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BOOKS FROM BRITISH COUNCIL

The British Council has over the past four years presented to the University invaluable collections of books on a wide range of subjects. The three Foundation Colleges, the School of Education, the Central Library and the New Asia Yale-in-China Chinese Language Centre have all benefited from these generous donations.

17 TO BE AWARDED MASTER'S DEGREES

The University announced that the following seventeen students of The Graduate School had passed the Graduate Degree Examination this year, and will be awarded the Master's Degree in October:—

Master of Arts

AU Mei Sheung (Chinese History)
LAW Ping-min (Chinese History)
LEE Hok Ming (Chinese History)
TSO Sze-bong (Chinese History)

YEUNG Jo Ling (Chinese History)
CHEUNG Yat Shing

(Chinese Language & Literature)

LEE Tat Leung

(Chinese Language & Literature)

LEE Yu Tai

(Chinese Language & Literature)

LIM Bing Chong

(Chinese Language & Literature)

TSUI Chee Yee

(Chinese Language & Literature)

HUI Siu Lee (Philosophy)

LEE Jig Chuen (Philosophy)

CHIN Tong Cheung (Geography)

Master of Commerce

CHAN Tai Fan (Business Administration)

CHEUNG Yee Man (Business Administration)

LAM Chu Wah (Business Administration)

MAN Kwok Kei (Business Administration)

DEGREE EXAMINATION RESULTS

The results of the 1968 Degree Examination of the University were announced on 30th July. Of the 481 successful candidates, 156 will receive the Bachelor's Degree in Arts, 117 in Science, 79 in Commerce and 129 in Social Science. Awards of distinction were made to 83 of the above: 15 *magna cum laude* and 68 *cum laude*.

TENTH COMMONWEALTH UNIVERSITIES CONGRESS

Four delegates of the University participated in the Tenth Congress of the Association of Commonwealth Universities (A.C.U.) which was held in Sydney from 17th to 23rd August, 1968: Dr. Choh-Ming Li, Vice-Chancellor; Dr. the Hon. C.Y. Kwan, Chairman of the University Council; Prof. Hsu Bay-sung, Physics and Prof. Chou Fa-kao, Chinese Language and Literature.

About 440 delegates from 178 institutions attended the Congress to discuss matters and policies of common interest. The discussion was conducted in three Plenary Sessions with the following topics:

- (1) "The Distinctive Role of Universities in Systems of Higher Education";
- (2) "Significant Developments in Commonwealth University Affairs between 1963 and 1968"; and
- (3) "The Role of Universities in Higher Education in Developing Countries".

Vice-Chancellor Li, who was invited to give the opening address for the Third Plenary Session, was among the major speakers chosen from the various regions of the Commonwealth.

This was the first time that the University took part in the quinquennial congress organized by the Association of Commonwealth Universities since its formal admission into the Association in 1964. This quinquennial congress is intended to promote understanding and cooperation among the member universities, and for this purpose requests each member university to be represented not only by the Vice-Chancellor and two academics, but also by a nonacademic member of the Governing Council. Each university has its own unique relationship with government and community, and the congress provides the only opportunity for these nonacademic representatives to share their experiences. It provides also the only opportunity for the University to be closely associated with an international body of Vice-Chancellors and academics.

Before the Congress Dr. Choh-Ming Li attended a conference of Vice-Chancellors and executive heads of A.C.U. member universities in Melbourne from 10th to 14th August. Dr. Li visited Perth before proceeding to Melbourne and also participated in a post-Congress tour of universities in Australia and New Zealand.

THE ROLE OF UNIVERSITIES IN HIGHER EDUCATION IN THE DEVELOPING COUNTRIES

*Vice-Chancellor Choh-Ming Li's Opening Address
for the Third Plenary Session*

I

So much has been said about the role of universities in developing countries in the last two Plenary Sessions and in the Group Discussions these few days and especially by Mr. Butterworth just now that whatever I have to say on the subject this morning could not be more than an anticlimax. Perhaps, however, there is some merit in bringing some of the points together in order to highlight

several questions that I would like to stress, weighing in the process duplication of those just raised by Mr. Butterworth. I would like to begin with the statement of a president of a university in a developing country.

"A university, in any worthy sense of the term, must grow from seed. It cannot be transplanted from England or Germany in full leaf and bearing. It cannot be run up, like a cotton mill, in six months to meet a quick demand."

The man who said this was President Eliot of Harvard University, grandfather of one of the American university presidents present here today, and he was writing just one hundred years ago and two hundred years after Harvard College was founded.

"When the American university appears, it will not be a copy of foreign institutions . . . but the slow and natural outgrowth of American social and political habits."

This statement raises questions about what the term "developing country" means. It also raises questions about the significance of the distinction between a "native university" and one that provides a higher education but is somehow inferior because it is a mere copy of "foreign institutions". Furthermore, in arguing that a university must somehow reflect the outgrowth or development of social and political habits, one sees the need for perpetual university reform, and that raises the question of the pace of these reforms in a society whose "social and political habits" are changing more rapidly and radically than was true even for American society in the 18th and 19th centuries.

This also leads to a deeper probing of the concept of the developing country. Does the economic connotation of the phrase "developing country" bear a greater weight than is viable in respect of the problems, resources and prospects of Afro-Asian societies today? Is this a problem also of the self-interpretation of the developing country? Was Eliot right that in a developing country an indigenous university was confidently expected to appear, not from the progress of textile technology but from the slow and natural outgrowth of social and political habits? Have these countries in our century the human resources to develop in this natural manner? But even today the university is not the outgrowth of economic development; it is the precondition of economic development. Thus, it does seem significant that the following three questions asked today have a mixture of both similar and contrasting implications from what they had when the same questions were asked one hundred years ago:

1. What is the relation of the university to the political and social strains as well as the economic needs of the developing country?
2. Is the graduate school and its emphasis on specialization and the prior claim of research to the transmission of present knowledge a viable priority in the new university of the developing country?
3. What is the role of the university in creating or reinterpreting a continuing cultural past that is both indigenous and global in significance?

II

With respect to the first question on the relation of the university to political and social strains, we may first observe that the universities of the developing countries are for the most part creations of the last 20 years. Indonesia's first national university was established in 1940. Now Indonesia has eight state and many more private institutions of higher learning with a total student body of over 100,000. The growth rate of universities in developing countries since 1945 ranges from 1000% in Indonesia to an overall average of 400% throughout the Afro-Asian world.

The universities of the developing countries today are predominantly in the public domain. They are created by the governments, and are, at the same time, the major or even the sole source of political leadership, of civil servants, and of the teachers and technologists of government schools and institutes. They are national institutions in an age of Afro-Asian post-colonial nationalism.

Here we find one possible definition of a developing country. A developing country is one in which there are more university students attending school than there are university graduates in the community outside the university. In this kind of society, university students are truly the nation's elite with special national responsibilities. These students may be regarded by the masses—certainly they regard themselves—as the conscience of the country. A Chinese teacher (Fan Chung-yen) a thousand years ago reminded his students that it is the scholar who must worry “over the problems of the time before anyone else begins to worry about them”.

In bearing this responsibility, the university is attending to its proper function. But this responsibility also is full of perils arising both from outside and from within the university: among others is the peril that politics may usurp the proper concerns of the university, and there is also the peril of pedantry, of the preoccupation with inert ideas. The two perils are essential equipment in any university's do-it-yourself suicide kit.

This responsibility to speak is a special freedom that universities have. But there is an uneasy conflict between freedom and responsibility, for it is held as a traditional ideal that the special freedom of a university to speak is justified only in so far as it speaks as a disinterested seeker of truth and understanding. Its speaking should be in pursuit of its own purposes and not those of others for purposes that are not its own. Yet, as we know, universities encounter difficulties in disassociating themselves from members of the community who would tie their own personal and group interests to the activities normal to a great university. We have recently witnessed such difficulties around the world with regard to university students themselves.

In the developing country the student elites, at a sensitive and eager stage of life, undergo a dramatic conversion from traditionalism to nationalism, scientism and a kind of rationalism as the solemn ceremony of initiation into the community of the elite. They see themselves, though they indeed be the sons and daughters of the well-to-do, as the spokesmen of the suppressed stratum of the world. They are the idealistic champions of that 60 to 80% of the population of their country of whom they have little personal knowledge and possibly even less genuine interest, namely the peasant farmers.

A basic insecurity, frustration, fear and fury infects the elite. The university is the cradle of revolution in Afro-Asia of 1968. In many cases, the university is the incubator of revolution, rebellion, demonstration and often of violence because of the conjunction of the inner psychological predisposition to accept what Max Weber calls an ethic of responsibility and the frustration of external circumstance. An incubator isolates for the sake of efficient generation. Universities are incubators of rebellions, in part because they isolate young people physically and socially from the routine of adult life with its prosaic responsibilities.

Student unrest, rebellion and violence are not limited to the university in developing countries. But they are more directly related to crucial political action in Asia than at Harvard, Columbia, London or even Berkeley. Governments have been toppled by the precipitating factor of student action—at least as journalists write history. More careful studies reveal the fundamental predisposing factors and the determinative professional action behind the screen of student movements. In historical perspective, violence in the university and in the relations of town and gown may be no more serious in the developing countries of Afro-Asia than in those of the West. But an active role to be played by university students in the social and political life of the developing country seems inevitable.

A recent study of student politics in developing countries (by Professor Lipset) suggests that from the partial data available, the destructive aspects of student politics are minimal in those universities in developing countries where academic standards are high and where there is maximal provision for serious study and a teaching staff deeply committed to research communicated in teaching. Since these minimal and maximal conditions do not obtain as a general rule, I submit that student politics will be a continuing problem of crucial import for the role of universities in developing countries.

III

With respect to the importance of graduate studies and research in a university, let me sketch the issue with a few bold strokes—leading questions, if you will. Is it not true that a teacher lays claim to the high calling of a lecturer on the grounds that he is capable of research? By higher education do we mean—dare we mean—anything less than the training of botanists, linguists, engineers, historians? To teach botany is secondary level teaching. To educate a botanist is university level teaching. To rephrase my question in Professor Silcock's words: Is it not the case that a student learns from a teacher who is in the habit of learning himself—i.e. from one who sees problems and solves them—not one who reproduces the solution to old problems which his own teacher 30 years ago copied from textbooks based on the problem solving of a still earlier generation?

I press this question with the conviction of one who knows how much Asian education is the dreary transmission of the kind of knowledge that passes from teachers' class-notes to students' cram-books by dictated lecture. The elite of developing countries are rushing down highways on which Model-T-answers to Model-T-questions are responsible not only for the fatalities of individual minds—but of the casualty of countries.

