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Presentation of Certificates Ceremony
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27th April, 1968

在職小學教師訓練班畢業典禮



高級教育官孫實元致詞
及頒發畢業證書。



聚餐席上，高級教育官孫實元
與黃勵文校長接見畢業學員。

CAMP-FIRE

(Geography Society)



Group Activities

小組活動

英語練習



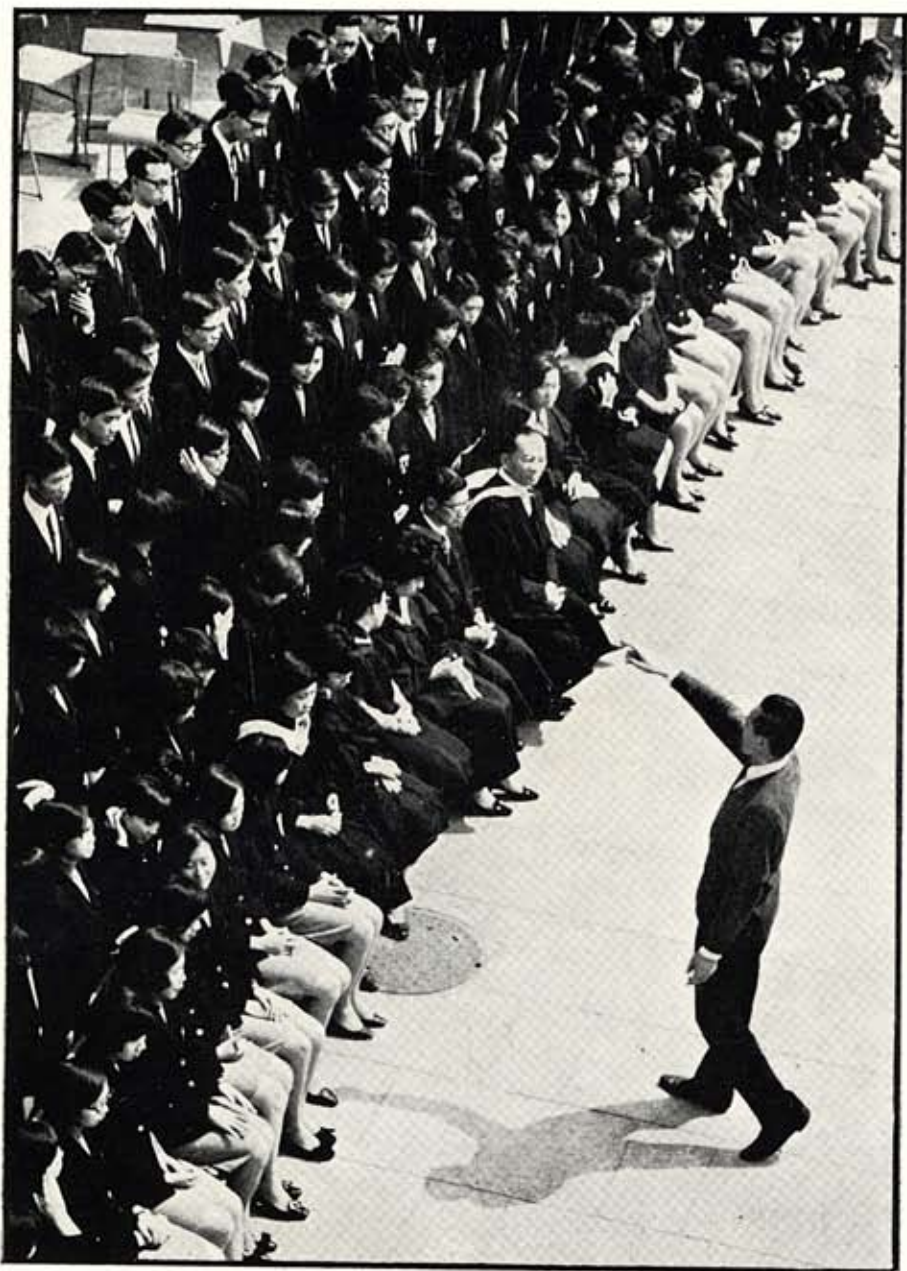
數學討論



標本製作

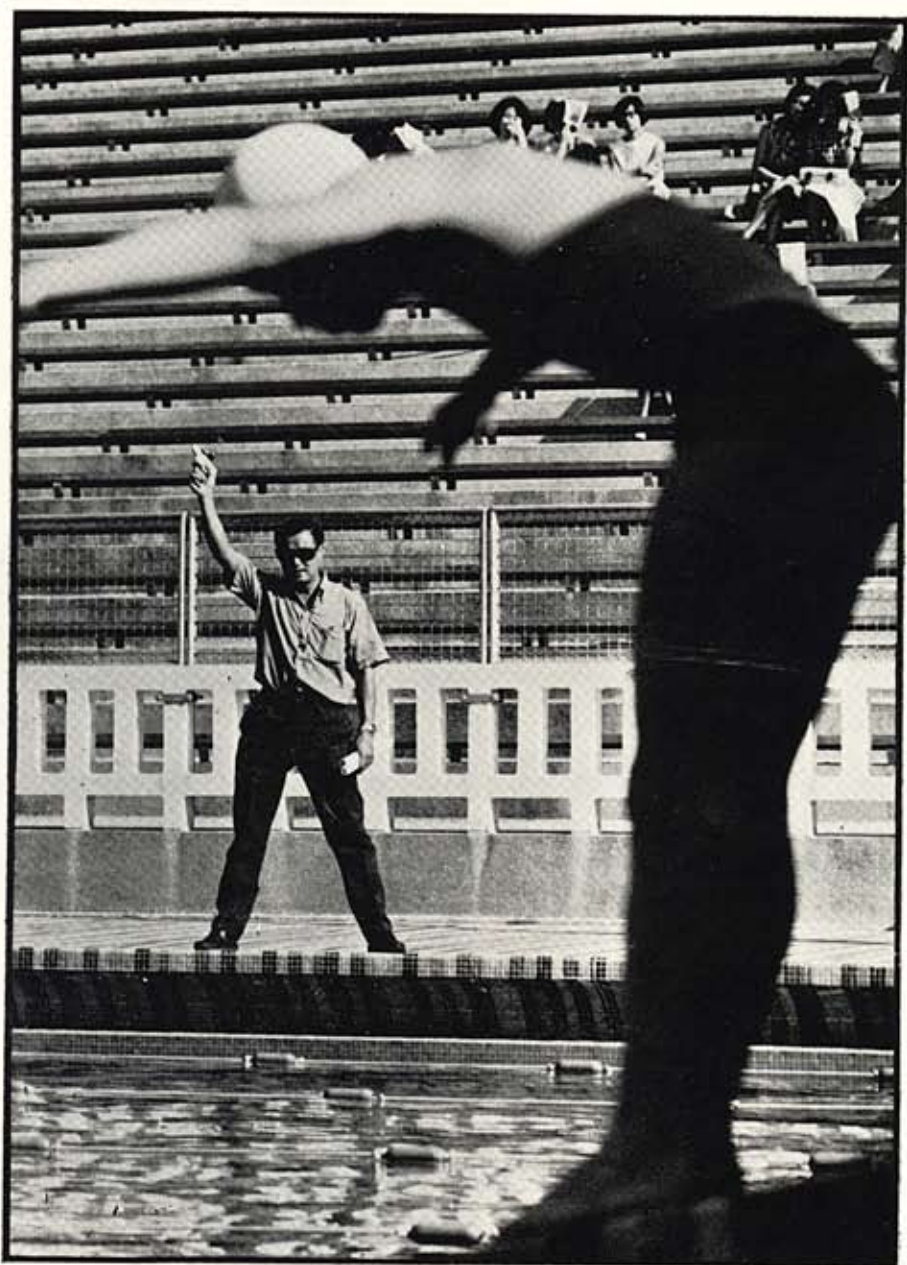


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韓 信 點 兵

雷 家 泉 (二 年 級)



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雷家泉(二年級)

College Life



閱 讀

雷 家 泉 (二 年 級)



“What is the Matter?”

梁錦松(二年級)



