versed in other languages on top of Chinese and English. In addition, there have been some colleagues from the United States and there were some from Australia as well. Someday we would be happy to add to the staff experienced professional librarians from other countries, if the opportunity presents itself.

*Q. You have visited many famous libraries in the world. What impressed you most and what can we learn from them?*

A. I have been fortunate in being able to visit many libraries and cultural institutions in different parts of the world, especially some of the great

libraries in the United Kingdom, Europe and North America. Their extensive collections and manifold services are impressive, so is the full use made of them by their experienced users. Many of them are also making considerable use of new technologies in both the processing of materials and in services to readers. Our University Library System can surely learn from all of these things.

In general, the place of libraries in society and in educational institutions and the role of the librarians have long been well recognized in many advanced countries. But in Hong Kong, this is not quite so as yet. This may be because the library profession is comparatively new in Hong Kong. We have therefore plenty to learn from the experience of overseas countries. We want to promote librarianship and to increase the number and improve the quality of libraries here. We need to teach people how to make the best use of the library resources, how to obtain information for their daily work, to read for pleasure, for knowledge, and hence to enrich their lives, etc. Members of the community ought to learn from the people of advanced countries how to value our cultural heritage. They need to understand more about the functions of libraries, and to make use of the opportunities and the resources in the libraries for continued education throughout their lives. In time, they will appreciate the great deal that libraries contribute to our society. Librarianship will eventually be more readily recognized as are other similar professions such as teaching, accounting and architecture, and the status of librarians will be further enhanced as our accomplishments become more visible to the community.

*Q. Can Hong Kong keep up with more advanced countries in its library developments? What part does the Government play?*

A. Although the history of libraries in Hong Kong dates back to more than a century ago, no active library development took place until the last twenty-five years, when the Government began to give attention to the development of libraries for the general public.

The Hong Kong Library Association was established in 1958 and the City Hall Library in 1962. For thirty years before that, there was no large-scale public library in Hong Kong, although there were smaller ones including those of cultural institutions such as the British Council, the American Library, and a few others. There have been great advances during the last twenty years

since the City Hall Library opened. There is now a rather large system of public libraries throughout the urban areas and the New Territories, and many more are being planned. Also school libraries have been set up in many government and aided secondary schools in the past few years but they have yet to be introduced to many of the other schools in Hong Kong. As for institutions of higher learning, the Government is very supportive of an appropriate level of library development. It is unlikely that we will find ourselves in the forefront of developments, but we are in a uniquely advantageous position to view developments in other parts of the world, and to learn from them those things that are most useful for our purposes. This is what we have tried to do, especially in our adoption of new technologies.

*Q. As one dedicated to the training of library professionals, could you enlighten us on the efforts made locally?*

A. There have been various efforts in this direction. The first course on librarianship was organized by the Department of Extra-Mural Studies of the University of Hong Kong in 1960. I was one of the few professional librarians in Hong Kong then. A few of us were very enthusiastic in the promotion of librarianship and we organized a course on library techniques. The Certificate Course for Library Assistants has been given jointly for many years under the sponsorship of the Hong Kong Library Association and the extramural studies departments of both the University of Hong Kong and The Chinese University. In the early 1960s, we did not have sufficient resources to offer a comprehensive course at professional level. As the situation has improved, a Diploma Course in Librarianship at the postgraduate level has been offered beginning 1981, and the first batch of students will soon be completing their studies. It is a comprehensive professional course incorporating subjects relevant to the Hong Kong context. Since 1979, introductory and advanced courses for the in-service training of teacher-librarians in schools have also been offered, under the co-sponsorship of the Advisory Inspectorate of the Department of Education of the Hong Kong Government and the Department of Extra-Mural Studies of the University of Hong Kong. And there have, over the years, been other courses, numerous seminars and workshops on special topics for working librarians. Most of the planning and the teaching of these various programmes has been done by practising librarians

in Hong Kong. For the Diploma Course, in addition to local teachers, we invited two overseas lecturers to teach some subjects. We have also appointed an external examiner from England.

*Q. Library science is a specialized field of study. However, no courses in this field have yet been offered by any of the universities or colleges in Hong Kong. What do you think of this?*

A. The lack of professional library training in Hong Kong has been largely a matter of supply and demand. Each year, there has been a number of overseas library school graduates returning to Hong Kong to look for jobs, but there has not been a large market for professional librarians. Unlike the well-established professions, ours is relatively new to Hong Kong. As many people have very little knowledge about the library profession and the nature and importance of the work done by librarians, they would not pay for the employment of professionals. Many firms and educational institutions still do not have libraries. Others that have small libraries may not be able to afford professional librarians. As (i) the public library systems in Hong Kong develop more fully, (ii) the number of school libraries gradually becomes larger, (iii) the schools begin to make fuller use of library services and (iv) the number of special libraries in different kinds of firms increases, the need for more professional librarians is likely to increase to the point that local professional training will be required.

With the postgraduate Diploma Course in Librarianship introduced in 1981, we are working towards this goal. This three-year part-time course will cater for the need in the next few years. So far, no teaching programme on library science has yet been offered by any of the universities or colleges in Hong Kong because it is an expensive undertaking. Personally, I feel that in due course a full-time programme on library and information science may be organized in one of the institutions of higher learning. Such a programme should be at the postgraduate level, for librarians or information scientists need a good educational background plus preferably a subject specialization, in addition to professional knowledge and skill. Manpower surveys have to be carried out and very careful planning has to be done. The size of enrolment has to be carefully planned with reference to the demand for new positions as well as to the number of possible professional job openings in the local libraries.

If the government gives more support to libraries and allocates more resources to the development of libraries, the demand for professional librarians and supporting staff will be larger.

*Q. The role of a library as the depository of knowledge in a university is obvious. Are there other functions of the library which are not so commonly known to the general user? Could you also give us some hints as to how to make the maximum use of library facilities?*

A. The library's function as a depository of knowledge is certainly important, but without the careful selection and active acquisition of books, periodicals and materials done by professional librarians, this function may not be achieved. To build up a good collection, cooperation is also required from subject specialists in the selection process. Specialists or non-librarian colleagues may help in bringing useful or possible items or groups of materials to the attention of the librarians for adding to the library collections. Yet, the function of depository or storage seems to be a rather passive one. The more important functions of a library lie in its being an educational, cultural and recreational institution. It is an information centre too. By means of scientific management, librarians are able to organize the contents of the libraries in such a way as to facilitate maximum exploitation by the users. The books and materials are classified, and catalogues and indexes are also prepared so as to guide the users to the materials. So libraries play an active role in the teaching and learning process. As librarians have been trained in the use of reference tools, in skills for searching information, as well as in research methodology, they are well equipped to unlock the treasures of the library collections for users. The reference librarian can be of great assistance in this way. The library orientation and instruction programmes which include lectures, tutorials and tours given by librarians to the students, other users and special groups are also very useful and instructive, and are of a life-long benefit to individuals. Libraries also offer a wider range of services than is sometimes realized, including the facilities of the Audio-Visual Department, the Information Retrieval Service, the current awareness service, the SDI (Selective Dissemination of Information) service and CAI (Computer-assisted Instruction).