For good or ill, to put the issue with an openness of mind that discloses to the wise and disguises from the foolish the merits of the system, Commonwealth universities must live with or live in spite of the examination system. If the new universities are to live with this system, then we must recognize that examination-questions must have no right answers. If we are to test something more than memory, there can only be problem-solving questions.

Who sets such questions? Is it the dictating lecturer or is it the teacher who earns his right to examine undergraduates because he is a practising problem-solver in daily dialogue with graduate students?

In any university, who is the academic authority? It is not the vice-chancellor. It is not the Senate. It is not the professors. The academic authority is what goes on in the classroom, the tutorial, the library, the laboratory, the students' and the teachers' studies. If what goes on there is worthwhile, neither vice-chancellor nor president, neither external nor internal examiner—nor the dean and all his works can prevail against it. If it is not worthwhile, neither system nor office, from vice-chancellor to dean to demonstrator, could rectify abuse or reverse the laws of academic gravity.

Will the new universities of the developing countries shake the world with new discoveries? Sometime they will. But the immediate issue is that they will shape a better world if, even under the regime of mass education programmed to meet a quick demand, they do not lead a student to examinations—but they do induce him to think. Thinking teachers can help to produce thinking students.

If the new universities against odds of a 3.5% annual rate of population growth could produce by 1975 a high level manpower potential of 2% of the population of developing countries in the most needed professions of teachers, civil service, agricultural and industrial technology, then the two most crucial problems of developing countries would be solved: (1) first providing a responsible elite that has the intellectual know-how necessary for developing the nation's material resources, and (2) secondly developing a research-motivated teaching standard that would transform the general need of an elite into an actual demand for their services.

How can developing countries support a university oriented to research and graduate study? Most Afro-Asian universities have nothing like minimum research library or laboratory facilities. Teaching and examination demands leave little time even for class preparation and private reading. The one hope is staff development programmes. A year abroad for junior staff carefully planned and under conscientious supervision is a reasonable investment with maximum returns, involving the promising assistant lecturer in continuing research, keeping him in touch with the frontiers of new knowledge, and hence sustaining vital communication between the classrooms, seminars and laboratories of established universities and the new universities of the developing countries. A half year abroad for senior staff is just as important, equalizing to some extent the opportunity for creative study in Afro-Asia and the West, while providing the occasion for participation in the adventure of the new universities where the world history of the next century is in the making.

IV

With respect to the third question for the role of the university in creating or reinterpreting the indigenous cultural past, there is a tragic dimension in one definition of a developing country that deeply involves the role of its universities. A developing country is a society that, by necessity, if not by choice, sacrifices much of its indigenous past for a new national identity and a greater economic benefit. Eliot saw the future as the fulfilment of the past. The developing country of our century sacrifices the sacred for security. Its past becomes increasingly irrelevant. Even its language is at stake. The new elite is often the rural youth who discards the village vernacular for the national language as he climbs from primary to secondary education, and then must learn a world language at the level of university study. He is the victim of a sudden breaking of social ties—first those of the family, then of the village as he becomes the modern youth—the individual who is himself several persons speaking several languages. In his own university, he studies subjects that have no roots in his own culture. His own university is structured along alien lines and judges him by alien standards. It permits, indeed encourages, him to live in two worlds, while it fosters a harsh new nationalism that is no more appreciative of the indigenous culture and the local past than it is of a foreign humanism. The new nationalism may find its symbols in the national language, the integrity of the indigenous culture, a fierce defense of superficial expressions of political sovereignty while it presses with ruthless zeal toward industrialization.

The university often deepens the gulf between the indigenous heritage and modern studies. Its faculties may be fortresses of xenophobic conservatism and fanatic scientism.

Change in the present must of course mean the change of the past. Somehow the university, especially in the developing country, needs to serve the student as mediator between the conflicts and the tensions that are inherent in the society and articulate in its own faculties. In the breaking up of the patterns of traditional society, there must be some breaking down of the otherness of modern learning by a breaking down of the otherness of the past. Because of science and technology, there are developing countries, but science and technology alone are also disruptive of development—disruptive ‘of the slow and natural growth of social and political habits’.

Does one crucial role of the university lay in the creation of a new past that relates tradition and technology, the indigenous heritage and the modern

world, according to perspectives and procedures of universal validity? Here the university meets another of its truly important roles: that of maintaining a relationship between different distinct dimensions of time and thought. And in doing this, the university helps provide an understanding of what Eliot referred to as the “social and political habits” that universities must respond to. But in the very process of discovering the true past, it also illuminates the “real present” and the likely future. In this way, universities in the developing countries play a truly creative role in society, rather than remain a passive pawn adjusting to the ever-changing forces of history.

ENLARGEMENT OF FACULTY BOARDS

The Senate approved on 30th April, 1968 a proposal that the membership of the Faculty Boards be enlarged so that each Board of Faculty shall consist of the Dean as Chairman, the Chairmen of all Boards of Studies within the Faculty, its Professors and Readers who are not Chairmen, and as many other members from each of the constituent Boards of Studies as there are College teaching departments.

The Senate approved on 29th July, 1968 the further enlargement of the membership of the Faculty Boards so as to include the Vice-Chancellor and the College Presidents as *ex officio* members.

Amendment of the Statutes is in process.

JOINT COMPUTER COMMITTEE WITH HKU

The University of Hong Kong and this University have set up a Joint Computer Committee consisting of three members and one joint secretary from each university, to advise the Vice-Chancellors on computer development in the two universities. The representatives of this University are:

Members:

Dr. S.C. Loh

(in his absence until December 1968,
Dr. R.E. Mitchell)

Prof. Hsu Bay-sung

Prof. David H. Li

Joint Secretary:

Dr. Ronald F. Turner-Smith

SCHOLARSHIPS AND BURSARIES AWARDED AT THIS UNIVERSITY IN THE ACADEMIC YEAR 1967-68

							College	Department	Year	Amount
1.	<i>American Women's Association Social Work Scholarships</i>									
	Miss Chang Li Wun	..	..	..	..	..	C.C.	Social Work	4th	HK\$1,000.00
	Miss Chung Chi Sheung	..	..	..	..	..	C.C.	Social Work	4th	1,000.00
	Miss Chung Woon Cheung	..	..	..	..	..	C.C.	Social Work	4th	1,000.00
	Mr. Au Chi Wah	..	..	..	..	..	C.C.	Social Work	3rd	1,000.00
	Miss Leung Wai Hing	..	..	..	..	..	C.C.	Social Work	3rd	1,000.00
	Mr. Tang Fook Sang	..	..	..	..	..	U.C.	Social Work	3rd	1,000.00
	Miss Chan Kwai Fan	..	..	..	..	..	C.C.	Social Work	3rd	1,000.00
2.	<i>Caltex (Asia) Ltd. Scholarships</i>									
	Miss Hsu Show-chee	..	..	..	..	..	U.C.	Chemistry	2nd	2,000.00
	Mr. Ngan Hark-lim	..	..	..	..	..	N.A.	Chemistry	4th	2,000.00
	Mr. Teo Boon Keng	..	..	..	..	..	C.C.	Chemistry	3rd	2,000.00
3.	<i>Chinese Temples Committee Scholarships</i>									
	Miss Yeung Ka Kow	..	..	..	..	..	N.A.	Chinese	1st	2,000.00
	Miss Chan Wan Lui	..	..	..	..	..	School of Education			2,000.00
4.	<i>Chiu Fuksan Scholarships</i>									
	Miss Cheng Mun-jong	..	..	..	..	..	U.C.	History	4th	1,400.00
	Mr. Chan Koon Hung	..	..	..	..	..	U.C.	Acct. & Fin.	4th	1,300.00
5.	<i>Hong Kong General Chamber of Commerce Scholarships</i>									
	Mr. Leung Shun Sang	..	..	..	..	..	C.C.	Business Adm.	4th	1,600.00
	Mr. Leung Kai Cheung	..	..	..	..	..	N.A.	Acct. & Fin.	4th	1,600.00
	Miss Wong Shook Bun	..	..	..	..	..	U.C.	Business Adm.	4th	1,600.00
6.	<i>The Hong Kong Government Social Work Bursaries</i>									
	Miss Cheung Chu Yin	..	..	..	..	..	C.C.	Social Work	4th	3,000.00
	Miss Lam Shu Cheung	..	..	..	..	..	C.C.	Social Work	4th	2,500.00
	Miss Lui Hah Wah	..	..	..	..	..	C.C.	Social Work	4th	2,500.00
	Miss Lui Po Ling, Pauline	..	..	..	..	..	C.C.	Social Work	4th	1,250.00
	Mr. Yeung Wai Tsang	..	..	..	..	..	C.C.	Social Work	4th	3,000.00
	Miss Cheung Wai Sum	..	..	..	..	..	U.C.	Social Work	4th	2,500.00
	Miss Fong Hok Chor	..	..	..	..	..	U.C.	Social Work	4th	1,250.00
	Miss Lau Wai Ming	..	..	..	..	..	U.C.	Social Work	4th	2,000.00
	Mr. Lee Kai Yue	..	..	..	..	..	U.C.	Social Work	4th	2,500.00
	Miss Leung Chuen Nam	..	..	..	..	..	U.C.	Social Work	4th	2,500.00
	Miss Pang Oi Hang	..	..	..	..	..	U.C.	Social Work	4th	2,300.00
	Mr. Tsang Kam Yan	..	..	..	..	..	U.C.	Social Work	4th	3,000.00
	Miss Yeun Yuk Wah	..	..	..	..	..	U.C.	Social Work	4th	2,000.00
	Miss Ngai Wing Man	..	..	..	..	..	C.C.	Social Work	4th	2,000.00
	Miss Cheung Siu Man	..	..	..	..	..	C.C.	Social Work	4th	2,000.00
	Miss Ng Yat Tung	..	..	..	..	..	C.C.	Social Work	4th	2,000.00
	Miss Chang Li Wun	..	..	..	..	..	C.C.	Social Work	4th	1,500.00
	Miss Chung Woon Cheung	..	..	..	..	..	C.C.	Social Work	4th	1,500.00
	Miss Ho Yee Kwan	..	..	..	..	..	C.C.	Social Work	4th	500.00