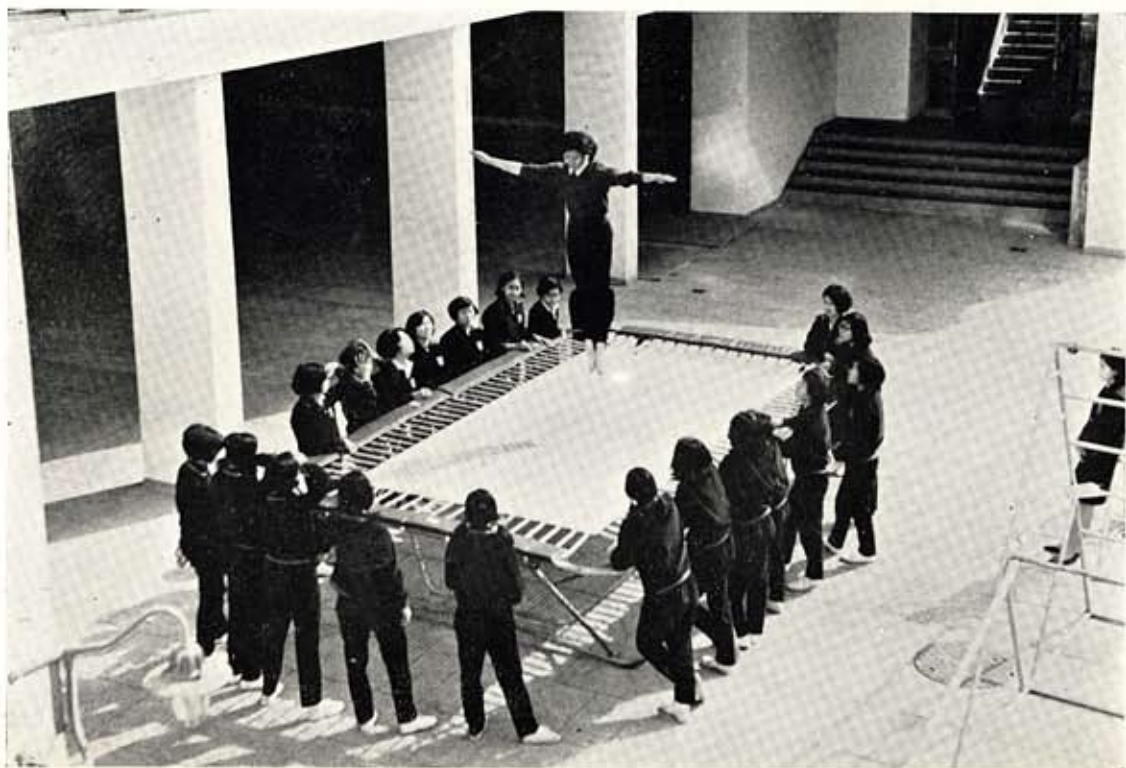
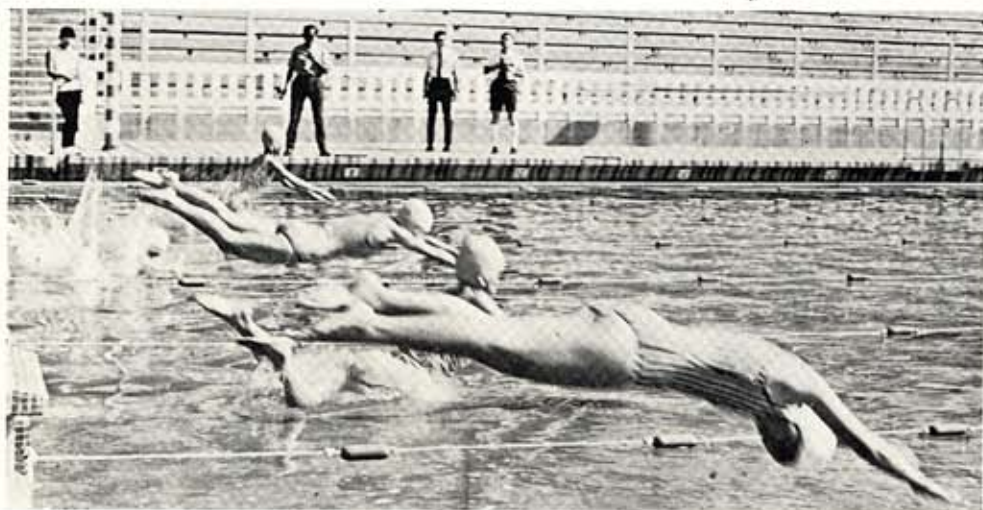
凱旋歸來

楊炳成(二年級)

「學校生活」

攝影比賽優勝作品

SPORTS





ATHLETIC MEET

Government Stadium - 9th February, 1968



Mrs. R. Huang presenting trophies







Prof. A. W. T. Green,
University of Hong Kong

TORS



Prof. Rayson Huang,
University of
Malaya



Mr. K. E. Robinson,
Vice-Chancellor,
University of Hong Kong



VISI





Mr. N. M. Ho, Asst. Director
of Education



Mr. R. Huang, the Principal

Cocktails





Mrs. N. M. Ho distributing prizes



Musical
Items

Prize-Giving

1st December, 1967

Verse Speaking



City Hall—8th

March, 1968



Mr. R. Huang, the Principal



From Right:

- Mr. J. Canning,
Dep. Director
of Education
- Mrs. K. E. Robinson
- Mr. K. E. Robinson
- Mr. R. Huang,
the Principal

Graduation Dinner





Mr. K. E. Robinson, Vice-Chancellor of the University of Hong Kong, addressing the gathering

Presentation of Certificates Ceremony



Mrs. Robinson presenting the certificates



Vote of thanks by
Students' Representative



Department of Mathematics & Science



Department of Music



Department of Handicraft



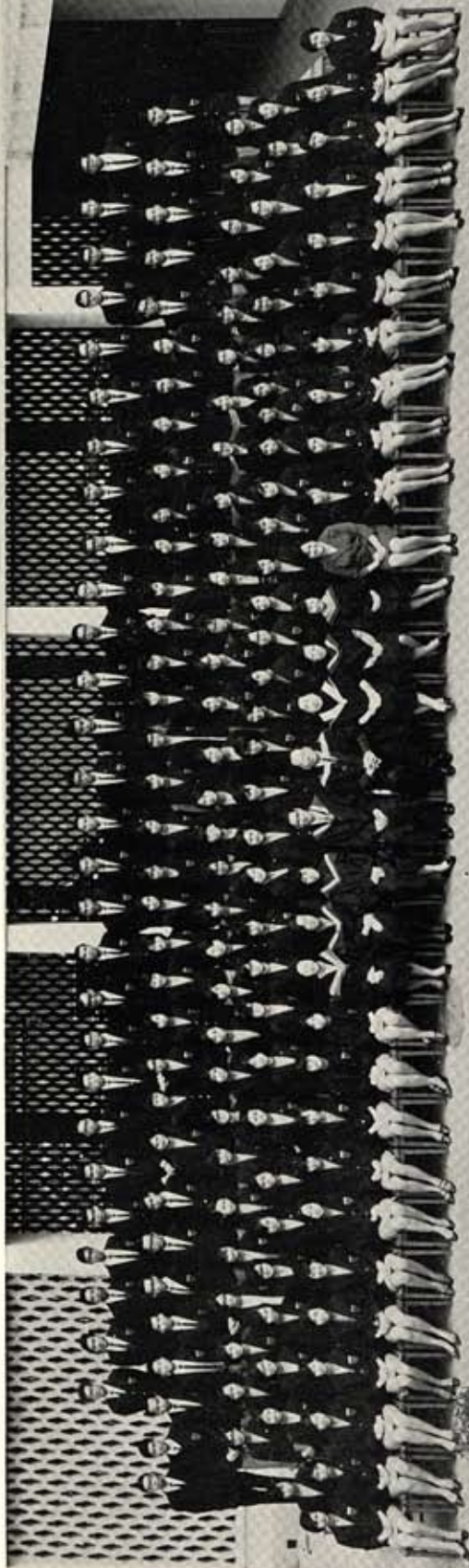
Department of History & Geography



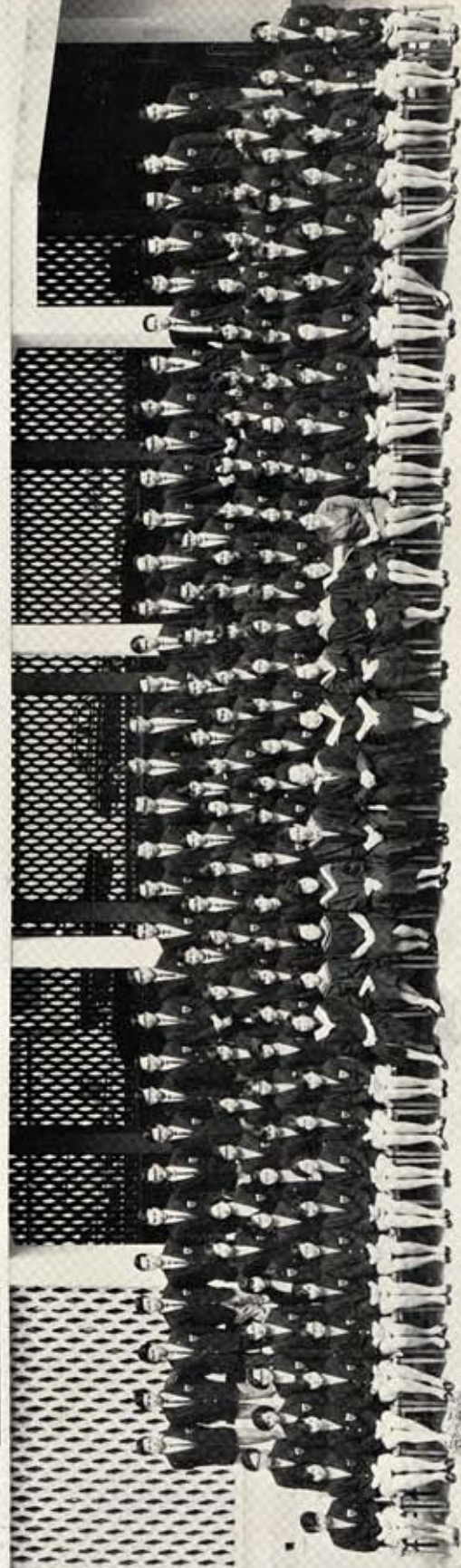
Department of Needlecraft



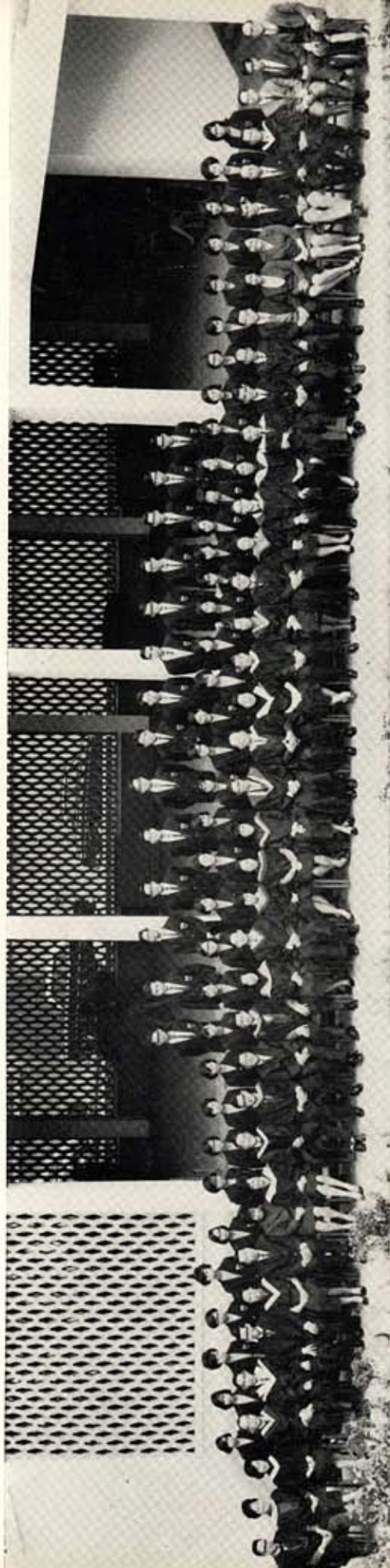
Department of Physical Education



Department of English (2nd Year)

