

中文大學校刊  
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Spring • Summer 1980





# Chinese University Bulletin

## Spring • Summer 1980

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Cover: Kowloon Central Lions Pavilion (*Photo by Mr. Michael Leung*)

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## New University Secretary

The University Council has announced the appointment of Dr. Chen Fong-ching, BA., MA., Ph.D., Senior Lecturer in Physics of this University, to succeed Mr. N. H. Young as Secretary of the University from 1st July, 1980 upon Mr. Young's resignation.

Dr. Chen joined the University as Lecturer in Physics in 1966 and was promoted Senior Lecturer in 1977. Apart from devoting his efforts to teaching and academic research, he is actively involved in the promotion of staff-student relations and student welfare. He was Dean of Students of United College in 1977 and Chairman of the University-wide Committee on Student Affairs in 1979. His community services include membership of the Advisory Board of the Hong Kong Examinations Authority and the

Commonwealth Scholarships Selection Committee.

The academic interests of Dr. Chen were at first centred around particle theory but later redirected to macroscopic properties of polymers, on which he published a number of papers in international journals. He had visited several research centres including CERN (the European Centre for Nuclear Research) at Geneva, the International Centre for Theoretical Physics at Trieste, and the Engineering Division of Oxford University.

Dr. Chen, aged 40, received his secondary education in Hong Kong and university education at Harvard (B.A. 1962) and Brandeis (Ph.D. in Physics 1967) in the United States. He is married, with two children.



# News in Brief

## *Visit of Overseas Council Members*

Two overseas Council members of this University, Dr. Clark Kerr, Chairman of the Carnegie Council of Policy Studies in Higher Education in U.S.A., and the Rt. Hon. Lord Todd of Trumpington, President of the Royal Society, visited Hong Kong in January/February, 1980. They attended a meeting of the University Council on 29th January and addressed the Council.

Both Dr. Kerr and Lord Todd were invited to give lecture on higher education at this University. Dr. Kerr's lecture was entitled "Higher Education: More Limited Horizons?" and Lord Todd's was on "Higher Education in a Changing World".

## *UPGC Appointments & Visitation*

The following University and Polytechnic Grants Committee appointments have recently been made:

- (1) Dr. Brian W. Smith, BE, PhD, MIE (Aust), MIEE, MIREE, as member for five years with effect from 1st December, 1979, in succession to Dr. A. M. Fraser, who has resigned from the Committee.
- (2) The Honourable Mr. Justice T. L. Yang as Deputy Chairman with effect from 7th December, 1979.

- (3) The term of the Honourable J. H. Bremridge, OBE, JP, as Chairman has been extended to 31st December, 1980.
- (4) The Honourable Alex S. C. Wu, OBE, JP, as member for a further term of 3 years from 1st January, 1980.

In connection with the planning for the 1981-84 Triennium, members of the University and Polytechnic Grants Committee made their formal Visitation to the University on 20th, 21st and 24th March, 1980. Discussion were held with:

Administrative and Planning Committee and  
Director of Buildings Office (excluding Deans)

Senate Representatives

Faculty of Arts (Dean and Chairmen of Boards  
of Studies)

Faculty of Social Science (Dean and Chairmen of  
Boards of Studies)

Faculty of Business Administration (Dean and  
Chairmen of Boards of Studies)

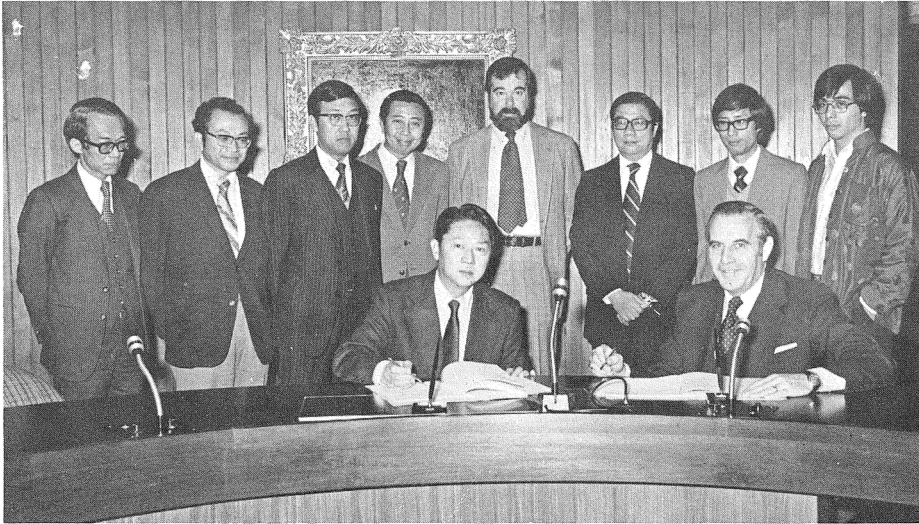
Faculty of Science (Dean and Chairmen of Boards  
of Studies)

Elected Non-Professorial Staff

Student Welfare and Health Representatives

Student Representatives





*Mr. J. L. Sherry, General Manager of IBM World Trade Corporation, and Dr. Ma Lin, Vice-Chancellor, signing a contract for the 3-year Partnership Programme for the Chinese Medicine Information Retrieval Project at Cho-Yiu Hall, C.U.H.K.*

Central Services and Administrative Matters  
Representatives

Graduate School, Research Institute and School  
of Education Representatives

Faculty of Medicine (Deans of Faculties of  
Medicine and Science, University Secretary,  
University Secretary-Designate, Bursar,  
Director of Buildings Office and Planning  
Officer of Faculty of Medicine)

Vice-Chancellor

#### *MAAC 5th Meeting*

The University's Medical Academic Advisory Committee held its 5th Meeting on campus from 10th to 14th March, 1980. The Committee, appointed by the University Council in 1976 to advise the University on the overall planning of the new Medical School, is chaired by Professor Sir William Trethowan, Head of Department of Psychiatry, University of Birmingham, and consists of renowned medical educationalists of the United Kingdom, U.S.A. and Hong Kong.

#### *3-year Partnership Programme with IBM*

The University and IBM World Trade Corporation, Hong Kong are launching a three-year partnership programme to expedite the Chinese Medicines Information Retrieval Project, which aims to provide

the key to a treasury of information on Chinese medicines on a worldwide basis for medical and scientific investigations. The programme enables the translation of information on Chinese medicinal materials already collected by the University into standard English scientific 'keywords'.

Under an overall corporate-and-scientific programme, IBM provides the University with free expertise, computer equipment and programmes. The equipment and programmes will supplement the computer central processing unit, an IBM model 3031 computer which was installed in July 1979.

#### *Honours for University Members*

\* Dr. Choh-Ming Li, former Vice-Chancellor, was honoured by the Shoong Foundation, a major Chinese foundation in the U. S., for his outstanding achievements in education. His brother, Professor Choh-Hao Li, Professor of Biochemistry and Medical Science, and Director of Hormone Research Laboratory, University of California at San Francisco, was honoured for his achievements in Science by the Foundation on the same occasion. Professor Li is a member of the Advisory Board on Natural Science of this University.

\* The Vice-Chancellor, Dr. Ma Lin, has been elected an Honorary Member of the Hong Kong Chemical Society.





*Dr. Clark Kerr*

## Higher Education: More Limited Horizons?

by  
Dr. Clark Kerr

*(This lecture was delivered by Dr. Clark Kerr, an overseas Council member of this University and Chairman of the Carnegie Council of Policy Studies in Higher Education, at the University on 30th January, 1980)*

The title that I took for my brief remarks was 'Higher Education: More Limited Horizons?' and I would like to make my comments relatively brief. I shall begin with broad reflections on the recent development of higher education, then I would like to make a very quick comment about the situation in Hong Kong and Mainland China (I realize that this would be presumptuous) and one or two more general comments about where higher education around the world may be going.

I would like to look back to 1945 and note that the expansion of higher education around the world in the period since 1945 has exceeded several times the total growth of higher education, in terms of numbers, of the prior eight centuries, the prior 800 years since the founding of the University of Bologna which is taken as the starting point for the modern university system in the western world. And one of

the greatest social experiments in the history of the world has been this phenomenal expansion of higher education almost all over the world in the course of the period since 1945. I would like to comment very briefly what the expectations were for higher education at the time of this extraordinary explosion of higher education; what we have learnt since then; and how our expectations have been to some extent disappointed, and how to some extent they have materialized.

Back in 1945, when the world was facing this great expansion, it was with high expectations of what would come from the higher education system going from Western Europe to countries everywhere. In those days, as I go back and remember the discussions taking place and reread the literature, there were four great expectations for higher education which I would like to just list and then comment upon one by one.

### *The Four Expectations*

First of all, the expectation of the contribution



of higher education to economic growth. This of course was an idea which went back at least to the time of Adam Smith and his *Wealth of Nations*, in which he said the wealth of the nation was the annual output of its labour. He was then concerned with how to make labour productive, and one way of course was through education. The idea had been revived from time to time; but it was particularly at the end of World War II that higher education was considered one of the great forces for economic growth that countries all over the world could use to raise themselves to higher levels. And reference was made to the fact that the first nation to be industrialized was Great Britain, which had relied on a system of higher education. The United States had gone farther with industrialization and economic growth than any place else in the world, and this was ascribed in part to the heavy emphasis upon education: our land grant to universities, etc.

A second expectation at the time was that expansion of education in general, and higher education in particular, would help spread individual freedom and political democracy around the world. It was believed (in the United States it was looked upon as a Jeffersonian idea) that an educated citizenry was the best source of democracy, and the assumption was that as the world became more highly educated and more leaders had gone through higher education, democracy would flow around the world as a consequence.

A third expectation was that through higher education, we will expand not only equality of opportunity, but also equality of income, as never before in the history of the world.

It was also at that time quite frequently said that we were on a historic course which was leading us from elite higher education, where a very small number of people, usually chosen on a hereditary basis, were given higher education, to mass higher education, looking forward to the day when there would be universal higher education.

I would like to turn to each of these and say what we have learnt in the meantime, where the expectations may have been correct and where they may have been quite exaggerated.

First of all, on economic growth. It can be said that we have learnt that higher education, at least by itself, does not open the doors to economic growth—or if it did, as once expected, we would then

expect countries like Egypt, India and Ceylon, which went absolutely all out in the expansion of their systems of higher education, to be much more productive nations than they have turned out to be. And we have quickly found that, while higher education might be a necessary condition of growth, it was not by itself a sufficient condition for growth. In fact we have found that some countries could undertake a great deal of economic growth without any higher education of their own at all, as in some of the oil countries in the Middle East like Kuwait, where they imported their educated labour from abroad and have only more recently begun training of their own. We have also quickly discovered that higher education could be rather overdone, and too many highly trained people became an economic liability to their nations, and to some extent the source of a good deal of political unrest as well.

So we have come to realize (I am talking in very general terms and not with technical evidence at all at this point) that higher education makes a positive, but a rather modest, contribution to economic growth. There have been studies by now in a number of different countries of what economists call the residual factors in growth (education being one) and also rates of return. The general conclusion is that higher education, rather than causing growth, more nearly accompanies it. It is part of the growth process and the result of it; to some extent it is necessary to that process, to some extent it results from it, but it is not as great a source of growth as we once expected.

Some of the early figures were really quite misleading: looking at rates of return on investment in higher education, without realizing that these private rates of return, which were calculated for countries all over the world, did not take into account the social costs of educating young people, but only the private costs, which were often highly subsidized. And then in many countries the rates of return initially done on highly educated people really reflected a very distorted salary structure, as the educated people in the country inherited the salaries of the expatriates who had been running the country.

And so we have had many disappointments along the way. We have probably had greater investment in higher education by and large around the world than was entirely justified by what we now know. However, it can be said that no industrialized system can progress very far without developing an adequate system of higher education. I would like to

come back to this point later on in my brief comment about Hong Kong and about China.

It appears, in looking at the industrialized nations of the world, that one requisite is that about at least 10% of the young people in each generation be given some education beyond the high school—not necessarily, or perhaps even particularly not at the university level, but perhaps in the form of short courses of a year or two years in length. It takes about 10% of the young people getting education beyond the high school to make an industrial system work really effectively; and it is possible to make use of the trained talents of about 25% of the young people in the nation as industrialization moves along. This 25% figure is the one which applies roughly to the U. S. today. We are of course sending more than 25% of our young people to colleges and universities or some other form of post-secondary education, but only about 25% of that total can be said, I think, to have made some use of their additional education. In the United States, as our occupational structure has changed with advance in industrialization, we now have 25% of all of our employment in what our Bureau of Census calls professional and technical positions and in managerial positions, i.e. one quarter of the total labour force in a highly developed industrial society in professional and technical positions and managerial positions. Of course some people with college degrees will find employment outside these two categories: we find today that salesmen in very technical fields need a college degree to be fully effective. The Japanese figure is also roughly 25% of their young people getting more than a high school education and being employed and having their education used. It is also the figure in Russia. (And I might say these are three quite different systems.) The Germans are making their plans for the future. Among other things, they have studied the American system. Some of the people working on these plans have talked with me about our American experience; and they are planning to make available, beyond their high schools, places for about 25% of their young people, as the German system becomes more advanced and more complex.