							College	Department	Year	Amount
	Miss Lau Kit Mui	..	..	..	..	..	C.C.	Social Work	3rd	HK\$3,300.00
	Mr. Cheung Chuen Hing	..	..	..	..	..	C.C.	Social Work	3rd	3,200.00
	Mr. Yip Yin Chi	..	..	..	..	..	C.C.	Social Work	3rd	3,000.00
	Miss Chan Kan Wan	..	..	..	..	..	U.C.	Social Work	3rd	2,500.00
	Miss Tsang Yin Ping	..	..	..	..	..	U.C.	Social Work	3rd	2,500.00
	Mr. Tsang Yiu Cho	..	..	..	..	..	U.C.	Social Work	3rd	2,500.00
	Miss Leung Wing Suet	..	..	..	..	..	U.C.	Social Work	3rd	2,400.00
	Miss Liu Yee Wah	..	..	..	..	..	U.C.	Social Work	3rd	2,300.00
	Miss Chu Ming Yeuk	..	..	..	..	..	U.C.	Social Work	3rd	2,000.00
	Miss Pang Lan Ying	..	..	..	..	..	U.C.	Social Work	3rd	2,000.00
	Mr. Wong Dick Ming	..	..	..	..	..	C.C.	Social Work	3rd	2,000.00
	Mr. Au Chi Wah	..	..	..	..	..	C.C.	Social Work	3rd	1,000.00
	Mr. Tang Fook Sang	..	..	..	..	..	U.C.	Social Work	3rd	1,000.00
	Mr. Chan Lik Man	..	..	..	..	..	C.C.	Social Work	3rd	500.00
7.	<i>Hong Kong & Shanghai Bank Social Work Scholarships</i>									
	Miss Lau Chiu Hing	..	..	..	..	..	C.C.	Social Work	4th	5,000.00
	Miss Wong Shui	..	..	..	..	..	C.C.	Social Work	4th	5,000.00
	Miss Chan Yan Yan	..	..	..	..	..	U.C.	Social Work	4th	5,000.00
	Miss Cheng Kin Nor	..	..	..	..	..	C.C.	Social Work	4th	5,000.00
	Miss Kan Ching Wai	..	..	..	..	..	U.C.	Social Work	3rd	5,000.00
8.	<i>Kwok Ching Tong Scholarships</i>									
	Mr. Ng Wai Man	..	..	..	..	..	N.A.	Physics	4th	3,000.00
	Mr. Lau Ka Sing	..	..	..	..	..	U.C.	Mathematics	4th	3,000.00
9.	<i>C.K. Law Scholarships</i>									
	Mr. Cheung Yat Shing	..	..	..	..	Graduate School	Chinese		2nd	1,500.00
	Miss Pong Chi Ying	..	..	..	..	C.C.	Chinese		4th	1,500.00
	Miss Au Tak Hing	..	..	..	..	N.A.	Chinese		4th	1,500.00
	Mr. Li Hoo-cheong	..	..	..	..	U.C.	Chinese		4th	1,500.00
10.	<i>T.Y. Li Scholarship</i>									
	Mr. Ho Tim	..	..	..	..	..	N.A.	Chinese	4th	1,000.00
11.	<i>G.E. Marden Scholarships</i>									
	Mr. Ma Kin Wah	..	..	..	..	..	N.A.	Bus. Management	4th	1,800.00
	Mr. Chan Wai Yin	..	..	..	..	..	U.C.	Acct. & Fin.	4th	1,800.00
12.	<i>McDouall Scholarships</i>									
	Mr. Leung Kwok Hoo	..	..	..	..	..	C.C.	Chinese	3rd	1,500.00
	Mr. Poon Ming Sun	..	..	..	..	..	C.C.	Chinese	3rd	1,500.00
	Miss Leung Fung Yee	..	..	..	..	..	C.C.	History	2nd	1,500.00
	Miss Or Shiu-ying	..	..	..	..	..	N.A.	Chinese	4th	1,500.00
	Mr. Lam Kai-yin	..	..	..	..	..	N.A.	History	3rd	1,500.00
	Miss Sun King-man	..	..	..	..	..	N.A.	History	2nd	1,500.00
	Miss Cheng Kwok-ying	..	..	..	..	..	U.C.	Chinese	4th	1,500.00
	Mr. Fung Man-yin	..	..	..	..	..	U.C.	Chinese	4th	1,500.00
	Miss Cheung Man-wai	..	..	..	..	..	U.C.	History	4th	1,500.00
13.	<i>Rho Psi Brothers Foundation Inc. Scholarship</i>									
	Mr. Lai Bong-woon	..	..	..	..	..	U.C.	Chinese	3rd	U.S.\$ 150.00

							College	Department	Year	Amount
14.	<i>Rotary Club, Central, Scholarships</i>									
	Miss Ho Sau Chun	..	..	..	..	..	C.C.	Business Adm.	2nd	HK\$ 833.33
	Mr. Lee Cheung Lun	..	..	..	..	..	N.A.	Biology	4th	433.33
	Mr. Hui Kin On	..	..	..	..	..	N.A.	Acct. & Fin.	4th	400.00
	Miss Lee Wai Yu	..	..	..	..	..	U.C.	Chinese	3rd	833.34
15.	<i>Rotary Club, West, Scholarships</i>									
	Mr. Chau Chun Pong	..	..	..	..	..	C.C.	Business Adm.	4th	1,000.00
	Mr. Tam Cham Kau	..	..	..	..	..	N.A.	Economics	4th	1,000.00
	Mr. Chan Ying Nam	..	..	..	..	..	U.C.	History	3rd	1,000.00
16.	<i>Sing Tao Scholarships for Journalism</i>									
	Mr. Tsang Jeo Shun	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Mr. Yu, Eden	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Mr. Cheung Shiu Shing	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
	Miss Fung Yuk King	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
17.	<i>Wah Kiu Yat Po Scholarships for Journalism</i>									
	Miss Chow Wai Ling	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Miss Wong, Monita	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Mr. Lee Yat Hung	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
	Mr. Wong Sik Yiu	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
18.	<i>South China Morning Post Scholarships for Journalism</i>									
	Mr. Leung Tin Wai	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Mr. Liu Siu Yin	..	..	..	..	..	N.A.	Journalism	4th	1,500.00
	Mr. Kwong Cheuk Fong	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
	Mr. Poon Jim Tat	..	..	..	..	..	N.A.	Journalism	3rd	1,500.00
19.	<i>Horlicks Scholarships</i>									
	Miss Moira Sun Mei Shek	..	..	..	..	..	C.C.	Sociology	4th	1,000.00
	Miss Kan Wing Sheung	..	..	..	..	..	N.A.	Sociology	4th	1,000.00
	Miss Wong Lai Bun	..	..	..	..	..	U.C.	Sociology	4th	1,000.00
20.	<i>Lion's Club of Castle Peak Scholarships</i>									
	Mr. Kwok Shiu Yuen	..	..	..	..	..	N.A.	Biology	4th	1,000.00
	Mr. Lo Young Sek	..	..	..	..	..	C.C.	Chemistry	4th	1,000.00
	Mr. Chan Kwok Chi	..	..	..	..	..	C.C.	Physics	4th	1,000.00
21.	<i>B.Y. Lam Scholarships</i>									
	Mr. Lam Haw Sheung	..	..	..	..	..	C.C.	Economics	3rd	1,500.00
	Miss Chan Siu-mei	..	..	..	..	..	N.A.	Acct. & Fin.	3rd	1,500.00
	Mr. Wan Ting-wai	..	..	..	..	..	U.C.	Economics	4th	1,500.00
22.	<i>American Women's Association Scholarship Aids in Education</i>									
	Miss Tse Wan Ling	..	..	..	..	..		School of Education		1,000.00
	Mr. Yue Chi Lok	..	..	..	..	..		School of Education		1,000.00

APPOINTMENTS SERVICE PARTIES FOR NEW GRADUATES

Five tea parties were given in the past month by the Appointments Service for 1968 graduates of the University. At each party, attended also by the Dean of Students/Director of Student Counselling of the Foundation Colleges, Dr. Francis K. Pan, Director of the Appointments Service, gave a ten-minute talk, which was followed by informal discussion. Two of the students acted as hosts on each occasion.

STAFF PROFILES

*Dr. Rance Pui-leung Lee, Lecturer in Sociology,
Chung Chi College*

Dr. Rance Pui-leung Lee, a native of Canton, China, was formerly a student of Sociology at Chung Chi College. He was awarded the degree of Bachelor of Social Science in 1965. He then attended the University of Pittsburgh, where he obtained the Ph.D. degree in 1968. His special fields of study were Medical Sociology and Methodology.

From May 1967 to August 1968, he worked with the Department of Behavioral Sciences at the Harvard University School of Public Health in the Stirling County Mental Health Project, investigating the relationship between psychiatric disorders and sociocultural environments.

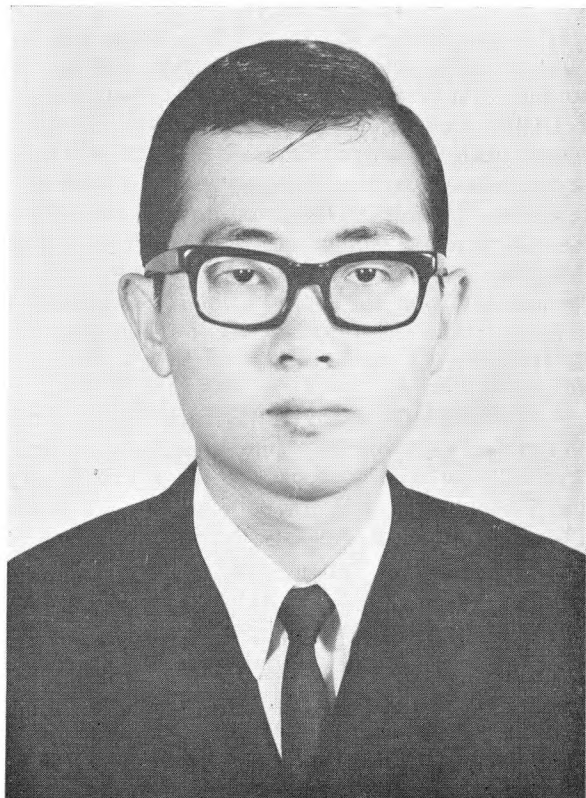
Dr. Lee joined the University in August 1968.