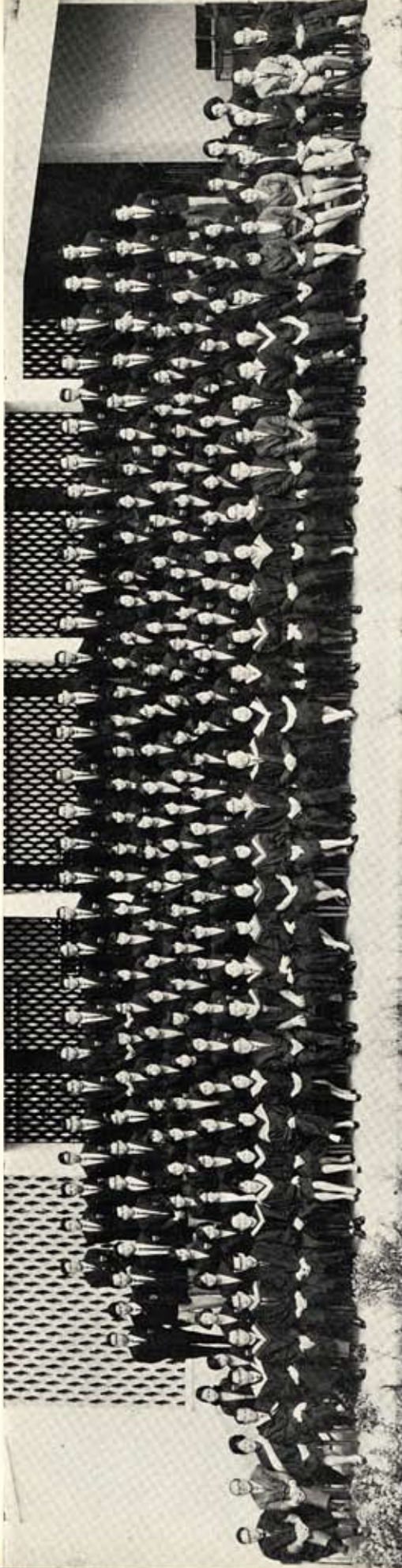


Department of English (1st Year)

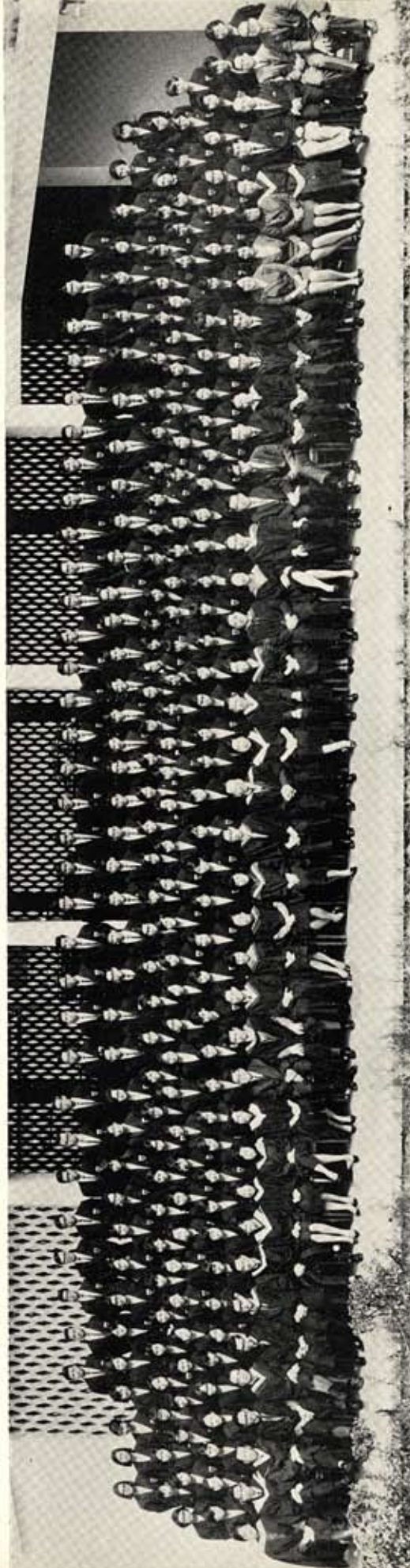


One-Year Course





Two-Year Course (2nd Year)



Two-Year Course (1st Year)

In Sections 5, 6, and 7, nouns, articles and prepositions are dealt with. The author writes more than two pages on teaching the various uses of 'of' of which some examples given are most common, such as a pair of shoes, a box of matches, a piece of chalk, a bottle of ink, a cup of water, the top of the window, the handle of the door, etc. An English language teacher may find the above examples very useful when illustrating the use of 'of' in this case, and teaching the correct use of the articles 'a' and 'the' at the same time. In Section 12 five rules are set out for teaching 'relatives' and relative clauses. A language teacher who teaches upper primary or lower secondary classes may refer to the rules when teaching complex sentences. From these rules, a language teacher may point out when the relative may be omitted.

In Sections 13 and 14 the author advocates teaching the 'empty' structural words, 'it' and 'there', and the structural words, 'some' and 'any' at an earlier stage because of their frequency. Simple examples are given to illustrate the correct use of these words.

Chapter 5 deals with English speech. In this Chapter the author only gives a brief outline of the main points of phonetics, phonemics, stress and intonation.

Chapter 6 is fairly short. It is about teaching method. The author emphasises only the use of substitution in English language teaching. He points out that in teaching sentence patterns, substitution is the language teacher's most valuable teaching aid. Various examples are given.

In Chapter 7 the aural-oral approach is mentioned. The author says, "Speech is of the first importance in the skills of language and hearing the language and speaking it correctly are of equal importance. A great deal of repetition in speech of sounds, words, phrases, and sentence patterns has to be done so that their use becomes automatic." He also mentions some requirements of situational language teaching. The best situation, according to the author, is one which clearly presents the sentence pattern and its words without danger of misunderstanding. It can easily be presented in the classroom and can give the greatest amount of oral practice to the class. In planning a language lesson, the author suggests that we should start the lesson with pronunciation, stress, and intonation and the main body of the lesson should consist of revision, presentation of a new structure or vocabulary, oral practice and reading of material on the new structure or written exercises. The time given to each step is clearly indicated.

Chapter 8 deals with classroom activities. The author points out that imperative drill is a very valuable language-teaching activity which all language teachers use in some way or another. Other activities mentioned are dictation of sentence patterns, reading, supplementary reading, oral composition and language games. The examples the author gives for language games, such as Kim's game and the Parson's Cat are interesting but a little too old.

Chapter 9 deals with other considerations which seem to be irrelevant to the aim of this book. But those who are teaching arithmetic in English and find it difficult to solve the language problem may greatly profit from it, for the author painstakingly lists out all the vocabulary and expressions to be used in an arithmetic lesson. In the latter part of this chapter under the heading 'Abstract Vocabulary' the author writes two pages to illustrate the different ways in which the verb 'make' can be used.

Owing to poor proof-reading, on page 179 there is a misprint: Chapter 7 should be Chapter 8. However, a lapse or two like this will not at all detract from the value of the book to those practising teachers who wish to use it as a guide to the teaching of English as a second language. The only shortcoming of this book is that the items dealt with are not arranged in a logical order. However, this book may be strongly recommended, as the materials selected for illustration are wide and substantial. Practising teachers will find it most valuable.

To fix better in the learner's mind the word and its meaning, the author has abundantly illustrated his text and added moreover diagrams showing how to mouth the sounds of English vowels and consonants. With stimulating drawings and diagrams he shows side by side

sheep ship pen pan
load road viper wiper.

The author, who is a distinguished musician, has the gift of presenting English to the Chinese student in an orthopaedic or corrective manner, building up sentences with rhythm and intonation from words and phrases, thus greatly facilitating the work of the pupil and the task of the teacher to learn to speak or teach Good English, pleasing to the ear.

TEACHING STRUCTURAL ENGLISH by G. PITTMAN

(The Jacaranda Press Brisbane, Australia)

Book Review by MARY LU

This book is intended for teachers of English as a second language. To a practising teacher it will be most useful as it covers all the various aspects of language teaching and is expressed in simple language.

There are nine chapters. In Chapter 1 the author emphasises clearly the aims in teaching English as a second language. There are three things, he says, that a language teacher should constantly bear in mind: why we teach English to our pupils whose mother tongue is not English, what we shall teach and how we shall teach them. He advocates teaching language first through oral practice.

