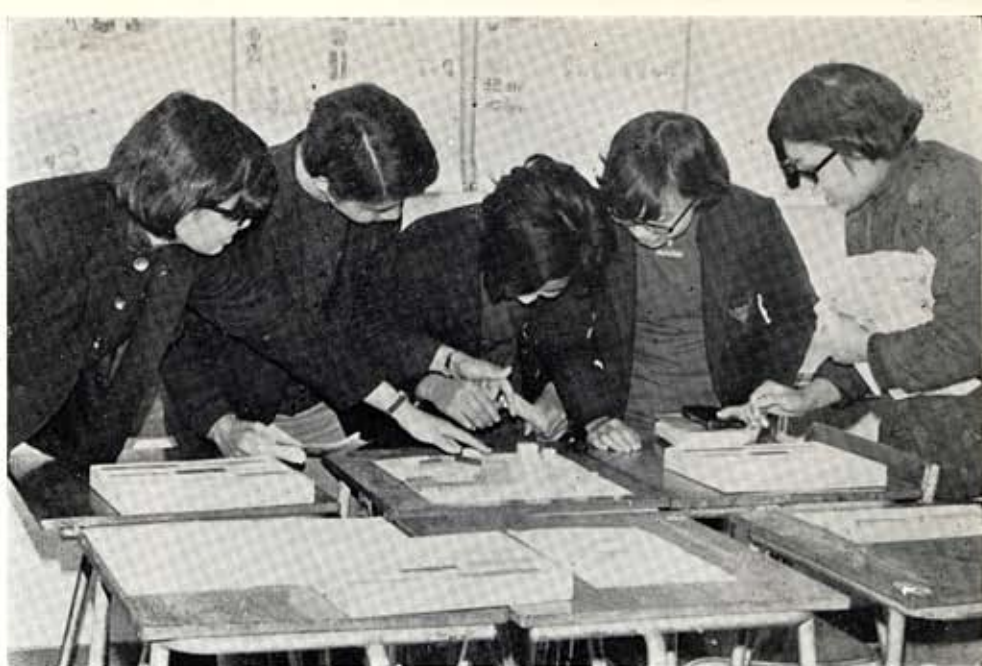


Day

8th February, 1969



# College Open

7th &







Mr. W. D. Gregg,  
Hon. Director of Education



Mrs. H. Yapp  
presenting the prizes



*Presentation  
of*  
**CERTIFICATES  
CEREMONY**

Professor  
N. K. Henderson  
addressing the gathering



Mr. R. Huang,  
the Principal



**CITY HALL  
July, 1968.**







# Specialist Third Year Full-time Course in Music

**Aim** To provide qualified Music Teachers with further training in Music.

**Admission** Applicants should be graduates of the Two-year Course taking Music as a special subject at one of the three colleges of education. Priority will be given to those with further qualifications from the Royal Schools of Music.

**Content** The Course consists of (1) Lectures and tutorials on a) Teaching Method/Psychology, b) Choral Technique/Repertoire, c) Musical History/Form, d) Keyboard Harmony/Accompanying/Transposition/Score Reading, e) Aural Training/Sight Singing, f) Rudiments/Harmony, g) Comparative Phonetics of English, Mandarin and Cantonese. (2) Vocal and Instrumental Tuition: the piano, violin, cello, guitar and a wind instrument.

**Medium of Instruction** English.



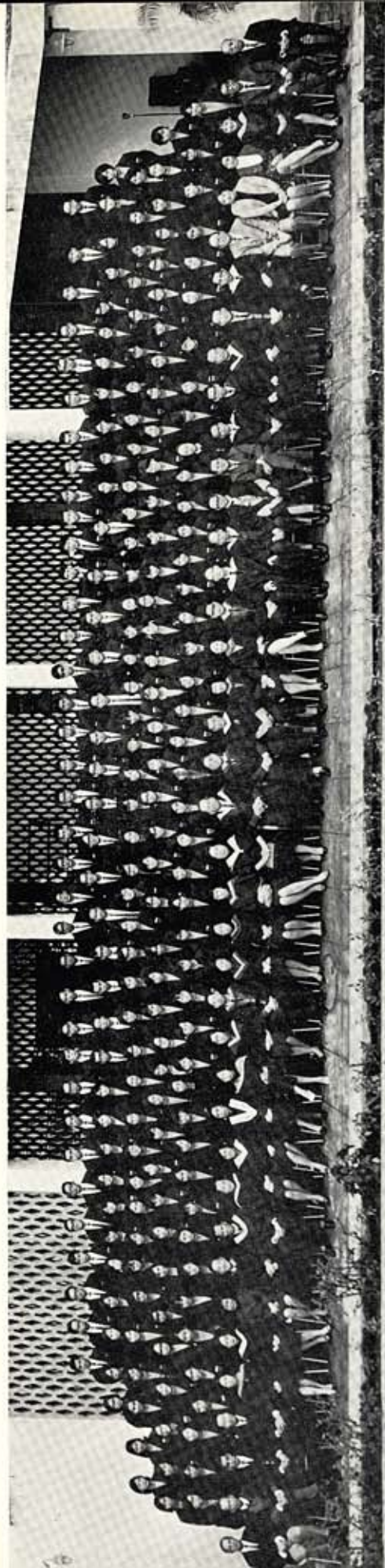
**First Row:** (from left to right, lecturers)

Mr. John Cheng, Miss Margaret Money, Mrs. Kitty Cho Kan Yuk-kit (Head of Department), Mr. Raymond Huang (Principal), Mr. Frank Huang, Mrs. Lo Wong Chan Chee, Mr. Joseph Y. Jao.

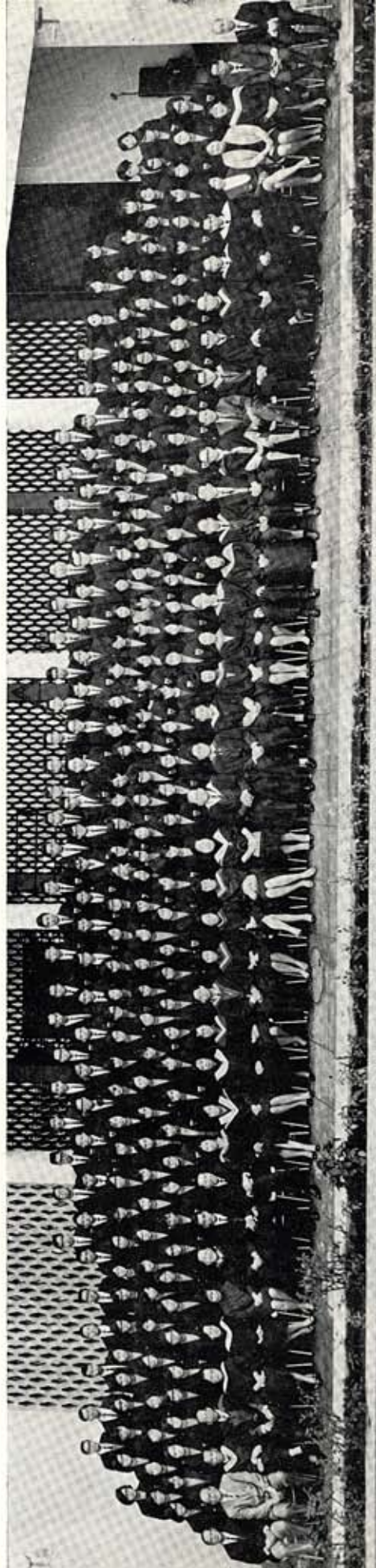
**Second Row:** (from left to right, teachers-in-training)

Wong Wong Po Kin, Wong Sau Hung, Wong Liao Hing Tai, Leung Cheung Yu, Ho Yuk Tin, Leung Sau Shan, Lai Suk Ching, Lam Wai Yin, Cheung Lai Ping, Yang Chan Ying Cheung.





Two-year Course (2nd Year)



Two-year Course (1st Year)



**Women**

No.	Name	Two-year Training	One-year Training
67178	LEUNG Sau-lan	Mathematics	English
67192	MAK Chui-har	Chinese	English
67202	NGAN Siu-yeung	Chinese	English
67207	POON Kun-ying	Chinese	English
67215	SO Sau-king	Geography	English
67221	TAM Shun-ye	Chinese	English
67223	TAM Ying-to	Chinese	English
67225A	TING Woon-lin	Chinese	English
67244	WOO Fung-ye	Mathematics	English
67245	WU Chi-kin	Chinese	English

**THE TEACHING OF 4 ELECTIVE SUBJECTS**  
**(a Two-year Elective and 3 One-year Electives)**  
**(18 students)**

**Women**

No.	Name	Two-year Training	One-year Training
67121	CHENG Man-kok	Geography	Art English
67128	CHOW Shui-fun	Chinese	Art English
67157	KWOK Yu-mei	Geography	Music Art English
67158	LAI Tai-lin	Chinese	Art English
67176	LEUNG Suk-chun	Maths.	Art English
67181	LI Sau-king	Geography	Needlecraft English P.E.
67196	NG Kai-mei	Chinese	Art English
67197	NG Lai-wan	Chinese	Art English
67201	NGAI Yuen-mui	Chinese	Art English
67204	PANG Yin-fun	Chinese	Art English
67210	SHEK Man-wah	Geography	Needlecraft English P.E.
67216	SO Ying-suen	Science	Art English
67222	TAM Siu-to	Chinese	Art English
67232	WONG Fung-ling	Chinese	Art English
67233	WONG May-jane	Chinese	English Music
67234	WONG Mei-ling	History	Art English
67236	WONG Shuk-fong	History	Needlecraft English P.E.
67246	WU May-ye	Science	Needlecraft English P.E.

**SPECIALIST THIRD YEAR MUSIC**  
**(10 students)**

**Women**

No.	Name	Former College	Instruments
M-6801	CHEUNG Lai-ping	N.C.E.	1968 Piano Violin Cello Flute Guitar
M-6802	HO Yuk-tin	S.R.B.C.E.	1968 Piano Violin Cello Flute Guitar
M-6803	LAI Suk-ching	G.C.E.	1967 Piano Violin Cello Flute Guitar
M-6804	LAM Wai-yin	N.C.E.	1961 Piano Violin Cello Flute Guitar
M-6805	LEUNG Cheung-yu	S.R.B.C.E.	1968 Piano Violin Cello Flute Guitar
M-6806	LEUNG Sau-shan	N.C.E.	1962 Piano Violin Cello Trumpet Guitar
M-6807	WONG LIAO Hing-tai	G.C.E.	1965 Piano Violin Cello Flute Guitar
M-6808	WONG Sau-hung	N.C.E.	1959 Piano Violin Cello Clarinet Guitar
M-6809	WONG WONG Po-kin	N.C.E.	1961 Piano Violin Cello Clarinet
M-6810	YANG CHAN Ying-cheung	G.C.E.	1952 Piano Violin Cello Clarinet



**THE TEACHING OF HANDICRAFT**

(13 students)

**Women**

<i>No.</i>	<i>Name</i>
67103	CHAM Wai-ling
67116	CHAN York-ngar
67123	CHEUNG Pui-ying
67135	CHU Kit-mei
67142	HO Lai-kuen
67152	KO Chui-har
67185	LING Choi-kwan
67189	LO Shue-yan
67190	LUK Yim-ngan
67211	SHIN Mo-ching
67226	TO Kwai-fan
67237	WONG Siu-foon
67248	YAM Siu-fun

**Other Electives**

<i>Two-year Training</i>	<i>One-year Training</i>
Chinese	English
Mathematics	English
Chinese	English
History	English
Geography	English
Chinese	English
Geography	English
Geography	English
History	English
Chinese	English
Chinese	English
Chinese	English
Geography	English

**THE TEACHING OF PHYSICAL EDUCATION**

(16 students)