Second, the expectation that higher levels of education, particularly higher education, would lead to a spread of democracy around the world. I think that expectation has been grievously disappointed. Were it true that more freedom and more democracy follow the more highly educated population, one would expect that the Russian political system today would be quite different from what it is. I have seen

the studies of political scientists who have compared the political systems around the world with the degree of education of the citizenry, and generally a rough correlation can be drawn between the average level of education and the average degree of participation by citizens in the conduct of their society; but it is extremely rough, and there are very great variations from the general norm. So I would say that was an area of great disappointment.

The third expectation was that, with more higher education, there would be more equality of opportunity, and also over a period of time more equality in earned income. By and large around the world this has turned out to be quite true: that higher education has drawn talent from many more layers of society in nations around the world than has ever been true historically; that enormous contributions have been made in almost all societies to drawing talent out of the portions of the society which have been previously totally neglected in the leadership groups. There is a recent study being made in the United States showing the origin of our business leaders over a period of time. And once upon a time (I might say that this might not be explained only by the advance of higher education but also the advance of the modern corporation with its meritocracy) there was a very great search for talent. In the United States—a nation which has never had a class structure, at least of any strength—one would have expected historically we would have been drawing our executive talent from all parts of American society; but actually it was not true: American executive talent historically has been drawn almost entirely from the upper and middle class. With the spread of higher education and the big corporations, we now have a really absolutely fundamental change in the source of American economic leadership, drawn from all ranks of American society. What is true in the United States is even more true in some societies which have had more of a class structure. So higher education almost everywhere has become a method for finding talent throughout the society and not just in the upper circles.

It also appears, in the United States, that there is a tendency for the spread of higher education to narrow the range of income; and studies made elsewhere by Kuznets and Tinbergen and other famous economists and mathematical economists come up with the same conclusion. What normally happens in economic development is that, in the very early stages, income becomes less equal as some people in the more advanced part of the developing society get



higher incomes; but then, as industrial society expands with more and more education, properly earned income becomes more equal. This has happened in the United States. At the present time it has gone sufficiently far so that it now barely pays to get a college education: the amount of additional income to be expected over a life time by a college graduate barely pays for the cost to go into college and the lost years of income that a person undergoes by going to college. So in the area of equality of opportunity and also greater equality of earned income, higher education has had some of the consequences which were initially expected. What is at work of course is that many people get educated out of being willing to undertake manual labour in the modern processes of higher education. One reason incidentally to rather overdo it is that you then have comparatively more people willing to undertake white collar jobs over a period of time. You educate people out of common labour. And so, as in the United States, we are constantly seeing people engaging in factory labour having their income go up faster than those engaged in white-collar work. I expect some day in a country like the United States the wage and salary structure to almost be turned upon its head, and that rather than moving in the direction of more equalization of earned income, we are working in the direction of equalization of net satisfaction. By and large manual work is less satisfying to people than white-collar work or more professional work, and we are now moving in the direction of having people doing the disagreeable work with little education, receiving as much or more income than people with more education but doing more agreeable work. Our coal-miners, once upon a time very lowly-paid people, now do really quite well. A garbage collector in San Francisco will have an annual income a little bit above that of a full professor at Berkeley. I know of no faculty member at Berkeley that would trade positions. There is this consequence of the expansion of higher education, at least to the extent we have undertaken it in the United States—to bring about in the long run work in the direction of equalization of net satisfaction. But the one thing that is really holding us back in the United States now, as in some parts of Western Europe, is that, with the higher wages that we now pay for disagreeable work, we are drawing in these vast numbers of workers from across the Mexican border (we have the longest border in the world between an underdeveloped nation and a highly developed nation, and something around a million or 2 million illegal aliens are coming in each year), and this will help perpetuate the inequality between the earned incomes of manual workers and

white-collar workers. But if we were a closed system, what I am talking about would now be happening very rapidly in the United States with this enormous expansion of higher education.

On the last of my four points, it had once been expected that, in the United States and Western Europe and to some extent around the world, we were engaged in this historic process of going from élite higher education, say with 1 or 2% attending, to mass higher education, whatever that meant, to universal higher education. We had a presidential commission under President Truman right after World War II which set this forth as almost a social law. We have found in the United States, however, and we are also finding in Western Europe, that there is a stopping point, far short of universal higher education, at some level that might be called mass higher education—certainly beyond élite higher education but far from universal. And there are various reasons for this. First of all, the labour market will only absorb and reward a certain proportion of the population for taking advanced education, perhaps about one quarter. We have also found that it is much more difficult to draw people out of some social groups in the United States, and out of the so-called working class in Western Europe, to get them to have their expectations rise, than was once thought to be the case. And also just a matter of taste. It was assumed once upon a time that anybody given the chance to undertake higher education would quite obviously want to do so. This was just considered to be a basic fact. But at least in the United States we have found that vast numbers of people do not want a higher education. And there are current subsidies—there is no young person in the United States who needs to be denied access to higher education for financial reasons. We now have federal and state subsidies which are adequate to pay the way, not to an expensive college, but to a college, for every young person in the United States. We have really been surprised at how small an additional number of people this has drawn forth; that given this chance, with the financial barriers removed, and even sometimes facing as the alternative unemployment, how many young people will just choose, out of a matter of taste, not to go on into higher education. So this great law of movement from élite to mass to universal education gets stopped at a rather early stage along the way. We are finding that at a level of attendance of about 30 or 40% of our youth group, we have reached about the maximum that we can expect. Now I suppose you could keep on raising the subsidies until it paid so well to go to college that it was practically an offer that nobody

could refuse. But at least with meeting the expenses of going and with no entrance requirements, and our community college is beyond the high school level there are vast numbers of people who could go financially, who could meet the entrance requirements, and who do not attend.

### *Advancing Public Control*

So these are some of the things which we have learnt in the course of the period since 1945 with this historic expansion of higher education. Let me quickly mention a couple of other lessons. First, it appears to be true everywhere around the world that there is advancing public control over higher education, even in Britain, which has prided itself upon the autonomy of its institutions. Certainly we see likewise in the United States, France, Germany—everywhere, that higher education increasingly becomes at least a public utility under very severe public control; that the public authorities take increasing interest in access (who can be admitted), increasing interest in whether or not the demands of the labour market are being met or possibly exceeded, increasing interest in the direction and nature of research which is undertaken.

### *Differentiated System of Higher Education*

A second lesson we seem to have learnt in many places around the world is that you need to have an extremely differentiated system of higher education to serve modern industrial society. In the academic world there are strong pressures to say there should be only one standard everywhere—what in Britain they call the gold standard. It is strange incidentally that the egalitarian pressures to have only one unitary system come from both ends of the political spectrum. You get some people arguing for a unitary system (the gold standard) growing out of an élite system. You could argue there should be one gold standard—that doctors all over the world should have the same training obviously, that lawyers all over the world should have the same training obviously, and also university professors—so that all post-secondary institutions should have the same standard, the same rate of pay, and the same teaching load, etc. It has also come from the other end of the political spectrum. It was a Maoist Doctrine of the Cultural Revolution in China that everybody be educated to the same degree or in the same type of institution in the same way. This of course, among other things, led to the almost complete destruction of the university system in Mainland China. What has been found everywhere,

even in countries which have an ideology of great equality, is that in modern industrial society we need very differentiated systems of higher education. There are so many occupations to be trained for, so many differently qualified people brought into the system, that we need a series of institutions specializing in different subject matters at different levels. An almost guaranteed road to bankruptcy in higher education is to try to have a unitary system, as the Italians, for example, have tried to do since World War II ruining their universities almost completely in the process, and causing themselves enormous political difficulty. For the systems which have been more differentiated, as for example in the United States, as for example also in Russia (and I may say it turns out that the differentiation of functions in Russia and the United States is not really all that different, and you can go from one system to the other to understand it), differentiation of functions seems to be an absolutely basic rule for a modern system of higher education.

### *Unsuccessful Academic Reform*

I will just mention one other observation which I make with regret. As the Chairman mentioned, I was at one point the President of the University of California during the period of great expansion. I was in charge of planning 3 totally new campuses for the University: at Santa Cruz, Irvine, and San Diego, and I was as much concerned as the people working with me were. We were trying to make each one of these new campuses different from each of the existing campuses, undertaking for us a certain amount of academic reform. The experience during this enormous period of growth since 1945 has been that, by and large, academic reform has not been successful. This was certainly true in the United States: our system in California tried more reform than did any other state system, but there were many efforts by private institutions. The U. K., with its new universities, tried to start each one in a somewhat different way. There is a study being completed now in Paris under the European Cultural Foundation on the reforms in Continental Europe, and the conclusions turn out to be that, almost regardless of what they were, they have failed to survive. I do not know whether this is a commentary on the conservative nature of the academic institution, or whether it shows that the factors for the one optimal or one best way of organizing academic life had already been quite well discovered by 1945, and there is not too much point in trying to make variations on it, because by and large they do not work successfully.



### *Higher Education in Hong Kong*

Now having made these broad observations about developments in this unique historic period, let me say a couple of things by way of application. On Hong Kong—let me say once again that I come here as an occasional visitor and know far less about the situation here than you do—it does seem, looking at the world-wide experience, that here you have a high quality of post-secondary education, that on a quantitative basis it is much more restricted than one would expect for a very dynamic and increasingly complex economy competing with countries around the world. It is almost unbelievable that you would have as low a proportion of your young people in post-secondary education as you do and still be able to keep up your rate of advance. Now you do have developing here a certain number of private institutions filling in some of the gaps. You also have a fairly large number of your students, and very able students, going abroad. In the United States we have in our colleges and universities about as many students from Hong Kong as you have in your two universities put together. Of all of our students from abroad, about 5% of them come from Hong Kong, which is a city and not a country. In terms of representation in our student body in the United States, the fifth largest group is students from Hong Kong. And so I would raise as a question for your future planning whether it might not be wise, for the future of the Hong Kong economy, for there to be more places here in post-secondary education, which would also be desirable from the point of view of your young people, giving them the maximum opportunity. I particularly argue perhaps for the introduction of some one- or two-year programmes and community colleges.

### *Second Explosion in Higher Education*

A second observation is about China. When I had the opportunity to lead an American delegation to study education work in China, we were given their statistics. I think the greatest thing that is going to be happening in the next generation or two in education, looked upon on a world-wide basis, would be the explosion of post-secondary education in China. The great explosion around the total world after 1945 bypassed Mainland China, and forthcoming is the second great explosion—a tremendous explosion as they modernize. I think it is a cautious, conservative estimate that, as Mainland China modernizes—whether by the year 2000 as they hope or not—and I rather do not think that can be done—the system

of higher education in a nation with a billion people, about a third of the world's population will have to be expanded ten times over in the course of the process of modernization. And this will be the most important thing happening, the biggest thing happening to higher education around the world in the foreseeable future.

Then just one additional comment: Plato a long time ago said, according to the Jowett translation at least, that the wheel of education, once set in motion, moves in an ever faster pace. Historically this has not been true. It moved at a slower pace in the Dark Ages in Europe, but it speeded up enormously after World War II around a good deal of the world, and now enormously in Mainland China. But it seems to me that what Plato said 2500 years ago is particularly true to the modern situation, that the wheel of education will be moving faster and faster, and that higher education, despite a certain decline in many countries in the world (as in the United States at the present time), does face an expanding future almost of necessity, in at least two ways. As the expectations of people for the quality of their lives go up, one of the best ways of improving the quality of life is by getting more education and on a lifetime basis. And soon with the new electronics there is going to be a real revolution in the access of people to all the knowledge of the world. By the end of this century there will be, up in the satellites and available to most human beings around the world, any time day or night if they want it, nearly all the knowledge of the world. Also, in terms of the increasing role of education especially advanced education, in the lives of the world, one of the main ways in which society now evolves is through higher skills and new knowledge, and higher education is at the very centre of the evolution of society, by providing these higher skills and new knowledge.

So I have as my title 'Higher Education: More Limited Horizons?', I might as well end by saying that, at the moment in most countries around the world, as in the United States, we are facing at least a steady state for higher education, no more growth, perhaps some decline (it will be some decline in the United States), but that in the long run I really cannot envisage the world, with technology becoming more complex, the social institutions becoming more complex, and yet with higher education being able to avoid becoming of increasing importance in societies all over the world; and that we are facing now a future in which Plato's rule that the wheel of education moves faster and faster will once again be true for as far ahead as anyone can see.

# Higher Education in a Changing World

by  
*Lord Todd, O.M., P.R.S.*

*(This lecture was delivered by Lord Todd, an overseas Council member of this University, at United College on 1st February, 1980.)*

Ten years ago I delivered a Presidential Address to the British Association for the Advancement of Science entitled "A Time to Think" in which I discussed in a general way some of the problems facing society in a rapidly changing world. I discussed trends in education in the light of technological progress as well as the universal problems of pollution, destruction of the environment and the growing menace of overpopulation. I came across that Address a few weeks ago and I re-read it with interest, wondering how relevant it would seem today as we stand on the threshold of a new decade. Somewhat to my regret I found that I could repeat it today without more than a very small fraction of it seeming irrelevant or outdated. I am left with a feeling that while it is possible that people have been thinking (although there are times when one is tempted to doubt whether more than a very few have), there is regrettably little evidence of action. Here in South-East Asia one is perhaps particularly conscious that war, injustice, poverty and starvation are still rife in the world and that the gap between the rich and the poor, the developed and underdeveloped countries, is still there and is if anything widening. This is all the sadder because the staggering advances which have been made in science and in the technologies based upon it could, if wisely and humanely applied, have created a world in which all could live in peace and in comfort. And now at the beginning of the eighties we face new problems arising from technological progress as well

as those which I discussed ten years ago and which still await solution. Truly this is a time not just to think but also to act.