*Q. There has been growing concern over the changing role of libraries: eventually libraries may cease to*

*be storehouses for the printed word and become instead service centres in the new information networks. Do you think that there is a possibility for books and journals to be replaced by various electronic storage and retrieval systems? How do libraries respond to the influence of new technologies on the system of scholarly communication?*

A. That is indeed a broad question. I have already suggested in the above that libraries have shifted to accommodate the modern technologies available to it. As for the disappearance of the print media, however, I think that it may occur to some extent in certain areas. It may be one solution to the growing cost of keeping up with scientific literature. In social sciences and the humanities, the printed book and the journal will probably remain for a long time the principal means of presenting materials and preserving the cultural heritage. People have talked about a paperless society quite some time ago and micro-publishing has been in existence for a long time. How long the printed book and journal remain as the principal media will very much depend on how well the new non-print formats are accepted by the people. Many users are resistant to the new media. They are not comfortable with them and are psychologically reluctant to accept them.

While keeping to their traditional roles, libraries will adapt, and in fact are now adapting, to the changing needs of the information society. It is a formidable task which lies ahead of us. In fact, many libraries have started to automate some processes. Computers and other electronic devices are employed to do this. In recent years, libraries have introduced information retrieval service to obtain information from electronic data bases. In Hong Kong, all the three large academic libraries as well as two or three others retrieve instantaneous information via satellite from electronic data bases of overseas countries. Libraries automate their catalogues so that on-line enquiries may be done, and they join together to form cooperative networks. Members of a network may have access to one another's cataloguing and holding information on-line. A library user at one library may enquire easily about what is in any other library in the network, or even in a world-wide network of libraries or information centres; he may obtain his answer in a matter of seconds! Therefore, the old saying that when entering the door of a library, one has turned the key to the library resources in the world is just as meaningful today as it was earlier.



# An Interview with Professor Zhu Guang-qian

The University has spared no effort in the promotion of cultural exchange and numerous distinguished scholars from different parts of the world have been invited to lecture here. Through their lectures and seminars, we are able not only to meet these great masters in person, but also to benefit from their wisdom and expertise, thus broadening our academic horizon.

Among this year's prominent academic visitors was the famous aesthetician and theorist on art and literature, Professor Zhu Guang-qian, who came to Hong Kong in mid-March to conduct the New Asia College 1983 Ch'ien Mu Lecture Series and spoke on 'Giovanni Battista Vico's *Scienza Nuova* and Its Influence on Chinese and Western Aesthetics'. Despite his brief stay and tight schedule, Professor Zhu kindly granted an interview with the Editor of the Bulletin on 29th March, just two days before he left.

The eighty-six-year-old Professor, who has been teaching in the Western Languages and Literature Department of Beijing University for more than fifty years, is not only highly reputed in China for his contributions to the development of aesthetics in the country, but is also held in high esteem in international aesthetic circles.

Professor Zhu was sent to study education at the University of Hong Kong in 1914 on a government scholarship. Upon graduation, he returned to Mainland China to teach in a secondary school in Shanghai. In 1925, he went to study, again supported by Government funds, in the University of Edinburgh, where he took up English Literature, Philosophy, Psychology, Ancient European History and History of Arts. He then furthered his studies in France and obtained a doctor's degree in 1933 from the University of Strasbourg.

Professor Zhu is a prolific writer. His long list of publications began with *Twelve Letters to Youths* (1931). Since then, he has written, among others, *On Aesthetics*, *The Psychology of Literature and Art*, *Abnormal Psychology*, *Works of Zhu Guang-qian*, *Poetic Theories*, *On Self-cultivation*, *On Literature*, *A Critique of Croce's Philosophy*, *History of Western Aesthetics*, *Letters on Aesthetics*, *Miscellanies of Literature and Art*, and *Gleanings from the Aesthetic*



*Field*. Recently, Zhu Guang-qian's *Anthology on Aesthetics* (in five volumes) has also been compiled by the Shanghai Literary Press.

Professor Zhu is also a conscientious translator of academic works, including Croce's *Estetica come Scienze dell'espressione e Linguistica Generale*, *A Critique of Croce's Philosophy*, *History of Western Dialogues* (selected translation of literary theories in Plato's *Dialogues*), *Geoprache mit Goethe*, Hegel's *Aesthetics*, and Vico's *Scienza Nuova*.

Since his return from Europe, he has devoted his energies to writing and research on the one hand and the education of the younger generation on the other, while teaching at Beijing University, Qinghua University and the Central Academy of Art. To Professor Zhu, no difficulty is insurmountable, and it is never too late to start anything that is worth doing. That was why he started learning Russian on his own at the age of sixty, and it was after eighty that he translated Vico's 400,000-word *Scienza Nuova*. Now he has another project in mind — translating Carl Marx's *Parisian Manuscripts*. It is, therefore, hardly surprising for him to say, 'Just as the spring silkworms produce silk till the day they die, I will work as long as I'm alive. It is my hope that the silk that I produce, together with what others have produced, can bring a little warmth to the world.'

## THE INTERVIEW

*Q. Professor Zhu, when did you shift your field of study from education to aesthetics?*

A. I began to study English Literature at the University of Hong Kong. Later when I furthered my studies in England and France, I also took up French and German Literature. In the study of literature, I naturally came across the artistic beauty of literary works and became interested in aesthetics. Once I started delving into it, I published 'letters' to discuss aesthetics in literature with youths in China. At that time, I also published 'letters' on the self-cultivation of youths because I started my career in education and have always been interested in the field.

*Q. Who inspired you to devote yourself to the study of aesthetics when you were in England and France?*

A. When I was awarded the Government Scholarship to study in England, I consulted Professor Simpson, who taught us English Literature at the University of Hong Kong, and he suggested that I should further my studies at the University of Edinburgh, his *alma mater*. Scotland was relatively quiet then and was really a good place to study in. There I met two famous professors who had great influence on me. One was Professor Kamp-Smith, an expert in the study of Kant. I benefited greatly from him, though he did not encourage me to study aesthetics. The other was Professor H.J.C. Grierson, Chairman of the English Department, who specialized in metaphysical poetry and history of philosophy. As for literary criticism, I was under the influence of I.A. Richards, whom I did not have a chance to know personally then. However, he visited China when I was teaching in the Beijing University.

After graduating from the University of Edinburgh, I became an auditing student of the University of London. I also enrolled at the

University of Paris. I always went over there during the summer vacation and Christmas holidays.

My supervisor at the University of Strasbourg was Professor Charles Blondel, who specialized in psychology and literary criticism. Under his supervision, I completed my doctoral thesis, 'The Psychology of Tragedy'. It was originally written in English and the Chinese translation was published in Beijing last year.

*Q. What are the major influences that have shaped your aesthetic concepts?*

A. When I was first drawn to the subject, I started by studying Croce, the great Italian aesthetician, whose achievement was generally recognized in Europe then. His influence could be seen in the many books on aesthetics by other aestheticians which I read. However, I came to disagree with some of his views, and I wrote *A Critique of Croce's Philosophy* in the thirties. Then I began studying his teacher Giovanni Battista Vico's works. I found that there were some differences between their viewpoints and that Vico's achievement was even greater. That was why I spent three years translating his *Scienza Nuova*. The first draft of the translation has already been completed and I shall go over it again when I return to Beijing. I hope that the final draft will be ready by next year.

In studying aesthetics, I often compare Chinese and western concepts. My father was a teacher in an old-style tutorial school. When I was small, I studied under him for several years, and I can still remember the Chinese poems and writings that I memorized. I think that the *Book of Music* (樂記) is the most important book on Chinese aesthetics. In my study of aesthetics, these often come back to mind. I have also been influenced by some modern Chinese aestheticians, especially Cai Yuan-pei and Wang Guo-wei. Cai, former

Vice-Chancellor of Beijing University, studied aesthetics in France and Germany. I have been greatly inspired by Wang's *Renjian cihua* (人間詞話).