**Men**

<i>No.</i>	<i>Name</i>
67302	AU Wing-cheung
67303	CHAN Cheung-wai
67305	CHAN Ting-sou
67311	CHUN Chun-kay
67313	FUNG Kai-shing
67315	FUNG Shing-hau
67320	LAM Kan-yung
67328	LEE Yiu-chuen
67332	LEUNG Kwok-hung
67334	LEW King-foo
67336	LI Tin-fu
67338	NG Hon-kuen
67339	SUN Hoi-yam
67344	WAN Chung-ngai
67345	WONG Chi-choi
67351	YEUNG Kwok-cheung

**Other Electives**

<i>Two-year Training</i>	<i>One-year Training</i>
Mathematics	English
Mathematics	English
Chinese	English
Mathematics	English
History	English
Geography	English
Chinese	English
Science	English
Science	English
Geography	English
Geography	English
Geography	English
Geography	English
Geography	English
Chinese	English
Mathematics	English

**Women**

67104	CHAN Fung-luen
67106	CHAN Mei-nor
67112	CHAN Wing-sheung
67119	CHAU Ping-chi
67122	CHENG Sau-mei
67131	CHOW Yuet-kuen
67133	CHU Fung-luen
67159	LAI Yuet-ngor
67172	LEUNG Kit-ying

Mathematics	English
Chinese	English
Geography	English
Geography	English
Mathematics	English
Geography	English
Chinese	English
Geography	English
Chinese	English

**Men**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67301	AU Kwan-yuen	Chinese	English
67312	CHUNG Kar-sun	Science	English
67327	LAW Yip-ging	Chinese	English
67330	LEUNG Hing-lin	Chinese	English
67343	TSE Kin-shing	History	English
67348	WU Ho-lam	Mathematics	English

**THE TEACHING OF MUSIC**

(10 students)

**Other Electives****Women**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67118	CHANG Heung-chun	History	English
67120	CHAU Po-luen	History	English
67138	FUNG May-chee	Geography	English
67148	HUI Yuk-wah	History	English
67151	KAM Mo-kun	Chinese	English
67167	LEE Hin-ling	Chinese	English
67199	NG Tse-kuen	History	English
67218	TAI Pui-har	Chinese	English
67250	YIP Ar-chun	Mathematics	English

**Men**

67352	YIP Yuk-fai	Chinese	English
-------	-------------	---------	---------

**THE TEACHING OF NEEDLECRAFT**

(13 students)

**Other Electives****Women**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67113	CHAN Yee-may	Chinese	English
67114	CHAN Yin-yee	History	English
67115	CHAN Ying-kwai	History	English
67141	HAU Lai-wah	Chinese	English
67146	HUI Sui-mui	Chinese	English
67163	LAM Wan-ying	Chinese	English
67168	LEE Hung-ngai	Chinese	English
67169	LEE Po-chun	Chinese	English
67194	MONG Kwan	Chinese	English
67212	SHUM So-sheung	Chinese	English
67229	TSO Sau-ha	Chinese	English
67239	WONG Sui-han	Chinese	English
67249	YEUNG Yuen-yee	Chinese	English



**Men**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67314	FUNG Kwok-lin	Mathematics	Art
67316	HO Chik	Geography	Physical Education
67317	KO Yee-shun	Chinese	Physical Education
67318	KWOK Siu-kee	Mathematics	Physical Education
67319	KWONG Man-ho	Mathematics	Physical Education
67321	LAM Man-kwong	Chinese	Art
67322	LAM Wing-sum	Chinese	Art
67323	LAU Se-yin	Chinese	Art
67324	LAU Tak-wing, D.	Chinese	Art
67325	LAW Chi-hing	Mathematics	Art
67326	LAW Tak-ming	Chinese	Physical Education
67329	LEUNG Fook-chuen	Geography	Physical Education
67331	LEUNG Kam-sum	Chinese	Physical Education
67335	LI Kwok-wah	Mathematics	Physical Education
67337	LUK Man-ying	Science	Physical Education
67340	SUN Leung-sik	Chinese	Physical Education
67341	TANG Ming-keing	Chinese	Physical Education
67342	TSANG Shu-sum	History	Physical Education
67346	WONG Chung-wa	Chinese	Physical Education
67347	WONG Hung-chor	Science	Physical Education
67349	YAM Kui-bun	Geography	Physical Education
67350	YEUNG Fuk-chuen	History	Art
67353	YIU Fong-yui	Chinese	Physical Education

**THE TEACHING OF ART**  
(23 students)

**Women**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67101	AU Wai-mei	History	English
67110	CHAN Wai-ling	Chinese	English
67125	CHEUNG Wai-yin	History	English
67127	CHOW Man-chee	Science	English
67129	CHOW Siu-han	Chinese	English
67160	LAM Man-chun	Chinese	English
67174	LEUNG Lai-ping	Chinese	English
67186	LING Kam-yin	Chinese	English
67188	LO Chau-har	Chinese	English
67195	NG Chor-luen	History	English
67200	NG Yuen-lee	Geography	English
67208	POON Ling-ye	Chinese	English
67213	SIN Miu-lan	Chinese	English
67235	WONG Sau-kum	History	English
67238	WONG Siu-guen	History	English
67243	WOO Choi-ling	Science	English
67251	YIU Sau-hang	History	English

**Other Electives**

**Women**

<i>No.</i>	<i>Name</i>	<i>Two-year Training</i>	<i>One-year Training</i>
67162	LAM Shui-ying	Chinese	Physical Education
67164	LAU May-ling	Chinese	Music
67165	LAU Shuk-yee	History	Art
67166	LAW Sing-leung	History	Art
67170	LEE Woon-cheung	Geography	Music
67171	LEUNG Fung-yin	History	Physical Education
67173	LEUNG Kwan-wai	Science	Art
67177	LEUNG Suk-hing	History	Music
67179	LEUNG Wing-mui	Geography	Music
67180	LI Kwok-in	Chinese	Art
67182	LI Shu-chi	Chinese	Art
67183	LI Wai-chun	History	Art
67184	LIANG Chiu-ying	History	Art
67187	LING Kit-bun	Mathematics	Music
67191	MA Siu-mi	Geography	Art
67193	MAN Oi-lin	History	Art
67203	PAAU Pui-may	Chinese	Art
67205	PONG Hang-wah	History	Physical Education
67206	POON Kam-sheung	Science	Art
67209	POON Yuen-wai	Geography	Music
67214	SO Lai-wah	Mathematics	Physical Education
67217	SZE Yuen-man	Mathematics	Music
67219	TAI Sau-lin	History	Music
67220	TAM Lai-ming	Chinese	Art
67224	TANG Wai-ling	Chinese	Music
67225	TANG Yuen-hang	Geography	Music
67227	TO Shuk-fong	Science	Music
67228	TSO Chee-wah	Mathematics	Art
67230	WAI Sau-king	Mathematics	Music
67231	WAN Man-sheung	Chinese	Physical Education
67240	WONG Wai-fun	Science	Physical Education
67241	WONG Wun-sum	Chinese	Art
67242	WONG Yat-siu	Chinese	Music
67247	WU Yuet-foon	History	Music
67252	YU Chuen-wing	History	Music
67254	YU Kwai-lan	Chinese	Art
67255	YU Siu-ling	Geography	Art

**Men**

67304	CHAN Pui-kei	Mathematics	Physical Education
67306	CHAN Ying-lun	Chinese	Physical Education
67307	CHENG Hong-kwok	Chinese	Physical Education
67308	CHEUNG Man-tuen	Science	Art
67309	CHIU Lam-shing	Geography	Physical Education
67310	CHU Kwok-cheung	Chinese	Art



## FINAL YEAR STUDENTS

1969

*The following teachers-in-training are expected to complete their professional training in July 1969.*

*The names are grouped according to their First Elective Subjects. Their Second and Third Electives are also indicated.*

There are 8 groups (1-7, 2nd year : 8, 3rd year)

- (1) English
- (2) Art
- (3) Handicraft
- (4) Music
- (5) Needlecraft
- (6) { Physical Education (men)  
Physical Education (women)
- (7) The Teaching of 4 Elective Subjects
- (8) Specialist Third Year Music

### THE TEACHING OF ENGLISH

(90 students)

#### Other Electives

#### Women

No.	Name	Two-year Training	One-year Training
67102	CHAK Yin-ming	Chinese	Art
67105	CHAN Lai-ping	History	Music
67107	CHAN Miu-yung	Geography	Handicraft
67108	CHAN Shui-kam	Chinese	Art
67109	CHAN Shui-yee	Mathematics	Art
67117	CHAN Yuk-man	Chinese	Music
67124	CHEUNG Wai-chung	History	Art
67126	CHOI Lo-ching	Chinese	Art
67130	CHOW Wai-har	History	Art
67132	CHOY Lai-ching	Mathematics	Art
67136	CHUNG Sai-yee	Chinese	Art
67137	FONG Kam-mui	Chinese	Handicraft
67139	FUNG Pui-man	History	Art
67143	HO Pui-fan	Chinese	Music
67144	HO Suk-yin	Geography	Music
67145	HO Yee-wai	Chinese	Art
67147	HUI Yat-lee	Chinese	Physical Education
67149	IP Sau-ping	Geography	Music
67150	JOR Yin-fun	Geography	Art
67153	KU Yin-han	History	Art
67154	KUNG Che-bing	History	Art
67155	KWOK Hiu-chong	Chinese	Music
67156	KWOK Woo	Chinese	Music
67161	LAM Pui-ling	History	Physical Education

To facilitate learning and teaching it is necessary to find a system that will represent the Mandarin speech in a simple, direct and accurate way. It is the responsibility of the teacher to choose the most scientific system of notation.

If we examine the phonetic structure of Mandarin speech in terms of vowel and consonant we have the following:

Character	CPS	CPA	IPA	Syllabic Structure
啊	Y	a	/a/	Vowel
哈	ㄏY	ha	/ha/	Consonant + Vowel
安	ㄢ	an	/an/	Vowel + Consonant
酣	ㄏㄢ	han	/han/	Consonant + Vowel + Consonant
呀	ㄧY	ya	/ia/	Diphthong
加	ㄐㄧY	jia	/dzia/	Consonant + Diphthong
央	ㄩㄤ	yang	/ian/	Diphthong + Consonant
江	ㄐㄧㄤ	jiang	/dzian/	Consonant + Diphthong + Consonant
腰	ㄧㄠ	yao	/iou/	Triphthong
標	ㄅㄧㄠ	biao	/biou/	Consonant + Triphthong

It will be noticed that there are ten different syllabic patterns. These 10 patterns should not be described vaguely in terms of the initial and final. Something more accurate and precise should be used. The best notation appears to be the one that will represent the sound unit or units separately in each syllable, such as the vowel, diphthong and consonant concerned.

Going through the different systems of notations one will find that the IPA symbols describe accurately the construction of all speech sounds. A structural analysis of Mandarin Speech can best be obtained through the phonetic symbols of individual vowels and consonants in a syllable. The system of the one-sound one symbol of the IPA is therefore recommended for the learning and teaching of Mandarin pronunciation.

The above article is extracted from **Mandarin Pronunciation Explained with Diagrams** by Raymond Huang:

**COPY RIGHT RESERVED.**



## COMMENT

Note that in Vowel No. 1, the single i-sound is represented in different ways. When used by itself as a single sound to represent the spoken word 衣 it is, in some notations, represented by i and also by yi. In the second example the same vowel is used in the final position and it is always represented by i. For similar examples of this kind, see Vowels 2 and 7.