*Mr. Edward Sze-nang Ho, Lecturer in Music,
Chung Chi College*

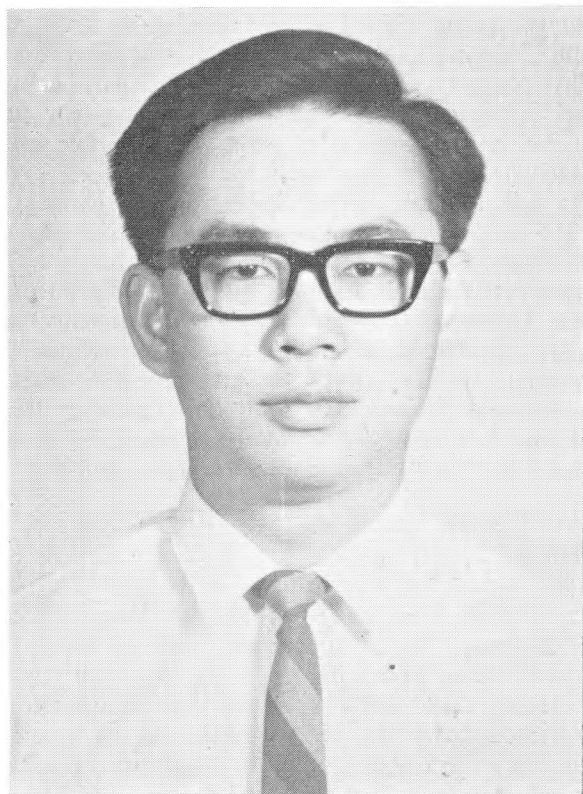
Mr. Edward S.N. Ho obtained the diploma of L.R.S.M. in Piano Performing in 1958. After his graduation from the University of Hong Kong, he went to England on a scholarship to study choir conducting, choir training and organ performing at the Royal School of Church Music. At the same time he also studied at Trinity College of Music, London, specializing in composition, musical history, piano performing and orchestra conducting.

While at Trinity College, Mr. Ho was awarded the L.T.C.L. in Piano Performing, L.Mus.T.C.L. in Music Teaching, and F.T.C.L. (Fellowship). He also obtained the B.Mus. and M.Mus. degrees from the University of Durham, and was later elected a member of the Composers' Guild of Great Britain. Among his compositions are two cantatas for voice and orchestra, symphonic and choral works.

Before returning to Hong Kong this summer, Mr. Ho was for more than three years a producer at the British Broadcasting Corporation.



士博良沛李
Dr. Rance Pui-leung Lee



生先能司何
Mr. Edward S.N. Ho

COLLEGE NEWS

- New Asia College celebrated the 17th Graduation of its Undergraduate Departments and the 12th Graduation of its Research Institute on 8th July. At the ceremony President Ou reported on College affairs, and Dr. the Hon P.Y. Tang, Chairman of the College Board of Governors, gave an address. President Ou then distributed diplomas to the 6 graduands of the Research Institute and the 132 graduands of the Undergraduate Departments. Valedictories were delivered by representatives of the graduating class.

- Mr. Sun Kuo-tung, Lecturer and Head of the History Department at New Asia College, has received a grant under the Staff Development Programme of the University to do research at the University of London for one year.

- Mr. Wang Ning, Lecturer in English at New Asia College, has been granted tuition waiver to further his studies in Linguistics for one year at the University of California. His study tour is also financed by a grant under the Staff Development Programme.

- Dr. Lee Yu-yang, Lecturer in Physics, and Mr. Wu Chen-hsiung, Lecturer in Accounting and Finance, both of New Asia College, returned to the College in July after completing their advanced studies abroad. Dr. Lee went to America in August 1967 to take part in the research in Theoretical Physics sponsored by the Physics Department of the University of California (Berkeley). The title of his particular project was "A New Tunneling Mechanism in the Transition Metal Complex". Mr. Wu left for the United States in the summer of 1966 to pursue advanced studies in Economics at Southern Illinois University. During his stay in America, he had the opportunity of representing that University at the International Students Assembly held at Williamsburg. He spent his summer vacations visiting over ten American universities, including California and Stanford. The study tours of Mr. Lee and Mr. Wu were financed by grants under the Staff Development Programme.

- Dr. Ma Lin, Senior Lecturer in Chemistry at United College, and Dr. S.T. Chang, Lecturer and Chairman of the Department of Biology at Chung Chi College, attended the Seminar on Basic Sciences in Southeast Asian Universities sponsored by the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) and held at Chulalongkorn University from 25th to 29th July. At the Seminar, Dr. Ma gave a brief account of small group teaching at this University and presented a paper on "Lactate Dehydrogenase Isoenzymes in Hydatidiform Mole";

and Dr. Chang presented two papers, on "Our Experience in the Teaching of Biology as Life Science—Experimental Seminar" and "Nuclear Phenomena in the Basidia and Basidiospores of Straw Mushroom". Dr. Ma was elected the First Vice-Chairman of the Seminar.

- Dr. Joseph C.C. Hwang, Lecturer in Biology at Chung Chi College, has been awarded a grant by the International Congress of Physiological Sciences to attend the XXIV International Meeting held in Washington D.C. this month.

- Under an exchange programme Miss Alice Law Muk-lan, first-year student of the Sociology and Social Work Department at Chung Chi College, will pursue her studies at the University of Redlands during the coming academic year, and Mr. Robert Beckwith Althouse, first-year student in General Studies at Redlands, will come to Chung Chi for the year.

- The Academic Board of United College, at its 60th Meeting held on 31st July, 1968, approved a proposal to enlarge the membership of the College Library Committee by adding two student representatives to be nominated by the Student Union. The nominees were Mr. Pang Chung-tat, Union President, and Mr. Ng Siu-wah, Assistant Editor-in-Chief of "United Students".

- Two students of Chung Chi College, Mr. Liu Lup-wah, third-year student in English, and Mr. Ho Hoi-lap, first-year student in Chinese; two students of United College, Mr. Wong Yu-hang, third-year student in Sociology, and Miss Vivian Kung, second-year student in Sociology; and a student of New Asia College participated in the 15th International Student Conference held in Tokyo from 21st July to 11th August, as members of the Delegation from the Hong Kong Federation of Students. The theme of the Conference was "For the Harmony of the Peoples".

- To help students to further their studies during the summer vacation, the Chinese Literature Department of New Asia College is offering six Summer Supplementary Courses for both majors and minors of the Department between 1st July and 17th August. The courses are: "The Book of Han", "Selected Lyrics", "History of Chinese Literature", "Selected Songs", "Chinese Philology" and "Wen-hsin Tiao-lung".

- On 12th August, the New Asia Yale-in-China Chinese Language Centre embarked on a pilot project of offering a four-week Summer Mandarin Course, in which the most up-to-date teaching method is used. The course is financed by the

Yale-in-China Association and is offered free to incoming freshmen of New Asia College as well as students of the other two Colleges.

- On 16th July, Mr. Liu Ming was appointed Director of the New Asia Yale-in-China Chinese Language Centre in succession to Dr. Francis S. Hutchins, Representative of the Yale-in-China Association. The Centre is jointly sponsored by New Asia College and Yale-in-China. Mr. Liu had been its Deputy Director for some time.

- At a simple ceremony held on 18th July, certificates were distributed to students who had completed their studies at the New Asia Yale-in-China Chinese Language Centre. This was the fifth class of the Centre, which has up to this summer given Mandarin or Cantonese lessons to approximately 500 people.

- The orientation meeting of the United College-Williams-in-Hong Kong Summer School was held on 21st July, and intensive English courses began the following Monday for English teachers of secondary and primary schools and social welfare workers in Hong Kong. Six graduates and senior students of Williams College, who arrived earlier in the month, conducted the courses.

- Thanks to the voluntary services offered by four graduates of Stanford University, United College conducted a Summer Oral English Course for the 3rd- and 4th-year students of the College from 15th July to 16th August. About 80 students, in four groups of 20 each, attended.

- The sixth Summer Intensive English Course of New Asia College, which is designed to help incoming first-year students to develop better English reading habits, began on 5th August and will go on for about four weeks. 185 students are taking the Course this year.

- This year's Summer Art Course of the Fine Arts Department of New Asia College, for which over 80 students enrolled, started on 18th July.

- A "Seminar on Student Leadership" organized by the Academic Section of the Student Union of New Asia College was held at the College from 1st to 3rd July, to promote a sense of community and to stimulate leadership among students. Apart from the executive members of that Union, participants included representatives from the Student Unions of Chung Chi College, United College, the University of Hong Kong, Northcote College of Education, Technical College, Baptist College, and the Hong Kong Federation of Students.

- Mr. William C.C. Kung, Lecturer in Business Management, United College, conducted a three-

session course on "Recruitment and Placement" in July under the sponsorship of the Hong Kong Management Association. The topics discussed include selection procedures, interviews and tests, placement and transfer in commercial firms.

- The Sociology Department of New Asia College has been requested by the Youth Section of the Hong Kong & Kowloon Kai Fong Association to conduct on its behalf a research on "The Occupational and Recreational Trends of the Youth in Hong Kong". This research project, started in June this year, is being conducted by Mr. Leng Tsun, Head of the Department, with the assistance of Mr. S.H. Lui, Demonstrator, and three students. It is estimated that the collection of data and the coding and tabulating processes will be completed in the summer vacation, and analyses and interpretations completed around the end of September.

- Seven scholarships and two bursaries have been awarded to 137 students of New Asia College for 1968-69.

- On 14th July, the Philosophy Department of New Asia College and the Oriental Humanists Society jointly held a memorial service at the College Auditorium in honour of the late Mr. Shung Shih-li, who passed away in Shanghai a few months ago. Mr. Shung was a famous Chinese philosopher steeped in the knowledge of both Confucianism and Buddhism.

- In July/August 1968 Miss Chu Ming-yeuk, a fourth-year Social Work student of United College, attended the Moral Re-Armament Movement's International Conference held in Japan, where she delivered several speeches and performed folk dances. She toured South Korea on the return journey.

- The New Asia College Women's Team won the Championship for the fourth consecutive time in the Varsity Quadripartite Basketball Matches sponsored by the Student Union of the University of Hong Kong, which were held from 22nd June to 6th July. The College Men's Team gained second place in the matches.

- Vacation activities organized by student societies of United College in July include summer camps of the Catholic Society at the Caritas Youth Centre on Cheung Chau from 1st to 4th July, and of the Commerce Association and the Chinese Society at the Y.W.C.A. Camp on Lantau Island on 4th-6th July and 6th-8th July respectively.

- About 250 teachers and students of New Asia College participated in a launch picnic to Pak Sha Wan via Clear Water Bay on 20th July. The picnic was sponsored by the Student Union of the College.

COMINGS AND GOINGS

- Mr. J.B. Butterworth, Vice-Chancellor of the University of Warwick and Chairman of the Inter-University Council on Higher Education Overseas (IUC) visited the University on 8th August.

- Sir Charles Wilson, Vice-Chancellor of Glasgow University and Vice-Chairman of the Association of Commonwealth Universities, and Lady Wilson visited the University during their visit to Hong Kong from 25th to 31st July.

- Dr. S.C. Joseph Fu, Professor of Chemistry of the University assigned to United College, left for the United States on 3rd July on leave for about two months. He is expected to return to Hong Kong early in September.

- Professor Chou Fa-kao, Professor of Chinese at Chung Chi College, resumed duty on 2nd August after special leave. Professor Chou left for Taiwan on 12th July to attend a Meeting of Academicians, Academia Sinica, and to collect research material.