In short, my aesthetics can be said to be built on Confucian thoughts and enriched by western aesthetic concepts.

*Q. Since the nation-wide debate on aesthetics, you must have revised your viewpoints on aesthetics drastically. How did you integrate your original viewpoints with those of Marxism?*

A. So far I have never stopped writing on aesthetics, nor have I ever ceased fighting my case. During the nation-wide great debate and mass criticism on aesthetics in the fifties, there were three schools of thought. One school was the mechanical materialists who held that beauty was purely objective; another was the idealists who contended that beauty was purely subjective. The third, which was my school, held that beauty was a dialectical unity of the subjective and objective. In my opinion, literature and art are reflections of nature, and nature is not only made up of the objective world, but also the subjective individual. This is a view which I have always held and for which I have been fighting single-handed for two or three decades.

At the time, I was criticized for holding anti-Marxist, idealist views. In order to find out what Marxism was really about, I determined to learn Russian on my own. I was sixty then. As I read over the Marxist classics carefully, I found in the translated versions serious mistranslations, which distorted Marxism. After careful study, I found that Marxism has great academic value. Not only does it not deny subjective will, but it also takes humanitarianism as its highest ideal. So in literature, art and aesthetics, I have advocated venturing into the prohibited areas of theories of

human nature, humanitarianism, human kindness and universally shared sense of beauty.

*Q. Can you tell us something about the development of aesthetic studies in China?*

A. Since the great debate on aesthetics, interest in the subject has been aroused, especially in the educational circles, and it was felt that a course on the history of aesthetics should be offered.

Students of aesthetics invariably start with the study of literature, art, psychology or philosophy. It can be seen that aesthetics is a specialized field of study which rests on a wide range of cultural studies. Unfortunately we do not have such a basis. I am convinced that the prerequisites for the study of aesthetics are a thorough knowledge of a branch of art and the complete mastery of at least one foreign language. Although many young people would like to study aesthetics, they lack these prerequisites. Nevertheless, if they are really interested and make an effort to learn foreign languages, they may still make the grade. At present, we cannot claim any achievements, but we are optimistic about the future.

*Q. What are your plans for the future?*

A. As I have said, when I return to Beijing I shall go over my translation of Vico's *Scienza Nuova* once again. And then there is still Vico's biography to be translated. If my strength does not fail me, I shall also translate Marx's *Parisian Manuscripts*, a project which I have in fact started. This is an important work which is still very controversial all over the world, and most of the existing Chinese versions are full of mistranslations, leaving much to be desired.

When I am back home, I shall formally announce my retirement so that I can devote more of my energies to research.

# University Development in the Commonwealth

## — Issues and Trends

*By I.C.M. Maxwell, formerly Deputy Director of the Inter-University Council and Secretary of the First and Second Fulton Commissions on The Chinese University of Hong Kong*

### Trends and issues in less developed countries

The 1960s was a time when university expansion was the order of the day, when the wind of change was blowing strongly. The birth of your own University was, I believe, part of that widespread movement in the Commonwealth and of a then prevailing search for greater relevance in university education. I hope therefore that it may not be without interest to look at contemporaneous developments elsewhere than in Hong Kong. As I see from your *Bulletin* that previous recent speakers have concentrated on higher educational issues in Britain and North America, I propose by way of contrast, though not I hope irrelevantly, to focus on trends and issues in the less developed countries of the Commonwealth, though I am conscious that they are very different indeed from Hong Kong in tradition and economic health.

### Basis of Development: the Asquith Concept

By the beginning of the 1960s the programme of university development launched by Britain in Africa and the Caribbean was fifteen years old. It had been devised in the dark days of World War II, as an essential corollary of political advance towards self-government. The Asquith plan, as it was called, laid down five main guidelines for the creation of five new university colleges:

- (1) they should be of first class standard — quality before quantity was the motto — and a means of guaranteeing international recognition was negotiated with the help of the University of London;
- (2) they should offer a balanced education, i.e. they should be multifaculty, providing both a liberal education and education for the professions;
- (3) they should be fully residential — both by necessity and to encourage the spirit of mutual understanding among students of many different backgrounds;
- (4) they should be autonomous, having freedom to manage their own affairs though placed under obligation to present an account of their stewardship; and



- (5) they should be centres of research.

Similar guidelines were adopted in relation to support for existing institutions being converted into universities e.g. the University of Malaya.

The dominance of the Asquith concept as a basis for university development overseas lasted till the end of the 1950s though its influence was much less significant in Southeast Asia than in Africa and the West Indies. By the end of the decade the small group of university colleges following the Asquith guidelines had firmly established themselves internationally; were sending out into public life a steady, if small, flow of graduates; were increasing their range of studies; were conducting extramural activities; and were beginning to transform the research scene. In short, by 1960, when a new status for your three post-secondary colleges was first encouraged by the government of Hong Kong, the university colleges elsewhere in the Commonwealth had reached the stage at which they too could look forward safely from a firm, if somewhat limited, base to the possibility of further development and innovation. The continuing suitability of the Asquith plan as it was being implemented was, however, beginning to be seriously questioned. Change was in the air and it was clear that no single global pattern was adequate for the diversity of needs and conditions — each institution must henceforth develop in its own way.

### New University Initiatives

By this time (1961) certain trends affecting long-range attitudes had begun to work, unevenly but

persistently, in three main areas – Britain, America and the developing world itself. Britain sensed the need to expand its own university system, to relate it more closely to national planning, to emphasize technology and science and to design a new form of university development which would encourage experimentation and flexibility through freedom from any tutelage from an established university. These attitudes in Britain were reinforced by the refreshing changes introduced by the University of Sussex, of which Lord Fulton, Chairman of your founding Commission, was Vice-Chancellor, and by the elevation of certain colleges of technology to university status. In America active interest in African higher education at last emerged, offering in the 1960s real prospects of substantial financial support, but it was accompanied by a growing belief that the philosophy of the American land-grant colleges with their community orientation might well be more relevant to conditions and needs in developing countries than the Asquith concept of small high-quality universities. In the developing world itself increasing impatience had been felt, especially in West Africa, at the slow rate of localization and the demand had become vehement for changes in the university system to permit the output of many more graduates. There were pleas, precise or vague, for more universities to satisfy national, communal, regional or ethnic aspirations. Moreover, the cost of university education was proving such a burden that questions began to be asked whether some less expensive form of university ought not to be contemplated. Such were the attitudes which in 1962 helped to encourage in Britain a sympathetic attitude to new university initiatives overseas including your own in Hong Kong.

### **New Urgency, New Approach**

These several trends came to a head as political independence dawned in Africa. There was a new urgency then about national development; economic progress rather than the struggle for independence became the political priority and with it a realization of the need to produce agriculturalists, geologists, engineers etc. who could take the lead in exploiting the country's resources. Demand thus grew for a more utilitarian approach to university education, more rapid growth of enrolment and greater diversity. Universities would have to become instruments of development, agents of change, so went the topical slogan.