The use of two letters for a single sound illustrates the ancient theory well established by Han Dynasty that the pronunciation of a Chinese word (all Chinese words are monosyllabic) can be derived from the initial and the final of two other words or syllables, the first provides the beginning sound; the second provides the final or the rest of the sound in the tone required. Thus to find X, you will have to derive it from the initial of Y and the final of Z. If you don't know Y or Z, you will have to derive Y or Z from another two different given syllables. Thus 秋 is derived from 七 and 優. If, for example, you don't know the sound of 優, you will have to obtain it from two other given syllables, i.e. 衣 and 休. But if you do not know 衣 or 休, you will have to carry on with the same method until you solve your problem. So the method is rather slow and indirect.

Because of the absence of phonetic symbols and letters in ancient China, this "initial and final" method known in Chinese as "Fan Ch'ieh" (反切) was the only solution to the problem. With the Roman-letters available nowadays the sound of a spoken word can directly and indeed promptly be derived from letters representing the vowels and consonants concerned, e.g. 秋 directly from /tsiu/. The tone can be indicated by a number (4) or a mark (-) written at the top left corner e.g. /-tsiu/.

Vowels 1, 2 and 7 are some of the single vowels that may be used independently for spoken words. From the structural point of view they are neither "initials" nor "finals". However, to correspond to the pronunciation method of the initial and final, these single vowels are, in some notations, represented by two letters, e.g. yi, yü and wu. i, ü and u are regarded as "finals" while y and w as "initials". Here y and w may be regarded as mute letters, letters that have no sound value.

Again when the i-sound i.e. /i/ and the u-sound i.e. /u:/ are used initially in the diphthongs and triphthongs, they are written as y and w; when preceded by another sound they are written as i and u (see Diphthongs 16-22 and triphthongs 23-27). This is because i and u are regarded as "finals", so when they are used initially they have to be represented by y and w instead.

The use of y and i, w and u for the same sound and the use of two letters for one single vowel, such as yi for the i-sound and wu for the u-sound, will cause confusion to the learner.

Note that the romanization for Diphthong <sup>9</sup>18 is different when it is followed by /n/. In CPA and WG the diphthong is written as yue and yueh, but when followed by /n/ it is written as yuan and yuan. In each case e is replaced by a.

These complications in romanization are partly due to the influence of the traditional English spelling system in the use of a, e, y and w and partly due to the theory of the initial and final. This theory has often been mistaken as a description of the phonetic structure of all Chinese syllables. In fact it is not a description of the syllabic structure but a description of an ancient method in the combination of speech sounds. Thus 惡 /u:/ may be derived from 烏 /u:/ and 故 /gu:/. In this case the "initial" of the first word provides the sound and the "final" of the second word, the tone required. But as far as the structure is concerned the syllable consists of only one vowel and should therefore be represented by w or u but not wu. wu represents the fan-ch'ieh form of spelling.

Now examine the symbols of the consonants, the voiceless plosives /p.t.k/ are, in some notations, represented by p', t' and k'; while the voiced plosives /b.d.g/ are represented by p.t.k. This method is again confusing to the learner. For practical purposes the voiceless plosives should be written as p, t, k, and the voiced ones simply as b, d, g.



## CONSONANTS

No.	IPA	EXAMPLE	CPS	GR	CPA	WG	IM	YS	FR	GM	RS
1	/m/	媽/ma/	ㄇㄚ	mha	ma	ma	ma	ma	ma	ma	Ma
2	/n/	哪/na/	ㄋㄚ	nha	na	na	na	na	na	na	Ha
3	/ŋ/	英/ɪŋ/	ㄩㄥ	ing	ying	ying	ing	ying	ying	ying	ИH
4	/l/	哩/li/	ㄌㄧ	lhi	li	li	li	li	li	li	ЛH
5	/p/	葩/pa/	ㄆㄚ	pa	pa	p'a	p'a	pa	p'a	p'a	Па
6	/b/	八/ba/	ㄅㄚ	ba	ba	pa	pa	ba	pa	pa	Ба
7	/t/	梯/ti/	ㄊㄧ	ti	ti	t'i	t'i	ti	t'i	t'i	ТH
8	/d/	低/di/	ㄉㄧ	di	di	ti	ti	di	ti	ti	ДH
9	/k/	科/ks/	ㄎㄜ	ke	ke	k'ê	k'e	ke	k'o	k'o	КЗ
10	/g/	哥/gs/	ㄍㄜ	ge	ge	k'ê	ke	ge	ke	ko	ГЗ
11	/h/	憨/han/	ㄏㄢ	han	han	han	han	han	han	han	ХАНЬ
12	/f/	發/fa/	ㄈㄚ	fa	fa	fa	fa	fa	fa	fa	ФА
13	/s/	三/san/	ㄙㄢ	san	san	san	san	san	san	san	САНЬ
14	/ts/	餐/tsan/	ㄘㄢ	tsan	can	ts'an	ts'an	tsan	ts'an	ts'an	ЦАНЬ
15	/dz/	簪/dzan/	ㄘㄢ	tzan	zan	tsan	tsan	dzan	tsan	tsan	ЦЗАНЬ
16	/ɕ/	希/ɕi/	ㄒㄧ	shi	xi	hsi	hsi	syi	hi	hi	СИ
17	/tɕ/	溪/tɕi/	ㄒㄧ	chi	qi	ch'i	ch'i	chi	k'i	k'i	ЦИ
18	/dɕ/	基/dɕi/	ㄒㄧ	ji	ji	chi	chi	ji	ki	ki	ЦЗИ
19	/ʃ/	身/ʃən/	ㄕㄢ	shen	shen	shên	shen	shen	chen	schen	ЩЭНЬ
20	/ʒ/	扔/ʒən/	ㄕㄢ	rhen	ren	jên	ren	ren	jen	jen	ЖЭНЬ
21	/tʃ/	昌/tʃaŋ/	ㄘㄨㄥ	chang	chang	ch'ang	ch'ang	chang	tch'ang	tsch'ang	ЧАН
22	/dʒ/	章/dʒaŋ/	ㄘㄨㄥ	jang	zhang	chang	chang	jang	tchang	tschang	ЧЖАН



No.	IPA	EXAMPLE	CPS	GR	CPA	WG	IM	YS	FR	GM	RS
20	/ue/	溫/uen/	ㄩㄣ	uen	wen	wên	uen	wen	wen	wen	ВЭНЬ
		春/tsuen/	ㄘㄨㄣ	chuen	chun	ch'un	ch'uen	chwun	tch'ouen	tsch'un	ЧУНЬ
21	/uo/	窩/uo/	ㄨㄛ	uo	wo	wo	uo	wo	wo	wo	ВО
		豁/huo/	ㄏㄨㄛ	huo	huo	huo	huo	hwo	houo	huo	ХУО
22	/ua/	蛙/ua/	ㄨㄚ	ua	wa	wa	ua	wa	wa,oua	wa	ВА
		花/hua/	ㄏㄨㄚ	hua	hua	hua	hua	hwa	houa	hua	ХУА
		荒/huang/	ㄏㄨㄤ	huang	huang	huang	huang	hwang	houang	huang	ХУАН
		灣/uan/	ㄨㄢ	uan	wan	wan	uan	wan	wan	wan	ВАНЬ

## TRIPHTHONGS

23	/iai/	崖/iai/	ㄧㄞ	iai	yai	yai	iai	yai	yai	yai	ЯЙ
24	/iau/	腰/iau/	ㄧㄠ	iau	yao	yao	iao	yau	yao	yao	ЯО
		交/dziau/	ㄉㄧㄠ	jiau	jiao	chiao	chieo	jyau	kiao	kiao	ЦЯО
25	/iou/	幽/iou/	ㄧㄡ	iou	you	yu	iu	you	yeou	yu	Ю
		鳩/dziou/	ㄉㄧㄡ	jiou	jiu	chiu	chiu	jyou	kieou	kiu	ЦЮ
26	/uei/	威/uei/	ㄨㄝ	uei	wei	wei	uei	wei	wei	wei	ВЭЙ
		規/guei/	ㄍㄨㄝ	guei	gui	kuei	kuei	gwei	kouei	kuei	ГУЙ
27	/uai/	歪/uai/	ㄨㄞ	uai	wai	wai	wai	wai	wai	wai	ВАЙ
		乖/guai/	ㄍㄨㄞ	guai	guai	kuai	kuai	gwai	kouai	kuai	ГУАЙ

## VOWELS AND CONSONANTS FROM THE SIMPLE TO THE COMPLEX

To facilitate learning and teaching the vowels and consonants in the following are arranged as far as possible from the easy to the difficult, so that the understanding of one sound will help the learner to acquire the next.

## VOWELS

No.	IPA	EXAMPLE	CPS	GR	CPA	WG	IM	YS	FR	GM	RS
1	/i:/	衣 /i:/ <sup>+</sup>	ㄨ	i	yi	i(yi)	i	yi	yi	i	И
		低 /di:/	ㄉ	di	di	ti	ti	di	ti	ti	ДИ
2	/y/	於 /y/	ㄩ	iu	yu	yü	ü	yu	yu	yü	ЮЙ
		虛 /sy/	ㄊ	shiu	xu	hsü	hsü	syu	hiu	hü	СЮЙ
3	/ε/	唉 /ε/	ㄛ	(See diphthong 15 /iε/.)							
4	/a/	安 /an/	ㄢ	an	an	an	an	an	ngan	an	АНЬ
5	/a/	啊 /a/	ㄚ	a	a	a	a	a	a	a	А
		航 /an/	ㄤ	ang	ang	ang	ang	ang	ngang	ang	АН
6	/o/	坡 /po/	ㄛ	po	po	p'o	p'o	pwo	p'o	p'o	ПО
7	/u:/	烏 /u:/ <sup>+</sup>	ㄨ	u	wu	wu	u	wu	wu	wu	У
		朱 /dzu:/	ㄗ	ju	zhu	chu	chu	ju	tchou	tschu	ЧЖУ
8	/x/	刻 /kx/	ㄎ	ke	ke	k'e	k'e	ke	k'o	k'o	КЭ
9	/3/	儿 /3/	ㄟ	el	er	êrh	rĭ	er	eul	ör	ЭР
10	/ə/	恩 /ən/	ㄣ	en	en	ên	en	en	ngen	en	ЭНЬ
11	/ɛ/	私 /sɛ/	ㄘ	sy	si	ssü	sĭ	sz	sseu	sse	СЫ

(<sup>+</sup>The symbols /i:/ and /u:/ may be simplified as /i/ and /u/.)

## DIPHTHONGS

12	/ei/	非 /fei/	ㄝ	fei	fei	fei	fei	fei	fei	fei	ФЭЙ
13	/ai/	哀 /ai/	ㄞ	ai	ai	ai	ai	ai	ngai	ai	АЙ
14	/au/	凹 /au/	ㄠ	au	ao	ao	ao	au	ngao	ao	АО
15	/ou/	歐 /ou/	ㄡ	ou	ou	ou	eo	ou	ngeou	ou	ОУ
16	/ie/	椰 /ie/	ㄟ	ie	ye	yeh	ie	ye	yai, ye	ye	Е
		貼 /tic/	ㄝ	tie	tie	t'ieh	t'ie	tye	t'ie	t'ie	ТЕ
17	/ia/	呀 /ia/	ㄚ	ia	ya	ya	ia	ya	ya	ya	Я
		加 /dzia/	ㄐ	jia	jia	chia	chia	jya	kia	kia	ЦЗЯ
18	/yu/	雍 /yung/	ㄩ	iong	yong	yung	iong	yung	yong	yung	ЮН
		烏 /dzun/	ㄨ	jiong	jiong	chiung	chiong	jyung	kiong	kiung	ЦЗЮН
19	/ye/	日 /ye/	ㄝ	iue	yue	yüeh	üe	ywe	yo	yüe	ЮЕ
		腳 /dzye/	ㄝ	jiue	jue	chüeh	chüe	jywe	kio	küe	ЦЗЮЕ
		淵 /ycn/	ㄩ	iuau	yuan	yüan	üen	ywan	yuan	yüan	ЮАНЬ
		娟 /dzyen/	ㄩ	jiuan	juan	chüan	chüen	jywan	kiuan	küan	ЦЗЮАНЬ



# SYMBOLS OF MANDARIN VOWELS AND CONSONANTS

by Mr. RAYMOND HUANG

## CALLIGRAPHY AND ROMANIZATION

The most internationally used notation for language communication nowadays is Roman transcription. It represents the sound of a language and is different from the traditional Chinese calligraphy with its aim to represent idea instead.