Two hundred years ago the steam-engine was invented and with it the Industrial Revolution began, which has transformed the world. I have often stressed the importance of the steam-engine, which gave man for the first time access to well-nigh unlimited mechanical power after millennia during which he had to depend on muscle power aided by a modest amount of water and wind power. A whole new world was thereby opened to him; distance was overcome by better communication and industry revolutionized. Not only that, but the greater wealth and improved standard of living triggered off an increase in world population vastly greater than anything that had gone before. This increase in affluence also led to an upsurge in science and in the middle of last century to its application to practical problems of industrial, agricultural, medical and military importance—in other words to the appearance of science-based technology. It is, of course, the fantastic advances made through science-based technology which have brought us to the point where we can extract power from the nucleus of the atom and can explore, if we wish, extra-terrestrial space and visit the moon and the other planets of our solar system. Society, alas, has failed to keep pace with all this progress and it is indeed this failure which is responsible for most of our current difficulties.

It is difficult, indeed, to assess the degree of





*Lord Todd*

importance which should be attached to each of the multitude of technological advances we have seen in this hundred to hundred and fifty years of science-based technology but I think I would say that none of them has had such an all-pervading influence as the invention of the steam-engine—or at least not until very recently. The great thing about the steam engine is that by replacing brawn by mechanical power it freed man from much drudgery and, by enabling him also to perform things hitherto undreamed of, forced upon him a social revolution in which he still flounders. That floundering has, of course, been made even more serious during the decade which has just ended by the so-called “oil crisis”. Ever since the Industrial Revolution man has proceeded with the utmost prodigality to use (and to misuse) more and more energy and has derived it almost entirely by burning the so-called fossil fuels—coal, oil and natural gas. The immediate reasons for the tremendous rise in oil prices during the seventies need not concern us here. What does concern us is bringing home (even if rather slowly) to people that supplies of fossil fuels (and of minerals for that matter) are not inexhaustible and that sooner or later alternatives will have to be found or we will have to move to a society in which energy consumption is much lower. This in itself must bring about much change in our society but the effects may be more rapid in showing themselves because it happens that we are today on the threshold of a new industrial revolution in many ways comparable to that brought in by the steam-engine. Just as the latter provided a replacement for brawn so do the computer and the microprocessor provide a replacement for

brain and bring us to the age of robots. This is not a matter of imagination or crystal ball-gazing—the robot age has already begun not only in the world of information but in industry. (The Fiat company has proudly announced its factory in which cars are assembled without a human operative being involved at any stage).

What does this mean? Some would reply at once that it will lead to vast unemployment which will be permanent since the number of workers required, both skilled and unskilled, will be greatly reduced. But will this really be so? Some temporary unemployment may well be caused in the early stages of change but if we look at the past we see that what has happened when great changes occur is that people are still employed but in doing new things which have become necessary through the changes which have occurred. Thus, stage coach drivers lost their jobs but engine drivers appeared in their place while earlier the makers of spears and bows were replaced by gunsmiths. In the end more people found employment in the new situation than in the old. This may well prove to be the case in the microprocessor-led revolution which we are now entering but it seems to me certain that the amount of leisure time available to the individual will increase just as it always has done in the past. Can we cope with increased leisure? This is a serious question, for recent experience of ever-increasing leisure associated with rising living standards and unemployment among the young is not very encouraging. Indeed, to avoid widespread social unrest due to further increase in leisure we may well

have to take some positive action. But what kind of action? To give a correct answer to that question probably needs a higher degree of knowledge of ourselves than we now possess. This underlines the desperate need for a real development of the social sciences now primitive and underdeveloped and not always in the hands of our ablest people. For unless we really understand ourselves and our behaviour in changing circumstances we could well destroy ourselves through misuse of the tremendous power for good or evil that is placed in our hands by science and technology. And that power will inevitably increase; it is no use asking for a moratorium on science. Nothing in this world can stand still and those who call for a moratorium and a return to the good old days simply deceive themselves; there never were any good old days except perhaps for a very few and even they were plagued by discomforts and diseases which we would today regard as unacceptable.

When one thinks about these things one realizes again that our success or failure as a society depends ultimately on education. Higher education is only a part of the story but it is the part with which I have been mainly concerned and it is, of course, the function of this University in which I am speaking. For that reason I shall confine myself largely to it on this occasion. The past twenty years have seen an explosive growth in higher education especially in the industrialized countries although it has also lapped over into the less developed countries which see in it a possible route to the affluence and importance which they seek to achieve. I am inclined to think that the origin of this expansion lay in the war of 1939-45 and particularly in the tremendous contributions made by science and technology to its conduct—just think of penicillin, radar, jet aircraft, and the atomic bomb with its promise of nuclear energy for peaceful use. It seemed that if we really educated our youth and produced lots of scientists and technologists then the millennium was at hand. Of course it wasn't really—but one result was that in the early sixties there was a tremendous and almost explosive expansion of higher education marked by creating many more universities—in Europe to almost doubling their number and more than doubling the number of students in the course of about ten years. The sanguine hopes of those who initiated this great expansion have not been realized. Instead it has brought in its train several very serious problems which the universities will have to face in the eighties.

#### *First Problem*

The first of these comes from the fact that

although everyone will agree that all who have the necessary qualifications should have the right to higher education it does not follow that everyone has the same type of ability or that the expression "higher education" should be equated with university education of the traditional pattern. That pattern is suitable only for a very small fraction of each age group—a fraction (or, if you like, an élite) which contains those with creative ability. The majority of those completing secondary education successfully have talents in other directions—in the more practical direction of putting to practical use discoveries made by scientists and technologists. This is not to say that they are of lesser ability but their ability lies in a different direction and it requires a different, more vocational, type of training for its full development. The result of the mistaken emphasis on traditional university education was that many young people found themselves forced into it for essentially social reasons although they had neither the motivation nor in many cases the ability to benefit from it; a secondary effect was the gradual lowering of standards forced on universities by this flood of unsuitable entrants. It is my belief that the widespread student disturbances which characterized the end of the sixties were in part due to just these facts. They also led to the introduction and development of the polytechnics especially in the United Kingdom. These have been most successful in cases where they have devoted themselves mainly to technician training (using the word technician in its broadest sense to include such professions as nursing, accountancy, social service etc. etc.)

#### *Second Problem*

The second problem which has arisen from the over-rapid expansion by creation of new universities and expansion of the old arises from the need to expand university staff rapidly. This was, in general, done by recruiting large numbers of staff from the existing stock of graduates and research students. These belonged for the most part to the same youngish generation and included of necessity some who would under normal circumstances have been regarded as not really of the highest quality. All or most of them were given tenured positions and so we find many universities today in which most of the staff is 40-45 years of age and will remain in office for the next twenty years or more. This will block the flow into the academic profession of the young staff on whom they depend for the constant rejuvenation which is the life-blood of our universities. The likelihood of more posts being created for these young people now coming forward in research is small especially in view

of the financial stringency which is afflicting universities in all the industrialized countries.

### *Third Problem*

The third problem, which is really part of the second, concerns the future of research and especially of scientific research on which technological progress nowadays depends. I think that most people would agree that pure research—and by that I mean research which is not being pursued to meet a specifically economic objective—is best carried out in association with a training function as it is in a university where there is a constant throughput of lively young transients who keep it alive by continually injecting fresh ideas. It is precisely this which is endangered by the locking up of university staff positions as a result of the over-rapid recruitment in the sixties which I have mentioned. This is one of the most dangerous features of the present situation as well as one of the saddest; morale is currently and understandably low among some of the most brilliant of our younger people whose hope of being able to establish themselves in research appear to have been frustrated.

These would be difficult problems in any circumstances but today they are rendered the more intractable by the effects of world recession which are forcing a reduction in the money devoted by governments to higher education. Financial stringency coupled with an expected fall in the size of the European age groups coming up to 18 during the first half of the 1980's will effectively prevent our buying our way out by taking on supernumerary staff. I believe that the distribution between traditional university and vocational polytechnic training will have to move in favour of the latter, the necessary facilities being provided in Europe by the conversion of some of the less successful universities to polytechnics or similar training institutions and by the concentration of research into centres of excellence rather than having it an essential component of every department in every institution of higher education. Furthermore, we may have to introduce early retirement schemes on a substantial scale if we are to cope with the present unbalanced staffing structure in the new universities.

### *Higher Education in Hong Kong*

In certain respects Hong Kong is favourably placed at a time like this. The upsurge in higher education came somewhat later here than in Europe and in relation to population the increases provided by The Chinese University and the Polytechnic were and are by no means excessive. As a result it seems to me that we are better placed than most to take

advantage of our present situation and as we grow to provide appropriate higher education for our able young people. All that is needed is mutual understanding and real cooperation between the three institutions of higher education and between them and the schools. In a geographically restricted situation such as exists in Hong Kong this should surely be achievable.

There is too an added dimension to the higher education scene in Hong Kong because of its proximity to the People's Republic of China. I need not tell you what a remarkable change has occurred in China's external relations and how Hong Kong has become perhaps the most important link between China and the Western World. I had the privilege of visiting China in October 1979 at the invitation of the President of the Academia Sinica with which the Royal Society, of which I am President, has maintained good relations for many years. I was able to visit a number of scientific research institutes of the Academy in Peking and Shanghai and also two universities in Hangchow and Canton. Anyone who visits China in this way is bound to be struck by the immense damage done to higher education in that country by the anti-intellectualism of the so-called cultural revolution and especially, perhaps, to science and technology. Anyone who calls for a moratorium on science should go to China and see for themselves the devastating effect it would have. Both the government and the people of China realize how badly they have fallen behind, and they are determined to catch up again with a world which has been progressing very rapidly, and not least in technology, during the past 10 to 15 years. But they cannot do it without outside help and here is a unique opportunity for Hong Kong and especially for The Chinese University. For through it and its graduates—all themselves a part of China, its language and its culture—it can and indeed must build a bridge between a backward China and the world outside. I believe there is here not just an opportunity but a duty for the University. Some years ago I addressed the members of the University here in the early days of its development in Shatin and I predicted that the time would surely come when contact with the People's Republic of China would become freely possible. I said then and I say so with even more conviction today that this offers a great opportunity for conciliation and cooperation for the benefit of the Chinese people and of the whole world. Here in The Chinese University of Hong Kong we must seize that opportunity; failure to do so would be to fail our founders and to deny the vision of our first Vice-Chancellor, Dr. Choh-Ming Li.



# Opening Ceremony of Fong Shu Chuen Building



*(From left) Dr. Ma Lin, The Hon. Sir Jack Cater, Mr. Fong Shu Chuen, Sir Yuet-keung Kan, Mr. Fong Yun Wah, and Mr. Wong Ka Chai*

The Opening Ceremony of the Fong Shu Chuen Building, held on 24th January, 1980, was officiated by Sir Jack Cater, the Chief Secretary of Hong Kong. Over 350 guests, including Mr. Fong Shu Chuen and Mr. Y. W. Fong, M.B.E., J.P., attended the Ceremony.

The three-storey Building, which costs HK\$1.5 million, is a donation of the Fong Shu Fook Tong Foundation and Group of Companies. It is dedicated to Mr. Fong Shu Chuen in commemoration of his

efforts in the furtherance of education in Hong Kong. In his address, the Vice-Chancellor thanked Mr. Fong Shu Chuen, the Fong Shu Fook Tong Foundation Fund Ltd and the Hip Shing Group of Companies for their foresightedness and generosity in donating the construction costs of the Building.

The Building, which has a total floor area of 945 square metres, will house the New Asia-Yale-in-China Chinese Language Centre.

## Speech by the Chief Secretary, Sir Jack Cater

Sir Y. K., Dr. Ma, Mr. Fong Shu Chuen, Mr. Fong Yun Wah, Ladies and Gentlemen:

It is both an honour and a pleasure for me to be invited to officiate at the opening ceremony of the Fong Shu Chuen Building, a new home for the New Asia—Yale-in-China Chinese Language Centre of The Chinese University of Hong Kong.

The Chinese Language Centre was founded in 1963 under the joint auspices of New Asia College and the Yale-China Association and has been part of the University since 1974.

Over the years, the Centre has been offering Chinese language courses at all levels, designed primarily for non-native speakers of Chinese. I am told that students from all over the world, ranging from absolute beginners to trained sinologists who wish to improve their spoken Chinese or learn a Chinese dialect are admitted for training suitable to their needs and abilities: “absolute” is a term which I suppose academics use carefully and very sparingly, so I had better justify my use of it now—my son Richard attended one of your intensive Mandarin courses about a year ago, and I have his permission to say that a more absolute, absolute beginner it would be difficult to find.

The Vice-Chancellor has aptly remarked that language is the basic medium of communication. This fact, coupled with the standing that the Chinese Language Centre of the University has established in academic circles over the years, and its current move into this new building with more space and better facilities, all combine to ensure that this Centre, and the University, will continue to play an important role in the promotion of better understanding between the people of the east and the west.

It is significant to note that the cost of construction of this building amounting to \$1.5 million has been borne entirely by the Fong Shu Fook Tong Foundation. This is a most generous gesture on the Foundation’s part: to them students from all over the world who come to the Centre for training will owe a debt of gratitude.

Finally, I would like to pay particular tribute to Mr. Fong Shu Chuen, the three generations of his family represented here today, and all others concerned, for their enthusiasm and generosity in making this project possible.