### **Meeting Social Needs: Unconventional University Patterns**

The first example of this new approach was the

University of Nigeria, which envisaged nineteen areas of study not hitherto offered in a university in Nigeria, several of which subjects would have been frowned upon at that time in most British academic circles. Nine other universities followed, some of them converted from colleges performing a role similar to polytechnics. One of these, Ahmadu Bello University in Northern Nigeria, well illustrates the determination to diversify and reach out in service to the community. Besides eleven faculties including Agriculture, Engineering, Architecture, Veterinary Science and Medicine, it comprised a School of Basic Studies (working to increase the flow of students eligible for admission to degree courses), an Institute of Agricultural Research and Special Services formed by absorbing the major government agricultural research organization, an Institute of Administration providing civil service and local government training at various levels, an Institute of Health operating several general and rural hospitals and training various categories of paramedical and auxiliary staff, and an Institute of Education incorporating two advanced teacher training colleges. As you will see, the University became an enormous undertaking, involving active participation in extension programmes, in-service training, applied research, middle-level training and health care. Gradually the success of this second group of universities created in the early 1960s encouraged the growth of less conventional university patterns to meet the needs of smaller and poorer countries. The University of Malawi, created in 1964, for example, comprised five constituent colleges together comprehending the complete post-secondary system of the country, including its polytechnic. It had many more students working at sub-degree than degree level since that distribution represented the country's manpower requirements. Again, the University of Mauritius, founded in 1965, was designed so as to meet the key features of the development crisis facing Mauritius – namely, a growth in population which could not be absorbed in agricultural employment. Government policy was directed towards industrialization supplemented by improved agricultural productivity but an analysis of training undertaken by Mauritians abroad showed that far too few were being trained at the right level and in the right subjects needed for such development. So it came about that the University of Mauritius was created with only three schools – Administration, Agriculture and Industrial Technology – and, rather later, an associated Institute of Education. There was, as you will notice, no Faculty of Arts or Science in the accustomed pattern. Further, much of its effort was taken up with specialist in-service courses at sub-

degree level, run for two or three years until the need for cooperative managers, accountants, valuation assistants or whatever was satisfied. Then new courses in different fields replaced them. In this way there was a continual adjustment to current needs. Whereas, however, in Malawi relevance was achieved by adopting a comprehensive or 'umbrella' responsibility for post-secondary education, in Mauritius relevance was sought through strict selectivity in favour of a limited range of short-run activities.

By 1970 the number of universities in those parts of the Commonwealth I have been considering had risen to thirty-two. Since then the overall trend has been one of consolidation and testing – indeed in some cases one must sadly say tribulation and recession – rather than expansion of the number of new universities (except in Malaysia and Nigeria). To sum up therefore, though this classification must not be applied too rigidly, the post-war history of higher educational development in developing countries of the Commonwealth has been one of changing priorities, purposes and patterns. The initial emphasis on small, quality, residential universities has been succeeded by an emphasis on expansion, diversification and outreach into society and later still by a commitment to radical innovation and downreach (by which I mean the acceptance of the responsibility of providing lower-level courses as a legitimate university activity in the face of national need).

### Major Current and Future Issues

Against that background may I now turn to some current and future issues.

- (1) The first is *the explosive growth of human learning needs* due both to the accelerated pace of technological and other changes and to population factors. As most of the world's population growth is occurring in less developed countries and as their populations are younger than those of developed countries, the educational burden is falling most heavily on those countries least able to bear it. At the higher educational level, as the increasing output of school systems takes effect, the problems look formidable. Nigeria, for example, had in 1979 a university enrolment of 50,000 with an age-group participation rate of 3%. It has been estimated that enrolment may need to be as high as 300,000 or even higher in 1990, bearing in mind the introduction some years ago of universal primary education. With thirteen universities already, many of them struggling

for staff, the implications are daunting. In many countries, moreover, the difficulties do not stop with the sheer scale of the total enrolment; a variety of disbalances in student intake have also to be corrected, as between arts and science or between the children of privileged and disadvantaged areas.

- (2) The second issue, *the issue of sustaining costs*, follows inevitably the first. Many universities in Commonwealth Africa and the West Indies have reached a stage at which buildings are stretched to capacity, equipment is obsolescent and recurrent support is imposing heavily on Government and taxpayers. Add to this the tightening economic squeeze and the exacerbations of inflation and worldwide recession, and the impact on hard-pressed universities in developing countries becomes very serious, especially if the recession also causes a reduction in the flow of international aid. Add yet again the pressures exerted by demands for increased enrolment and the question arises whether adequate funds can be found or whether sufficiently large economics can be secured through better space utilization and more cost-effective techniques or whether the quality of university education will have to suffer. These are painful facts which many Commonwealth universities will have to face if relations with government, often sensitive in the Third World, are not to deteriorate. In some cases the frustration of governments about the expense of university education is already being voiced – and pointedly so. Even Dr. Nyerere, a stalwart supporter of the university in Tanzania, has felt it necessary to express his concern, pointing out that 'the university absorbs 31% of the whole education budget' and that 'it costs as much to educate 3,400 undergraduates as it would to educate 640,000 primary school pupils'. 'Is that', he asked, 'by any criteria a just allocation of resources?' 'We certainly need more universities', he added, 'but at such costs the goal would be impossible to achieve. We need to think seriously about alternative methods of providing university level education.'

In selecting the issue of sustaining costs as a consequence of rising enrolments I do

not wish, incidentally, to ignore the parallel problem of producing staff to teach the extra students. That too is a serious problem which the recent imposition of full cost-fees for overseas students in Britain does nothing to help.

- (3) I have already introduced my third issue, *the issue of relations with government*, and I will say no more about that except to underline the difficulties which universities may face if they genuinely try to fulfil their role as centres of independent comment in situations where even constructive criticism may be misinterpreted as opposition or even disloyalty. And, of course, the more universities become instruments of development and agents of change the more they are drawn into the front line.
- (4) Fourthly there is *the issue of identity*. Many of the universities founded in the newer countries of the Commonwealth up to and shortly after independence were on expatriate models. Dr. CW de Kiewiet goes even further and claims, in relation to African universities, that 'the paramount phenomenon of the sixties was that by far most of the thought, comment and prescription even on change and adjustment came from outside Africa'. The universities must resolve this issue of identity if they are to be truly national institutions. In 1973, after a decade of independence, a leading member of the Association of African Universities sadly reflected that the universities there remained as foreign as their origins. His concern has been repeated from Fiji to Trinidad. The remedy is much more than modifying curricula, as you in The Chinese University of Hong Kong will readily appreciate; it involves continuity with indigenous tradition and demands a deep and sensitive involvement with the life of the people.
- (5) Finally there is *the issue of balance*. When so much needs to be done, where lies the choice among many priorities – between those activities which will promote immediate benefit and those which will best prepare the nation for the long term; between the attractive modern sector and the needs of rural populations from which universities have too long been isolated; between the promotion of greater prosperity and the reduction of injustices and

inequalities; between the role of a university as an intellectual centre influencing the whole of national life, political, cultural and social and its role as a supplier of manpower needs for economic growth? The choice is well put by Dr. Aklilu Habte, Director of the Education Division of the World Bank and former Vice-Chancellor in Ethiopia. 'Much of the currently fashionable literature on educational planning and development puts stress on instrumental economic goals, paying scant attention to others. In my view the civic and cultural development of our people are indispensable to other forms of development.'

The issue of balance is not, however, confined to the possible roles and activities of the university itself; it extends to the balance of effort (and provision) within the education sector as a whole. The prestige which universities have has sometimes hampered the proper development overseas of other important components of the educational system; school curricula have sometimes been unduly shaped by considerations of university admission; and the appeal of degrees has sometimes diverted support from vocational training with the result that the output of trained personnel has become distorted. Universities cannot safely ignore this need for balance, however worthy their ambitions.