The traditional Chinese writing is an art; it represents culture and civilization. As basically it has no reference to pronunciation it may be used as a silent language to convey idea from one people to another who have different spoken languages. Take for example the character 人, as it has no indication of sound, it may be pronounced in various ways, such as jen in Mandarin, nang in Swatow, yan in Cantonese and man in English and so forth. So the traditional Chinese writing may be used as an international means to represent idea.

In spite of the value of the Chinese Characters there is no reason why the Chinese spoken language, like all other languages, should not be written in Roman transcription as well. Take for example Mandarin or Gwoyeu, i.e. the official Chinese national spoken language. When written in Roman or phonetic transcription it has several advantages. It will (1) conform to the international linguistic transcription and usage, (2) facilitate the acquiring of the Mandarin sounds and (3) facilitate also the learning of the Characters.

## TYPES OF ROMANIZATION

Today the Chinese National Language is written in many systems of sound transcription. The most common ones are as follows:

CPS Chinese Phonetic Signs or the Zhuyin Fuhao established in 1918

GR Gwoyeu Romatzyh The GR is different from other transcriptions in that it indicates the differences in tones neither by numbers nor by tonal marks but by different letters in the spelling. Officially accepted in China in 1926 it was designed as a counterpart of the CPS. (In this article the GR is only given in the first tone; for the other three tones, see *Mandarin Pronunciation explained with Diagrams* by the Author.)

~~CPA CAP~~ The Chinese Phonetic Alphabet was established in China in 1957 and is now widely used.

(The above three types are of Chinese origin.)

WG The Wade-Giles system is most widely used in Sino-English dictionaries, e.g. Mathews' Chinese-English Dictionary, Revised American Edition, 1967.

IM Inland Mission System of England

YS Yale System of the United States of America

FR The well known French system is that of l'Ecole Française d'Extreme Orient (cf Bulletin de l'Ecole Française de L'Extreme Orient, 1902 p. 178) whose rules are usually observed by French sinologists.

GM The most commonly used German system is presented in the remodelled version used by the editors of the new Rudenberg Dictionary (Rudenberg and Strange, "Chinesisch — Deutsches Wörterbuch" Hamburg 1958-63).

RS The most currently used Russian transcription is based on the system in I.M. Osanin's Dictionary.

IPA Phonetic Symbols of the International Phonetic Association They are now currently used all over the world.

For the convenience of different learners who are familiar with different systems of notations, each Mandarin vowel or consonant here is represented by the above types of notations together with the commonly used Chinese characters.

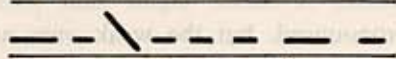
According to the phonetic structure of Mandarin speech there are 27 vowels (11 pure vowels, 11 diphthongs, 5 triphthongs) and 22 consonants.



## c. Change of meaning and attitude



Answer to "Who is sitting in the classroom?"



Answer to "What is he doing?"



Answer to "Where is he sitting?"

John is sitting in the classroom.

Try the following sentence with different intonations and you will find that the implication in each case is not the same.

Dear John,

I can't dance with you this Saturday night.

Sincerely yours,

Margaret.

\*

---

Good pronunciation means good articulation, stress, rhythm and intonation. Pronunciation methods therefore deal with the entire language skill which can best be acquired through careful listening and systematic practice.

## BOOKS

- ALLEN, W. Standard (1954) - - - *Living English Speech*. Longmans, London.
- GIMSON, A. C. (1962) - - - - - *An Introduction to the Pronunciation of English*.  
Edward Arnold (Publishers) Ltd., London.
- HUANG, R., and  
GREEN, A. W. T. (1964) - - - *Intonation in Idiomatic English for Chinese Students  
in South-East Asia, Book One*.  
Hong Kong University Press.
- HUANG, R. (1965) - - - - - *English Pronunciation explained with Diagrams*.  
Hong Kong University Press.
- HUANG, R. (1968) - - - - - *English Speech Training in 45 Illustrated Lessons*.  
Hong Kong University Press.
- JONES, Daniel (1956) - - - - - *An Outline of English Phonetics* (8th edition).  
Cambridge University Press.
- MasCARTHY, P. D.A. (1952) *English Pronunciation* (4th edition).  
W. Heffer & Sons Ltd., Cambridge.
- JONES, Daniel (1963) - - - - - *An English Pronouncing Dictionary* (12th edition).  
J. M. Dent, London.



Secondly the stressed syllables occur at more or less regular intervals of time, but the weak syllables, whether many or few, occupy the time between them. Because of the regularity of stress the rhythm of English tends to be regular. So for practice you may clap your hands at the stressed syllable and try to get a regular rhythm.

Thirdly the stressed syllables are fully pronounced, but the weak ones are reduced and diminished e.g.

have /have/ is reduced to /əv/

you /juu/ is reduced to /ju/

Fourthly the stressed syllables take the major tones, forming the tune for the utterance:



'What have you 'done?  
'What have you 'got?  
'What is your 'name?  
'Where have you 'been?  
'Where are you 'going?  
'When are you 'going?  
'Which is your 'car?



I've done 'nothing.  
I've got a 'watch.  
My name is 'John.  
I've been to 'London.  
I am going 'home  
Very 'soon.  
The 'yellow one.

Here are the main points:

<i>Strong</i>	<i>Weak</i>
longer	shorter
louder	softer
at regular interval	between stressed syllables
strong form	weak forms
definite tone	intonation controlled by the tones of the stressed syllables

The student must learn the rhythm and tune as he learns how to pronounce the words. Very often the real meaning of words depends on how they are pronounced. Note how a change of stress and intonation changes the meaning of the following:

a. Parts of speech distinguished by stress and intonation

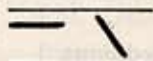


'contest (noun)  
'contract  
'discount  
'export  
'object

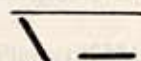


con'test (verb)  
con'trast  
dis'count  
ex'port  
ob'ject

b. Change of meaning caused by a change of stress and intonation



'black 'board one that is black  
'blue 'book one that is blue  
'book 'worm an insect  
'common 'room one used jointly  
'iron 'master very severe master



'blackboard one used in school  
'bluebook official publication  
'book-worm a person  
'common-room staff-room  
'ironmaster manufacturer of iron

In pronunciation exercises help the pupil to articulate the parts separately and slowly first, then join them together smoothly with correct stress and intonation. The emphasis should finally be on groups of words, for fluency in speech is gained in set phrases rather than single words or isolated speech sounds.

## VOWELS

Take for example the vowel in *shan't*. Let the children hear the difference between the English vowel in *far* and the Cantonese vowel in *fa*, meaning *flower*. When they have got the right sound let them say the following with correct stress. The sign (') indicates stress.

shan't

I 'shan't. I shan't 'dance. I shan't 'dance at the 'garden 'party.

I shan't 'dance at the 'garden 'party at my 'aunt's 'farm.

I shan't 'dance at the 'garden 'party at 'aunt 'Martha's 'farm to'morrow after'noon.

## CONSONANTS

Similarly, in the teaching of consonants such as /t/ for example, first compare the t-sounds in English and Chinese. When the children can recognise the English sound, let them do the oral work.

In the following link the final /t/ to the next vowel in the same phrase.

What? 'What is it? /ti-zit/ It is a 'watch.

'What have you 'got? I've 'got a 'watch.

I 've 'got a 'stop 'watch.

The teaching of final consonants to Cantonese children requires special care. Take for example /p.t.k/ which in Cantonese are unexploded or unaspirated in the final position, e.g. /ji:p/ leaf, /ji:t/ hot, /jek/ wing. The Cantonese learner tends to replace the English final /p.t.k/ that should be aspirated by the Cantonese unaspirated /p.t.k/. Since these consonants in Cantonese are aspirated in the initial position, the method in helping pupils to aspirate final consonants is to regroup the sounds so that all final consonants are treated as initial ones.

Thus:

keep it	/Kee-pit/
What is it?	/Wha-ti-sit?/
It is a watch.	/I-ti-sawatch./
Kick it	/Kic-kit/


Similarly other final consonants may be regrouped in the same way:—

Read it again.	/Rea-di-tagain./
Spell it again.	/Spel-li-tagain./
The time is up.	/The-ti-mi-sup./

Remember that each utterance has to be treated as one long word in which there should be no pause between words. No matter whether the tempo is quick or slow, fluency means continuity rather than speed. The vowels and consonants should be so smoothly joined together in a phrase that there is a continuous uninterrupted flow of speech sounds.

## STRESS, RHYTHM AND INTONATION

Note that in the above examples the stressed syllables are roughly three times longer and louder than the weak ones. The rhythm in *What have you got?* is something like

this: 2/4 



## PRONUNCIATION METHODS

by Mr. RAYMOND HUANG

The teaching of English sounds should begin with EAR-TRAINING. It is idle to expect a foreign learner to produce the right sound or tune if he cannot recognize by ear which is right or which is wrong. Let him get the right model before asking him to repeat it. In exercises containing words for vowel comparison, he should first indicate what he has heard; e.g. No. 1/i:/ as in *seat* or No. 2/i/ as in *sit*. Only when he is able to note the difference will he be able to produce the right sound.

In the form of a game, aural training in class should be an interesting activity. Divide the class into two or three teams, A and B and C. Let the teams, represented by different individual pupils at different tests, compete with one another in getting the right sound or tune.

Compare the following:—

X	Y	Z
sleep	slip	
pen	pan	
hut	heart	
pot	port	
fool	full	
sum	sun	sung
night	light	right
fife	five	
thin	fin	
thing	sing	
mouth (noun)	mouth (verb)	
they	day	
house	house	
ice	eyes	
see	she	
sheep	cheap	
viper	wiper	

When the children can tell the difference between X Y or Z let them see that different vowels are produced with different lip shapes and different consonants with different movements of the lips and tongue.

### LIP-READING

In many cases, you will find the children enjoy doing the lip movements. The teacher should encourage them to practise and acquire the correct movements silently with the help of a mirror.

Arouse their interest in lip-reading. It is a useful activity in acquiring the correct pronunciation. In this connection I would like to point out that according to Chinese etiquette, it is impolite to open one's mouth very wide in speaking. So it may be useful for the teacher to make it clear to his pupils that in English, to speak without opening the mouth wide enough to make the right sound is not impolite but in fact a kind of misbehaviour in speech. Lip-reading therefore will be of particular value to Chinese learners.

### SPEECH TRAINING

When the children can recognise the right sound and the lip shape let them repeat the sound after the teacher. The oral work may first be done by the class, then by sections of the class, say the boys or the girls, and finally by each pupil separately.



## A TERRIFYING EXPERIENCE

*Summary of a lecture given at this College by Miss Irene O'Shea, Chief Educationist in South East Asia for Helena Rubinstein.*

When I was at school my teacher often asked me to write a composition on a specific topic. Usually the topic, as above, gave me the opportunity to use my imagination and to write about unlikely and unreal situations in the way they might happen to me.

It was not, however, until I had left school that the commonplace experience of dining out, came vividly to life and became my first actual "terrifying experience".