- Dr. H.H. Ho, Lecturer in Physics at New Asia College, has gone to England on long leave to continue his electronic studies, and to make an observation tour of British electronic institutions, including the famous PYE Electrical Co.

- Dr. Yun-shen Bau, Lecturer in Biology at New Asia College, on long leave from July 1968 to March 1969, has gone to England to do research on penicillin. He is the recipient of a Sino-British Fellowship Trust scholarship.

- Professor Vernon Kramer, former Professor of Mathematics, returned to the United States on 17th July after completion of his term of service at this University. Mrs. Mabelle B. Nardin, Fulbright Lecturer at the School of Education for 1967-68, has also left the Colony.

- Each year the Yale-in-China Association sends two "Yale Bachelors" to teach English and other courses at New Asia College for a period of two years. For the year 1968-69, the new Bachelors are Mr. Jacques Robert Leslie, Jr. and Mr. John Tardino, Jr.

- Dr. Francis S. Hutchins, Representative of the Yale-in-China Association at New Asia College, and his wife returned to America on home leave on 18th July. The couple will stop over in India and

Egypt on their way to the United States. They are expected to return to Hong Kong in early September. Mr. Timothy Light will serve as Acting Representative during the absence of Dr. Hutchins.

- Mr. Hsieh Tso-yu, Dean of the Institute of Advanced Chinese Studies and Research at New Asia College, and Mr. Mou Tsung-san, Senior Lecturer in Philosophy at New Asia College, went to Taiwan in mid-July to negotiate the publication of their books. Beginning from 26th August, they will attend the First International Sinological Conference to be held at the College of Chinese Culture in Taipei.

- Mr. T.C. Lai, Deputy Director of Extramural Studies, attended an annual meeting of the Executive Committee of the International Congress of University Adult Education, held at the University of Leeds, England, 25th-28th July, 1968.

He also attended the Conference on Commonwealth Literature & Language at the University of Queensland, Brisbane, Australia, 9th-15th August, 1968.

- Mr. Chi Hsiu, Lecturer in Chemistry, New Asia College, left for the Tokyo University of Education on 24th July, where he will spend his summer months working with Prof. Kozo Nagashima on the Coprecipitated Phases in the Calcium-Gadolinium Oxalate System. A paper on their findings will be published in the *Bulletin* of the Chemical Society, Japan.

- Mr. Yim Lee, Senior Lecturer, Dean of the Faculty of Arts and Head of the Chinese Department, United College, left for Taiwan on 28th July to attend the First International Sinological Conference and also to continue his research on oracle bones and bronze scripts. He is expected to return early in September.

- Mr. Lo Chiu-ching, Lecturer in History at Chung Chi College, returned at the end of July after a year's research on a Leverhulme Trust Scholarship at the School of Oriental and African Studies, London University.

- Visitors to United College in the month of July included Professor Charles Hagen, Associate Dean of Faculties and Professor of Botany, Indiana University, and Mr. Harvey Feldman, Cultural Affairs Officer of the American Consulate-General in Hong Kong.

- Mr. Tschang Hsi Lin, Lecturer in Geography at Chung Chi College, left for the United States with his wife on 1st August, 1968. Mr. Tschang has been awarded a United Board Fellowship for one year to carry out geomorphological research at Louisiana University and Southern Illinois University.

- Mr. Ho Kam-fai, Head of the Department of Social Work of United College, left Hong Kong on 2nd August to attend the 14th International Congress of Schools of Social Work, 14th-17th August, and the 14th International Congress on Social Welfare held in Helsinki, Finland, 18th-24th August prior to taking his long leave and study leave for two years. Mr. Ho will study for his Doctoral degree in Social Welfare at Columbia.

- Rev. James Shiu-wah Pun resigned from his post of Assistant Dean of Students in New Asia College at the end of July and left for San Francisco on 2nd August, where he will take up a post with the Episcopal Church to give guidance and assistance to Chinese immigrants and students in America.

- Dr. Samuel E. Braden, President of Illinois State University, visited United College on 4th

August, 1968 with Mrs. Braden. They were received by President T.C. Cheng and other senior officers. During the visit, the possibility of establishing an exchange programme between Illinois State University and United College was discussed.

- Mr. Din-yi Lee, Head of the Department of History of United College, left for Taiwan on 6th August to attend the First International Sinological Conference held from 26th to 30th August, 1968.

- Mr. Pan Chung-kwei, Dean of the Faculty of Arts of New Asia College and concurrently Head of the Chinese Literature Department of the College, went to Japan on 12th August, where he will visit some universities. Later in the month he will go to Taipei to attend the First International Sinological Conference. He will return to Hong Kong early in September.

- Prof. Mou Jun-sun, Dr. Chen Ching-ho (Senior Lecturer) and Mr. Chin Chung-shu (part-time Lecturer) of New Asia College are flying to Taipei in late August to attend the First International Sinological Conference.

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中文大學校刊為本大學純粹報導性之刊物，係非賣品，專為大學及三間成員書院之教職員及大學各方友好而出版。

大學校刊編輯委員會委員：高伍若梅女士（主席），陳佐舜先生，芮陶菴博士，楊乃舜先生。

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△新亞書院哲學系與東方人文學會，於七月十四日，假該院禮堂，聯合舉行熊十力先生追悼會。熊氏為我國哲學耆宿，對儒學與佛學有極深湛之研究，於數月前在上海逝世。

△聯合書院社會工作系四年級生朱明若小姐，於本年七、八月間，參加在日本舉行之道德重整會國際大會，並在會中演講及表演舞蹈，於回港途次暢遊韓國。

△新亞書院女子隊，曾參加香港大學學生會，自本年六月廿二日至七月六日舉辦之大學四角籃球賽，結果榮獲冠軍，此為該隊連獲冠軍之第四次，而該院男子隊則榮獲亞軍。

△聯合書院學生會所屬各團體，曾作暑期活動，自七月一日至四日，在長洲青年中心舉行天主教同學夏令營，并於七月四日至六日及七月六日至八日，商學會及中文學會，均在大嶼山女青年會會所，分別舉行夏令營。

△新亞書院學生會，於七月二十日，舉辦師生遊河，參加人數約二百五十人，途經清水灣而抵西貢白沙灣，此為其目的地。

學人行蹤

△英國和域大學副校長兼英國海外高等教育大學校際委員會主席鮑德華先生 (Mr. J. B. Butterworth)，於八月八日訪問本大學。

△英國格拉斯哥大學副校長兼英聯邦大學協會副主席威爾遜爵士 (Sir Charles Wilson) 暨其夫人，於七月廿五日至卅一日來港期間，曾訪問本大學。

△聯合書院化學系講座教授傅守正博士，於七月三日赴美渡假，為期約兩個月，預定於九月初返港。

△崇基學院中國語文系講座教授周法高教授，於特別假期屆滿後，業於八月二十日回校任職。周教授於七月十二日前往台灣，出席中央研究院院士會議，並搜集研究資料。

△新亞書院物理學系講師何顯雄博士，經赴英國渡長假，以便繼續研究電子學及參觀有關電子學各機構，包括著名之 P.Y.E. 電子公司。

△新亞書院生物學系講師鮑運生博士，於本年七月至一九六九年三月，開始渡長假，赴英國作有關青黴素之研究。鮑博士此行，係得中英信託研究獎學金之資助。

△本大學前任數學系客座教授古瀾茂教授 (Prof. Vernon Kramer)，在本校服務期滿，業於七月十七日，返回美國。而納美白夫人 (Mrs. Mabelle B. Nardin)，於一九六七至六八年度，在本校教育學院，以富柏萊贊助學者之身份，任客座講師後，亦經離港。

△新亞書院向得雅禮協會每年選派「耶魯大學學士」二名，担任英語及其他課程兩年。一九六八至六九年度選派之教員為黎傑克先生 (Mr. Jacques Robert Leslie, Jr.) 與達約翰先生 (Mr. John Tardino, Jr.)。

△雅禮協會駐新亞書院代表何欽思博士 (Dr. Francis S. Hutchins) 及其夫人，於七月十八日，離港赴美渡假，並將於途次取道印度及埃及等地返美，預定於九月初回港。何博士離港期間，由黎天陸先生 (Mr. Timothy Light) 任署理代表。

△新亞書院研究所教務長謝佐禹先生，及哲學系高級講師牟宗三先生，於七月中旬，先後赴台灣，商談有關出版著作之事宜，並將參加八月二十六日起，在台北中國文化學院舉行之第一屆國際華學會議。

△本大學校外進修部副主任賴恬昌先生，於一九六八年七月廿五日至廿八日，出席在英國里茲大學舉行之大學成人教育國際代表大會執行委員會年會，並於一九六八年八月九日至十五日，參加英聯邦文學與語文會議。該會議在澳洲昆士蘭大學舉行。

△新亞書院化學系講師齊修先生，利用暑期之便，前往日本東京教育大學，與該校中島教授就「乙二酸鈣鐵系共同沉澱」問題，共同進行研究，并將以研究成果，撰成論文，在日本化學會會刊發表。

△聯合書院高級講師，文學院院長兼中文系主任李棧先生，於七月廿八日赴台灣，出席首屆國際華學會議，並將就甲骨文及金文繼續研究，將於九月初返港。

△崇基學院歷史系講師羅球慶先生，獲得英國理法曉信託基金會獎學金，在倫敦大學東方及非洲研究院研讀一年後，業於七月杪返回本港。

△聯合書院，於七月份，有下列各位嘉賓蒞臨，計開：美國印第安那大學副教務長兼植物學教授夏理教授 (Prof. Charles Haegen)，及美國駐港總領事館文化專員費若偉先生 (Mr. Harvey Feldman) 等人。

△崇基學院史地系講師章熙林先生偕其夫人，於八月一日啓程飛美。章先生獲得聯合委員會研究獎助金，分別在路易仙那大學及南伊利諾大學，進行研究地理語言形態學。

△聯合書院社會工作學系主任何錦輝先生，於八月二日離港赴芬蘭，參加八月十四日至十七日及十八日至廿四日在該國赫爾辛基先後舉行之第十四屆「社會工作學院國際大會」及「社會福利國際大會」。何氏於會後，將轉赴美國哥倫比亞大學，攻讀社會福利學博士學位，預期歷時兩年。

△新亞書院訓導處學生生活輔導主任潘紹華牧師，經於七月底辭職，並八月二日離港赴美，將在三藩市聖公會任職，主持有關中國移民及留學生之輔導。

△美國伊利諾州州立大學校長布雷敦博士 (Dr. Samuel E. Braden)，偕其夫人，於八月四日，訪問聯合書院，由該院鄭棟材院長及其他高級職員迎接懇談，并商討有關成立交換計劃之可能問題。