Such then are some of the major issues in higher education confronting universities in various parts of the Commonwealth. In many respects you may feel that your situation in Hong Kong is different but I hope then that what I have said may stimulate you by its contrast. British universities have derived great benefit from their partnership with overseas universities in trying to solve some of these problems of university development in foreign settings. I hope that Hong Kong, with all its rich cultural, human and material resources, will make its unique contribution to international educational cooperation and with that in mind I leave with you some words of the Chairman of your founding commission speaking about the experience of British universities – 'The vivacity of our present awareness of the close relationship between the character of a university and its environment – educational, cultural, social and economic – is itself largely the product of our growing involvement as mature universities in the problems of new universities in overseas settings very different from our own.'

## Seminars · Concerts · Exhibitions

\* **Dr. G.P. Maquire**, Senior Lecturer in Psychiatry of the University of Manchester, delivered a lecture on **'Training in Interviewing Skills'** on 7th February at the invitation of the Department of Psychiatry.

\* The Department of Chinese Language and Literature and the Comparative Literature Research Unit of the Department of English jointly organized a public lecture on 8th February. **Mr. Xu Chi**, **Mr. Li You** and **Professor He Xiang-lin** were invited to speak on **'Literary Reportage and Western Literature'**.

\* **Ms. Kate Wilhelm** and **Mr. Damon Knight**, science fiction writers, spoke on **'Historical Development of Science Fiction'** on 9th February at the invitation of the Department of English.

\* The Institute of Chinese Studies presented a seminar on 10th February. The speaker was **Mr. Huang Wai-wen** of the Chinese Academy of Social Sciences, Beijing, who lectured on **'Chou-kou-tien, Home of the Peking Man, and the Early Man in China'**.

\* **Professor Huzihiro Araki** of the Research Institute for Mathematical Science, Kyoto University, Japan, gave a lecture on **'History and Recent Trends of Theory of Operator Algebra'** on 16th February under the sponsorship of the Department of Mathematics.

\* **The 12th Bank of America Interschool Debating Contest** took place on 26th February at the Sir Run Run Shaw Hall.

The University's team, debating against the motion **'That Capital Punishment Should Now Be Carried Out'**, won the year's Bank of America Scholarship for Research Project (HK\$8,000) and a trophy. Miss Chan Woon Yee of the University was the best debater, who was awarded HK\$1,500.

\* The Department of Geography and the Hong Kong Geographical Association co-sponsored a conference on **'Resources and Development of the Pearl River Delta'** on 18th February. **Dr. K.Y. Wong**,

Chairman of the Department of Geography, was the Chairman of the Organizing Committee.

Among the sixty participants of the Conference were five scholars from various universities and research institutes in Guangdong, China. The following topics were discussed at the Conference:

1. The physical geography of the Delta,
2. The Delta and China's modernization,
3. Land uses and natural resources,
4. Urban growth and physical planning,
5. Environmental perspectives of development, and
6. Growth strategies in the Delta.

\* The Departments of Anatomy and Orthopaedic and Traumatic Surgery jointly sponsored a seminar on **'Skin Microcirculation and Associated Topics'** on 3rd March. The speaker was **Dr. J.C. Barbenel**, British Council Specialist Visitor and Head of the Tissue Mechanics Section, Bioengineering Unit, University of Strathclyde.

\* The Department of Fine Arts presented a lecture on **'The Interrelationship between Calligraphy and Painting in Chinese Arts'** on 3rd March. The speaker was **Mr. Qin E-sheng**, a famous calligrapher from China, who was visiting Hong Kong at the invitation of the Department of Extramural Studies.

\* **Professor Carl Hamilton**, Professor of Economics, Stockholm School of Economics and Australian National University, visited the Department of Economics and the Centre for Hong Kong Studies on 4th March. He also conducted a seminar on **'Import Quotas and Voluntary Export Restraints'**.

\* **The New Asia College 1983 Ch'ien Mu Lecture Series** was held from 15th to 25th March with **Professor Zhu Guang-qian** as the speaker. Professor Zhu, a distinguished aesthetician from Beijing University, lectured on **'Giovanni Battista Vico's *Scienza Nuova* and its Influence on Chinese and Western Aesthetics'**:  
**'What is New about Vico's *New Science*?' (15th March)**



'Poetic Wisdom and its Laws: Vico's Poetics and Aesthetics' (18th March)

'Vico's Influence on Chinese Aesthetics' (25th March)

\* A film seminar conducted by **Mr. Erwin Leiser**, a famous German director, was held on 16th March under the co-sponsorship of the Department of Fine Arts and the Goethe Institute of Hong Kong. The Seminar was followed by two film shows by the Director: 'Willem de Kooning and the Unexpected' and 'Edward Kienholz'. Another three of his films: 'Hans Richter', 'The World of Fernando Botero' and 'Raphael Soyer' were shown on 17th March.

\* **Professor Edward S. Yeung** of the Department of Chemistry, Iowa State University, was invited to speak at the following seminars: a. 'Application of Liquid Chromatography in Clinical Chemistry' presented by the Chinese Medicinal Materials Research Centre on 17th March; b. 'Recent Developments in Liquid Chromatography: 1. New Instrumentation, 2. Quantitative Analysis without Standards' presented by the Department of Chemistry on 25th March.

\* **Professor N.R. Moudgal** from the Indian Institute of Science, Bangalore, was invited by the Department of Biochemistry to speak on 'Some Recent Studies on HCG-LH Receptor Interaction' on 18th March.

\* The Department of Chemistry held a Graduate Seminar on 'Metal Clusters' on 18th March. The speaker was **Sir Jack Lewis**, Professor of Inorganic Chemistry and Warden, Robinson College, Cambridge University.

\* The Department of History and the International Asian Studies Programme jointly sponsored a seminar on 'The Writing and Teaching of History in the United States' on 18th March. The speaker was **Professor David H. Pinkney**, Professor of History, the University of Washington, and President of the American Historical Association in 1981.

\* The Institute of Chinese Studies and the Department of Fine Arts jointly sponsored a public lecture on 25th March. **Professor Feng Xian-ming**, Head of the Research Unit of the Palace Museum, Beijing, and President of the Association of Chinese Ancient Ceramic Studies in China, spoke on 'Recent Discoveries of Underglaze Blue and Red Porcelains of the Yuan Period in Jiangxi'. Professor Feng visited

the University as Honorary Professor of Fine Arts from January to April.

\* The Department of Economics held a seminar on 25th March. **Professor Steven N.S. Cheung** of the Department of Economics, University of Hong Kong, was invited to speak on 'Property Rights and Invention'.

\* **Dr. K. Hall**, Dean and Chairman, Division of Business and Administration, Western Australian Institute of Technology, delivered a public lecture on 'Management Education in Australia' on 6th April under the sponsorship of the Department of General Business Management and Personnel Management.

\* The Department of Anthropology held an **Anthropology Week** from 9th to 15th April. Programme of the Week included:

1. Exhibition on 'China's Nationality Policy and Hong Kong's Prospect';
2. Lecture on 'The Application of Anthropology in Medical Field' by **Dr. Linda Koo** of the Department of Community Medicine, University of Hong Kong, on 14th April; and
3. Lecture on 'Puzzles in Human Evolution' by **Dr. Nina Jablouski** of the Department of Anatomy, University of Hong Kong, on 15th April.

\* **Professor Max Hamilton**, Emeritus Professor of Psychiatry, University of Leeds, lectured on 'Research Methodology' on 14th April at the invitation of the Department of Psychiatry.