I remember, with horror, the entrance into the holy of holies. My knees were jelly, I felt conspicuous. I followed the waiter (wondering whether I or my escort should go first), I managed to sit down (wondering if I should have waited for the waiter or how should I have sat on the chair correctly). I knocked the cutlery, I dropped the napkin, I fumbled the menu and all of this with the knowledge that all in the restaurant were observing my glaring mistakes.

As it worked out, I did not drink the finger bowl or "slurp" the soup or eat peas from my knife — I had remembered my training. These are some of the simple rules I observed.

The lady follows the waiter to the table. The waiter or her escort should seat her.

When ordering, tell your escort your order. He, in turn, will confer with the waiter. You never point at the menu or the price. If you cannot pronounce the name of your order, use the number beside it.

Your bread and butter plate is to the left, your water is to the right. Your utensils for eating are arranged so that you start from the outside and work inwards towards the plate.

You never cut bread, you always break it. With your bread and butter knife you take a little butter and put it on your plate. You spread the butter from there on your broken bread.

Any food to be eaten by hand is always held in the left hand.

Remember a knife is neither a pencil nor a dagger.

Soup is eaten away from you, food is eaten nearest to you.

At the completion of a dish, the knife and fork are placed together, prongs up for the fork and blade in for the knife, perpendicular to the body with the closer ends on the edge of the plate.

If you have not finished, the prongs of the fork are turned down and the knife blade is turned out, making an angle of 45 degrees in front of you.

Of course, it goes without saying that elbows are never put on the table, the head is never less than 12 inches from the plate and no noises from eating or utensils should be heard.

By the time you remember half of this you will probably be a nervous wreck and you will agree with me that your first dinner out is the most terrifying experience.



words, they must be genuine professionals inspired by an ideal of service to humanity. Therefore, they must be well prepared for their vocation. This preparation must be thought of as 'teacher education', not 'teacher training'. Animals are trained; people, and in particular professional people, are educated.

Here lies one of the major problems of education in the twentieth century: How can we attract more able and enthusiastic young people into teaching? How do we prepare them for their task? I cannot discuss the problem of teacher education in this talk. But I simply raise one important and specific question for consideration and discussion: Who should control teacher education? Should it be the education authority, i.e. the government Department or school board which provides the schools and employs the teachers? Overseas experience has consistently shown that such control leads to excessive conformity to established routines and resists educational experiment. In Britain, North America and elsewhere the tendency is to bring teacher education into closer association with Universities. By tradition Universities are dedicated to freedom of thought and the continual scrutiny of traditional assumptions about social institutions, of which education is one of the most important.

## 7 Conclusion

The answer to the problem of education in the twentieth century lies most of all with teachers who must know what they are doing and why they are doing it. The professional skill of the teacher consists in leading young people to a clearer understanding of themselves and in helping them to develop the ability to communicate effectively with other people. To this end schools must undergo a radical transformation. They must cease being coaching colleges, in which education is ruthlessly sacrificed to examination success and competition is emphasised at the expense of cooperation. Instead they must become communities, in which everyone enjoys the freedom to test his own powers and to learn the skills of citizenship through membership of a stimulating society.

If schools are to be transformed in the way I have suggested, we need to have better communication between professional educators and the general public. Those who are really sensitive to the quality of the contribution education could make to the future happiness of mankind must make their views widely known. They should encourage governments, general public and educators to engage in a radical rethinking of the function of education in our time. Only if this is done can education help mankind to a better life.



#### 4 The Comprehensive Task of Education

If teachers want to improve the quality of their educational service to the young people of today, they must take on the *whole task* of education and not simply a *part* of it. What is this 'whole' or 'comprehensive' task? I define it in four articles of my own educational creed:

- (i) Education must cultivate the resources of individual people. Each person is a unique combination of experiences and talents. If he is to be valued both by himself and by society, this uniqueness must be exploited.
- (ii) Education must cultivate the social skills; it must develop an awareness of what each person has in common with his fellows and so play its part in enriching the quality of human relationships.
- (iii) Education must deal with the growing child *as a whole* and provide for all his needs, intellectual, physical and emotional. People are organisms, not mechanisms. Mechanisms are collections of separate parts; organisms are alive, that is they grow and develop simultaneously in *all* their aspects. One-sided growth is distorted growth.
- (iv) Education in full measure is the birthright of *all* young people. This means that school places must be provided for all young people to allow them to progress as far as their abilities will allow; but also that sufficiently diversified selection of curriculum offerings must be provided to suit a wide variety of needs.

To sum up, I define education *comprehensively* in terms of assisting the growth of persons both as unique individuals and as citizens aware of the common interests which bind them together. Education in the modern world must mean preparing young people to live the good life, i.e. to have a right sense of values and to think and feel as human beings should. This is much more than simply instructing them in subject matter.

#### 5 Obstacles to Educational Change

A major aspect of the problem of Education in this period of human crisis is how to change ingrained attitudes to education. The chief obstacles to change, as I see them, are:

- (i) The conservatism of public opinion; the attitude that 'what was good enough for my children'.
- (ii) Excessive interference from administrators with the freedom of teachers to determine their own procedures in the light of the needs of their pupils. Teaching will not be a real profession until it achieves a good degree of independence from bureaucratic regulation and control. The danger is particularly threatening in a school system in which education is controlled from a central office, as in the Australian states or Hong Kong.
- (iii) The tendency on the part of both administrators and teachers to take too narrow a view of the process of education. For example, they think of (a) *school administration* in terms of hierarchies of staff appointments rather than in terms of teacher-pupil relationships (b) *discipline* in terms of external rather than internal control (c) *instruction* in terms of feeding subject matter to the child rather than cultivating his latent powers. (d) *teaching* rather than learning as the central activity in the classroom.

Schools are established not for the sake of providing work for teachers and administrators but in order to serve the needs of the growing child. Every policy decision taken in an education office or a school must be made with reference to this central fact.

#### 6 The Education of Teachers

Teachers must be people who apply intelligence and human feeling to their task. They should be engaged in a continual reappraisal of their aims and methods. In other



## EDUCATION IN THE WORLD OF TODAY

*Summary of a lecture given at this College by Dr. George Howie, Associate Professor in Education at the University of Sydney, Australia, and Visiting Reader in Education at the Chinese University of Hong Kong.*

### 1 The Age of Crisis

We live in a period not only of rapid social change; of hope and promise for the future but also of uncertainty, difficulty and crisis. These strains affect nations in their relationships with one another, but are also reflected in our smaller and most intimate human societies, for example the home and the school. The stresses of modern life produce serious problems unknown to more stable times. They appear as a questioning of traditional values, a revolt against authority and a desire to clear away obstacles to individual freedom. They touch our family lives and personal relationships on every level; they emerge for example in reports of student unrest and increasing juvenile delinquency. International tensions are presented on a larger and more threatening scale, but they are evidence of the same growing pains of a changing world society.

Thus the central problem of education in a complex and rapidly changing world, is how best to help humanity, and in particular young people, to cope with the stresses, and improve the quality, of life in the modern world.

### 2 The Crisis in Education

The human crisis, accelerated by astonishing advances in science and technology, must necessarily be reflected in education. For education carries the responsibility for producing citizens equipped with the moral, intellectual and emotional resources necessary for dealing confidently and competently with the problems of our times. Living organisms, as Darwin discovered, are necessarily involved in a continual struggle for existence, in which survival goes to those who are able speedily to adapt themselves to changing conditions of life. It is the task of education to cultivate those very qualities which enable man to find solutions to the problems continually thrown up in a period of rapid human evolution. These qualities are versatility, good judgment and creative intelligence. Unless education itself is evolving with sufficient speed and sense of direction, it cannot produce these qualities and must fail mankind in his hour of need.

We must, therefore, ask ourselves whether our educational objectives and methods are sufficiently in harmony with the real needs of the times we live in.

### 3 Is Education changing?

In most countries education is advancing in the quantitative sense. Every year more schools, classrooms, teaching aids and teachers are being provided. The demand for education on all levels continually increases. Education consumes an ever-increasing share of every nation's financial resources.

But does this mean that we are providing *better quality education*? By this I mean education more accurately tuned to the needs of our rapidly changing world society.

In the *qualitative* sense is education lagging behind the times? The following three questions seem to be crucial:

- Are traditional attitudes about the purpose of education being subjected to critical scrutiny?
- Are schools implementing the more liberal conception of the purpose of education as understood by the great teachers of the past and proclaimed in many modern reports on education?
- Do schools prepare young people for life or simply for examinations?

If the answer to such question is 'No', we are simply providing more education but not better education. The result could be disastrous for the future of our society.



## SIXTH CERTIFICATE PRESENTATION CEREMONY OF THE IN-SERVICE COURSE OF TRAINING FOR TEACHERS

The 6th Certificate Presentation Ceremony of the In-service Course of Training for Teachers (I.C.T.T.) of this College was held in the College Auditorium on April 19, 1969 at 5.30 p.m. At the commencement of the ceremony, Mr. Raymond Huang, the Principal, extended a very warm welcome to Mr. and Mrs. N. M. Ho and other distinguished guests. Mr. N. M. Ho, Assistant Director of Education, addressed the gathering and Mrs. Ho distributed the Qualified Teacher's Certificates to 167 graduates who completed the Two-year Evening Course 1966-68.

Mr. K. C. Tai, the Supervisor of the Course, reported that in 1966, — 579 permitted teachers with at least three years' teaching experience applied for admission to the Course, 175 were selected and 167 graduated in 1968. He also pointed out that 73% of the graduates of 1968 have obtained teaching posts in subsidized schools as against the total of 63% of the graduates in 1969.

Mr. Ho emphasized in his address the role played by the primary school teachers in the education of the Colony. He said that the population of the primary school children have reached the figure of over seven hundred thousand of whom about half a million are in government or government-subsidized schools. He also stressed that the technique of teaching was of prime importance. A teacher can use his technique to induce most effectively the average child to learn things. However, the same technique cannot be applied to a group of mentally defective children of the same age.

The Ceremony was followed by a graduation Dinner at Nathan Restaurant. Raffle prizes were drawn and distributed by Mrs. Ho.



rote-memorization procedures in your teaching and by using more discovery methods; by being alive and vital in your own teaching; and by keeping your pupils alive and alert and thinking! This, in fact, is what Moore said education was:

**"Education," Moore said, "is the transmission of life by the living to the living!"**

Don't let us breed any more bookish blockheads in our schools. There are too many in Hong Kong already! You know the bookish blockhead, don't you?

**"The bookish blockhead ignorantly read**

**With loads of learned lumber in his head."**

Hong Kong needs no more bookish blockheads! To meet the future we need real thinkers, creative people—and you can help to produce them, in all sorts of ways. What do you do, for example, when your pupils ask you an awkward or unusual question? Do you ignore it, or hastily dismiss the question and get back to your safe routine work? Or do you respect unusual questions and new ideas, and encourage your children's natural curiosity, and stimulate their ability to think in a new and a different and an original way? These are only examples of ways in which you can encourage pupils to think creatively and to show originality. To produce creative thinkers on a bigger scale, of course, more wide-sweeping changes would be needed. One such change we should have to make in Hong Kong would be to break down the dominating influence of examinations on our school-work; we should also need to introduce more thought-provoking, discovery-type, questions into our examinations, rather than merely going on testing pupils' memories all the time as we are largely doing at present.

However, the point I should like you to understand at the moment is that in all you do in your classroom, you are either looking forwards and helping your pupils prepare for modern Hong Kong and the demands of the new world in which they are going to live, or you are looking backwards and limiting your pupils by teaching them only to conform and to think in a routine, restricted way not suited to the challenges that will confront them in the years ahead in this exciting part of the world. The schools of Hong Kong are today faced with the clear choice of either perpetuating the past or preparing for a different and better future. I remember Dr. E. Brunner from New York Columbia University Teachers' College put it very tellingly one time in these words:

**"The school must always conserve the best of the ages, but it must also face up to the high duty of preparing for a better age to come."**

Government is clearly planning for the future: more schools and better schools are being opened every week; many Committees and groups of people are looking ahead and preparing in various ways for the Hong Kong of tomorrow: are you? In your teaching will you help your pupils learn to think for themselves, and prepare them for the great challenge ahead, that of fitting into, understanding and contributing to a new and rapidly changing Hong Kong? That is the task that confronts you, the challenge that lies ahead.