It is now my great pleasure to declare the Fong Shu Chuen Building open.

## Address by Mr. Fong Yun-wah, M.B.E., J.P.

Sir Jack, Sir Yuet-keung, Dr. Ma, Ladies and Gentlemen:

First of all I wish to thank the Vice-Chancellor, Dr. Ma Lin, for providing me once again with the opportunity to say a few words here. On behalf of my family, I would like to extend my gratitude to the Chief Secretary, the Hon. Sir Jack Cater, for officiating at the opening ceremony for the Fong Shu Chuen Building.

When the foundation stone of the building was laid in 1978, I mentioned that we made the donation for two purposes: to facilitate language teaching and studying and to promote international understanding.

To my father and my family, witnessing the official opening of the building today is more than a delight. It is a meaningful beginning and a useful stimulus to our further exertions of contributing to the cause of post-secondary education. There are several reasons for our making the commitment and here I would like to explain some:

1. It is a meaningful way to express my family’s respect and gratitude to my father;
2. It is a token of thanks to the Hong Kong Government and our friends;
3. It signifies our concern for the education of Hong Kong and the world;
4. It crystallizes our long-upheld belief that what is taken from society should be used in the interest of society;
5. It shows our very sincere concern for peace, security and prosperity and our efforts towards their attainment.

Presently we are planning to establish an “Asia Pacific Peace Award” which aims at promoting peace and security in Asia. We hope to complete the preliminary groundwork in three years before implementing it by stages.

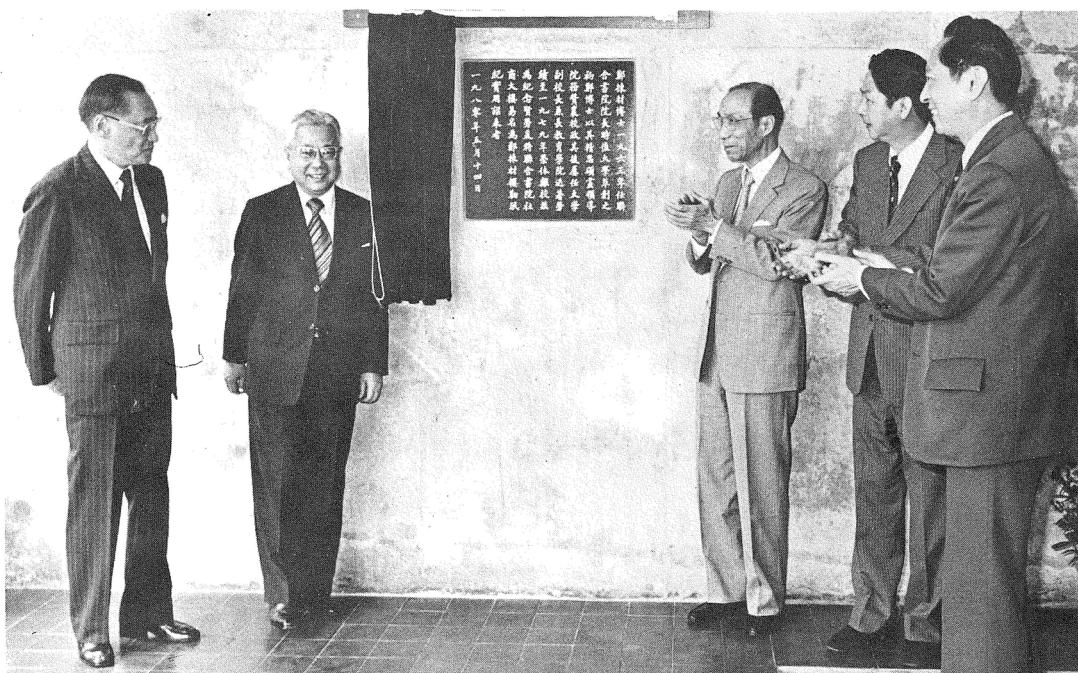
In Hong Kong and the United Kingdom, we intend to continue a number of scholarships, hoping that through these scholarships we will help cultivate more talented young people to serve the community of Hong Kong.

To the students of the Language Centre, it is my sincere hope that while devoting themselves to language studies, they will advocate the rules of good neighbourhood. Only through concerted efforts can mankind maintain peace, security, and prosperity.

Ladies and gentlemen, I wish you all good health.

Thank you.

# Building Named After Dr. T. C. Cheng



(From left) Dr. the Hon. P. C. Woo, Dr. T. C. Cheng, Sir Run Run Shaw, Dr. Ma Lin, and Professor S. S. Hsueh

The Social Science and Business Administration Building of United College has been renamed the T. C. Cheng Building in recognition of the long and distinguished service rendered by Dr. T. C. Cheng to the College as its President from 1963 to 1977.

A commemorative plaque to mark the renaming of the building was unveiled by Dr. Cheng at a ceremony on 14th May, 1980. Dr. the Hon. P. C. Woo, Chairman of the Board of Trustees of United College, paid tribute to Dr. Cheng at the ceremony, which was attended by members of the College's Board of Trustees, the Vice-Chancellor, University staff members and other guests.

Dr. Cheng had been Director of the Extramural Studies Department (1964-70), Pro-Vice-Chancellor (1965-67, 1971-73, 1975-77, 1977-79) and Director of School of Education (1970-72, 1975-79). He retired from the University in September 1979, and in December the same year was awarded the degree of Doctor of Literature, *honoris causa*, by the University.

## Address by Dr. the Hon. P. C. Woo

Dr. Ma, Professor Hsueh, Ladies and Gentlemen,

On behalf of the Board of Trustees, I would

like to welcome you to the Plaque-unveiling Ceremony of the T. C. Cheng Building, United College.

Dr. T. C. Cheng was appointed President of the United College in January 1963. For almost two decades, he spared no efforts in developing the College. A few examples that readily come to mind are: the increase in student enrolment and the number of teaching staff, the expansion of teaching departments, its becoming a constituent College of The Chinese University of Hong Kong, the establishment of an exchange programme with Indiana University and Williams College, U.S.A., and the completion of its buildings and hostels on the Shatin campus. It was Dr. Cheng too who, during his term of office, set up the College Endowment Fund to provide for more scholarships, bursaries and prizes for the deserving students. His contribution to the College and the University has been so great that we shall never forget the efforts he has put in.

In recognition of his invaluable contributions, the Board of Trustees proposed to rename the Social Science and Business Administration Building after Dr. Cheng, as an expression of our respect to him.

May I now call upon Dr. Cheng to unveil the Plaque.



# Opening Ceremony of the Kowloon Central Lions Pavilion



The Opening Ceremony of the Kowloon Central Lions Pavilion was held on 6th June, 1980 at which Mr. Wilfred Sien-bing Wong, C.B.E., J.P., a Council member of the University, officiated. Among the guests attending the Ceremony were Mr. Herbert Liang, District Governor of Lions International District 303; Mr. Lo Yuk Ting, President of Lions Club of Kowloon Central; Mr. Chung Yee Sang, Chairman of the Committee on the Construction of the Kowloon Central Lions Pavilion; Mr. Richard Ko, Immediate Past President of Lions Club of Kowloon Central; Mr. Peter C. W. Yiu, Incoming President of the Club.

The Chinese-style Pavilion, a gift from the Lions Club of Kowloon Central, is situated at the Lily Pond of Chung Chi College.

## Address by Mr. Wilfred Sien-bing Wong

Chairman Lo, Dr. Ma, Ladies and Gentlemen,

I feel greatly honoured to be invited to this Ceremony and would like to say a few words on this occasion.

I note with interest that 'pavilion' has been a favourite theme of many classical Chinese prose writers. Ou-yang Hsiu (AD1007-1072) in 'The Old Drunkard's Pavilion' had written the best-known and often-quoted line, 'Old Drunkard's heart is not set on the wine, but lies somewhere betwixt the mountains

and the rivers'. It seems that literati are very fond of associating pavilions with hills and waters. The Lions Pavilion, at which we are now gathered, allows us to drink in the beauty of both Ma On Shan and Tolo Harbour, with the rising sun and ebbing tide to boots.

Although in the past seventeen years, a magnificent campus has emerged with high-rise modern buildings erected and flowers and trees planted everywhere, we still feel that the addition of something characteristic of the traditional Chinese style would enhance the beauty of the place. This newly-built pavilion, with its red columns and green tiles and standing upright by the lily pond, graceful and poised, not only harmonizes with the surrounding buildings and natural setting, but also adds a charming sport to the campus of The Chinese University, famous for its scenic beauty.

The Lions Club of Kowloon Central spares no efforts in rendering services to the society. We, at The Chinese University, are very much indebted to them for their kind donation of this Lions Pavilion, which offers a delightful place of rest and recreation for members of the University and of the general public coming here for visits. On behalf of The Chinese University, I would like to express our heartfelt thanks to the philanthropists of the Lions Club of Kowloon Central, especially to Mr. Astor Chang, ex-chairman of the Club, for his painstaking efforts in carrying out the project through to the end.

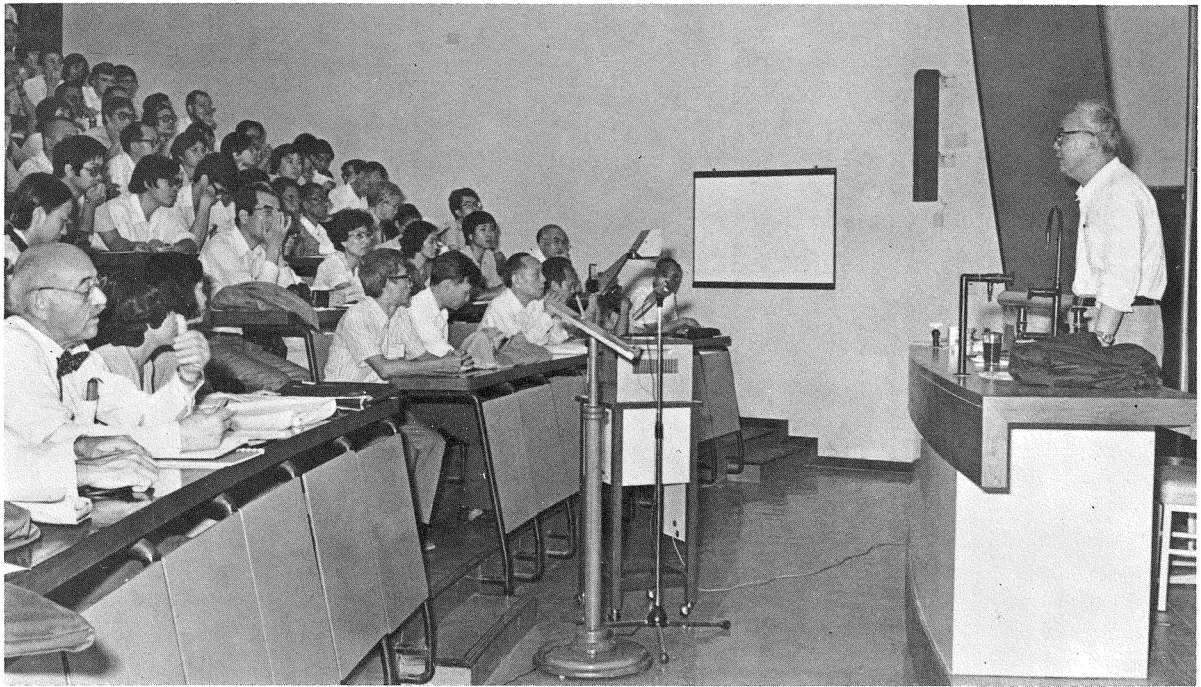
# Southeast Asian Mathematical Society Conference



The 5th Biennial General Meeting and Conference of the Southeast Asian Mathematical Society was held in Hong Kong from 16th to 20th June, 1980. Apart from this University, the other sponsoring organizations include UNESCO, International Mathematics Union, Baptist College, University of Hong Kong, Hong Kong Polytechnic and the Hong Kong Mathematical Society. A total of 165 participants attended the Conference, of whom over 90 came from 16 overseas countries.

In his presidential address, Dr. Tan Wang Seng pointed out: 'Mathematicians must also appreciate our national aspirations and objectives, and be able to participate in achieving these aims. One of these aims is, of course, to lay the foundation for a future technological society by means of a good scientific and mathematical education. I think in this respect mathematicians in universities have played a useful role in training the large numbers of mathematics teachers so urgently needed. However, this role will not be needed indefinitely. In fact there are already

indications in some countries that the need for new mathematics teachers may be diminishing. Mathematicians must therefore view the future with forebodings if their only perceived role is the training of future mathematicians and mathematics teachers.' On mathematics education, he remarked that the most talented students no longer enrol themselves in mathematics programmes in the universities because 'there are very few careers open to them after getting their degrees and very few mathematicians in SEAMS countries are employed as mathematicians per se, i.e. just to solve mathematical problems of any nature.' He therefore suggested that 'mathematics departments develop several programmes along professional lines to produce graduates who will be of immediate use to the country. Areas that are within the capability of most mathematics departments are statistics, operations research, computational mathematics and computer science. To make these programmes truly professional, theory must be mixed with practice and hands-on experience with real problems.'