\* \* \*

The Department of Music presented the following lectures, concerts and lecture-recitals:

\* Concerts by the **Hong Kong Chinese Orchestra** on 4th February and by the **Hong Kong Philharmonic Orchestra** on 23rd February.

\* A **viola d'amore lecture-recital** on 18th February by **Mr. Glynne Adams**, Senior Lecturer in Viola and Head of String Studies, School of Performing and Expressive Arts, Adelaide College of Arts and Education, South Australia. At the piano was Professor **David Gwilt** of the Department.

\* **Student concerts** on 24th February, 14th, 17th, 24th and 31st March.

\* A lecture on 'American Jazz Music' on 2nd March by Mr. Daniel Silver, Principal Clarinet Player of the Hong Kong Philharmonic Orchestra.

\* A song recital by Francesca Chan, a soprano, on 2nd March. At the piano was Eva Lue.

\* A piano recital by Mrs. Marilyn Watson, Part-time Instructor of the Department, on 7th March.

\* A piano master class on 10th March by Professor Stephen Savage, a well-known pianist and Professor of the Royal College of Music, London.

\* A lecture on 'Renaissance Lute Music' by Mr. Franklin Lei on 21st March.

\* A duo-piano recital by Professor Ivor Keys and Professor David Gwilt on 23rd March.

\* A piano lecture-recital by Professor Klaus Boerner, a well-known German pianist, on 30th March.

\* A guitar master class by Ms. Alice Artzt on 4th April.

\* \* \*

\* An Exhibition of Recent Acquisitions, held from 29th January to 10th May, displays recent accessions to the Art Gallery. The exhibits include Chinese ceramics, rubbings of stone inscriptions, paintings and calligraphy, and other minor arts.

\* An exhibition of artwork by the second-year students of the Fine Arts Department was mounted

at the Department Gallery from 31st January to 5th February, and at the Sir Run Run Shaw Hall from 21st to 26th February.

\* An exhibition of Paintings by C.C. Wang, co-sponsored by Hong Kong Arts Centre and the Department of Fine Arts, was held from 2nd to 7th March. Mounted at Pao Sui Loong Galleries of Hong Kong Arts Centre, the exhibition displayed twenty-eight paintings of Mr. Wang's recent works.

Mr. Wang is a widely-acclaimed innovative modern Chinese artist, who has combined the traditional Chinese painting technique with the western modern concept in his ink paintings.

\* The Department of Fine Arts staged an exhibition of Painting from Study Tour to Northern Guangdong at the Department Gallery and the New Asia Gallery from 11th to 25th March. About thirty-five exhibits were on display, including Chinese paintings, oil paintings, prints, photographs and watercolours, etc. by the eighteen students of the Department.

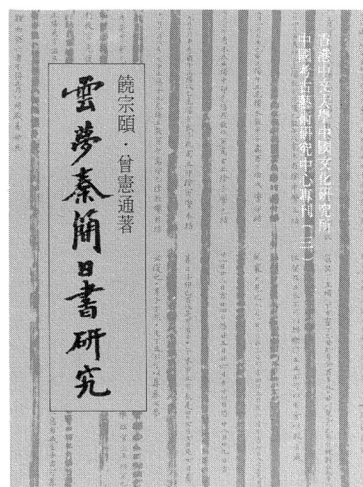
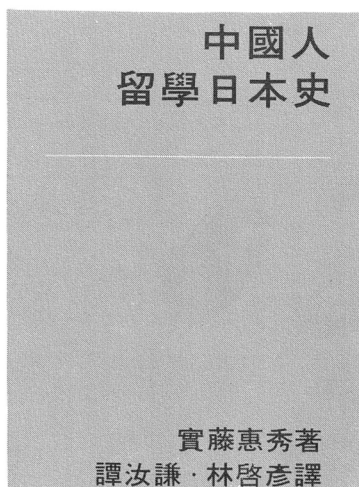
\* The first Joint Universities Creative Works Exhibition, put up from 25th to 27th March at the Swire Hall of the University of Hong Kong, was co-organized by the Offices of Student Affairs and Student Unions of the two local universities, and sponsored by the Banque Nationale de Paris through a donation of HK\$40,000 to each university.

Works on display included items of scientific innovation, artistic creation, innovation project on town planning and architecture, creative programme for environment improvement and performing arts.



*Large bowl in green glaze, Zhejiang/Jiangxu type; W. Jin, 2nd half, 3rd century A.D.; Gift of the Kau Chi Society. (Exhibition of Recent Acquisitions)*

## Recent Publications of the University



### (Titles in Chinese)

*A History of Chinese Students in Japan*  
Translated by Tam Yue-him & Lam Kai-yin

The book, an important reference on modern Chinese history and the history of Sino-Japanese cultural exchange, stimulates research in related fields of study.

The author, Professor Saneto Keishu, has given a detailed account of Chinese students' stay in Japan from 1896 to 1937: the circumstances giving rise to overseas studies in Japan; the schools attended and courses taken by the Chinese students; their life, and their cultural and political activities; the organizations and activities of reformers and revolutionaries in Japan during late Qing; and the influence of returned students on modern Chinese thought, politics, education, literature, language, translation and publishing. The author has made use of a wide range of historical data and first-hand information, including diaries, correspondence, oral data, and official and private documents in both Chinese and Japanese.

Professor Saneto Keishu has devoted his life to the study of Chinese and Japanese languages and literature, and the cultural relations of the two countries. The translators, both returned students from Japan, have provided the Chinese version with a revised table of important events and a bibliography of material consulted.

1st edition 1983 354 pages Paperback

*Studies on Yunmeng Astrology Book of Ch'in Dynasty*  
By Jao Tsung-i & Tseng Hsien-t'ung

Astrology books are almanacs used for divination in ancient China. Though heavily tinted with superstitious beliefs, they are valuable in that they may help readers to understand the various aspects of everyday

life in ancient societies.

The *Yunmeng Astrology Book of Ch'in Dynasty*, unearthed in 1975 from a Ch'in tomb in Hubei, consists of 423 bamboo slips with a total of about 18,000 words. Much of the material contained in the *Book* tallies with other ancient writings. Its value also lies in the provision of additional historical material and data for emendation of those writings.

Over twenty key terms of the *Yunmeng Astrology Book* are explained in detail in this volume, which is the first systematic study on the *Book*. The two articles, 'An Elementary Study on the Meaning of the word *Xi* (夕) in the *Astrology Book of Ch'in Dynasty*' and 'An Exposition of the Chapter on *Sui* (歲) in the *Astrology Book of Ch'in Dynasty*', discuss the meaning of *ri* (日) and *xi* (夕), the names of months used in the State of Chu and ancient astrology by the *Sui* planet. The contribution of this *Astrology Book* to ancient astronomy and calendar can thus be seen. Appended to this *Studies* are fifty-one plates of the bamboo slips and a classified index. This book will certainly serve as a valuable reference for the studies of ancient Chinese intellectual history, history of religions, ancient astronomy and calendar.