△聯合書院歷史系主任李定一先生，於八月六日離港赴台灣，參加一九六八年八月廿六日至卅一日舉行之第一屆國際華學會議。

△新亞書院文學學院院長兼中國文學系主任潘重規先生，於八月十二日，離港前赴日本，參觀若干大學，并將於八月下旬前赴台灣，參加第一屆國際華學會議後，即於九月初返港。

△新亞書院之牟潤孫教授，高級講師陳荆和博士及兼任講師金中樞先生，於八月下旬，飛赴台北，出席第一屆國際華學會議。

詞。旋由吳院長頒發畢業證書，而研究所及各學系之畢業生代表，亦相繼致謝詞。本年度該院之畢業生，研究所有六人，各學系共有一三二人。

▲新亞書院歷史學系講師兼系主任孫國棟先生，因獲得本大學教職員進修計劃之資助，業已赴英國，在倫敦大學研究一年。

▲新亞書院英國語文學系講師王寧先生，業已進美國加里福尼亞州大學，深造一年，研讀語言學，渠此次赴美，不特准其免繳學費，且得本大學教職員進修計劃之資助。

▲新亞書院物理學系講師李毓洋博士，及會計財務學系講師伍鎮雄先生，赴海外進修完畢後，經於本年七月先後返抵該院。李博士於一九六七年八月前往美國，在柏克來加里福尼亞州大學，參加該校物理學系舉辦之理論物理研究，其研究之題目為「在過渡金屬混合物內之新隧道作用機構」。至於伍氏，則於一九六六年暑期赴美，入南伊利諾大學，攻讀博士學位課程，主修經濟學。留美期間，曾代表該校，出席在威廉士堡舉行之國際學生代表大會，並乘暑期之便，參觀加州大學，史丹福大學等十餘校。李伍二氏之赴海外進修，皆由本大學教職員進修計劃所資助。

▲聯合書院化學系高級講師馬臨博士，及崇基學院生物系講師兼系主任張樹庭博士，代表本大學，前往曼谷，出席七月二十五日至二十九日在該地朱拉隆功大學舉行之「東南亞各大學基本科學專題討論會」，該會係由東南亞高等教育機構協會所主辦。馬博士被選為討論會第一副主席，於會中對本大學之小組教學法，簡略報告後，即宣讀其論文曰：「Lactate Dehydrogenase Isoenzymes in Hydatidiform Mole」，而張博士於該會中，則宣讀其論文兩篇，一曰：「以生物學作為一種生命科學的教學經驗——學生實驗專題討論。」二曰：「草菇担子及担子孢子內細胞核的研究。」

▲崇基學院生物學系講師黃志昭博士，因獲得國際生物學科學大會之資助，經於本月出席在華盛頓舉行之該會第二十四屆國際會議。

▲崇基學院社會及社會工作學系一年級學生羅木蘭小姐，根據學生交換計劃，將於下學年度，在美國力蘭士大學，繼續其學業，而該大學亦將於本年度，派遣其普通科一年級學生歐洛拔君 (Mr. Robert Beckwith Althouse)，就讀於崇基學院。

▲聯合書院教務委員會，於本年七月卅一日，舉行第六十次會議，議決擴大該院圖書館委員會委員名額，以便增加學生會代表二人，業經學生會選出現任會長彭松達君及「聯合學生」助理編輯吳兆華君為代表。

▲崇基學院英國語文學系三年級學生廖立華君及中國語文學系一年級學生何凱立君；聯合書院社會學系三年級學生黃裕鏗君及二年級學生孔憲珮小姐，暨新亞書院學生一人，以香港專上學生聯會代表之資格，參加於今年七月廿一日至八月十一日，在日本東京召開之第十五屆國際學生會議。該會議之主題為：「祈求世界人民和睦相處」。

▲新亞書院中國文學系，為輔助學生暑期進修起見，經開設暑期補習課程，共有六項，計：「漢書」，「詞選」，「文學史」，「曲選」，「文字學」及「文心雕龍」。凡主修及副修該系課程者，均得參加聽講。補習日期自七月一日起至八月十七日止。

▲新亞雅禮中國語文研習所，於本年八月十二日，試辦為期四週之暑期國語訓練班，以最新之教授法，訓練語言。此一課程，其全部經費為雅禮協會所資助。凡新亞書院一年級新生及各成員學院學生，均得免費修習。

▲新亞雅禮中國語文研習所，自本年七月十六日起，聘劉銘先生繼任為所長，以接替雅禮協會代表何欽思博士。該所係由新亞書院與雅禮協會所合辦，劉氏任該所副所長有年。

▲新亞雅禮中國語文研習所，於七月十八日，舉行簡單儀式，頒發本屆畢業生證書。該所畢業班已歷五屆，迨至今夏，外籍人士之研習國語或粵語者，約達五百名之多。

▲聯合書院與美國威廉士大學合作舉辦之暑期英語班，已於七月廿二日（星期一）開始上課。該班專為本港中小學英文教師及社會福利工作人員進修英語而設。由該大學派遣六名畢業生及高年級學生來港擔任講授。

▲聯合書院所設暑期英語會話班，乃為該院三、四年級學生進修英語會話。上課日期由七月十五日至八月十六日，由美國史丹福大學畢業生四人，義務擔任教授。參加學生共有八十人，分為四組，以二十人為一組。

▲新亞書院暑期英文班，經於八月五日開始上課，預計上課約四週。此一暑期英文班之開設，迄已達第六屆，其目的在訓練一年級新生之英文閱讀能力。本屆參加之學生，共有一八五人。

▲新亞書院藝術系，本年繼續舉辦暑期藝術班，自七月十八日開始上課。本年度報名參加者共八十餘人。

▲新亞書院學生會學術部，於七月一日起一連三天，假該院舉辦「學生領袖研討會」。出席參加者，除該會各部門負責人員外，尚有崇基學院，聯合書院，香港大學，羅富國師範學院，工業專門學院，香港浸會學院各校學生會及香港專上學生聯會等代表。會議之目的，在增進同學之團體意識，並激發其領袖才能。

▲聯合書院工商管理學系講師孔惠廉先生，於七月間，應香港科學管理協會之邀，作三次專題演講，其講題為：「職員之徵聘及安置」，內容包括商行工作人員之甄選程序，面試及測驗，分配職務及人事調動等。

▲新亞書院社會學系，受港九街坊福利會青年組之委托，於本年六月起，從事「香港青年之康樂與擇業趨勢」調查研究。是項研究由該系主任冷雋先生主持，並由實驗教員呂紹雄先生及學生三人協助。預計可於暑假期間完成資料搜集，編號及製表等工作，其他有關分析及解釋資料等，將於九月杪前後竣事。

▲新亞書院學生一三七人，業經分別獲得一九六八至六九年度之獎學金七種，及助學金二種。

七、香港上海滙豐銀行社會工作獎學金

劉椒馨(女) 崇基 社會工作 四年 五千元
黃穗(女) 崇基 社會工作 四年 五千元
陳欣(女) 聯合 社會工作 四年 五千元
鄭健娜(女) 崇基 社會工作 四年 五千元
耿靜惠(女) 聯合 社會工作 三年 五千元

八、郭靖堂獎學金

吳偉文 新亞 物理 四年 三千元
劉家成 聯合 數學 四年 三千元

九、羅宗淦紀念獎學金

張日昇 研究院 中國語文 二年 一千五百元
龐志英(女) 崇基 中國語文 四年 一千五百元
區德馨(女) 新亞 中國語文 四年 一千五百元
李浩昌 聯合 中國語文 四年 一千五百元

十、李祖佑紀念獎學金

何添 新亞 中國語文 四年 一千元

十一、馬爾登紀念獎學金

馬健華 新亞 工商管理 四年 一千八百元
陳惠賢 聯合 會計財務 四年 一千八百元

十二、麥道軒獎學金

梁國豪 崇基 中國語文 三年 一千五百元
潘銘榮 崇基 中國語文 三年 一千五百元
梁鳳儀(女) 崇基 中國語文 三年 一千五百元
柯少英(女) 新亞 中國語文 四年 一千五百元
林啓彥 新亞 歷史 三年 一千五百元
孫經文(女) 新亞 歷史 二年 一千五百元
鄭國英(女) 聯合 中國語文 四年 一千五百元
馮文彥 聯合 中國語文 四年 一千五百元
張敏慧(女) 聯合 歷史 四年 一千五百元

十三、素友社獎學金

黎邦桓 聯合 中國語文 三年 美金一百五十元

十四、香港中區扶輪社獎學金

何秀珍(女) 崇基 工商管理 二年 八百三十三元
李祥麟 新亞 生物 四年 四百三十三元
許健安 新亞 會計財務 四年 四百三十三元
李慧如(女) 聯合 中國語文 三年 八百三十三元

十五、香港西區扶輪社獎學金

周鎮邦 崇基 工商管理 四年 一千元
譚湛球 新亞 經濟 四年 一千元
陳應楠 聯合 歷史 三年 一千元

十六、星島日報新聞學獎學金

曾祖舜 新亞 新聞學 四年 一千五百元
俞肇雄 新亞 新聞學 四年 一千五百元
張兆誠 新亞 新聞學 三年 一千五百元
馮玉瓊(女) 新亞 新聞學 三年 一千五百元

十七、華僑日報新聞學獎學金

周慧齡(女) 新亞 新聞學 四年 一千五百元
黃德貽(女) 新亞 新聞學 四年 一千五百元
李一雄 新亞 新聞學 三年 一千五百元
王錫堯 新亞 新聞學 三年 一千五百元

十八、南華早報新聞學獎學金

梁天偉 新亞 新聞學 四年 一千五百元
廖紹賢 新亞 新聞學 四年 一千五百元
鄺卓芳 新亞 新聞學 三年 一千五百元
潘占達 新亞 新聞學 三年 一千五百元

十九、好立克獎學金

石新美(女) 崇基 社會學 四年 一千元
簡穎湘(女) 新亞 社會學 四年 一千元
黃麗彬(女) 聯合 社會學 四年 一千元

二十、香港青洲獅子會獎學金

郭兆源 新亞 生物 四年 一千元
盧揚錫 崇基 化學 四年 一千元
陳國治 崇基 物理 四年 一千元

二十一、林炳炎獎學金

林后湘 崇基 經濟 三年 一千五百元
陳小薇(女) 新亞 會計財務 三年 一千五百元
溫庭偉 聯合 經濟 四年 一千五百元

二十二、美國婦女協會師資助學金

謝韻玲(女) 教育學院 一千元
余賜樂 教育學院 一千元

學生就業輔導處 招待新畢業生

本大學學生就業輔導處，於上月舉行茶會五次，分別招待本校一九六八年畢業生。每次茶

會，均有各成員學院之訓導長及學生輔導主任參加。本大學學生就業輔導處主任潘光迴博士致詞十分鐘後，旋即進行非正式討論。每次招待會，均以學生二人担任主人。

教職員簡介

李沛良博士 崇基學院社會學系講師

李沛良博士，係廣東東莞縣人，曾在崇基學院主修社會學，於一九六五年，獲本大學社會科學學士學位，旋赴美國畢茨堡大學深造，於一九六八年，獲哲學博士學位。李博士專研者為醫務社會學及社會學方法論。自一九六七年五月，以迄一九六八年八月，在美國哈佛大學公共健康學院，研究精神病與社會文化因素之關係。
李博士於一九六八年八月，就任本大學之教職。