*Professor L. K. Hua of Academia Sinica, Beijing, delivering a lecture at the Science Centre of this University*

During the Conference, three workshop sessions were held on: (1) Mathematics curricula, (2) Contents of courses, and (3) (a) The role of geometry in the mathematics curriculum, (b) The dilemma of teaching and research; and 11 addresses were delivered:

Web geometry

Professor S. S. Chern, University of California, Berkeley

Finite strip method and its applications

Professor Y. K. Cheung, University of Hong Kong

Banach algebra, report on the 70's, prospect for the 80's

Professor J. Duncan, University of Stirling

Some trends in the teaching of algebra

Professor P. J. Hilton, Case Western Reserve University

Geometric theory of partial differential equations

Professor L. K. Hua, Academia Sinica, Beijing

Survey of Jordan Structure Theory

Professor Nathan Jacobson, Yale University

Stochastic approximation with applications to regression and control

Professor T. L. Lai, Columbia University

Certain Cohomology groups attached to hermitian symmetric spaces and unitary representations

Professor S. Murakami, Osaka University

Nuclear spaces and generalized AL-spaces

Dr. K. F. Ng & Dr. Y. C. Wong, The Chinese University of Hong Kong

On transverse foliation

Professor I. Tamura, University of Tokyo

Some results in linear geometry

Professor Y. C. Wong, University of Hong Kong

The Proceedings of the Conference will be published as a special issue of the *Southeast Asian Bulletin of Mathematics* in summer 1981.





## Interview with Professor Francis C. Johnson

*Professor Francis C. Johnson is Professor of English of this University.*

Q. In the formulation of language teaching policies for a university, what are the factors that should be taken into consideration?

A. There are three factors involved in this. One is a socio-linguistic factor and the other two are pedagogical factors. The socio-linguistic factor answers the question 'What is the role of the university in terms of language in the community as a whole?' The two pedagogical factors refer firstly to the role of languages as tools of learning and instruction for university students, and secondly to the role of languages in the post-university careers of students.

The first factor is a general and social one, i.e. What role does the university play in the community? We are and we all should be very proud of the fact that at this University Chinese is the principal medium of formal communication.

Chinese being the language of over 90% of the people of this society, it is important that at all levels we recognize this, and that there are opportunities for the people to fully participate in all levels of education through Chinese. A university has an obligation to society to provide education for its citizens in their language and this is a socio-linguistic function. However, there are many sensitive issues that need to be explored in Hong Kong. Because of its situation, this University cannot be satisfied with saying simply we are The Chinese University, our medium of instruction is Chinese and therefore we take no other obligation to our students except to provide instruction in Chinese. We have to face some of the very sensitive issues at a very practical level, such as the provision of places for students who have had their secondary education in the Chinese medium. Should the University, we need to ask ourselves, be 'favouring' people who have had

their education in Anglo-Chinese secondary schools as opposed to Chinese middle schools? One of our major functions is to promote tertiary education in the Chinese language, and we have to face up to our commitment of providing for students from the Chinese middle schools. That is policy from a socio-linguistic perspective.

When we come inside the University as a learning and teaching institution to determine what our language policy should be, we have got to be concerned with two pedagogical aspects. The first is the role of languages as tools of learning for our students inside the University. What do our undergraduates need in terms of language proficiency to enable them to participate fully in a university course? We must look at language as an access to knowledge at university level. In this, we need to think in terms of lectures, which provide them with the basic information, and in terms of individual study, which each student has to use to further his or her knowledge. When we come down to the situation in Hong Kong, much of the knowledge that we want our students to acquire by individual study is printed only in English. We simply cannot escape this fact, so, for pedagogical purposes, there is a need for English for undergraduate studies. If we are to give our students access to knowledge, they must have the skills which enable them to use this information effectively.

The second factor is the role of languages in their post-university careers. We need to be very realistic about preparing our students for careers in Hong Kong so that they can maximally serve the society by making the best use of their training received at the University. For better or worse, in Hong Kong, students applying for positions which require the quality of the knowledge that they acquired at The Chinese University have got to be very proficient in English to be able to get such positions. So we must look at our graduates' proficiency in languages, both English and Chinese.

We should, therefore, form a language policy which accommodates the pedagogical function as a university, and the social function as a university in the Hong Kong society. Sometimes people will say these two things conflict with each other but we do not believe that they do. In the English Department, particularly, we are trying to help the University to understand and to clarify what its language policy ought to be.

Q. You just brought up the question of whether the University should be 'favouring' people who have had their education in Anglo-Chinese schools. Does the English Department at present accept more students from the Anglo-Chinese schools than the Chinese middle schools?

A. The pattern is changing and it is a very complex one. At present we are accepting more students from the Anglo-Chinese stream. It is a fact that Anglo-Chinese schools greatly outnumber Chinese middle schools in today's Hong Kong. Certainly one very important reason for this is parental belief that attending Anglo-Chinese schools will be most satisfactory for career purposes for their children. Should we, as a university, be promoting the further development of Chinese middle schools or not? Should we declare that is not our concern? This is a very sensitive socio-linguistic issue.

Q. Is this one of the areas where the University can play a leadership role in the society?

A. Yes, and we should. By our commitment to university education principally in Chinese we are playing a leading role in the clarification of language policy for education. Many of us would prefer to put social issues first and quality of education second. When you deal with socio-linguistic aspects you are often called upon to decide which is more important. They are very difficult decisions for the University to make. I am not qualified to state my opinion about this, being someone who was not born and educated in Hong Kong. But it is a many-sided issue that needs to be looked at very carefully by the University.

Q. Just now, you also mentioned that much of the knowledge that we want our students to acquire is printed only in English. Would the translation of English books help to solve, at least to some extent, the problem of those who are less proficient in English?

A. It would not be a problem at the elementary level where the standard textbooks exist for years and do not change rapidly. If I could let you have a look at the reading I have to do, just to keep abreast of my discipline, you would understand how impossible it is to have these translated. In my discipline there are twenty to thirty journals that I am supposed to read being published all the time. Do we translate these? Do

we have a large staff of people simply translating them so that our students can read them in Chinese, or do we devote that effort to enabling our students to have access to this knowledge in English? As an educator, I would say the latter one is better. You could say that there is a built-in disadvantage for speakers of Chinese since a large amount of the contemporary knowledge that is being produced in the world is being produced in the English language—the international language of communication in the academic world. This is not to chauvinistically promote the English language—it is simply a fact. As educators our task is to provide students with the English language skills which will give them access to this knowledge.

Q. We are aware that there is a need in our society for bilingual proficiency of a general and a specific nature. In what way is the English language teaching programme at The Chinese University designed to meet this need?

A. The answer to the first question about 'general' proficiency in English is that this is not our immediate concern. At the University, we are not so much concerned with promoting general English skills. (I am not even sure what the term means, but I suppose it means general interpersonal communication skills.) We have a very specific job to do at this University and our language tasks are primarily geared to meeting those specific needs. To improve the students' skill in using English for the specific purpose of maximizing their intellectual potentials, and to provide them with access to the world of learning is our educational goal and our educational commitment to our undergraduates. To our undergraduates we say we will help you to maximize your intellectual potential, in real terms, this means we will help you to be able to read your textbooks efficiently, to be able to write skillfully, to say exactly what you mean. To do this, our Language Teaching Division has designed first-year English courses whose goal is precisely to improve the quality of English communication skills for study at The Chinese University. This is very much an internal kind of goal and we take it as our responsibility that no student at this University should be prevented from doing as well as he or she can because of the lack of proficiency in English. Our purpose is to help them in their learning of the various courses and to provide hopefully a service to them as under-

graduate students.

Q. But, as far as I know, we did offer General English Courses to our undergraduates previously?

A. Right, we had previously General English Courses to develop a general proficiency in English. We think we can do better by focusing on our students' needs. Our concern at the moment is always to identify what they need so that we could provide courses to meet those needs. If we have learnt anything in education in the past 50 years, it is that you have got to clearly define what you want to do and what you are teaching. This is not something peculiar to English teaching, it is part of learning as a whole.

A General English Course—and as I said previously, I do not know what that term means—is a very non-specific kind of course, so we do not know whether we are meeting their needs or not. To help them talk and listen, read and write about general material is a very vague kind of educational project. We now have first-year English courses instead, which are designed to serve the learning needs of students at The Chinese University during their undergraduate studies. In terms of their undergraduate studies, for example, they do not need to know the niceties and the conventions of English conversation and so on. We do not spend much time on that but rather on the problems of interpreting textbooks, of listening to lectures, of writing laboratory reports and things like that. We want them to feel fluent and to be able to communicate with their instructors and express their understanding of their specialist studies in English should they be required to do so.

To meet the English language communication needs of our graduates when they go into the Hong Kong community, we have a range of advanced proficiency courses that look towards our students being graduates. As I said, one of our jobs is to provide them with the English language skills that will enable them to put into practice the quality of learning that we have given them in the various disciplines, and to ensure that they will obtain the positions that are commensurate with the knowledge and skills that they have learned here. This is not a perfect world. Many of the people who go to apply for jobs do not perform adequately because they are not able to communicate adequately what they

know, so the potential employers cannot be aware of the quality of their academic training. I am not being critical of employers. I am simply saying that again this is a fact of life to which our graduates have to face up.

Q. In identifying these needs, does it require collaborative efforts between the language faculty and the subject faculty?

A. Yes. A most important part of our work is to find out what these needs are. Last year we had an experimental course, 'English for Science Students'. What does a scientist, as an undergraduate student in Science, need to know in English? We immediately go to the various Science departments and say, 'Tell us what you expect of your students.' But more importantly, we do not just ask people, we look at the assignments and the examinations that they set to determine what the needs are for Science undergraduates, and try to design courses on the basis of these needs.

I keep coming back to this idea of needs because we believe that this is the most effective way of getting at what English our students should be learning. They should be working within their discipline in Science or in Business Administration or in Arts rather than talking at cocktail party. That is why we have three different first-year English courses for 1980-1981: one for Science students, one for Business Administration students and one for Arts and Social Science students. The three different courses have been designed to meet the specific needs of undergraduate students at The Chinese University, so far as English is concerned. It is these courses that have taken the place of what was called the General English Programme. I suppose it is now the Specific English Programme.

Q. Do you think that General English Courses may also have their merits? Do General English Courses serve to introduce to students some aspects of English culture apart from teaching the language?

A. Well, let us get back to a very general problem of teaching. We have a saying in our discipline: 'You cannot talk talk, you have got to talk something'. There is subject matter about which one talks. You cannot just teach the English language, you have got to teach the English language about something. For undergraduates, we teach them

to use English about their discipline, about their Science discipline or about business administrative affairs. We use that as the subject matter for them to talk. You talk about English culture. I should not say it but it is not terribly appropriate for Hong Kong. This is Hong Kong, this is not Britain. Certainly our undergraduate students are living in Hong Kong, and it is Hong Kong culture, if anything, that should be talked about, and not English culture. Moreover, if you say English culture, do you mean British culture or American culture or Australian culture? All these are different. What we are concerned about is Hong Kong, and especially for our undergraduate students, it is Hong Kong academic studies that we are concerned about.

Q. Do you think it is possible for our students to be truly bilingual in a university and a society where Chinese is the first language?

A. This is a very central question we are concerned with, but we have got to first of all answer the questions, 'What do we mean by bilingual?', 'What is a bilingual person?'. We use the term 'bilingual' in many different ways. Our problem I think is that we just use this term 'bilingual' without really knowing exactly what it means. Does it mean equally proficient in two languages? Obviously not. One does not need to be equally proficient in both English and Chinese in Hong Kong—to be 'bilingual'. How much English then do you need? We hope that the English Department can help the University to form an operational definition of what bilingualism is, and to define what its policy of bilingualism actually means by spelling out the kind and degree of proficiency that is needed in English for undergraduate students and for graduates of the University to take their place fully in the society. At present we do not know, so I cannot answer your question.

Q. But, *generally* how would you define bilingualism or a bilingual person?

A. I cannot define a person who is bilingual until I know how he is required to use more than one language. As I said, this question has to be answered in terms of the needs of different people in society. If they are perfectly adequate and perfectly able to communicate in more than one language in situations where they are required to, then I would say that they are bilingual. I am



bilingual in a sense that I can ask for the bill in Cantonese in the restaurant, that is about all. Am I bilingual? Well, I am, when I go to the restaurant and need the bill, but when I need to express more than that in Cantonese, then obviously I am monolingual English. Again I am in a sense bilingual French in that I can read French adequately for my need, I can read journals and so on in French. But, I have been in Paris some time ago and the quality of my spoken French would certainly brand me not as bilingual. As far as reading is concerned, I am bilingual, but where speaking and listening is concerned, I am not. Would you then say because you are not bilingual in speaking and listening, therefore you are not bilingual? It hinges upon what you need in the language.

I think that we can help the University to define what it means to be bilingual. This will give us a better understanding of what we need when we say The Chinese University has a policy of bilingualism.

- Q. How much communication exchange in English do you think is required of the Chinese people in Hong Kong?
- A. Our graduates will go out to work in a specific sector of society. Although they may be required to interact with people within a certain discipline in English, when they go home, it is not likely that they will have to be bilingual, not to their wives, or their children, or their friends and so on. Hong Kong, after all, is basically a monolingual society. The amount of communication exchange in English that is required of Chinese people is only a small proportion of their everyday communication needs, and where there is a need, it is almost exclusively in terms of their profession. It is very nice for us to say that everyone should be able to communicate with foreigners, but that is not a very strong need for the more than 90% of the population of Hong Kong who are speakers of Chinese, and therefore does not have a very high priority in terms of their needs. What does have high priority, from the University's point of view and from the point of view of the career prospects of our students, is the need to be bilingual in their professional field.
- Q. What is the most effective way to achieve proficiency in the general use of English?