In many ways, the real hope for the future lies with our young people, and that means that it rests in the schools and with you, as teachers. Sir Cyril Norwood, the great English educationist, was almost pointing his finger at Hong Kong when he said:

**"Remember — it is in your power, by planning and by not grudging the cost, to create in this part of the world, a type of humanity which will not be surpassed in the whole world."**

That is your challenge as teachers of the future—it is also Government's challenge, and the challenge facing every school authority in Hong Kong. Government is obviously now moving forward to meet this challenge, with its extended teacher education programme, its increase in both types and numbers of primary schools and the growth of secondary schools, and in many other ways. However, I must remind you that Government can only go so far. School authorities and the Education Department can provide fine new buildings, good College training and other facilities—but that is all they can do: the rest is up to you! Given the facilities, the real challenge lies with the *teachers* in the classrooms—and that is the thought I should like to leave with you this afternoon.

In closing I should once again like to congratulate you on your achievements this year, and on your graduation today. I should also like to wish you every success and happiness in your work as teachers in the years that lie ahead.



important. Always, as a professional teacher, you should know, not only what to teach but how to teach it. You are not expected to "know all the answers" but knowing just what to teach is nowadays not sufficient. You must know how to handle your subject with children. In addition, you should have thought about why you teach what you do. Do not forget the why, and by that I mean the question of your aims and purposes. Sometimes I am sure teachers forget where they are heading—like the dog that was put on the train in a dog-box to be sent somewhere one time. It was a big Dane dog, but unfortunately he got hungry and ate his own label, so that no-one ever discovered where he was supposed to be going! This is like school sometimes! In the daily rush from one lesson to another, some teachers forget where they are going, or what they are educating for. Of course you know, and I know, it is not simply for examination results; nor merely to make children conform and do what they are told! I have met people who believe that, by the way! However, the point I wish to make is that all this, the what and the how and the why of educating, represents only one side, the intellectual and basic side, of your preparation as a teacher. There is another quite different side to your professional preparation and to your future work. It is the personal side. I was pleased to note that Mr. Huang said you were developing a pleasant and friendly manner towards your pupils and towards other teachers. This is the emotional and attitudinal or personal side of your teaching.

If I for any reason ever come to see you teach, I should not particularly want to know that you got 98% for Mathematics, or that you were top of the College in 1968. The things I should look for are these: is the teacher's information accurate, and are his or her methods sound and effective? Even more important, I should ask: what is her attitude to teaching and to children? Does this teacher like teaching? Does she like children? Does this teacher teach merely Arithmetic, or does he also teach children? What kind of relationship has the teacher with the boys and girls in his class—and with the other teachers in the school? I am not talking about mere popularity—and you cannot order respect or the love of your pupils: you have to earn these things. And you can make mistakes sometimes, so long as you are honest about them, and honest with the children. However, this College can hardly be wrong, for here you are ready to graduate and as the Principal explained in his Report you have been carefully selected, you are "chosen people". I think that now, at the end of your course, Government does well to trust you to carry on your high professional ideals and to go forth and teach without probation. Except that it is not Government, nor the Education Department, nor this College alone, which has such faith in you: Government and this College simply represent the people of Hong Kong: it is *they* who are trusting you from now on—it is they to whom you really have to answer. What you have to do next year and every year, is to justify the faith of this community: it is a sacred and important trust.

I wonder if you realize how significant and crucial your own work as a teacher really is? Let me put it to you briefly in terms of modern Science and Research, in terms of the facts as they are nowadays known. Just a few years ago, I attended a large and important Conference of Social Scientists, Psychologists, and Psychiatrists, in London. One of the items on the Agenda was to decide what was the most significant single discovery made by Social Science since the last War. Do you know what that Meeting of over 1,000 top-level Social Scientists from all over the world decided? They agreed that the most significant fact disclosed by social research over the previous two decades was the proven susceptibility of the human organism to control and influence after birth. I may not go into technicalities at the moment: the point is that we now know that although a child's heredity and physical origins matter very much, there is almost unlimited scope after birth, for training, for environmental influence and control. This fact, now established, puts a tremendous responsibility on parents and teachers! It means that in your daily contact with young children you have a crucial power and influence for right or wrong, for directing their thinking, and so on. Think about this. It is another aspect of the trust that the Government and people of Hong Kong have placed in you.

At this present time, many of us believe that Hong Kong needs more creative people, more people who think for themselves and who can tackle our social and economic and other problems with fresh ideas and do constructive and original thinking. Do you realize that you, in your classroom, can help bring out these qualities in your pupils? How—you ask? I shall tell you: by playing down repetitive methods, especially with your bright and capable pupils; by making your lessons pupil-centered and pupil-active and not letting them become mere performances from the platform by the teacher; by relying less on traditional



## THE CHALLENGE AHEAD!

Text of Address by

**PROFESSOR NORMAN K. HENDERSON**

Ph.D. (London); B.A., M.Ed. (Melb.); A.B. Ps.S.; F.C.P.

Professor of Education and

Head of the Department of Education in the University of Hong Kong

Mr. Gregg, Mr. Huang, Staff and Students of Sir Robert Black College of Education, Ladies and Gentlemen: Thank you for your welcome to me this afternoon, and thank you, too, for the honour you have conferred on me in asking me to be present at your Presentation Ceremony and to speak to the assembly. I am very pleased to do this and to be with you on this important graduation occasion for many reasons, but not least because I am a teacher myself. I have all my life been actively concerned with teachers and with teacher-training, or with teacher education, as I prefer to call it. And this is also why I am sorry that Mrs. Henderson could not be here this afternoon: She had to fly to Australia a few weeks ago. I may add that Mrs. Henderson is also a trained teacher and would have been most interested in your work. She asks me to apologize for her unexpected and unavoidable absence. I am most grateful, however, to Mrs. Harriette Yapp for coming to our help today in Mrs. Henderson's place, and at such short notice. I asked Mrs. Yapp to come and to officiate, with Mr. Huang's permission, because she is also a trained graduate teacher, and has had college lecturing experience and is much involved with teacher education. She is a University Lecturer in Education and most active in student affairs, being this year President of the Women Graduates' Association, amongst other things.

Allow me first to congratulate the 154 two-year students and the 50 one-year students who graduate this afternoon. I wish you congratulations on two counts; first, on completing all your courses and the theoretical and practical examinations. This—in itself—is an achievement and something of which you may very well be proud. Secondly, I congratulate you on choosing teaching as your career and I should further compliment you on entering this important profession fully prepared, and with such obvious enthusiasm and interest. I should like also to congratulate the Principal and Staff of Sir Robert Black College on bringing to graduation such a large and promising group of young people.

There are developments within the College, too, which I should like to mention—such items as the growth in numbers of students and staff and in the variety of courses, your contribution to Hong Kong Teachers' Summer School work, and other things, but time will not allow a detailed statement. One item only I may single out for special mention in passing, and that concerns your training in the teaching of language: in this College, a suitable candidate may specialize in both languages. In Hong Kong's bi-cultural school circumstances, this appears to be a very sound arrangement. In the same direction, I note your impending improved facilities for more speech training and better language work in English in this College. I congratulate all who have to do with this College of Education on your many-sided achievements this year and on this afternoon's self-evident success.

As you heard in the Principal's Report, the students graduating at this Ceremony are making history. They are taking part in two first occasions. It is the first time that the Sir Robert Black College has formally awarded two-year Certificates to so many students—over 150 this year as compared with 43 last year—a very significant increase indeed. And it is the first time that Certificates have been given immediately on completion of courses, i.e., without a long period of probation. I believe that both these matters are as they should be and are items for congratulating not only the College, but Government which has such obvious confidence in the value of teacher-education, and particularly in the professional preparation you have received at this College.

I was impressed with what the Principal, Mr. Huang, said about this year's students in his Report, particularly his mention of what I should call the two sides of your professional education. He said you have acquired both knowledge and skill. That is good and necessary and it represents one side of your preparation, the intellectual side, I consider it very



## ARTICLES

## Education

- 香港中等教育問題 柏師校刊 1968 周公亮先生

## Audio-Visual Education

- 介紹一個視聽教具「飽和供應」的試驗 柏師校刊 1968 陸武平先生

## Chinese

- 「晉陶淵明獨愛菊」辨 柏師校刊 1968 江潤勳先生

- 中學短篇小說教材研究 柏師校刊 1968 羅彥榮先生

## History

- 談「李後主」影片中的幾個問題 明報月刊第 28 期 1968 江潤勳先生

- 給李後主看看相 葛師校友第 48 期 1968

## Mathematics

- A Short Account of Some Anglo-American Activities  
in the Development of Mathematics Teaching —  
SRBCE Magazine, 1968 Mr. MAK Tit-wah

- 對數及其教學 Mathematics Bulletin, 1968. 曾幹雄先生

- 小學裏是否也將教授新數學 柏師校刊 1968 馮源先生

- 小學數學的新途徑介紹「納菲爾特數學實驗」

Mathematics Bulletin No. 5, 1967

## Social Studies

- 社會科教學通病 柏師校刊 1968 劉國藩先生

## Art

- 評「新亞藝術」中虞君質及李東強的兩篇文章 柏師校刊 1968 李國輝先生



The other two were evening courses: one on the Techniques of English Teaching by Mr. William Cheng and the other on Intonation and Idiomatic English by Mr. Raymond Huang. At the Chinese University of Hong Kong there were two evening courses: The Psychology of Learning given by Mr. Chau Kung Leung and a New Approach to Primary Mathematics given by Mr. Fung Yuen.

In addition to their normal work in the College, Mr. Lee Kwok Fai and Mr. Luk Mo Ping gave lectures on Art and Child Health to the teachers of deaf children and teachers of physically handicapped children at the Special Education Section, Education Department. Mr. Mak Tit Wah who returned to the College in July, 1967 after obtaining the Associateship of the Institute of Education, University of London, gave a series of lectures on "The Teaching of Modern Mathematics in Secondary Schools" to a group of in-service mathematics teachers. The course was organised by the Adult Education Section of the Education Department.

Many lecturers of this College will take part in the Summer Refresher Courses for untrained teachers at the Inspectorate during the coming summer vacation.

Mr. William Cheng, Principal Lecturer, returned to the College in August, 1967 after working for a year as an exchange lecturer at St. Matthias College at Bristol, England where he taught Linguistics, English and Chinese Mythology.

Mr. Leung Hang, Lecturer in Physical Education, went to New Zealand in January on the Mutual Aid Programme of the Commonwealth Education Scheme for further study for one year.

In addition to lectures, tutorials, supervision of teachers-in-training and extra-curricular activities, lecturers of this College are fully occupied with educational research on various subjects in connection with teacher-training. During the academic year 1967-68, twelve articles and one book were published. \*

If I may anticipate the future for a moment then I can say that a Specialist Third-Year Training Course, designed to train secondary school music teachers, is scheduled to begin in September, 1968.

\* \* \* \*

Now I would like to thank most sincerely all our lecturers for all their cooperation and assistance throughout the year and also all our guests for their kindness in coming here this evening. And may I say how very much we have enjoyed the excellent performance of the Police Band. To the conductor and members of the Band, I would like to offer my very sincere thanks.

---

#### *\* Research and Publications (1968-9)*

##### **BOOK**

English Speech Training in 45 Illustrated Lessons —  
H.K. University Press, 1968.