Chapter 2 deals with language materials and methods. The author says, "Teaching method in language is how the class teacher teaches his class with the language materials. The teacher will use the materials but he will not be a slave to them, and will adapt them to suit his class." Under the section 'The most Important Stage in Teaching a Language' the author stresses the value of correct language habits at the elementary level. Incorrect and bad habits learned in the first few months and years will produce habitual errors. Habitual errors acquired at the elementary stage will endanger all language habits, even those learnt much later.

Of the nine chapters Chapter 3 is intended for those whose mother-tongue is English. What is mentioned in this Chapter is repeated in other chapters.

Chapter 4 stands out as exceptionally important. It contains 15 sections covering about 100 pages. In Section 1 the author emphasises the importance of the structural words such as in, by, with, at, to, for, on and from with some specific examples and lists out the number of meanings for each of them. In Sections 2 and 3, he points out that in English language teaching word-order is important, as word-order conveys meaning. The examples given in the text are well chosen. In Section 4 the author writes profusely on Verb Patterns, Verb Forms and Tenses, Voices and Moods and 'Defective and Inchoative Verbs'. He lists out 21 verb patterns which nearly cover all the basic ones. The author draws attention to the point that not all verbs can follow all the patterns listed. Each pattern is followed by a different group of verbs, for example, pattern 2:

Verb + Direct Object

Hundreds of verbs can follow this pattern but as to pattern 16:

Verb + Direct Object + Infinitive

only a limited number of verbs can be used. That means the verb patterns which are more frequently used will prove more important to the students than other patterns.

Book Reviews

ENGLISH SPEECH TRAINING by RAYMOND HUANG, 1968.

Book Review by HENRI VETCH

Publisher to the University of Hong Kong.

English Speech Training, published by the Hong Kong University Press in April, is a companion volume to Mr. Raymond Huang's *English Pronunciation Explained with Diagrams* which appeared in 1965 also under the University Press imprint. It is the authors' third text book, specially designed for the Chinese student to improve his English diction and enlarge his vocabulary.

Grounded in phonetic and contrastive methods the book is also of great value to other foreign learners.

Here the author, for the first time, introduces Rhymes which rise from the subconscious to group into harmonious families the words of man. It is thus that children beginning with lullabies and nursery rhymes rapidly build up without conscious effort their vocabularies, as though rhyme words were self-generating. Throughout *English Speech Training* the material in the lessons is arranged in rhyming sequences as for example:

it, bit, fit, hit, kit, skit, knit, pit, spit
city, kitty, pretty, witty, fifty, thrifty; fifty-fifty.

In like manner, words or phrases closely related by sound are paired off for contrast in phonetic distinction, e.g.

1. eat it, feet fit
net gnat, set sat
hut heart, cut cart
pot port, spot sport
2. niece knees, peace peas, pence pens, false falls, lace lays, place plays, face phase, race rays.

Or again to deal with consonant endings, so difficult to master for the foreign student, the author brings together words like

both, oath, loath, growth
loathe, clothe
drove, grove, stove, wove

1,735 words are introduced to the student in 45 lessons and in the Appendix they are arranged and augmented into 4,158 rhyming words.

The extensive use of rhyme makes the book useful not only to Chinese students but to other foreign learners as well. All will find the lessons easy to learn and pleasant to remember. Once launched, the power of rhyme will draw them on.

In 1962 the International Congress of Mathematicians met in Stockholm to discuss results of the international commissions set up to study the mathematics curriculum drawn up as early as 1958. In the same year UNESCO held at Budapest the Conference of International Symposium on School Mathematics Teaching which was attended by Richard Skemp of the United Kingdom, author of "Understanding Mathematics", and Dr. G. Matthews, now director of Nuffield Mathematics Teaching Project. In the same year an agreement was reached in the United Kingdom to set up a Joint Mathematical Council under the chairmanship of Sir William Hodge. This body is concerned with the overall aspect of mathematics including mathematical education. The Midland Mathematics Experiment started officially in September, with the participation of eight schools including the Harold Cartwright and Harold Malley Schools and Bournville Boys' Technical School.

In 1963, in the United States of America, an important conference took place under the auspices of ESI — The Cambridge Conference on School Mathematics (CCSM). As a result of that a formal report "Goals for School Mathematics" was produced, which looks forward to more drastic revisions than any attempted in the several reforms then under way. Publication of "Goals" was followed by a number of conferences and experimental classes concerned with materials proposed in the report. Also in the year 1963, the School Mathematics Project (SMP), under the directionship of Professor Bryan Thwaites, then of Southampton University and now Principal of Westfield College University of London, was initiated with the active participation of eight public schools and grammar schools.

In 1964, the first phase experimental teaching of the Nuffield Mathematics Teaching Project in London officially started, and Bulletin No. 1 of that project, edited by D.E. Mansfield, author of "Mathematics: A New Approach", was published in November of the same year.

In 1965 a mathematics conference co-sponsored by the Cambridge Conference on School Mathematics (CCSM) and the School Mathematics Study Group (SMSG) was held at Cambridge, Massachusetts, to discuss further development of projects and experiments in mathematics education. This conference was attended by Professor Bryan Thwaites of Britain.

In 1966, the Ditchley Mathematical Conference was held at Ditchley Park, Oxfordshire, under the joint auspices of the School Mathematics Project in the United Kingdom and the Cambridge Conference on School Mathematics in the United States. Professor Bryan Thwaites of Westfield College and Professor W. T. Martin of MIT acted as co-chairmen. The conference brought together the leaders of the United Kingdom and the United States of America in the sphere of mathematics for an opportunity of joint discussion and mutual benefit in the development of mathematical education. And at the conclusion of the meeting an agreement was reached to bring about a year's exchange between two authors of the SMP group and the SMSG group.

The above description is only a glimpse of what goes on everywhere as regards innovations in mathematics teaching. Many experiments are under way in almost every part of the world. This summary provides some indication of the range and scale of Anglo-American activities.

A SHORT ACCOUNT OF SOME ANGLO-AMERICAN ACTIVITIES IN THE DEVELOPMENT OF MATHEMATICS TEACHING

By T. W. MAK

Since the Jeffrey Report of 1944 which proposed the unification of the four different compartments of mathematics — Arithmetic, Algebra, Geometry and Trigonometry into a general subject titled General Mathematics, there has been little change in the mathematics syllabus in the secondary schools. Since the early 1950's there have been some experiments both in the United States and in the United Kingdom on the move towards reform, both in content and in the method of approach. It is fair to say that each experiment, however small, has made its own contribution in curriculum innovation.

In 1952 the University of Illinois Curriculum Study in Mathematics (UICSM), led by David Page was launched. The material developed by David Page uses the number line and frames to develop an understanding of whole numbers, fractions, negative numbers, the commutative law for addition and multiplication, the distributive law, exponents, equations and functions, the aim of which is to develop mathematical reasoning. Frames introduced by Max Beberman at the University of Illinois are now widely used by programme directors, textbook writers and teachers.

In 1957, Dr. J. M. Hammersley organised at Oxford a triangular conference of mathematicians from schools, universities and industries, which Professor Bryan Thwaites, at the time a schoolmaster at Winchester College, attended. This conference gave considerable impetus to the movement for the reform of school mathematics.

In 1958, the School Mathematics Study Group (SMSG) was formed under the directorship of Professor Begle. This group of university professors, college lecturers and high school teachers of mathematics exerted the most comprehensive efforts to create a sequential mathematics programme in grades K-12. "Whereas other groups have developed a few innovations and have introduced a few new concepts, whether as enrichment or as part of the regular programme, SMSG material is a radical departure from the traditional mathematics curriculum. Throughout all the units the basic concepts of mathematics are developed, and arithmetic, algebra, and geometry are presented as related mathematics unified through the concept of sets."⁽¹⁾ In the same year the Educational Service Incorporated in Massachusetts was formed to develop a programme of curriculum development, with special emphasis on the teaching of science and mathematics. It is a private non-profit making corporation formed by members most of whom are from MIT; however representatives from other institutions of learning throughout the United States are also included. Its financial power is tremendous as it brings together funds from a multiplicity of sources: five government agencies, eleven private foundations, and a number of industries which made funds available to it for innovative development.

In 1959, Mr. Cyril Hope, now director of the Midland Mathematics Experiment, attended the Royaumont Seminar in Paris as a British delegate. As a result of the Seminar "New Thinking in School Mathematics" by the OECD,⁽²⁾ was published.

In 1961, the mathematical conference in Yugoslavia, also organised by the OECD, resulted in the publication of "Synopsis for Modern School Mathematics."⁽³⁾

In the same year the Southampton Mathematical Conference was held in the United Kingdom to discuss the shortage of mathematicians. Professor Begle, in charge of the SMSG in America, attended as a guest.

(1) Rappaport, D. "Understanding and Teaching Elementary School Mathematics" John Wiley & Sons, Inc., New York, 1966. p.5.

(2) Published by Organisation for Economic Co-operation and Development in 1961.

(3) 3rd Printing of Organisation for Economic Co-operation and Development in 1966.

and authors were also offered. My own contributions were: Ezra Pound, Chinese Poetry, Chinese Myth and Legend and Linguistics. Ezra Pound and Linguistics were more difficult to handle, but most of the papers produced gave evidence that the students had really come to grips with the topics chosen.