- A. We believe, as teachers of English as a second or foreign language, that if we can give students a facility for using English within their profession, this is going to have an impact on other areas of their communication skills. The most effective way of developing a "general" use of English is to first of all get a high degree of proficiency in the area where you feel the need most. My wife is working on her Cantonese in terms of the needs of being in the market, so she is learning prices and the names of things. This is a wedge into a general proficiency in Cantonese. If you want to really get someone to learn a language, strike at the area where the need is greatest. We strike at the needs of our students in their studies, and of our graduates in their professional work. There will inevitably be an impact on their "general" use of English.

- Q. What are the major problems of teaching of English as a second language (TESL)?
- A. If I were to answer you twenty years ago, I would be absolutely certain. If you were to ask me what are the problems of Chinese people learning English twenty years ago, I would say I know exactly. I would express my answer in terms of the code: they do not put 's' on the end of the plurals; they do not put '-ing' on the end of verbs; they leave out 'a' and 'the', etc. I could describe all those problems. We have now become convinced that this is not the most important problem of learning English as a second or foreign language, but that there are many problems other than the code. Problems initially of communicating a message using the appropriate conventions, whether or not the code is used accurately, are extremely important.

We can define problems in terms of what mistakes Chinese people are going to be making when they learn English. It used to be very popular in our discipline of TESL to say that we have got to teach these problems, which, however, disappear in mysterious ways rather than through direct instruction: they disappear as a person becomes much more exposed to and therefore much more fluent in the use of English. We have in the past tended to teach the code and to emphasize the English language itself rather than teach the way of English being spoken and let the forms gradually improve themselves as we become more used to hearing and using the language. So, *the* problem in teaching English as

a second language or a foreign language is in trying to find an area which is a very real communication need of the person, to emphasize whether or not the message got across, and not whether or not you were totally accurate like a native speaker in producing the English language. This shift of emphasis has led in recent years to the rise of the *communicative approach* to second language learning and teaching. We have moved from an emphasis on the form of language to the function of language.

We are attempting to adopt here at The Chinese University a modified form of the communicative approach. What do our students need? How can we design programmes which meet those immediate communication needs? What do our students have to say and write? These are the questions we are asking. This does not mean that what I am saying is forget about *how* people talk, or forget about accuracy. The communicative approach to learning a language is in fact nothing really new; many people have been using it for a long time. It is a revolt against the very formal way of learning a language by learning the grammatical forms, by over-emphasizing how things are expressed.

Q. Has the communicative approach become a trend in TESL?

A. It is one of the most promising developments that has taken place in our discipline in the past ten years. But we must beware of labelling the approaches to teaching in a simplified way. What the communicative approach really means is drawing our attention as language teachers to the importance of what is being said and what people are talking about. What they talk about, and their need to talk about things strongly influence how well they learn a language. In a sense, we are following this dictate in The Chinese University in saying: what do our students really need to be able to say, let us teach them that. We put great emphasis on the subject matter that they have to be able to use.

Q. What do you think about the standards of our students?

A. For an educator, that is not a real question, although this is what everybody wants to know. You get many people who will say, 'Oh, such and such a person cannot speak English very well'. As

an educator in a university, the question we ask is, 'Can we help this person to better most skills in communication?' There is a wide range of proficiency in English at this University but we do not attempt to measure whether they are bad, good or indifferent. Our task is to try to help everybody to improve, and this is true of native speakers as well as speakers of English as a second language. Students in American universities can be helped to improve their communication skills in English even though their mother-tongue is English. So, too, we can help our students of The Chinese University to be more effective communicators in English. Our task is to accept them at the level of proficiency that they come in and to improve that level. Many people will say our students are very good at English, but that is rather the same as a waiter in a Chinese restaurant in Spain saying 'Your Cantonese is very good' when I only know one or two phrases. What do you need English for and how well you can fulfill that need—that is what standards are. To us, we will not judge our students on how well they will perform at a cocktail party at Buckingham Palace because that is not their real need. We are only concerned with how well they can use textbooks to obtain knowledge. But still, we will not judge them as to how well their English is because we cannot set our criteria for saying how well. We believe as educators that we can always improve them and that is our task. And even the best of our students can improve in some way and it is my job to try to do it.

Q. At present, are there students who are handicapped in their studies by the lack of proficiency in English?

A. It is difficult for me to say. I believe that there would be some when I look at the difficult texts that they have to read in English and I know from my teaching of first-year students how efficiently they will be able to read those texts. It would take them a long, long time to read those texts and to make sense out of them. If they can only read those texts by poring over them for hour after hour, then can I help them to read those texts in a much shorter time? If so, I would have improved their skill in English and make them able to spend more time on studying their subject rather than concentrating on their English. As teachers, we assume that everyone can be improved and our task is to try to improve them towards making them better students.

# Recent Publications of the University

The Chinese University Press published the following titles in the academic year 1979-1980.

## *Titles in Chinese*

### *Ch'en Tu-hsiu before the New Cultural Movement (1879-1915)*

By Chan Man-hung

Ch'en Tu-hsiu (1879-1942), a well-known figure in contemporary Chinese history, was a leader in the New Culture Movement and the early Communist Movement in China. This book traces the development of his political thought by giving an account of his political activities and ideology prior to his founding of the magazine, *La Jeunesse* in 1915.

### *Chinese National Character and Culture in Historical Perspective*

By Ch'ien Mu

This is the inaugural lecture of 'Ch'ien Mu Lectures in History and Culture', consisting a series of six lectures: (1) Introduction, (2) The Character of Chinese, (3) The Behaviour of Chinese, (4) An Outline of the Thoughts of Chinese, (5) The Cultural Structure of Chinese, and (6) Conclusion.

### *The Early History of Peking-Hankow Railway*

By Ho Hon-wai

This book gives an account of how the Peking-Hankow Railway was constructed, detailing the instances leading to its construction, its financing, the recovery of railway rights and other obstacles encountered during construction. Significance of the Peking-Hankow Railway to China's economy is also analysed.

### *A Short History of Modern China*

By Kuo Ting-yee

After a brief review of China's history since its early contacts with the outside world in the 3rd

century B.C., the author proceeds to give a detailed account of the historical events of the last century. China's experience during the period is chronicled in this book: her reaction to external pressure, the internal strife, the Self-Strengthening Movement, the Sino-Japanese War of 1894-1895, the invasion by foreign powers, the Constitutional Reform and Modernization, the xenophobia, the toppling of the Ching Empire, the Revolution of 1911, the dictatorship of Yüan Shih-K'ai, the fightings among the warlords, the second revolution, the civil wars, the promotion of national peace and resistance against foreign aggression, the War of Resistance Against Japan (1937-1945) and the change of regime in mainland China. This comprehensive work is divided into 19 chapters and consists some 600,000 characters.

## *Works by Kwangtung Authors*

This series is a collection of works of over 700 Kwangtung authors down the centuries, which are of lasting value. The collection, containing approximately 3 million characters, in 240 volumes, represents the essence of Southern Chinese culture in the past two thousand years. The editor, Wu Yu-ch'en, had laboured over two decades to complete the compilation.

This series, collated and edited by an Editorial Committee, has the following characteristics:

- (1) The works are arranged chronologically according to the dynasties and their authors;
- (2) The original "Study on Authors" is included for easy reference, and a short biography of each author is placed before his works;
- (3) All the articles are paragraphed and punctuated to facilitate reading;
- (4) The Works are compiled into a set of six volumes with an index.

### *Hsin Hsiang, Taiwan: A Chinese Village in Change*

By Bernard Gallin

Translated by Shiu-tong So

This is a study of a village in transition in Tai-

wan. The customs and folk-lore of the village people as well as the changes of their lives are depicted in this book.

*A Glossary of Accounting and Finance Terms*

Edited and translated by Department of Accounting and Finance, CUHK

Included in this *Glossary* are some 3,000 entries chosen from 10,000 latest accounting and finance terms. Faculty of this University's Department of Accounting and Finance have taken four years to compile and translate the terms into Chinese.

*A Glossary of Sociological Terms*

Edited and translated by Department of Sociology and Social Research Centre, CUHK

This *Glossary* of some 4,000 sociological terms translated from English to Chinese is the result of the combined effort of over a dozen academic and research staff of the Department of Sociology and Social Research Centre of The Chinese University.

*Marketing Research: Its Basic Methods*

By Mun Kin-chok and Yau Hon-ming

This book aims at introducing contemporary basic marketing research methods to managers in the marketing field, enabling them to master the analytical techniques for enhancing management efficiency.

A special feature of this book is the use of real examples to explain the basic marketing research techniques and methods, such as survey method, attitude scale, sampling, data editing, hypothesis testing, experimental method, regression analysis, discriminant analysis, factor analysis, cluster analysis, multidimensional scaling, market potential and sales forecast.

*Titles in English*

*Building China: Studies in Integrated Development*

Edited by John F. Jones

This is a collection of essays and studies on China's economic, social and political development over the past three decades. The emphasis of the

book is on integrated development, that is, the adoption of a unified approach to building society. Extensive use has been made of the on-going research on Kwangtung communes, which is a rather unique research project.

*China and the West: Comparative Literature Studies*

Edited by William Tay, Ying-hsiung Chou & Heh-hsiang Yuan

In this collection of essays on comparative literature as it relates to China's long and varied literary tradition, both Sino-centric and Western-oriented perspectives are transcended.

*Chinese Classical Prose: The Eight Masters of the T'ang-Sung Period*

Selected and translated by Shih Shun Liu

This book makes available for the first time in English a collection of *ku-wen*, or classical prose of T'ang-Sung period (8th-11th century A.D.).

In this compilation, arranged in parallel Chinese and English texts are the moral discourses of Han Yü and the pithy allegories of Liu Tsung-yüan; the celebrated prose-poems by Su Tung-p'o; Ou-yang Hsiu's self-portrait; and the works of the other masters, Su Hsün, Su Ch'e, Tseng Kung, and the reformist Prime Minister Wang An-shih.

*Chinese Walled Cities: A Collection of Maps from Shina Jōkaku no Gaiyō, 1940*

Edited by Benjamin E. Wallacker, Ronald G. Knapp, Arthur J. Van Alstyne & Richard J. Smith

This is a collection of large scale maps and detailed diagrams of 100 walled cities in central and northern China made in 1940 and represents the largest collection of such detailed maps and diagrams available.

*A Comparative Study of the Chinese Vocabulary in Several Textbooks for Westerners*

By Ho Kwok-cheung

This book is in two parts. Part one contains the Introduction and Statistical Reports and Part Two one major vocabulary list and five other comparative lists. Special attention has been paid to the language



textbooks published in China in the years 1965-1972.

*Critiques of Confucius in Contemporary China*

By Kam Louie

This book deals with the changing attitudes of Chinese intellectuals towards Confucius and Confucianism over the course of this century.

In addition to tracing these changes in attitude, the book covers in detail events which took place during the communist period. Discussions centred round three important topics: Confucius' class background, his theories of ethics, and his views on education.

*Kwei's Video Codes for Chinese Characters*

By C. S. Kwei

The video code is designed to facilitate the mechanization of the use of Chinese ideographs without destroying their etymological identities.

It is formed of two 4-digit codes—the structure code which denotes the structure of a character, and the pronouncing code which indicates the Mandarin pronunciation of the character. The two 4-digit codes may be used separately or together.

*Lu Xūn Siao Shuo Ji: Vocabulary*

Translated by D. C. Lau

Designed to make easier the study of Lu Xūn's stories, this book carries the texts in Chinese on the left-hand pages, and, on the right-hand pages is printed the vocabulary which comprises definitions of 2,500 words and phrases with their pronunciations given in accordance with the Pin Yin System.

*Two Writers and the Cultural Revolution*

Edited by George Kao

The two writers, whose works this book presents, are Lao She and Chen Jo-hsi. The so-called Great Proletarian Cultural Revolution played a central part in the life of each. It ended Lao She's long and variegated writing career and in an indirect way, was responsible for launching Chen Jo-hsi's. This book provides a glimpse into some of Lao She's pre-1949 writings, his fictions, in English versions not readily

available elsewhere, and contains two translations of Chen Jo-hsi's short stories from her second collection, *The Old Man*.

*Manufactured Exports and Employment in Hong Kong*  
By Tzong-biau Lin, Victor Mok & Yin-ping Ho

This book begins with a description of the structure and performance of the Hong Kong economy, and then proceeds to examine the various aspects of the export-employment relationship in the manufacturing sector, applying the regression and input-output analyses. On the basis of these quantitative analyses, suggestions are made as to what can be done in future in order to further diversify and strengthen Hong Kong's industrial base and generate greater employment opportunities for Hong Kong's ever-growing population.

*Trade Barriers and the Promotion of Hong Kong Exports*

By Tzong-biau Lin & Victor Mok

This book gives an account of the development of Hong Kong from an entrepot to a leading exporter of manufactured goods among the LDC's. The authors trace the development of tariff and non-tariff trade barriers and analyse how Hong Kong has overcome them and successfully promoted its exports. Their views on the prospects for the Hong Kong economy, including the much discussed problem of industrial diversification, are also presented in this work.

*Recent Developments in Medical Education*

Edited by G. H. Choa

This book presents an overall review of developments in medical education in Southeast Asia during the last quarter of a century. It should be of particular interest to medical scientists, educationists and professional practitioners.