*Author*

Mr. Raymond HUANG

##### **Book Reviews**

Teaching Structural English by G. Pittman —  
SRBCE Magazine, 1968

Mrs. Mary LU

Modern Mathematics Book One and Teacher's

Mr. FUNG Yuen

Book One — Mathematics Study Monoid —  
United College Press, 1965.

Mathematics Bulletin No. 5, 1967



The Fifth Presentation of Certificates Ceremony of the In-Service Course of Training for Teachers was held in the College Hall on April 27, 1968 at 5:00 p.m. Mr. P. Y. Shuen, Senior Education Officer, addressed the gathering and distributed the certificates to 131 graduates who completed the Two-year Evening Course. In 1965, 565 permitted teachers applied for admission to the Course, 142 were selected and 131 graduated in 1967. The I.C.T.T. trainees are also chosen on a highly selective basis.

**Visitors** welcomed at the College during the year included Miss Vera A. Rambaut, formerly Her Majesty's Inspector of Schools, who was on a world tour sponsored by the British Council. She paid a visit to this College on September 22, 1967 and gave an interesting lecture on the "Creative Aspect of Art Education" to sixty Art students.

Professor A. W. T. Green, Head of the Department of English, Dean of the Faculty of Arts of the University of Hong Kong, visited the College on October 25, 1967 and gave a talk to the English Elective students.

Professor Rayson Huang, Acting Vice-Chancellor of the University of Malaya, visited the College on March 5, 1968, and gave a talk to the second year students.

Mr. K. E. Robinson, Vice-Chancellor of the University of Hong Kong and Mrs. Robinson visited the College on March 14, 1968.

Mr. and Mrs. J. Mowat visited the College on May 1, 1968. Mr. Mowat is Principal Lecturer in English at St. Matthias College of Education, Bristol and Mrs. Mowat is a lecturer at Redland College of Education.

Mr. C. S. Shum, Manager of Wah Kiu Yat Po, visited the College on July 9, 1968 and gave a lecture on "Journalism" to our second year students.

Mr. Tse Lan On, Head of Department of Mathematics, Chung Chi College, Chinese University of Hong Kong, came to the College on July 11, 1968 to give a talk to our students on "Algebraic Curves".

The College was also honoured by the visits of Mr. N. M. Ho, Mr. K. B. Choy, Mr. Y. W. Wong, Mr. K. K. Chan, Mr. P. S. Sun, Mr. W. M. Kwok, Miss S. F. Wong and Mr. H. I. Wu. They kindly came to the College in July to give talks to our students.

**Turning now to students activities** in the College, I am happy to report that for the first time a Ranger Guide Services Unit was formed in the College. 48 women students were enrolled by the Colony Commissioner on February 27, 1968. Under the supervision of Miss Betty Baptista and Miss Winnie Ho, these 48 rangers are doing valuable work in Hong Kong, helping the blind, the handicapped and poor children at the Resettlement Areas. They are also receiving training to become youth leaders.

This College of Education lays stress not only on academic attainment but also on character building. Through the many social activities organised by the Students' Association and the promotion by the College of a very wide range of extra-curricular activities, such as those of the Christian Association, the Catholic Society, the Art Club, the Debating Society, the Geography Society, the Mathematics Society, the Music Club, the Photographic Club, the Wireless Club and so forth, students are given training and experience in co-operation and leadership.

At a time when people are becoming more aware of the importance of spiritual values, I do appreciate the work of the Christian Association and the Catholic Society. As is asked in the Gospel according to St. Mark, "For what shall it profit a man if he shall gain the whole world and lose his own soul?"

**With regard to staff and students**, I am glad to report that when the College first started in September 1960, there were only 19 lecturers and 191 students, and now we have 41 lecturers, 406 full-time students and 302 I.C.T.T. trainees. The total number of students is 708.

During the year 1967-68, six Extra-Mural Courses at the two Universities were given by the lecturers of this College. At the University of Hong Kong, there were four courses. Two Phonetics Courses for Teachers of English were given during the summer vacation. Over 70 teachers of English from various schools and post-secondary colleges attended the courses. Mrs. Mary Lu acted as tutor and Mr. Raymond Huang as Director of Studies.



## COLLEGE REPORT

(1967-68)

Mr. Chairman, Professor Henderson, Mrs. Yapp, Ladies and Gentlemen:—

It is with very great pleasure that this college welcomes Professor Henderson here this evening. Professor Henderson is Professor of Education in the University of Hong Kong. He is Chairman of the Hong Kong Council for Educational Research and is also Chairman of numerous other Hong Kong educational societies. He has published many articles and books on Educational Psychology. We are grateful that a busy man in his responsible position should spare the time to come to address us all.

It is very gracious and charming of Mrs. Harriette Yapp of the Education Department at the University to come to distribute the certificates and prizes.

We are also very grateful to the Hon. W. D. Gregg, Director of Education for his kindness in acting as our Chairman.

\* \* \* \*

This is the first time in the history of this college when certificates are awarded to students immediately after successful completion of their courses and before they have completed a probationary period.

**We have here to-day 154 Two-year Course graduates and 50 One-year Course graduates.** I would like to point out that this will be the last time when College Certificates are awarded to graduates of the One-year Course as the One-year Course will be discontinued next term.

In 1967 the 50 One-year Course students were selected from a total of 1320 applicants, i.e., one out of 26. The entry to the One-year Course was indeed highly competitive.

Similarly, the 154 Two-year Course graduates represent the cream of a total of 1351 applicants. In 1966, 1351 students applied for admission to the Course, 166 were accepted and to-day, 154 have successfully completed the Course.

Indeed you graduates are the "chosen people", the selected few from a multitude of students who envy your opportunity and privilege. Your lecturers and I would like to congratulate you on your success.

Through lectures, tutorials, discussions and teaching practice you have acquired both knowledge and skill. During the teaching practice we visited you in schools and were very pleased to find that you could handle your class with good sense and confidence. Some of you could build your lesson on the interests and activities of the pupils without losing control. As capable teachers with teaching methods suitable to your class and with a pleasant and friendly manner in relation to your pupils and to other teachers in the school where you did your teaching practice, many of you have won their respect and affection.

Many heads of schools have expressed their willingness to take more student teachers from us next year. This is indeed encouraging. Here I want to thank most sincerely all heads of schools who have so kindly let us use their schools for teaching practice. We are grateful for all their kind co-operation and assistance.

**I now turn to various college functions** which were held during the year. The Annual Informal Prize-giving was held in the hall of Queen's College on December 1, 1967. Mr. N. M. Ho, Assistant Director of Education, addressed the College and Mrs. Ho distributed the prizes. Mr. Leung Hang and 33 students who generously donated their blood in response to the appeal of the Hong Kong Red Cross Society also received prizes that day.

On March 8, 1968, the Fifth Presentation of Certificates Ceremony was held at the Concert Hall, City Hall, when 943 graduates (those of 1965, 1966 and 1967) received their certificates. Mr. K. E. Robinson, Vice-Chancellor of the University of Hong Kong addressed the College and Mrs. Robinson presented the certificates. I don't suppose we shall ever distribute so many certificates again at one and the same function.



## SIR ROBERT BLACK COLLEGE OF EDUCATION

Sir Robert Black College of Education is named after His Excellency the Governor Sir Robert Black, G.C.M.G., O.B.E. (Governor, 1958-1964). It started in September, 1960 as the Third Training College, and was renamed Sir Robert Black Training College in October, 1961. Since October 18, 1967 it has been re-titled Sir Robert Black College of Education.

At present the College offers three courses: (1) The Two-year full time Course; (2) the In-Service Course of Training for Teachers, an evening two-year course; and (3) the Specialist Third-year full-time Course in Music.

The following is a brief description of the Two-year full-time Course:

*Medium of Instruction* For students with a Chinese Certificate of Education, who are expected to carry out their final teaching practice in Chinese Middle Schools, the medium of instruction is mainly Chinese. But for students with an English Certificate of Education, who are expected to carry out their final teaching practice in Anglo-Chinese Schools, the medium of instruction is mainly English.

*Curriculum* The course comprises:

### I—COMPULSORY SUBJECTS

#### *First year*

Education and Psychology, Health Education, Audio-Visual Education, General English, Phonetics and Speech, Teaching of Chinese, Primary Mathematics, Nature Study, Social Studies.

#### *Second year*

Education and Psychology, Health Education, Audio-Visual Education, General English, Phonetics and Speech (Comparative Phonetics of English, Mandarin and Cantonese), Music/Art Appreciation.

### II—ELECTIVE SUBJECTS

In addition to the general subjects students are required to take *three* subjects, one from Group A and one from Group B for two years and the third one from Group C in the second year for one year.

*Group A:* Art (with Handicraft), Handicraft (with Art), Needlecraft, Music, Physical Education, English (for students who have passed English in the English School Certificate Examination or who have a credit in English in the Chinese School Certificate Examination).

*Group B:* Chinese Language and Literature, Geography, History, Mathematics, General Science (Biology, Chemistry, Physics).

*Group C:* English, Art, Handicraft, Needlecraft, Music, Physical Education.  
Subjects taken in Group A should not be repeated in Group C.

\*—

For details of the other two courses mentioned above please apply to the College for information.



## EXTERNAL EXAMINERS, 1968-9

## Two-year Course and Specialist Third-year Course (Music)

<b>Education</b>	Mr. N. M. HO	B.A., Dip. Ed. (Manchester), Assistant Director of Education, Education Department, Hong Kong, Formerly Principal of Grantham College of Education and Vice-President of United College.
<b>English</b>	Mrs. Carmen LOW	B.A., P.G.C.E. (London), Inspector of English, Ed. Dept., H.K.
<b>Chinese</b>	Mr. CHEW Tung Shing	B.A. Hons. M.A. Dip. Ed. (H.K.), Lecturer in Chinese, Grantham College of Education.
	Mr. WONG Wing Kong	B.A., Post Graduate Certificate in Ed., Dr. Sun Yat San University, Lecturer in Chinese, Northcote College of Education.
<b>Geography</b>	Mr. CHU Sau Kuen	B.A. Hons. Dip. Ed. (H.K.), Inspector of Geography, Ed. Dept., H.K.
<b>History</b>	Mr. CHAN Sai Bun	B.A. Hons. M.A. Dip. Ed. (H.K.), Secretary, Syllabuses and Textbooks Committee, Ed. Dept., H.K.
<b>Mathematics</b>	Mr. John PAU	B.E.M., B.A. Ed. (H.K.), Inspector of Mathematics, Ed. Dept., H.K.
<b>Science</b>	Mr. HO Siu Kong	B.Sc. (Sp. Hons.) Dip. Ed. (H.K.), Lecturer in Science, Northcote College of Education.
<b>Health Education</b>	Mr. Paul FONG	B.A. Hons. (H.K.) Dip. Ed. (H.K.), Health Education Officer, Ed. Dept., H.K.
<b>Art</b>	Mr. C. L. KWOK	Teacher's Cert. Northcote College of Ed., Dip. in Art and Design (Painting), Hons. Ravensbourne College of Art and Design, U.K., Lecturer in Art, Grantham College of Ed.
<b>Music</b>	Mr. Dennis PARKER	Hon. F.T.S.C., L.R.A.M., L.L.C.M., A.R.C.M. (London), S.E.O. (Music), Ed. Dept., H.K., Chairman of the H.K. Schools Music Association.
	Mr. John DUNN	A.G.S.M., L.G.S.M., L.R.A.M., L.T.C.L. (London), Inspector of Music Ed. Dept., H.K., Secretary of the H.K. Schools Music Association.
<b>Needlecraft</b>	Mrs. Lucy Shen WU	B.Sc. Home Economics — Nutrition, Simmons College, U.S.A., Teacher's Certificate, Birmingham University, U.K., Teacher — Lecturer — Inspector, Ed. Dept., H.K., Lecturer i/c Third Year Specialist D.S. Course, Northcote College of Education.
<b>Handicraft</b>	Mr. CHOW Ping Kong	Diploma H.K. Technical College, Dip. Shoreditch Training College (London), Inspector, Technical Subjects, Ed. Dept., H.K.
<b>Physical Education</b>	Mr. M. C. CASWELL	Dip. P.E. State Gymnastic Institute, Denmark, Dip. & Cert. Adv. P.E. Loughborough College, U.K. Inspector of P.E., Ed. Dept., H.K.
	Miss E. S. MAIR	Dip. P.E. (Sydney) N.S.W. Australia, Ed. Officer, (P.E.) Woman, Ed. Dept. H.K.
<b>I.C.T.T.</b>		
<b>Education</b>	Mr. John TAAM	B.Sc. (H.K.) A.I.E. London, Teacher Cert., Northcote College of Education, Senior Lecturer, Grantham College of Ed.
	Mrs. HO YU Lai Ping	B.A. (Lingnan), M. Ed. (Toronto), Cert. in Child Development (London), Lecturer, Grantham College of Education.
<b>Chinese</b>	Mr. HO Lok Man	Teacher Cert. of Grantham College of Ed., Dip. of Evening School Higher Chinese Studies, Lecturer in Chinese, Grantham College of Ed.