何司能先生 崇基學院音樂學系講師

何司能先生，於一九五八年，考獲L.R.S.M.鋼琴演奏文憑。渠於香港大學畢業後，因得獎學金之助，前往英國，入皇家聖樂院，進修合唱指揮法，合唱團訓練法及風琴演奏法。同時復在倫敦三一音樂學院，專攻作曲，音樂史，鋼琴演奏及管絃樂隊指揮法，獲L.T.C.L.鋼琴演奏，L.Mus. T.C.L.音樂教授銜，及F.T.C.L. III學院院士銜。繼在德爾威大學，先後考獲音樂學學士及碩士各學位，並被推選為英國作曲家協會會員。其所著樂曲，甚為豐富，計有清唱劇，管絃樂及歌曲等作品。

何氏於今夏返港前，曾在倫敦英國廣播電台任職編導，逾三年之久。

學院消息

△新亞書院於七月八日，舉行該院各學系第十七屆暨研究所第十二屆畢業典禮，由吳院長俊升博士報告院務，及該院董事長唐博士炳源議員致

優秀份子，往往為鄉村之青年，由小學升入中學後則學習國語，摒棄其鄉村之方言。及其入大學進修，則又須學習另一種外國語文，於是與社會遂告脫節，而蒙其不利焉。始則與其家庭之關係脫節，而成為能操多種語言之多方面人物。大學進修時所攻讀之科目，與其本國文化並無絲毫關係。而其所肄業之大學係依照外國方針設立，又以外國標準衡量其才智。故大學教育並不反對其過雙重生活，甚至加以鼓勵，所灌輸者為格格不入之新民族主義，既不尊重本國文化與歷史，亦輕視外國之人文主義。新民族主義可能保全本國語言，本國文化之完整，維護主張政治主權之空洞論調，咸認為此乃獨立之象徵，但另一方面則又厲行工業化政策，不遺餘力。

本國傳統文化與現代學術之間，本有鴻溝之隔，而大學往往使二者相距愈遠。因在大學教授中有堅決排外之保守派，亦有狂熱擁護科學之維新派。

改革現在，亦即改革過去。社會上本有衝突與緊張，表現於大學教授者尤為顯明；大學為學生計，應予以調和，開發中國家之大學尤當注意及此。欲廢除傳統社會之各種方式，必須捐棄成見，不可盲目排斥現代學術，亦不可盲目歧視傳統文化，務必兼收並蓄，方可融會貫通，而化為一體。先有科學及工藝，方有開發中國家，然徒恃科學與工藝，亦難依照「政治情況及社會風氣，順乎自然，假以時日，以求發展。」

大學所負之最重要使命，是否即係依照絕對正確之觀點與步驟，使傳統與現代工藝，固有文化與近代文明打成一片，俾可繼續開來？如此大學可完成其另一重要之任務：即就不同時代與思想之特殊情形，維持彼此間融洽無間之關係。唯有如此，始能說明大學必須符合文里奧所指「政治情況與社會風氣」一點。但大學在發現過去時，亦可對現在及將來之真面目了然於胸。所有開發中國家大學，不可如象棋卒子，由當前政治及社會變化所擺佈，必須對傳統文化及現代學術兼收並蓄，方能完成其繼續開來之重大任務。

各學科委員會 增加委員名額

大學教務會於一九六八年四月三十日，通過一項建議，增加各學科委員會委員名額，以求每一學科委員會，有學科主任一人為主席，該學科範圍內各系務會主任，各講座教授，及非任系主任各教授，暨各學院有關各系推選之代表（每系一人）為委員。

大學教務會，復於一九六八年七月廿九日，通過將各學科委員會委員名額再予增加，以便大學校長及各成員學院院長列為當然委員。

本大學與香港大學 合組電子計算機委員會

本大學與香港大學，業經合組一電子計算機聯合委員會，每校派委員三人及聯合秘書一人，共同組設之，以便就電子計算機設備之發展情形，向兩大學之校長提供建議。本大學代表之名單如下：

委員：樂秀章博士（樂博士現在歐洲，至一九六八年十二月始能回任，暫由密奇爾博士（Dr. R. E. Mitchell）代理職務。）

徐培深教授
李祥甫教授
聯合秘書：唐施樂博士
（Dr. Ronald F. Turner-Smith）

本大學發給一九六七 至六八年度獎助學金

本大學發給一九六七至六八年度各項獎學金及助學金情形，分別列明如下：

一、美國婦女協會社會工作獎學金

姓名	學院	系	別	年級	數目（港幣）
張麗文（女）	崇基	社會工作	四年	四年	一千元
鍾紫熾（女）	崇基	社會工作	四年	四年	一千元
鍾煥璋（女）	崇基	社會工作	四年	四年	一千元
歐智華（女）	崇基	社會工作	三年	三年	一千元
梁惠卿（女）	崇基	社會工作	三年	三年	一千元
鄧福笙（女）	崇基	社會工作	三年	三年	一千元
陳桂芬（女）	崇基	社會工作	三年	三年	一千元

二、德士古獎學金

姓名	學院	系	別	年級	數目（港幣）
徐守淇（女）	聯合	化學	學	二年	二千元
顏克濂（女）	聯合	化學	學	四年	二千元
張文卿（女）	崇基	化學	學	三年	二千元

三、善信獎學金

姓名	學院	系	別	年級	數目（港幣）
楊家教（女）	新亞	中國文學	學	一年	二千元
陳雲侶（女）	教育學院	教育學	學	一年	二千元

四、招福中獎學金

姓名	學院	系	別	年級	數目（港幣）
鄭文莊（女）	聯合	歷史	學	四年	一千四百元
陳冠雄（女）	聯合	會計財務	學	四年	一千三百元

五、香港總商會獎學金

姓名	學院	系	別	年級	數目（港幣）
梁順生（女）	崇基	工商管理	學	四年	一千六百元
梁繼昌（女）	新亞	會計財務	學	四年	一千六百元
王淑斌（女）	聯合	工商管理	學	四年	一千六百元

六、香港政府社會工作助學金

姓名	學院	系	別	年級	數目（港幣）
張翠嫻（女）	崇基	社會工作	學	四年	三千元
林樹翔（女）	崇基	社會工作	學	四年	二千五百元
雷樹華（女）	崇基	社會工作	學	四年	二千五百元
雷葆靈（女）	崇基	社會工作	學	四年	一千二百五十元
楊懷會（女）	崇基	社會工作	學	四年	三千元
張慧心（女）	聯合	社會工作	學	四年	二千五百元
方鶴初（女）	聯合	社會工作	學	四年	一千二百五十元
劉慧明（女）	聯合	社會工作	學	四年	二千元
李啓宇（女）	聯合	社會工作	學	四年	二千五百元
梁鑽楠（女）	聯合	社會工作	學	四年	二千五百元
彭愛恒（女）	聯合	社會工作	學	四年	二千三百元
曾錦仁（女）	聯合	社會工作	學	四年	三千元
嚴永華（女）	聯合	社會工作	學	四年	三千元
倪永曼（女）	崇基	社會工作	學	四年	二千元

開發中國家學生優秀份子，正當血氣方剛之年，思想上易有劇變，於是遵守傳統一變而信奉民族主義、科學至上，甚至唯理主義，藉此與社會上之優秀份子為伍。彼等雖屬富家子弟，但以世界上被壓迫之民衆代言人自居。對其本國人口百分之六十至八十之農民本極隔膜，未必真正休戚相關，但因抱有理想，乃挺身而出。

一般社會優秀份子均感社會不安，事與願違，因此恐懼與憤怒，不能去懷。一九六八年，亞非革命之策源地即為大學。大學一再成為製造革命，叛亂、示威、暴行之孵化器。凡此種種，一方面由於內心願奉麥士·衛巴（Max Weber）所謂責任道德感為主臬，另一方面，外在情況作梗，心有餘而力不足。為求孵育萬無一失，孵化器必須施行隔離。大學之所以成為叛亂之孵化器，多少亦因青年人一入大學，無論身心，皆與社會隔離，對成年人所過之日常生活以及所負之平淡不足道之責任，已無法分担。

學生之不安、叛亂、暴行、並非以開發中國家各大學為限，但在亞洲方面均與重大政治形勢直接有關。此種情形尤甚於哈佛大學、哥倫比亞大學、倫敦大學、甚至加州大學。若干政府因學生顛覆而瓦解，至少新聞報導以為如此。經縝密研究後，吾人發現學生運動幕後，實有預謀成份，且有職業份子參與其間，存心搗亂。徵諸史實，所有亞非開發中國家，其大學中之暴行，未必較西方各國所有者為更嚴重。然開發中國家大學生積極參加社會與政治活動，似已成為定局。

利塞特教授（Professor Lipset）近曾研究開發中國家學生政治活動，渠謂根據所有局部資料，開發中若干國家，各大學學術水準甚高，學生必須認真求學，規定嚴格，而各教師又復潛心研究，從事教育，故學生政治活動，破壞行動實屬有限。開發中國家之學生雖有上述破壞行動，惟並非一成不變，本人以為，學生政治活動仍為極端重要之問題。

（三）

關於大學應以訓練研究生及研究學術為重點，茲就其各主要問題，畧述其概要。凡教師有

資格担任講師之崇高職業者，豈非因其有從事研究學術之能力乎？所謂高等教育，豈非指訓練植物學家、語言學家、工程師及史學家等者耶？教植物學為中學之事，而作育植物學家乃為大學之事。今且假史爾國教授（Professor Silcock）之言，重述本人所提問題。學生就教師學習，乃因教師本人有學習之習慣，能知問題所在，且能予以解決，而非出示三十年前彼之教師自教科書上抄下數代相傳解決舊問題之答案者。

本人提出此點，蓋因深知在亞洲教育制度下，教師所傳授者無非根據其本人求學時之筆記，以填鴨方式授與學生。職是之故，開發中國優秀份子，可能抱殘守缺，猶如駕駛舊式汽車疾駛於公路之上，不僅對個人心智有所損傷，國家亦深蒙其害。