*Nan-fang ts'ao-mu chuang—A Fourth Century Flora of Southeast Asia*

By Hui-lin Li

*Nan-fang ts'ao-mu chuang* (Plants of the Southern Regions) by Chi Han is an important early treatise on plants of Southeast Asia and reported to

be the oldest work on subtropical and tropical botany. It deals with some 80 plants and plant products of southern China and the Indo-Chinese peninsula around the early 4th century A.D.

This is the first complete translation of the work in a Western language. An attempt is made to accurately identify botanically all of the plants according to the latest knowledge about the flora of southeast Asia. Extensive commentaries are also made on the botanical and ethnological significance of the plants and products mentioned.

#### *Journals/Magazines*

The University has also published the following journals and magazines:

*Journal of The Chinese University of Hong Kong*, Vol. V

The current issue is published in two volumes totalling 573 pages.

Titles of the articles are:

(In Chinese)

Kwan-san Hsu, 'The Meanings of *Li* in Wang Chuan-san's Works'

Lin-sen Lam, 'A Study on “|” “^” and “X^” in Mandarin'

Wai-Leung Wong, 'Selection of Lines in Chinese Poetry-talk Criticism—With a Comparison Between the Selected Couplets and Matthew Arnold's "Touchstones"'

Sai-Bung Cheung, 'A Study on *Yu Lan*—An Ancient Masterpiece for *Ch'in Solo*'

C. Y. Wong, 'T'an Ts'ui's Travelling in Kwangtung and his *Ch'u-t'ing pai-chu Lu*'

(In English)

David Faure, 'Secret Societies, Heretic Sects and Peasant Rebellions in Nineteenth Century China'

W.S.K. Waung, 'Introduction of Opium Cultivation to China'

Teh-Chao Wang, 'The Impact of the May 4th Movement on the Revolutionary Thought of Dr. Sun Yat-sen'

Siu-Tong Kwok, 'The World of Wilhelm Weitling'

Dirk Dethlefsen, 'Authoritarian Education and Individual Development—Some Seamy Sides of Upbringing as Reflected in German Prose Writing Between 1883 and 1907'

Yu-To Chung, 'The General Types of Government Budgeting'

Kin-Chok Mun, 'Applying the Marketing Concept to a University Marketing Department'

Ying-Keung Chan, 'Urban Density and Social Relations'

Tak-Sing Cheung, 'The Structure of the World of Significant Others of a Student Population in Hong Kong'

Pak-Wai Liu, 'A Recursive Model of Vertical Labour Market Mobility—The Case of Singapore'

Miu-Ching Cheung, 'Self-perception, Cultural Norm and Development—Case Studies of 36 Chinese Women'

Ta-Lang Shih & Kwok-Chih Tam, 'A Political Analysis of Sino-Japanese Trade Negotiations'

Y. C. Shih, 'Holdings of U. S. Dollars vs. Non-U. S. Dollar Assets as Foreign Exchange Reserves'

Kie-Ann Wong, 'Conventional Costs of New Equity Issue in the Hong Kong Stock Market'

Mee-Kau Nyaw, '"Sources" of Growth of Manufacturing Industries in Singapore'

Yuen-Min Choy, Kit-Man Lau & Cheuk-Yu Lee, 'Comparative Studies on the Urinary and Trophoblastic Choriogonadotropins from Patients with Hydatidiform Mole'

Man-Yin Wong & Wung-Wai Tso, 'The Purification of Argininosuccinase from Bovine Brain'

Hsiu Chi & Wai-Man Fung, 'Application of NMR Line-Shape Analysis to Chemical Kinetics'

Hsiu Chi & Lai-Ping Wong, 'Studies of Line Shapes in ESR Spectroscopy'

W.W.K. Cheung, 'An Electron Microscopic Observation of the Rectum of the Lantern Bug, *Pyrops candelaria* Linn (Homoptera: Fulgoridae)'

H. Y. Cheung, 'A Study of Tropical Cyclone Rainfall in Hong Kong (1900-1939; 1947-1975)'

Siu-Yum Lee, 'A General Model for Covariance Structure Analysis'

P. M. Bentler & Sik-Yum Lee, 'Newton-Raphson Approach to Exploratory and Confirmatory Maximum Likelihood Factor Analysis'

*The Journal of The Institute of Chinese Studies of The Chinese University of Hong Kong*, Vol. X

The current issue is published in two volumes totalling 460 pages.

Titles of the articles are:

(In Chinese)

Tay Lian-Soo, 'A Textual and Exegetical Study of the Silk Manuscript of the *Ch'un-Ch'iu Shih-yu*'

Dzo Ching-Chuan, 'Glimpses of Some Tunhuang Manuscripts'

- Yen Keng-Wang, 'The Route from T'ai Yüan North-east to Chan-yü Tu-hu-fu and the Three Cities along the Yellow River During the T'ang Dynasty'
- Han-Sheng Chuan, 'The Prices of Rice in Kiangnan and the Neighboring Areas during the K'ang-hsi Period (1662-1722)'
- Thomas H. C. Lee, 'On Some Problems in Sung Education and Examinations'
- Yan-Shuan Lao, 'Southern Literati in Early Yüan: Some Aspects as Reflected in Poetry'
- Hsu Kwan-san, 'Cosmology of Wang Ch'uan-shan (Fu-chi)'
- Kenneth C. K. Liang, 'Some Principles of Value Maintenance in Social Disturbance and Their Application to the Case of 19th Century China'
- Cheung Kwong Yue, 'The Procedure of the Investiture Ceremony as Recorded in Bronze Inscriptions'
- Lin Shou Chin, 'A Critical Discussion Concerning the Theory that Yang-shao Culture was Introduced from the West'
- Ying-hsiung Chou, 'The Linguistic Structures of *Fu*, *Pi* and *Hsing*—with Special Reference to the Symbolic Meanings of the Bird Motifs as *Hsing* in the Early Yüeh-fu Poetry'
- Yuk Wong, 'Li Chih's Blending of Confucianism, Taoism, Legalism and Buddhism'
- Chan Sin-wai, 'The Buddhist Thought of Kung Tzu-chen'
- Yeh-Chien Wang, 'Banking Development in China, 1840-1937'
- Yang Yüan, 'The Population of T'ang China'

(In English)

Harry Hsin-i Hsiao, 'Concepts of *Hsiao* (Filial Piety) in the *Classic of Poetry* and the *Classic of Documents*'

*Renditions*, Nos. 11 & 12, 13

The combined issue Numbers 11 & 12 of *Renditions*, the Chinese-English translation magazine published by the Translation Division of the Comparative Literature and Translation Centre, is a special issue on *Tz'u*. Lyrics or *tz'u* by Wei Chuang, Liu Yung, Ou-yang Hsiu, Su Shih, Chou Pang-yen, Lu Yu, Chiang K'uei and Nalan Hsinteh are rendered into English by scholars like D. C. Lau, C. Y. Hsu and John C. H. Wu. Writings of Ku Sui, Yu Ping-po, Miao Yueh and Cheng Ch'ien are also translated in order to introduce these four important contemporary *tz'u* critics to the western world.

Number 13 of *Renditions* is a special classical

fiction issue. Among the articles featured are an article by David Hawkes on *The Story of the Stone*; a translation of a chapter from *The Journey to the West* by Anthony C. Yu; and an essay on *Classical Chinese Fiction in the West* by Winston L. Y. Yang. Also included in this issue are ten translations of P'u Sung-ling's *Liao-chai chih-i*, which are translated by Y. K. Martin, Y. Y. Lo, Katherine Carlitz and C. Y. Hsu.

*Chinese Language Studies*, Inaugural issue

*Chinese Language Studies* is a quarterly published by The Ng Tor Tai Chinese Language Research Centre, Institute of Chinese Studies.

Included in the 116-page inaugural issue are fourteen articles covering the various aspects of the Chinese language:

- Zhou Zu-Mo, 'The history of the development of the Chinese language'
- Chou Fa Kao, 'The problem of bringing order to the written Chinese character'
- Sheung Chung Ho, 'The problem today of the standardization of Chinese characters'
- Ma Guo-Quan, 'A study of the *Shuo Wen Chieh Tzu*—an authoritative work on Chinese character'
- D. C. Lau, 'On the pronunciation of the character 核, first in a series of random remarks on Cantonese pronunciation'
- Chang Song Hing, 'The vowel system in the *Ch'uan Hsiang P'ing Hua Wu Chung*'
- Zhu De-Xi, '“Huo” (或) and “He” (和)'
- Frederick Tsai, 'The grammatical subject in Chinese'
- Wang Erh Min, 'Nomenclature, past and present'
- Lee Tat Leung, 'A conjecture about the early origins of certain modal particles as back as the early archaic period'
- Tam Chuen Ki, 'The *Hsu Chin Chi* by Liu Ch'ing-chih of the Ch'ing Dynasty—a milestone in writings on rhetoric in ancient China'
- Dang Shu Leung, 'The problem of standardization in the Chinese written language in Hong Kong'
- Gaylord Leung, 'A postscript on Chu Tzu-ch'ing's "What the ideal should be in written colloquial Chinese"'
- So Man Jock, 'The teaching of literary Chinese & written colloquial Chinese'
- Huang Jia-Jiao, 'The experience of compiling dictionaries of 4 kinds of dialects in Kwangtung'
- Hui Lai Ping, 'Book Review: *Index to Articles on Chinese Linguistics*'

# Art Gallery Exhibitions

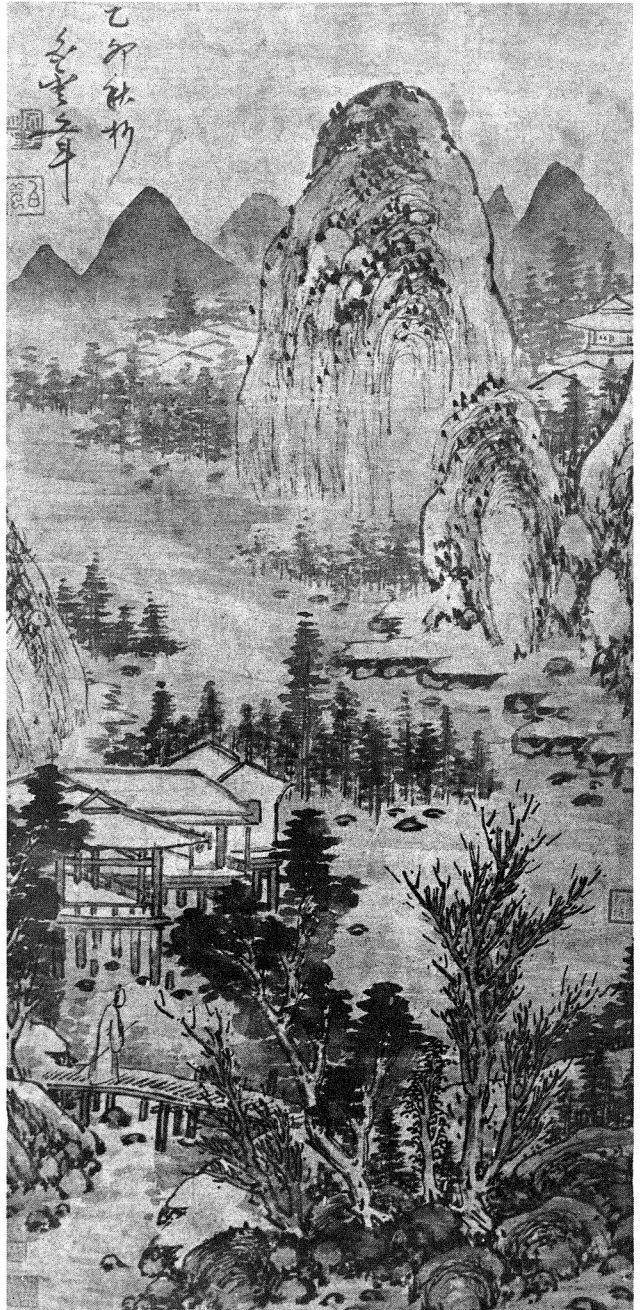
Three exhibitions were held at the Art Gallery of the Institute of Chinese Studies in the first half of 1980.

The **Exhibition on Recent Acquisitions**, mounted in January-March, displayed paintings, calligraphy, ceramics, bronzes, seals and rubbings recently acquired by the Art Gallery. The highlight of the Exhibition is an album of paintings and poems, which was presented as a souvenir to a magistrate Zheng Xiang by the local gentry and literati of the Dongguan District, Guangdong. The album dated 1667 A.D. (Sixth year of the Kangxi reign, early Qing) was painted on "gold speckled" paper of the Ming and have been in the hands of notable collectors. Other exhibits include a set of late Qing miniature steles carved with archaic scripts in the style of the Qin and Han periods and a group of nine scrolls of paintings by contemporary Chinese painters. The former, a gift of Mr. Wang Shing Tsang, is a valuable addition to the Art Gallery collection of ancient inscriptions, while the latter, presented to the University by the B. Y. Lam Foundation, demonstrate admirably the current trend of landscape painting in China.

The **Exhibition on Rubbings of Chinese Inscriptions**, held from 8th April to 18th May, featured rubbings of ancient steles, bronzes, relief carvings, buddhist cave inscriptions and tomb tablets. Exhibits were mainly drawn from the Art Gallery's own collection, which was built up as a result of repeated gifts by Bei Shan Tang and various donors, and is especially rich in inscriptions from the Guangdong Province.