The most enjoyable part of the work was that of collecting Chinese folktales and using them in the course on myth and legend. The most popular stories were "The Trial of the Stone", "Liang Hsinpo and Chu Yingtai", "Ma Liang and the Magic Pen", "The Pig that Warms the Ocean", and "Weighing the Elephant". Some of the stories were tried out in schools and their popularity indicated that the appeal of a good story transcends national and cultural differences. Mr. Mowat, Principal Lecturer in English at the College, told me he used the story of Judge Bao's Trial of the Stone with great success in the Gilbert Islands; the students there displayed great interest and imagination in their dramatization of the story afterwards.

The success of seminars and tutorials naturally depends also on adequate library facilities. With regard to this, the College enjoys a distinct advantage; its library is well stocked with books on all the subjects and courses offered. At the same time students have ready access to all the library facilities in Bristol.

Teaching Method Lectures

During the year five lectures on the teaching of English were given. The topics covered were: reading, writing, poetry, story-telling and drama. Whether one lecture on each topic was sufficient is a moot point. In my tutorials a few students remarked that they would appreciate more detailed guidance on the teaching of different aspects of English. However, most students were able to supplement their lecture notes with private reading.

While on the subject of teaching English, I should like to mention that I benefited very much from listening to Mr. Joe Reid's most stimulating lectures on using the B.B.C. As the talk was illustrated with slides and recordings made in the classroom, it revealed in a most fascinating way the successive stages in the conduct of a very interesting lesson. Now that Hong Kong is to have educational television and the increased use of educational broadcasts is a distinct possibility, perhaps similar talks by specialists would be a most valuable addition to the normal curriculum in our colleges of education.

School Visits

As my colleagues were most generous about providing transport, I was able to visit all types of schools ranging from nursery to junior and lower secondary. What impressed me most was the atmosphere of freedom in the classroom and the many opportunities for creative work. Most of the time the children were able to work at their own pace and to engage in activities suited to their age and aptitude. All in all, the visits were most stimulating and worthwhile.

College Administration

The Principal very kindly invited me to attend a number of Academic Board meetings. The experience of seeing the Board at work was naturally most useful. Of even greater value, however, was the Conference on College Government which I had the privilege to attend. At this conference all aspects of college administration were discussed in great detail and with remarkable frankness. I found that the discussions on college policies and other issues of teacher training contributed greatly to my understanding of some of the educational problems facing Bristol and other parts of England.

I feel I must conclude with a word of thanks to the Ministry of Overseas Development and all those responsible for the exchange. I am also most grateful to the Principal and staff of St. Matthias for their part in making my stay a most pleasant and profitable one. It remains only for me to express the hope that many Commonwealth teachers will benefit from this exchange scheme in the years to come. There is no doubt that the results of such exchanges will be most valuable to teacher training in the Commonwealth.

The book reviews deserve some mention. It may be appropriate to point out here that students were encouraged to read as many as possible of the following books before entering the College:

Title	Author
<i>Hertzog</i> - - - - -	Saul Bellow
<i>The Plague</i> - - - - -	Albert Camus
<i>Herself Surprised</i> - - - - -	Joyce Cary
<i>Heart of Darkness</i> - - - - -	Joseph Conrad
<i>Crime and Punishment</i> - - - - -	F. M. Dostoievsky
<i>Sanctuary</i> - - - - -	William Faulkner
<i>The Longest Journey or A Passage to India</i> -	E. M. Forster
<i>Brighton Rock</i> - - - - -	Graham Greene
<i>Lord of the Flies and/or Free Fall</i> - - - -	William Golding
<i>A Farewell to Arms</i> - - - - -	Ernest Hemingway
<i>Brave New World</i> - - - - -	Aldous Huxley
<i>Portrait of the Artist as a Young Man</i> - - -	James Joyce
<i>The Rainbow</i> - - - - -	D. H. Lawrence
<i>Under the Net</i> - - - - -	Iris Murdoch
<i>The Catcher in the Rye</i> - - - - -	J. Salinger
<i>The Scarlet and the Black</i> - - - - -	L. N. Tolstoy
<i>Huckleberry Finn</i> - - - - -	Mark Twain

Some of them must have made considerable impression on the students as they were chosen for review. The following partial list of the reviews I received clearly shows this.

Title	Author
<i>Lord Jim</i> - - - - -	Joseph Conrad
<i>Lord of the Flies</i> - - - - -	William Golding
<i>A Passage to India</i> - - - - -	E. M. Forster
<i>The Catcher in the Rye</i> - - - - -	J. Salinger
<i>Cider with Rosie</i> - - - - -	Laurie Lee
<i>The Mayor of Casterbridge</i> - - - - -	Thomas Hardy
<i>The Rainbow</i> - - - - -	D. H. Lawrence
<i>A Farewell to Arms</i> - - - - -	Ernest Hemingway
<i>For Whom the Bell Tolls</i> - - - - -	Ernest Hemingway
<i>Moll Flanders</i> - - - - -	D. Defoe

The first five were tackled by more than one student. It is interesting to note that students generally found preparing a review much more demanding than writing a critical appreciation of a poem. My impression is that students who tackled standard works like "Lord Jim" and "The Mayor of Casterbridge" had an easier task as they had some previous knowledge of Conrad and Hardy, whereas those who attempted the really modern authors had considerable difficulty in maintaining a sound balance between giving a synopsis of the novel and presenting a critical review of the work. Literary criticism, even in an amateurish way, is at all times a difficult exercise, but a comparison of the essays of 1st, 2nd and 3rd Year students revealed a marked progress and showed clearly the value of the training provided by tutorial sessions and directed study of selected authors.

With regard to seminar courses, the range of subjects offered was considerable, from the Press and Propaganda to such diverse subjects as Linguistics and Chinese Myth and Legend. Courses on Shakespeare, Chaucer, the Metaphysical Poets and other major poets

A Year at St. Matthias College of Education

by

WILLIAM CHENG



It is not my purpose here to give a detailed report on my work as an exchange lecturer at St. Matthias College of Education, Bristol. However, some aspects of my work and experience may be of interest to local teachers and students in colleges of education and I shall try to confine myself to these aspects as far as possible.

I arrived at Bristol on 15th September, 1966 and since the Autumn Term did not begin until 19th September, I had nearly one week of orientation before taking up my duty as a member of the English staff of the College.

Tutorials and Seminars

One of the first things which struck me soon after my arrival at St. Matthias was the emphasis on tutorials and seminars. Students met their tutors regularly in small groups to take part in a critical discussion of the essays they submitted. The essays were usually critical studies of poems written after 1914. The College prospectus explains this emphasis on tutorials and the stress on modern literature. "To help students to an understanding of themselves and the world they live in, the main stress is on contemporary literature. Students are assessed largely on the anthologies they compile and on other work that reflect their own judgment and originality."

The file on which a student was assessed consisted of

Ten poems by different modern authors + anthology notes,

Three pieces of original work,

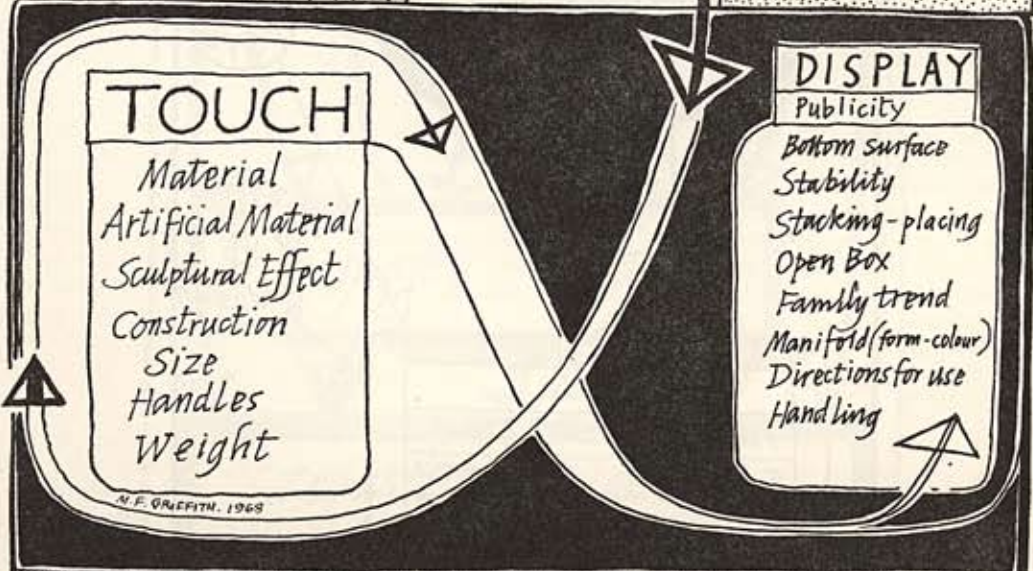
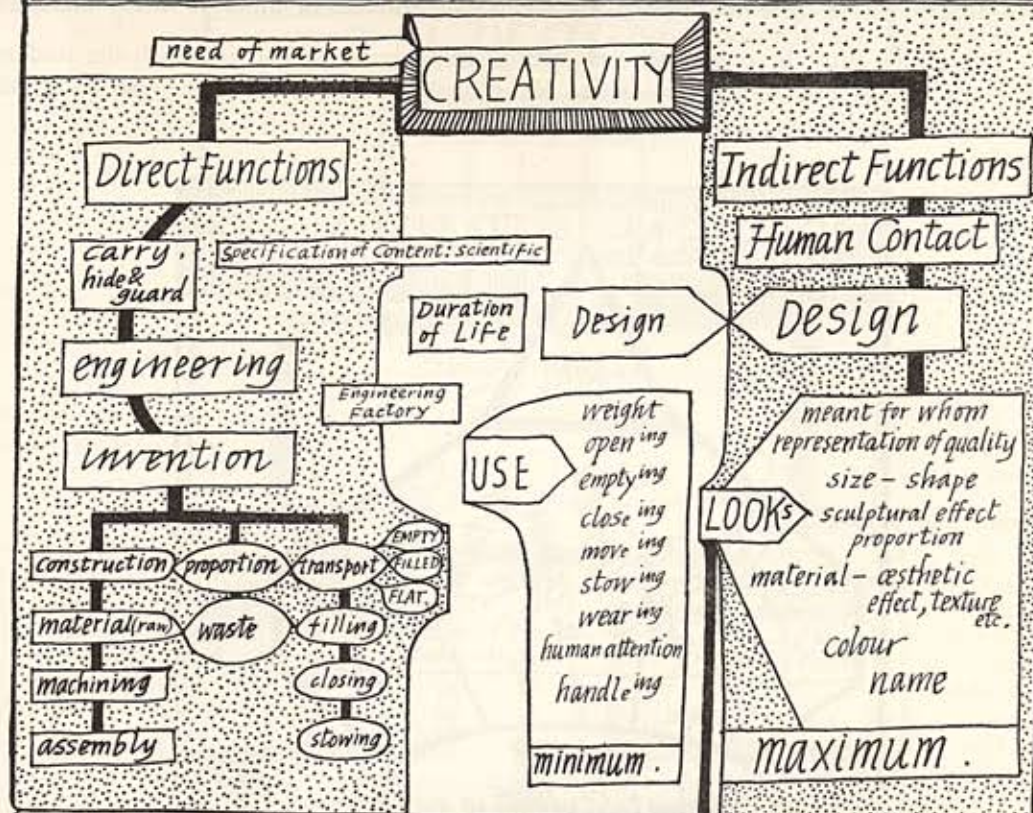
A review of about 1000 words on a novel,