Centre for Chinese Archaeology and Art

Institute of Chinese Studies

Monograph Series (3)

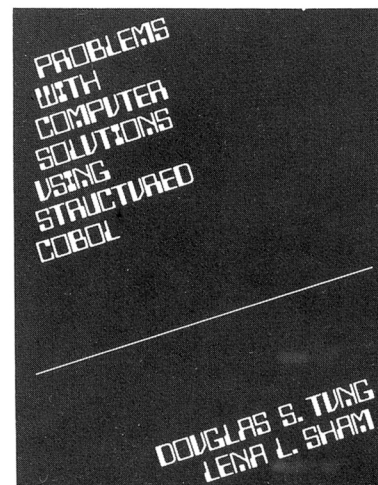
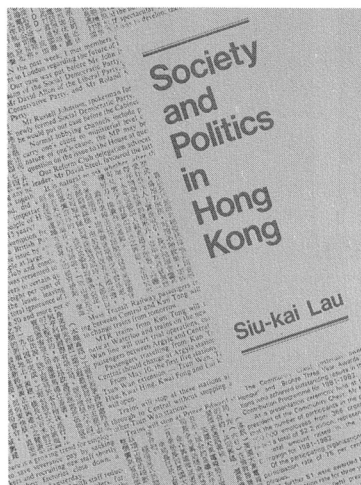
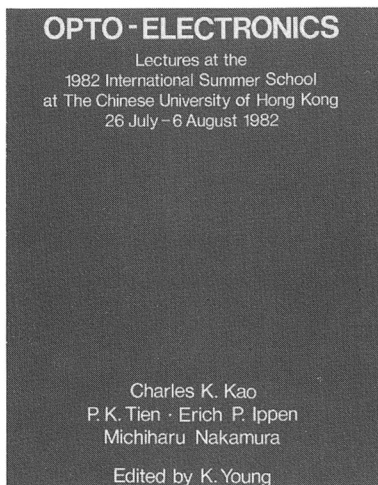
1st edition 1982 111 pages, 51 plates Hardcover

### (Titles in English)

*Opto-Electronics: Lectures at the 1982 International Summer School at The Chinese University of Hong Kong*

By Charles K. Kao, P.K. Tien, Erich P. Ippen & Michiharu Nakamura

Edited by K. Young



The lectures in this book were delivered by four distinguished scientists at the 1982 International Summer School on Opto-Electronics held at The Chinese University of Hong Kong from 26th July to 6th August, 1982. The speakers, each delivering four to six lectures, treated the topics on optical communication, integrated optics, quantum electronics and semiconductor lasers in depth. Thus the book, with its extensive coverage (from device physics to overall system considerations), leads readers from basic principles to the forefront of research, thereby providing a more coherent account of the subject than most conference proceedings. It will serve as a convenient reference for experts in the field as well as physicists, engineers, and managers of optical systems.  
 1st edition 1982 xii + 328 pages Hardcover

*Problems with Computer Solutions Using Structured COBOL*  
 By Douglas S. Tung & Lena L. Sham

This book, written in connection with *Elementary COBOL: A Structured Programming Approach* published by the same press, is intended for those who need to solve administrative data processing problems by computers using structured COBOL. Structured programming is a discipline approach to programme design. Strict adherence to these rules produces well-designed, understandable programmes that are easy to maintain and modify.

The book consists of fourteen chapters, most of which are organized around a set of solved exercises and programming problems drawn from a variety of areas in business data processing. Solutions to the exercises and programming problems are given at the end of each chapter. This extensive collection of

solved problems is particularly useful as a supplement to any standard text book in structured COBOL programming.

1st edition 1982 v + 250 pages Paperback

*Society and Politics in Hong Kong*  
 By Siu-kai Lau

This work is a systematic, structural analysis of Hong Kong's post-War society and the politics which underlie her economic miracle. While the issue of political stability amid economic growth provides the focus for the study, the author builds around it a theoretical framework which juxtaposes a 'secluded' bureaucratic polity with an atomistic Chinese society and sees a weak linkage between them. Political stability in Hong Kong is succinctly explained in terms of both a resourceful, 'self-sufficient' Chinese society whose demands upon the government are limited, and a government which chooses to minimize its public functions and involvement in the Chinese society. This state of affairs is made possible by a fortuitous constellation of factors, among which the most prominent is the continuous economic prosperity of Hong Kong.

Despite the macroscopic orientation of the study, the author draws on particular attitudinal and behavioural data to substantiate his arguments. As a result, this study manages to synthesize most of the relevant research work done on Hong Kong by local and foreign scholars, as well as scattered information from other sources. The arguments raised in this thought-provoking book will certainly stimulate thinking on the subject among scholars and the general public.

1st edition 1982 x + 205 pages Hardcover

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# Personalia

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(From 1st January to 31st March, 1983)

## *I. Appointments*

### **Academic Staff**

#### *Faculty of Arts*

Professor Feng Xian-ming  
Honorary Professor of Fine Arts

#### *Faculty of Business Administration*

Professor Robert Haney Scott  
Visiting Professor of Accounting & Finance  
Professor Kenneth Simmonds  
Visiting Professor of Marketing & International  
Business

#### *Faculty of Medicine*

Professor John Andrew Thornton  
Professor of Anaesthetics  
Professor John Vallance-Owen  
Professor of Medicine  
Mr. Trevor John Crofts  
Senior Lecturer in Surgery  
Mr. W.G.D. Patrick  
Senior Lecturer in Surgery  
Dr. Chong Yew-wah  
Lecturer in Morbid Anatomy  
Dr. Fernand Mac-Moune Lai  
Lecturer in Morbid Anatomy  
Dr. Adam Barnard Stroebel  
Lecturer in Microbiology  
Dr. Keith Stuart Christopher Wong  
Lecturer in Medicine

#### *MBA Division*

Dr. Gloria Dunn Yuk-nam  
Lecturer

#### *School of Education*

Mrs. Leung Chau Lai-mui, Frances  
Instructor, English Language Unit

### **Administrative Staff**

Mr. Tsim Tak-lung, Dominic  
Administrator, Part-time Degree Programmes  
Mr. Lee Shun-keung  
Chief Medical Technologist, Pathology Department  
Mrs. Joy Scott  
Temporary Editor, MBA Division  
Mr. Yuen Fat-yin  
Temporary Executive Officer II, Office of  
Student Affairs

### **Research Staff**

Mrs. Carolyn J.O. French  
Honorary Research Associate, Centre for Hong  
Kong Studies

## *II. Promotions*

### **Academic Staff**

Dr. Lau Siu-kai  
Senior Lecturer in Sociology  
Dr. Liu Pak-wai  
Senior Lecturer in Economics  
Dr. Lu Yau Tung  
Senior Lecturer in History  
Dr. Yeung Hin Wing  
Senior Lecturer in Biochemistry

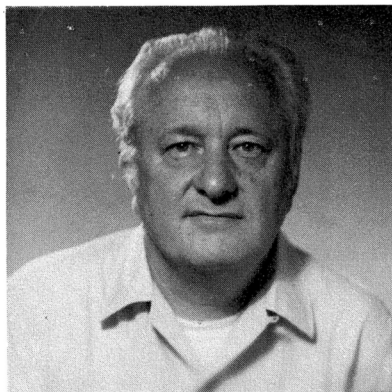
### **Administrative Staff**

Mr. Paul P.C. Wong  
Senior Assistant Bursar  
Mr. Alan Y.S. Ho  
Senior Computer Officer I, Computer Services  
Centre

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# Profiles

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*Dr. Nicolai Siemens*

## **Dr. Nicolai Siemens**

*Reader, Department of General Business Management and Personnel Management*

Dr. Nicolai Siemens was born in Crimea, Russia. As a child, he immigrated to the United States, where he grew up in the Pacific Northwest and graduated from the University of Washington with a BS degree in Mechanical Engineering.

After devoting a number of years to the pursuit of industrial research and development at the California headquarters of a large US corporation, he resumed his education at the University of Oregon — this time in the field of Industrial Management and Business Administration. After graduating with a PhD degree in Industrial Management, he had been a faculty member at Southern Illinois University, the University of Georgia, the University of Petroleum & Minerals in Saudi Arabia, and the University of Wyoming.