At the **Graduation Exhibition, 1980**, held from 23rd May to 4th June, works by the eighteen graduates of the Fine Arts Department of the University were on display.

*Wen Dou (early Qing)*  
*Landscape, (dated 1675)*  
*Ink on paper, hanging scroll*  
57 x 28 cm. University purchase





Right

Zhang Mu (early Qing)

Standing horse and poems, (dated 1667), from an album presented to  
a magistrate by the local elite of Dongguan, Guangdong

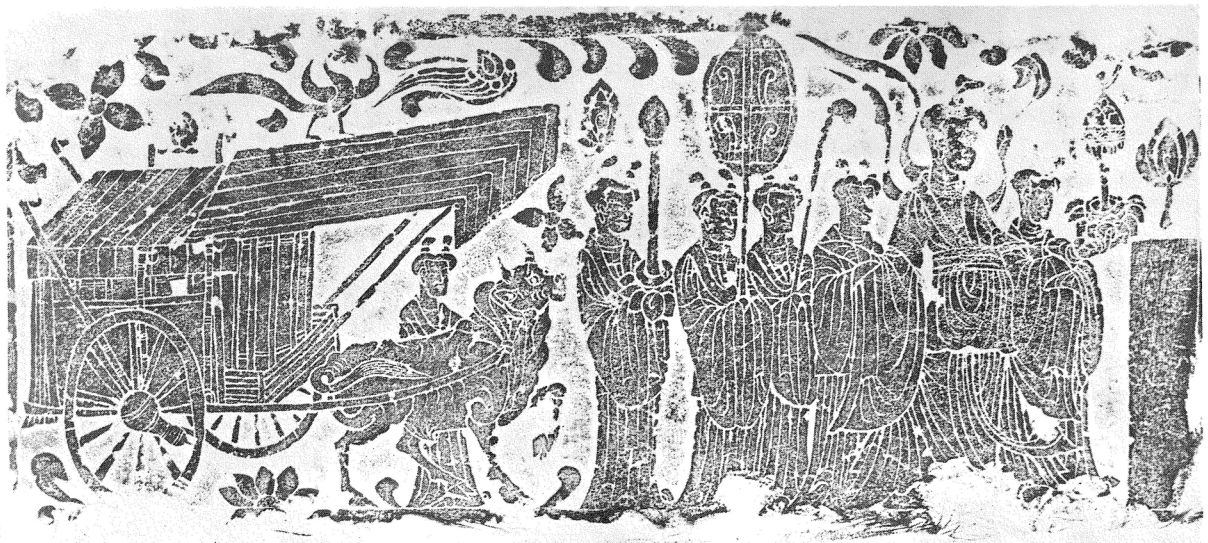
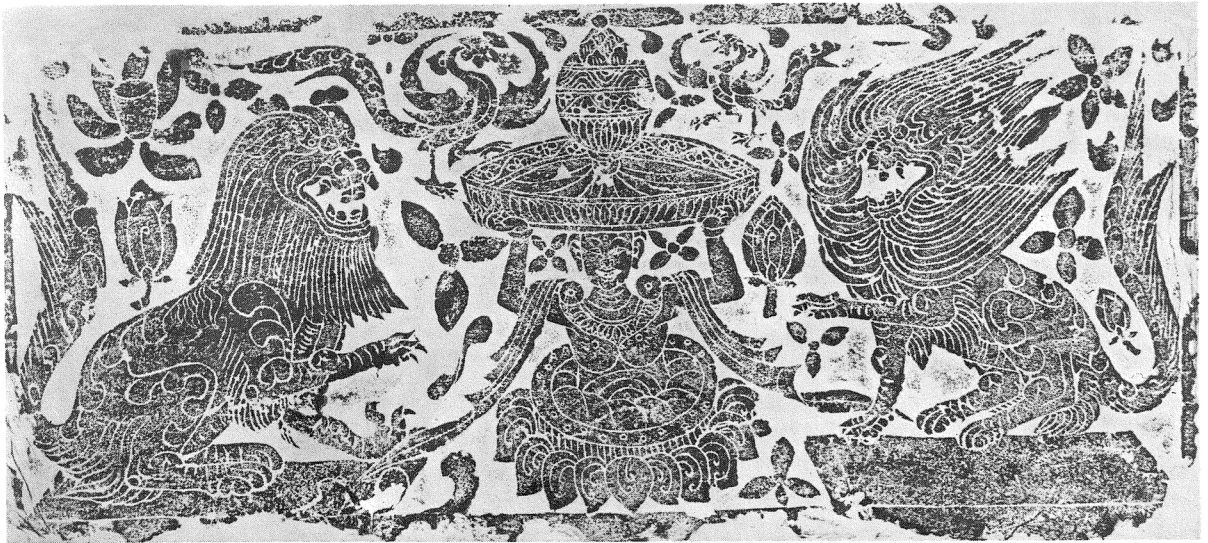
Ink on "gold-speckled" paper

31 x 41 cm. University purchase

Below

Rubbing of an inscribed pedestal for a large Buddhist statue N. Wei, dated 525 A.D.

26 x 30 cm. University purchase



忘機久逐塵塵羣何意蓬蒿  
 下佳看世艷黃金陸那隗自愁  
 珠履報田文十年花發江城迴  
 一路梅開瘦瘦分氣候天涯搖  
 落迥陽春重望對亂亂

丁未秋杪還自瀧水小詩

感別

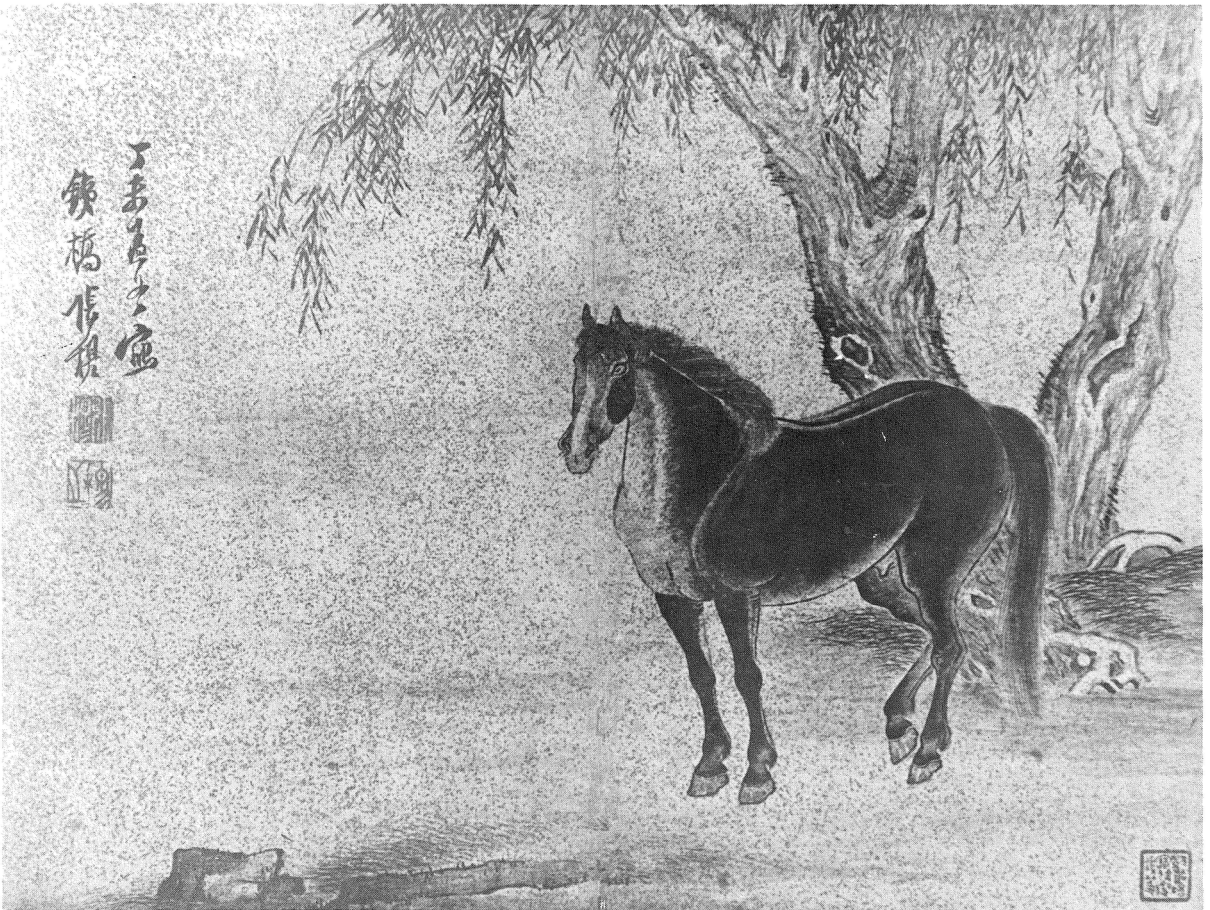
張樸其冊

江身此日遠行驛六載昔者去後思傷地自知非武  
 邑秋民誰道果當時恩感并重慶為女教卷  
 各分此世情回今春剛柳多茂長安於排室  
 平橋

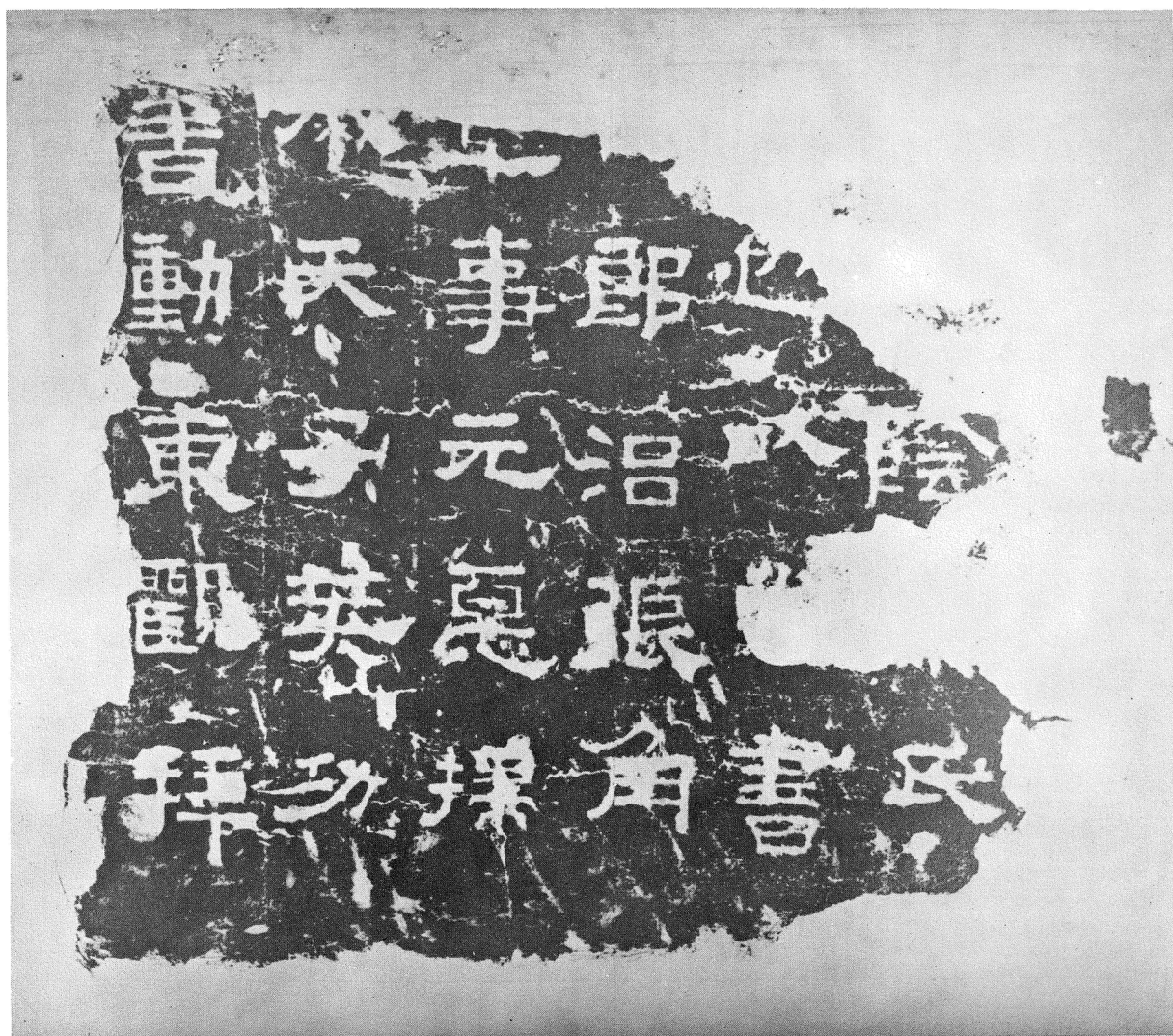
張樸其冊

於橋都門臨別又收翰丹為益料懸碑銘感  
 道心愈繫士女深厚為問北苑仙克志在  
 望雲西嶺鐘於為學誌志在任間每路誰  
 羨尚存佳話

張樸其冊







*Rubbing of the fragment of the "Zhang Jiao Stele" E. Han, last quarter, 2nd century A.D.  
35 x 44 cm. University purchase*