Lesson notes on the English work taken in schools.

My first tutorial meeting began in the second week of the Autumn Term. Naturally, the thought of having to give impromptu criticisms of the students' essays was at first rather daunting. However, I soon discovered that the meetings could be very lively and stimulating, especially since the students were nearly always eager to engage in a critical discussion of the essays read out. On the whole tutorials with 2nd Year students were more fruitful than those with 1st Year students. This was because I was able to meet 2nd Year students in groups of two and for half an hour each time. In the case of 1st Year students, meeting them in groups of six or seven for half an hour did not give me sufficient time for detailed criticism of individual essays. Fortunately, a more satisfactory arrangement was worked out later on and fuller discussions with individual students were often possible.

A word or two about the poets which seemed to be most popular with the students. I found that Ted Hughes and Thom Gunn were very popular with many students. Could it be that the modern generation of young people have chosen them as their spokesmen? There was also a great interest in the war (or rather anti-war) poets, especially Owen and Rosenberg, the two poems most frequently chosen for critical study being "Strange Meeting" and "Break of Day in the Trenches". The major poets like Hopkins, Eliot and Yeats were also popular. There was a willingness to explore new vistas and to select for criticism the works of less well-known poets. On the whole, I feel that the essays submitted reflected great credit on the writers, being usually characterised by maturity of thought and sensitivity of feeling. Only rarely did one get something that was superficial or pedestrian.

PACKAGE Analysis - DESIGN

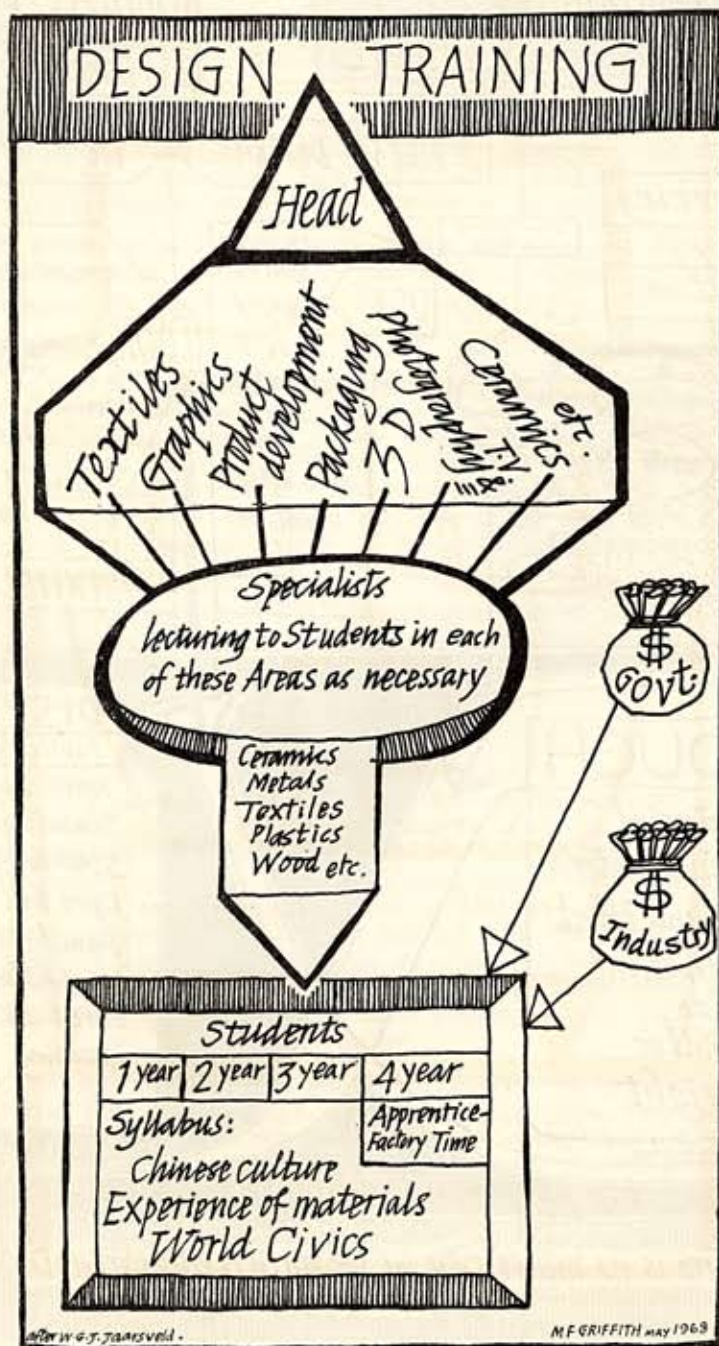


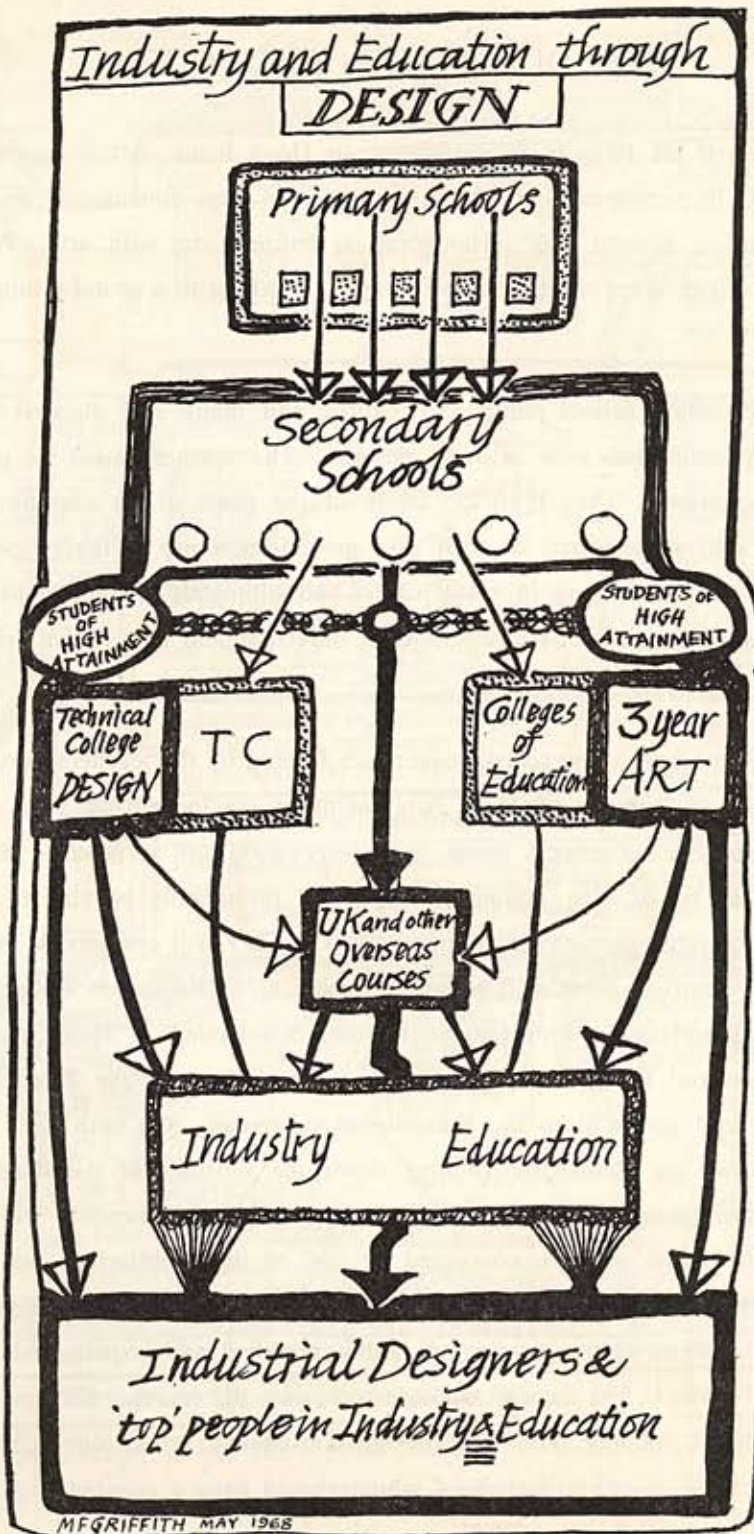
There is no mediocrity in Design, it is either GOOD or BAD.