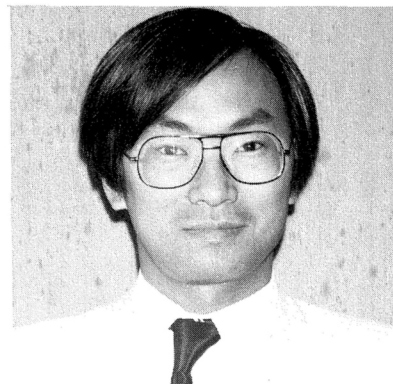
Dr. Siemens, who had been a Full Professor since 1976, joined the Department of General Business Management and Personnel Management of this University in August 1982. He has an extensive publication record, including a book on Operations Research and numerous articles in technical journals.

He has travelled widely and finds the exposure to other cultures challenging. He enjoys outdoor activities, including camping, hiking and fishing.

## **Mr. Tsim Tak Lung**

*Administrator, Part-time Degree Programmes, Registry*

Mr. Tsim received his secondary school education at

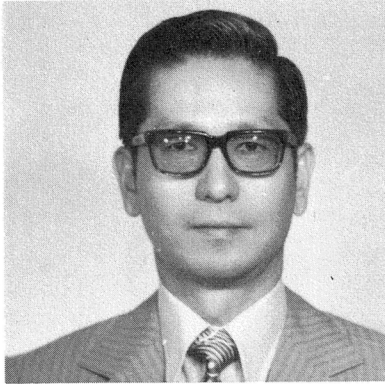


*Mr. Tsim Tak Lung*

Raimondi College and St. Paul's College. He read English Literature at the University of Hong Kong and was President of the Students' Union. He was also President of the Hong Kong Federation of Students. In 1969, after spending a year doing research at the University of Hong Kong on the State of Chinese Theatre in Hong Kong, he left for further studies in the United Kingdom and read Politics and Government at the University of Manchester on a scholarship from the Sir Robert Black Trust Fund.

He joined the BBC External Service in London in 1972 and began his career as a radio producer and broadcaster, mainly in news and current affairs. He returned to Hong Kong in 1976 to become duty editor and newscaster at Television Broadcasts Ltd. (TVB). In 1977, he left TVB and joined The Chinese University as Assistant Secretary. While working in this administrative capacity at the University, he also taught a course at the Department of Journalism and Communication. During this period Mr. Tsim began writing a weekly Sunday column in the *South China Morning Post* entitled 'One Man's View', in which he articulated his views on a number of public issues. He is also a free-lance contributor to several Chinese newspapers and journals.

In 1979, Mr. Tsim left The Chinese University to take up the position of Assistant Director of the Hong Kong General Chamber of Commerce where he had overall responsibility for the Trade Division. He then joined the world of investment and high finance as the Assistant to the Chairman of Sun Hung Kai Securities Limited and Sun Hung Kai Bank. In January



Dr. Huang Ching-hsuan



Dr. Gloria Yuk-nam Dunn

this year, Mr. Tsim joined the University again as Administrator of the Part-time Degree Programmes.

Mr. Tsim is very active in Hong Kong's public life. He is a Lay Assessor and a member of several Government advisory bodies, including the Statistics Advisory Board and the Citizens Advisory Committee on Community Relations of the Independent Commission Against Corruption.

### Dr. Huang Ching-hsuan

*Senior Lecturer, Department of Chinese Language and Literature*

Dr. Huang Ching-hsuan received his LittD Degree from Taiwan Normal University. Before he joined this University as Senior Lecturer of the Chinese and English Part-time Degree Programme, he taught at the Department of Chinese and the Graduate School of Chinese of Taiwan Normal University, and Hong Kong Baptist College. His publications include *Shih-chi Han-shu Ju-lin chuan shu-cheng* 史記漢書儒林傳疏證 (Textual research on the 'Biographies of Confucian Scholars' in *Records of the Historian* and *History of the Han Dynasty*), *Wei-Chin Nan-Pei-ch'ao yi-hsüeh shu k'ao-yi* 魏晉南北朝易學書考佚 (A study of the writings no longer extant on *The Book of Changes* of the Wei, the Chin, and the Northern and Southern Dynasties), *Hsiu-tz'u hsüeh* 修辭學 (Chinese rhetoric), *Chung-kuo wen-hsüeh chien-shang chü-yü* 中國文學鑑賞學隅 (Chinese literary appreciation: ways and illustrations), and *Chou-yi tu-pen* 周易讀本 (A reader from *The Book of Changes*). Many of his articles also appeared in academic journals. He is also

co-editor of several Chinese dictionaries and college textbook, such as *The Encyclopedic Dictionary of the Chinese Language* (中文大辭典), *Dictionary of Mandarin Chinese* (revised edition) (重編國語辭典), and *Text Book of Chinese Language for Taiwan Normal School* (臺灣師範專科學校國文課本).

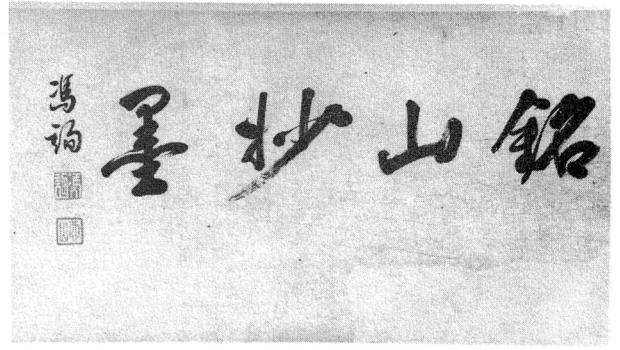
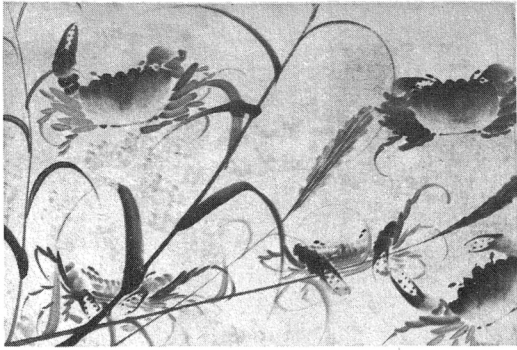
### Dr. Gloria Yuk-nam Dunn

*Lecturer, MBA Division*

Dr. Gloria Yuk-nam Dunn joined the MBA Division as a law lecturer in January 1983. Prior to joining the University, she was a practising lawyer in Los Angeles, California, specializing in litigation and appellate work. Not only is she a member of the State Bar of California, she is also admitted to practice before the United States Supreme Court, California State Supreme Court, Federal District Courts and other judicial forums. Dr. Dunn received her degree of Doctor of Jurisprudence from the University of California, Hastings College of the Law, San Francisco, California.

Dr. Dunn also has a Master's degree and a Degree of Advanced Studies in Counselling Psychology from Springfield College, Springfield, Massachusetts. Her numerous years of practical experience in counselling covers the areas of vocational, rehabilitation, student and psychological counselling; job development/placement and psychological testings.

Dr. Dunn was born and raised in Hong Kong but has spent some twenty years in the United States.



Zhao Ziyong (Qing, 1789-1846), *Weeds and Crabs*; Handscroll, ink on paper; Gift of Cheng Xun Tang.  
(Exhibition of Recent Acquisitions)