Mr. SHU Tou B.A. Diploma in Chinese Lit. and History (New Asia Coll.)  
Teacher's Cert. (N.T.C.)

### Mathematics

Mr. MAK Tit-wah B.A., A.I.E. (London)  
Teacher's Cert. (N.T.C.)

Mr. TSANG Kon-hung B. Sc. (Kwangtung Provincial Arts and Science College)

Mr. WONG Ping-leung B.A. (London)  
Teacher's Cert. (N.T.C.)

Mr. FUNG Yuen Supplementary Course on Pri. Maths. Audio-Visual Ed.,  
(Worcester Coll. of Ed.), Cert., OVAC; Mathematics  
Teacher's Cert. (N.T.C.)

### Music

Mrs. CHO KAN Yuk-kit B. Ed., A.R.C.T., L.T.C.L.,  
L.T.C.L., (C.M.T.), L.T.S.C.

Mr. HUANG Fei-jan B.A. (St. John's); L.R.S.M.

Mrs. CHAN LIU Po-shiu L.R.S.M., L.T.S.C.,  
Teacher's Cert. (N.T.C.)

### (Part-time Lecturers)

Miss Margaret MONEY A.R.C.M.

Mr. John CHENG A.R.C.M.

Mr. Joseph Y. JAO B.M., Boston Conservatory;  
M.M., Boston University.

### Nature Study and Science

Mr. CHAN Man-ying B. Sc. (Hons.), Dip. Ed. (H.K.)

Mr. LO Ping-yan Teacher's Cert. (R.T.C.)

Mr. KO Jim-chee B. Sc. (Sun Yat Sen)

### Needlecraft

Mrs. WANG TAM Man-so B.A. (National Central Univ.),  
Cert. (Seaford Coll., Eng.)

### Physical Education

Mr. LEUNG Hang Dip (P.E.), Exeter University, Cert.,  
Advanced P.E. (New Zealand),  
Teacher's Cert. (N.T.C.)

Miss HO Woon-ying Dip. P.E. (Coventry Coll. of  
Education, U.K.)  
Teacher's Cert. (N.T.C.)

### Social Studies

Mr. LAU Kwok-fan Teacher's Cert. (N.T.C.)

Mr. YUE Wai Teacher's Cert. (N.T.C.) Social Studies,  
Chinese

Mr. LEE Park-keong Dip., Evening School of Higher  
Chinese Studies, Audio-Visual Ed.,  
Teacher's Cert. (G.T.C.) Social Studies



Miss CHENG Yow-hang	B.A. (U.C.L.A.), M.A. (U.S.C.), Teacher's Cert. (N.T.C.) Certificate of Achievement (E.T.V.), Occidental College, U.S.A.	Education, Gen. Eng.
---------------------	---	----------------------

Mr. CHAU Kung-leung	B.A. (Ed.) Sun Yat Sen Univ.	
---------------------	------------------------------	--

### English

Mrs. LU WANG Yuan-chen	B.A. (Tsing Hua); M.A. (Columbia)	
------------------------	-----------------------------------	--

Mrs. FUNG HO Yuen-hung	B.A., Dip. Ed. (H.K.); Dip. (Teaching English as a Second Language — Moray House)	
------------------------	---	--

Mrs. LO WONG Chan-chee	B.A. (St. John's); M.A., Dip. Ed. (H.K.)	English, Education
------------------------	---	--------------------

Mrs. LIM WAN Siu yuen	B.A. (Hons.), Dip. Ed. (H.K.)	
-----------------------	-------------------------------	--

Mrs. HA LEE Shau-ping	B.A. (Hons.), Dip. Ed. (H.K.) Dip. in Teaching English as a Second Language — Moray House.	
-----------------------	---	--

Mrs. CHIU IP Nga-yee	B.A. (Hons.) (H.K.) Postgrad. Cert. Ed. (London)	English, History
----------------------	---	------------------

Miss POON Wing-harn	B.A. (Hons.), Dip. Ed. (H.K.)	
---------------------	-------------------------------	--

Mrs. LIAO I Shao-lan	B.A. (National South-western Associated University) Diploma in Effective English and Personal Efficiency, Regent Institute (London)	
----------------------	--	--

Miss B. E. Baptista	H.K.T. Cert., I.C.T.T. Cert. (Sec.) Cert. for the Teaching of English as a Second Language (Leeds)	
---------------------	---	--

### Geography

Mr. HO Che-leung (on study leave)	B.A. (Hons.), Dip. Ed. (H.K.)	
--------------------------------------	-------------------------------	--

Mrs. LUK LI Shiu-pui	B.A. (Hons.), Dip. Ed. (H.K.)	
----------------------	-------------------------------	--

### Handicraft

Mrs. LEUNG NGAI Suk-ying	Teacher's Cert. (N.T.C.)	
--------------------------	--------------------------	--

Mr. LAU Siu-hee	Teacher's Cert. (R.T.C.)	
-----------------	--------------------------	--

### Health Education

Mrs. WANG LI Hon-keong	B. Sc. (Yen Ching) M.A. (Teacher's Coll., Columbia)	Health Education, General English
------------------------	--	--------------------------------------

Mr. LUK Mo-ping	B.A. (Hons.) London; Dip. Health Ed. (Distinction) (London); Cert. of Proficiency in Visual Aids, L.C.C.; Teacher's Cert. (N.T.C.)	Audio-Visual Ed., Health Education, General English
-----------------	--	---

### History

Mr. KONG Yun-fun	B.A. (Hons.), M.A. (H.K.), Teacher's Cert. (G.T.C.)	
------------------	--	--

Mrs. CHIU IP Nga-yee	B.A. (Hons.) (H.K.) Postgrad. Cert. Ed. (London)	English, History
----------------------	---	------------------



## SIR ROBERT BLACK COLLEGE OF EDUCATION

STAFF (1968-9)

## PRINCIPAL

Mr. RAYMOND HUANG	B.A. (Lingnan), M.A. (Leeds) Postgrad. Cert. Ed. (London) 1.P.A. Cert. Phonetics (London) L.R.A.M., L.T.C.L. (London)
-------------------	--

## PRINCIPAL LECTURERS

Mrs. LU WANG Yuan-Chen	B.A. (Tsing Hua); M.A. (Columbia)
Mrs. FUNG HO Yuen-hung	B.A., Dip. Ed. (H.K.); Dip. (Teaching English as a Second Language — Moray House)
Mr. KONG Yun-fun	B.A. (Hons.), M.A. (H.K.) Teacher's Cert. (G.T.C.)
Mr. TAI Kwok-choi (Supervisor, I.C.T.T.)	B.A. (Ed.) Sun Yat Sen Univ. Teacher's Cert. (N.T.C.)

## LECTURERS

<b>Art</b>	
Mr. LEE Kwok-fai	F.R.S.A., Cert. (Brighton Coll. of Art) Teacher's Cert. (N.T.C.)
Mr. TSE Kong-wah	Caulfield Teach. Cert. of Art Teacher's Cert. (N.T.C.)

**Audio-Visual Education**

Mr. LUK Mo-ping	B.A. (Hons.) London; Dip. Health Ed. (Distinction) (London); Cert. of Proficiency in Visual Aids, L.C.C.; Teacher's Cert. (N.T.C.)	Audio-Visual Ed., Health Education, General English
Mr. FUNG Yuen	Supplementary Course on Pri. Maths. (Worcester Coll. of Ed.), Cert., OVAC; Teacher's Cert. (N.T.C.)	Audio-Visual Ed., Mathematics
Mr. LEE Park-keong	Dip., Evening School of Higher Chinese Studies; Teacher's Cert. (G.T.C.)	Audio-Visual Ed., Social Studies

**Chinese**

Mr. CHAN Wai-leung	B.A. (Hons.), M.A. Dip. Ed. (H.K.)
Mr. LAW Yin-sun	B.A. (Hons.), Dip. Ed. (H.K.)
Mr. KU Shui-kwun	B.A. (C.U.H.K.), Teacher's Cert. (G.T.C.)
Mr. YUE Wai	Teacher's Cert. (N.T.C.)

**Education**

Mr. TAI Kwok-choi	B.A. (Ed.) Sun Yat Sen Univ. Teacher's Cert. (N.T.C.)
Miss FOGG Yin-san	B.A. (Mich.), M.A. (T.C. Columbia)



# CONTENTS

	Page	
<b>THE COLLEGE</b>	4	Staff
	7	External Examiners
	8	General Information
<b>PRESENTATION CEREMONY</b> (City Hall, Hong Kong, July 15, 1968)	9	College Report by Mr. RAYMOND HUANG, Principal of the College.
	13	The Challenge Ahead, Speech by Professor NORMAN K. HENDERSON, Ph.D. (London); B.A., M.Ed. (Melb.); A.B.Ps.S.; F.C.P., Professor of Education, University of Hong Kong.
<b>PRESENTATION CEREMONY I.C.T.T.</b> (College Hall, April 19, 1969)	16	Report
<b>ARTICLES</b>	17	<b>Education in the World of To-day</b> Summary of a lecture given by GEORGE HOWIE, Associate Professor in Education at the University of Sydney, Australia, and Visiting Reader in Education at the Chinese University of Hong Kong.
	20	<b>A Terrifying Experience</b> Summary of a lecture given by Miss IRENE O'SHEA, Chief Educationist in South East Asia for HELENA RUBINSTEIN.
	21	<b>Pronunciation Methods</b> by Mr. RAYMOND HUANG
	25	<b>Symbols of Mandarin Vowels and Consonants</b> by Mr. RAYMOND HUANG
<b>FINAL YEAR STUDENTS (1969)</b>	31	
<b>PHOTOGRAPHS</b>	37	



# COLLEGE MAGAZINE

## (1968-69)

—\*—

### ENGLISH EDITORIAL BOARD

Mrs. MARY LU

Mrs. NANETTE FUNG

### CHINESE EDITORIAL BOARD

Mr. CHAN WAI-LEUNG

Mr. LAW YIN-SUN

Mr. KU SHUI-KWUN

### PHOTOGRAPHY

Mr. FUNG YUEN

\* \* \* \* \*

### BUSINESS MANAGERS

Mrs. CHIU IP NGA-YEE

Mr. MAK TIT-WAH

Mrs. SHIRLEY LIAO







法國名廠 **莎樂美** 香水化粧品



Sole Agents:  
LANDIS BROTHERS & CO., LTD.

總代理：瑞泰有限公司  
• 各大公司均售 •

# Sir Robert Black College of Education

1969

MAGAZINE