DESIGN FOR HONG KONG TRAINING

The diagram is self-explanatory. It illustrates with great force the urgent necessity for the student to be able to develop an instinctive attitude of mind to using materials.

The school must be creating a new way of thinking altogether, in which the students learn a new philosophy of creative work, big enough to adopt and make use of all the newest technical advances, and including morals.



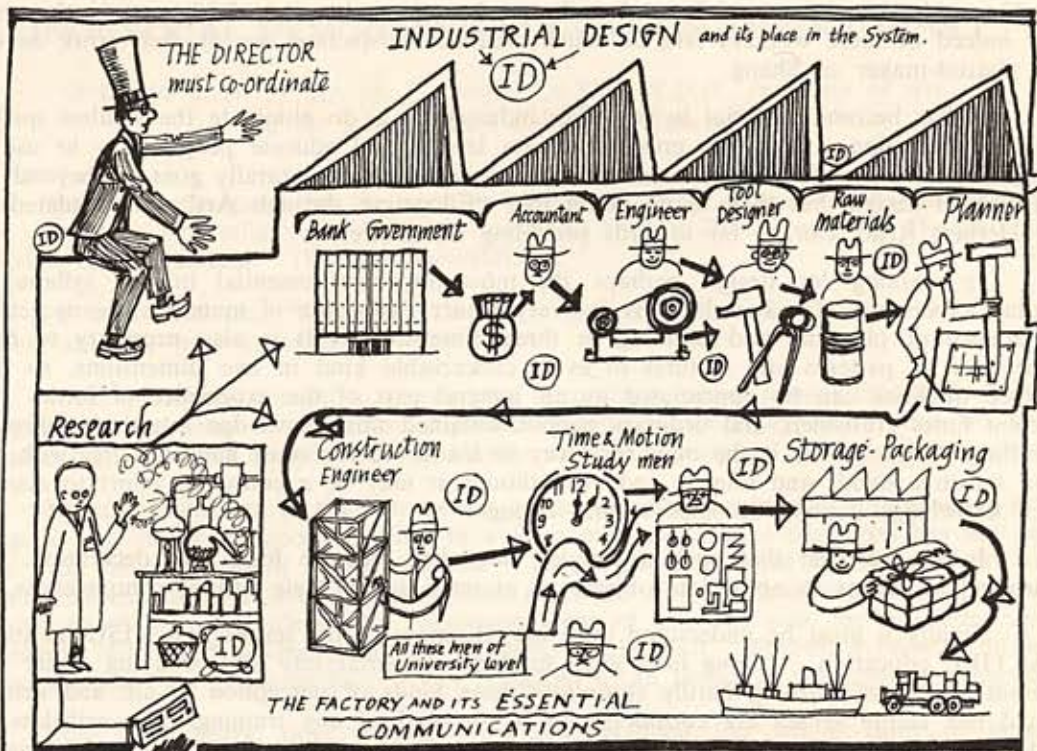


THE DIAGRAMS — EDUCATION

At the top is the Primary School where, in Hong Kong, Art is generally very well taught, especially in picture-making, but an expansion of three-dimensional work is essential, as well as a clearer general aim. Handicraft is entirely one with art. Primary school Art and Handicraft teachers must send their pupils onward with a sound intuitive foundation in these subjects.

In the Secondary School pupils will mature, and many will discover talents which are not directly connected with art and design. The teachers must be responsible for direction and selection. They must be aware of the place of art and design as a real and absolutely vital subject, and of their own great importance in the system. They will need to receive proper training in many cases, and ultimately qualifications will have to be of an international standard, because modern industrial and educational techniques must work together in the international field.

The diagram shows how school leavers are filtered by the teachers into the Technical and Design fields. Students of High Attainment means those with good or very good School Certificates in a general sense, with very good art included. Some students, who will have to be of high attainment also, will presumably be able to go to British Commonwealth or other overseas institutions direct. They will come back into the system as shown in the centre. Some will complete Technical or Education College courses and then go overseas, perhaps on Government Training Scholarships. Those on the Technical side will be Industrial Designers and Technologists and those on the 3 year Art side will be studying art and design from the Educational viewpoint. On both sides these selected people, (i.e. within the framework running down the outsides of the diagram), will be those with a born natural gift. Others (shown in the inner framework) will be those not so specially gifted who will be concerned in one of the multifarious ways possible in design in Industry and Education. The rectangle marked Industry Education means just that. Both these demand the services of highly qualified and experienced personnel, as Diagram No. 1 shows. The lowest rectangle represents the cream. Such people are those who are capable of running their own design consultancy firms, top architects, and the counter-parts of these in education, all of whom should have a sensible effect upon events.

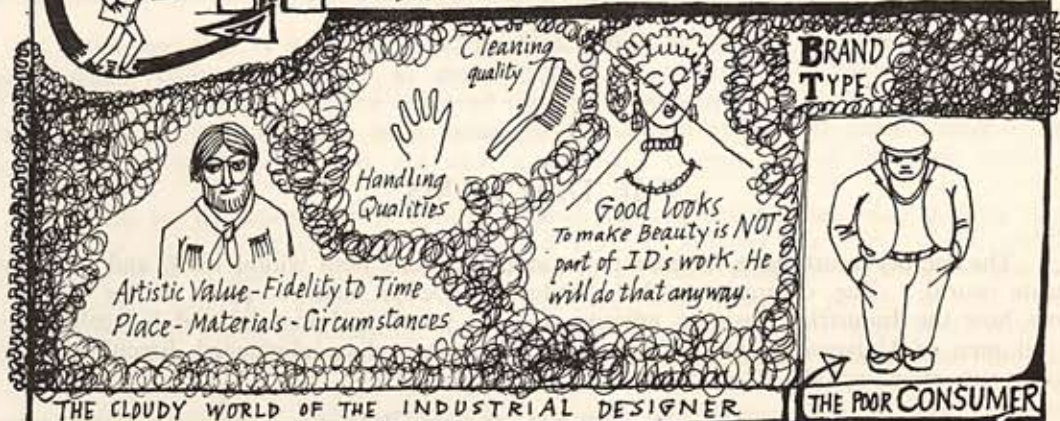


The Industrial Design may influence each of the above experts ONLY IN THE FORM & USE of their TOOLS & EQUIPMENT.

THE DESIGNER MAY EVEN USURP THE FUNCTIONS OF THE DIRECTOR

MAP = The Church of our Time - Marketing Advertising Publicity!

We must have COMMUNICATION to get in touch with the consumer, even though this uses a large amount of money. 3% to 20% of the costs are here; (and the need for Communication was where the INDUSTRIAL DESIGNER started from:).



Industrial Design is the ONLY connection between the factory process AND

Industrial Design is for the creation of HUMAN RIGHTS in the machine-tool world of production. IT IS VIRTUALLY A NEW RELIGION

world, employs many materials, and millions of workers, but it is fairly certain that very few indeed of these workers take as much creative satisfaction out of their work as did the chariot-maker of Shang.

It has become essential to re-design industry so as to eliminate the soulless quality of the automation. Not only must we create leisure and educate people how to use it, but we must make daily work creative. This total problem naturally goes far beyond the teaching of design, but there is no doubt that "Education through Art" as postulated by Sir Herbert Read, can go far towards providing an answer.

In training for design perhaps the most important essential in any syllabus is getting experience of materials. By its very nature experience of materials means getting experience of planning and thinking in three dimensions. It is also necessary to have experience of patterns and textures of every conceivable kind in two dimensions, so that surface qualities can be appreciated as an integral part of the experience of forms. In ancient times craftsmen, and ordinary people, obtained this knowledge intuitively, through handling *things*. This is the only sure way to learn; we too must handle *things* with our own sensitive hands and fingers, and even though it may be a conscious effort to acquire such knowledge it soon becomes natural enough.

It can be seen that such a training does not separate form and decoration. It educates the senses to appreciate objects all at once, in all their natural completeness.

Finally it must be understood that this education of the senses is a VISUAL and a TACTILE education. Living in a great modern industrial city and studying under our present system of learning hardly stimulates these kinds of perception at all, and neither visual nor tactile senses are considered to be in need of any training. Nevertheless, in order to appreciate the literary art, great effort has been put into teaching verbal language, while the visual language of forms has been virtually neglected, possibly just because, before the Industrial Revolution, it developed quite naturally in everybody. We must now remedy the omission, and prepare a complete syllabus for teaching everyone the age-old Grammar of Visual Form, because it is of quite equal importance with either the literary or the scientific forms; and we must recognise that society can only neglect such a vital part of its body at the peril of grave imbalance of its other organs and their ordinary functions, of which industry is one. This great responsibility must be taken up by every young teacher, even if he or she is not teaching art, but particularly if art and design is a chosen speciality.

THE DIAGRAMS

The factory must have its essential communications both within itself, and with the outside world. The diagram entitled "Industrial Design and its place in the system" shows how the Industrial Designer advises at every point, and that he and his colleagues are all men of University level in education. It follows that enlightened direction of the whole team must include all workers.

At the bottom it will be noticed that the Industrial Designer does not attempt "to make Beauty". His function is to make objects having satisfactory form for the job in hand, *but, if he is a good designer* these objects will have inherent qualities of form and construction which ultimately are of aesthetic significance. Pure functional efficiency is not alone sufficient; the good designer will, through his creative understanding of materials, automatically include functional efficiency. (The figures are Dutch because the original diagram was copied from a blackboard drawing made by Professor W.G.J. Jaarsveld at a seminar on Industrial Design held in Hong Kong during early June 1966.)