英聯邦各大學之與考試制度，二者幾為一體，人所共曉。姑不論其利弊，吾人必須以不偏不倚之態度探討此一問題，蓋考試制度之積極作用，智者不待多言而自明，愚者雖反覆開導亦無從領會。一方面，各大學必須接受考試制度為一事實，另一方面，如云考試制度將影響及大學本身之存在，則亦未免言過其實。新開辦之大學如欲接受考試制度，須知試題絕不可有固定之答案。吾人如欲測驗才智，不以記憶力強弱為限，則唯有使學生解答須運用思想之試題。

試題果由何人而出？只知講述之教師乎？抑係日常與研究生往來，如遇問題務求解決，故有權出題考試大學本科生之教師乎？

在任何大學中，孰為學術權威？非大學校長，非大學校務會，亦非各講座教授。唯有教室、導師、圖書館、實驗室中所行為，以及師生所担任之研究工作，乃為學術權威。如在各處所研究者為有價值之學術，則無論大學校長、學院院長、校內外考試委員、學科主任均無由異議。但若所研究者並無價值，則不論任何制度，任何部門，自大學校長以迄學科主任與助教等均無法糾正其濫用學術尊嚴，或將其推翻。

開發中國家所創設之大學能否有新發現以震動全球？有時自亦有之。但此非當務之急。倘此等大學所著重者非考試制度，而係誘導學生思考，則即使舉辦舉世教育以應社會急需，亦足以改善世界。蓋先有能思考之教師，方可有能思考之學生。

開發中國家人口每年增加率為百分之三點五，新設大學屆一九七五年時如能造就百分之二高級人才，從事教職、公務、農業與工業技術等專業，以適應其本國急需，則最嚴重之問題即告解決：（一）首先為供應負責優秀份子，以其技術知識從事開發國家之物質資源；（二）其次以發展學術研究為主之教授水準，使社會對優秀份子之需要一變而為迫切。

開發中國家，如何可以在經濟上支持大學，致力於學術研究，並開設研究院課程？大多數亞非大學對勉勵研究之用之圖書館及實驗室設備均付闕如。且教師忙於授課考試，準備教材及閱讀自修之暇亦極缺乏。唯一希望繫於大學資助教職員進修計劃。協助初級教職員出國進修一年，倘事前有縝密計劃並認真督導，使優秀之副講師，得繼續其研究工作，吸收新知，然後開發中國家新設大學可向先進大學就教室、研究討論會及實驗室等方面取法，自可收事半功倍之效。至於資助高級教職員赴海外進修半年，亦同屬重要，因如此可在亞非及西方各國，從事有創作性之研究，並參加建設新大學之工作，蓋今後百年之歷史實孕育於各大學中。

（四）

第三點，即關於大學所負繼續發揚固有文化重新予以估價，繼往開來之任務一點，就新開發中國家與大學任務關係密切一方面而論，確有令人惋惜之處。新開發中國家之社會每因爭取自主及經濟利益，往往犧牲其固有文化，雖非出於抉擇，實亦形勢使然。艾里奧認為將來實為過去傳統之結晶。本世紀開發中國家每犧牲其視為神聖之國故，以求安全。其過去所有已日漸無關重要，甚至其本國語文亦有陵夷之危。所有後起之

(一)「各大學在高等教育制度中所負之特殊任務」；

(二)「一九六三至一九六八年間英聯邦大學事務之顯著發展」；

(三)「開發中國家大學對高等教育所負之任務」。

主要之演講人，係由英聯邦各地區分別選任，而李校長亦應邀為演講人之一，於第三次全體會議開幕時，發表演講。

本大學於一九六四年正式加入英聯邦大學協會為會員後，今始為首次參加該協會每五年舉行一次之大會。此項五年舉行一次之大會，其目的乃欲促進各會員大學，互相了解與合作。因此邀請各會員大學派校長與大學教師二人，及非任教職之大學校董一人為代表。至於每一大學，與當地政府及社會，各有其特殊之關係，故凡非任教職之各代表，可乘此大會之良機，彼此交換意見及經驗。本大學亦得藉本屆大會之機緣，與該協會各大學校長及學者，建立密切之聯繫。

李校長卓敏博士於出席大會之前，先到墨爾本，參加於八月十日至十四日在該地舉行之英聯邦大學校長暨行政首長會議。李博士先赴澳洲柏茲訪問，即轉程前往墨爾本，並於大會開幕之後，訪問澳洲及紐西蘭各大學。

本大學校長李卓敏博士，於第三次全體會議開幕時發表演講，講題為「開發中國家大學對高等教育所負之任務」。其演講詞之譯文如下：

開發中國家

大學對高等教育所負之任務

(一)

前兩次全體會議及各小組討論會中，關於開發中國家大學所負任務問題，已有詳盡討論，頃間勃特伍斯先生(Mr. Buterworth)所論尤為透徹。本人今茲所述，諒已無關宏旨。然而如將若干要點綜合一提，或亦不無價值。請先引述某開發國家某大學校長言論：

「大學必須根生土長，方能名符其實。大學不能枝葉扶疏，果實纍纍，由英德移植而來，亦不能如紡織廠，可於六個月內，趕設完成，以應急需。」

發表此論者為美國哈佛大學校長艾里奧(President Eliot)，即今日在此聚首某大學校長之令祖父，此言出於一百年前，時哈佛學院已成立二百年。

「美國創辦大學，並非以外國高等教育機構為藍本，如法泡製……係依照美國政治情況及社會風氣，順乎自然，假以時日，發展而成。」

吾人一聆此語，即欲查究「開發中國家」一詞意義何指，並念及另一問題，即高等學府有因摹仿外國學府而質素稍遜，與本國大學顯然不同，其不同之意義何在？不寧惟是，或主張謂：大學必須反映政治情況與社會風氣之如何形成，及如何發展。誠如是，則大學必須不斷改革。但此種改革之步調亦成問題，因現時「政治情況及社會風氣」變動迅速而劇烈，甚至十八、十九世紀之美國亦望塵莫及。

是以吾人更須進一步研究「開發中國家」概念。「開發中國家」一詞，本身即有經濟上之含義，是否較今日亞非社會本身種種問題，及其資源、前途，意義更為重大？開發中國家對此問題是否應另有解釋？艾里奧曾謂，開發中國家本國大學絕不可依賴紡織技術之進步而建立，應符合政治情況及社會風氣，假以時日，順乎自然發展。此語然乎？否乎？當今之世，亞非國家有無充份人力，使大學得以順乎自然而發展？事實上，時在今日，大學亦非經濟發展所促成，經濟發展反背大學是賴。以下三點係一百年前提出，今日重提，可資對照，因此頗具意義：

- 一、開發中國家大學與本國政治、社會所遭受之壓力及經濟上之需要，有何關係？
- 二、開發中國家所辦大學，是否須儘先設立研究院，着重專門研究傳授現代知識？

三、對於繼續發揚固有文化，重新予以闡釋，繼往開來，以裨益本國與世界，大學所負任務為何？

(二)

關於大學對政治與社會所遭受壓力之關係一節，吾人首先明白，所有開發中國家之大學，大都為廿年前所設。印尼第一間國立大學設於一九四〇年。目前印尼高等教育機構，國立者八間，私立者更不止此數。學生人數共達十萬餘人。自一九四五年以來，開發中國家大學之增加率，印尼為百分之一千，全亞非平均為百分之四百。

今日開發中各國大學多係公立，為政府所創辦。同時，所有政治領袖、公務人員、政府學校暨學術機構之教師與技術人員，亦幾全賴大學造就。亞非各國甫脫殖民地地位，正當民族主義抬頭之時，此等大學目前自然而然為國立高等教育機構，實為順理成章之舉。

開發中國家之定義諒為：凡一國在校肄業之大學生，其人數超過在社會上服務之大學畢業生，即為開發中國家。此等社會中大學生實為國家優秀份子，對國家負有重任。不獨羣眾視之為國家之良知，彼等自身亦當仁不讓。范文正公為秀才時，曾有「先天下之憂而憂」之名言，即為最好之說明。

大學負此責任，即係發揮本身之功能。但此一責任，又復充滿內憂外患，如大學要務受政治干涉，即其一端。此外，鑽入牛角尖中，將毫無生氣之計劃反列為急務，亦屬禍患。凡此皆足令任何大學自趨毀滅。

發表言論之責任，係各大學所特有之自由，但「自由」與「責任」本有矛盾，蓋一般人向以為大學發表言論之自由特權，祇限於關乎尋求客觀真理與知識，及其本身之方針者為宜，不應涉及與已無關之其他事項。惟據吾人所知，社會人士每有將其私人及團體之利益與大學生之正常生活打成一片者，如大學欲擺脫此種人士，實有困難。就世界各地大學生本身而言，此類困難，吾人早已耳聞目睹。



中文大學校刊

英國文化協會捐贈圖書

英國文化協會於過去四年來，繼續以各種寶貴圖書捐贈本大學，本校三成員學院，教育學院，大學圖書館，暨新亞雅禮中國語文研習所等，均曾蒙該會慷慨捐贈圖書。

十七人將獲頒授

碩士學位

本大學宣佈，今年本校研究院碩士學位考試，成績及格者共十七人，將於十月舉行之畢業典禮中，獲頒授碩士學位，其名單如下：

文學碩士

中國歷史學部

區美嫦 羅炳綿

李學銘 曹仕邦

楊祖靈

中國語文學部

張日昇 李達良

李汝大 林炳昌

徐芷儀

哲學學部

許兆理 李植全

地理學部

錢棟祥

商學碩士

工商管理學部

陳大藩 張綺文 林柱華 文國祺

本大學公佈

學位考試成績

本大學一九六八年學位考試成績，業於七月卅日公佈。及格之考生凡四八一人，其中將獲頒授文學士學位者一五六人，理學士學位者一一七人，商學士學位者七九人，社會科學學士學位者一二九人。畢業生考獲卓越成績者共八十三人，計優異成績者十五人，優良成績者六十八人。

英聯邦大學協會

第十屆大會

本大學代表四人，即大學校長李卓敏博士，大學校董會主席關博士祖堯議員，物理學系徐培深教授。及中國語文學系周法高教授等，曾於一九六八年八月十七日至二十三日，在澳洲雪梨參加英聯邦大學協會第十屆大會。

出席大會者，計有一百七十八間高等教育機構之代表，約四百四十人，商討有共同利益之各項問題。其於三次全體會議中所討論者，有下列各主題：

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一九六八年八月

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合組電子計算機委員會	四
本大學發給一九六七至六八年度	四
獎助學金	五
學生就業輔導處招待新畢業生	五
教職員簡介	五
學院消息	五
學人行蹤	七