INDUSTRIAL DESIGN AND EDUCATION THROUGH ART

*A lecture given by Mr. M. F. Griffith, A.T.D., N.D.D., Inspector of Art,
at Sir Robert Black College of Education*

"Industrial design is for the creation of human rights in machine-tooled products. It is virtually a new religion." This is a quotation from a Dutch Industrial Designer and Professor at Amsterdam. (W.G.J. Jaarsveld).

He also said that "Industrial Design is the only connection between the factory process and the poor consumer."

These quotations amount to a very large proposition indeed, namely that the Industrial Designer becomes one of the most important people in social evolution; but we must examine the conditions of today to see whether there is any reason for these statements.

The first condition is that the power of the machine is now truly tremendous both for good and for ill. Second, is that in a large measure, human education has not kept pace with the development of the machine. Third, early attempts to integrate art and industry suffered from at least two main false premises. One, the insistence on an academic training based upon the ideal of a renaissance type of art; and two, the insistence upon handicraft skills, and designing from a handicraft standpoint. Fourth, a belief, still very prevalent, that "art" is something which is added to an object in the form of ornament.

Now if, Industry, (and in this word are included the whole team of people concerned), produces with the view that the machine is a tool, an extension of the human hand as all tools are, to be used for creating the most human benefit, then Industry will be fulfilling the true function which every educated person wishes for it. Then, as the Dutchman said, "The Industrial Designer is a sort of social priest."

This obviously involves an entirely new view of social life, of industry, and of marketing, advertising, and publicity. Since all these are nowadays the actual mainspring of the daily lives of millions both at work and at leisure, it follows that Industrial Design is one of the most important subjects to be studied at any level.

However, that is an ideal view, an ideal which if pressed with unwisdom and too great speed, might well create as many difficulties as those it is intended to eliminate. The ideal can obviously only be achieved through education at all levels, since few people yet consider art and design to be a means of social improvement on such a scale — and of course, by itself alone, it is not such a means, it is only one of the main tools.

Since by definition, art is concerned with making things, and since making things is a natural function of the human hand and brain, it follows that every child ought to have experience of making concrete objects out of as many kinds of materials as possible. This happens naturally, although in limited fashion, with primitive people, in real contact with nature, but where an industrial society has created the great city, man-made machines have effectively separated man from nature. Soulless automation demands no education from its human operators, who are merely slaves to the machine, making nothing, and understanding nothing. Such operators do not even have leisure, nor do they know how to use it. True automation demands that the operators understand every facet of production, and furthermore know how to employ themselves in a life made genuinely easier by machine-tools.

In ancient times the craftsmen were the industrialists. They were themselves in daily and intimate contact with their materials. For example, the chariot-maker of Shang knew and used wood, bronze, and leather, and he must also have known precious materials such as jade. The modern version of this industry, the vast motor-car companies of the

you will be assessing facts objectively, you will be able to discriminate between knowledge and prejudice, and this, far more than the acquisition of a mass of information, is the mark of an educated person. If you have learnt in this way, you will understand the importance of passing on this attitude to learning to the children in your charge. Children are blessed with a gift of curiosity about the world around them, they are anxious to use their powers of observation, they are capable of development into rational beings. Shakespeare reminds us of the potentialities of humanity when he writes

“
 What is a man
 If his chief good and market of his time
 Be but to sleep and feed? A beast, no more.
 Sure he that made us with such large discourse
 Looking before and after, gave us not
 That capability and god-like reason
 To fast in us unused.”

It will depend upon education how far the gift of “capability and god-like reason” is developed, it will depend upon education how far children grow up as reasonable men and women able to support or to create a reasonable society in which to live and work. But reason is the enemy of dogma, of blind obedience to an arbitrary authority, and of course the temptation is there — for all parents as well as for all teachers — to rely on adult authority and on dogmatic assertion to force children through formal educational processes. We all feel the temptation; it may be more easily resisted if we remember that these are the adults of tomorrow, and that their education should provide them both with adequate information about the society and the world in which they live, and with an attitude of mind which will encourage them to make rational choices not only in their private affairs, but in the public issues of their own communities.

THE FIFTH CERTIFICATE PRESENTATION CEREMONY OF THE IN-SERVICE COURSE OF TRAINING FOR TEACHERS April 27, 1968

The In-service Course of Training for Teachers (I.C.T.T.) at this College started in 1961. So far nearly a thousand teachers who completed this Course are now teaching in various Government-subsidized and private schools.

The 5th Presentation of Certificates Ceremony 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 (1965-67). In 1965, 565 permitted teachers applied for admission to the course, 142 were selected and in 1967 131 graduated. The I.C.T.T. trainees are also chosen on a highly selective basis.

The Ceremony was opened with the speech of the Principal, who stressed the responsibility of the teachers and the valuable contribution of the Course to Hong Kong. Mr. K. C. Tai, the Supervisor of the Course, reported that 63% of the trainees have obtained teaching posts in subsidized schools and the rest, except those who have gone abroad for further studies, have got teaching posts in private secondary and primary schools.

Mr. Shuen emphasized in his address that teachers should bear in mind one of the basic principles of Confucius and pay equal attention to the gifted, the average as well as the backward children.

The Ceremony was followed by a Graduation Dinner. We would like to pay tribute to Mr. K. Y. Chan, the former supervisor of the Course, who made a special effort to attend despite his ill health and received a very warm welcome.

Speech by Mr. K. E. Robinson, Vice-Chancellor, University of Hong Kong

Mr. Chairman, Principal, Ladies and Gentlemen:

When I was honoured with your invitation, Principal, to speak to you all today, I was particularly pleased to be able to accept, because I understand that this is the first presentation ceremony to be held since the College was renamed a College of Education. This new title emphasises that students here will not only learn to teach others, but will continue to extend their own general education. All of us engaged in teaching know indeed that education is a continuing process for all of us, and that those who teach and those who learn are engaged in a common activity. But still, there is of course a particular bond between those who are primarily involved in the teaching side of the process. As a working Vice Chancellor with my feet chained firmly to the ground by the day to day problems of finance, buildings, staff recruitment, student selection and the rest, it is on these practical points that I can most fully appreciate with real fellow feeling the efforts and achievements represented by the expansion of your numbers and the extension of the scope of education offered, achievements the more remarkable in that you are housed in interim accommodation. But while it is right that on occasions such as these we should give praise to the devotion and ingenuity of those who day after day struggle with circumstances and keep the wheels turning, yet it is also an occasion on which we have an opportunity, and perhaps a duty, to consider what is the object of all this practical activity, and what is the value, one might make bold to say the moral value, of this education which we are busily engaged in furthering. In a College of Education we are obliged to consider first in what way the education of the student is to be extended, and secondly what the student is to be taught about teaching children. You will be relieved to hear that I do not propose to discuss both these enormous fields this evening; instead I should like to talk for a few minutes about one of the functions of education which I think is of particular importance in the world today — I mean that function of education by which the human animal is turned into a rational being.

The Irish poet, W.B. Yeats, reflecting on the unhappy political scene in his own country, perhaps foreseeing the horrors of the second world war which was still to come when he wrote, says

“ Things fall apart; the centre cannot hold
Mere anarchy is loosed upon the world
.....
The best lack all conviction, while the worst
Are full of passionate intensity.”

In a period of rapid social and political change, of technological change so fast that it creates an ever wider gap between the generations, of worldwide mobility which disintegrates local cultures before coherent alternatives can be developed, Yeats' vision of the human situation is real to many people.

What has this to do with education, with the education of rational men and women? I think that if this kind of education were to be extended in quality and in quantity then there would be greater hope of enabling “the best” (in the poet's words) to find convictions which might enable mankind to bring reason to bear on the ordering of their environment and on the control of forces which men themselves have unleashed, so that the threat of anarchy — replaced today in this nuclear age by the threat of human mass self destruction — may at least be reduced if not dissipated.

These are grand and general propositions which must seem to have little relevance to the crowded classrooms of young children where some of you are working, or even to the examination requirements to which others of you are still giving your attention. But if you are learning in the right way, you will be developing your powers of reasoning,

‡ Research and Publication

Education

A Year of Proverbial Co-existence by William CHENG, 'Overseas Challenge' Bulletin of the National Council for the Supply of Teachers Overseas prepared by Ministry of Overseas Development and the Central Office of Information, 1967.

The Problem of Class Management (課室管理問題) by CHAU Kung-leung, *SRBCE Past Students' Association Magazine*, 1966.

A Discussion on the Teaching Problem of Reading (讀書教學問題商榷) by CHAU Kung-leung, *SRBCE College Magazine*, 1967.

Health Education

Health Education in Training Colleges in the United Kingdom by LUK Mo-ping, *SRBCE College Magazine*, 1967.

Chinese

A History of Criticism on Chinese Lyrical Poetry (詞學評論史稿) by KONG Yun-fun, Lung Men Book Store, 1966.

The 'Ku-wen Movement' in T'ang Dynasty (唐代古文運動) by CHAN Wai-leung, *SRBCE Past Students' Association Magazine*, 1966.

Li Yu's Idea on the Writing of Lyrical Poetry (李笠翁論填詞) by KONG Yun-fun, *SRBCE Past Students' Association Magazine*, 1966.

Review on 'The Art of Chinese Poetry by James J. Y. Liu' by KONG Yun-fun, *SRBCE Past Students' Association Magazine*, 1966.

A Discussion on the Class Teaching of the Chinese Language, with Special Reference to Exercise in Word Usage (談國語教學中有關運用文字練習) by CHAN Wai-leung, *New Horizons*, No. 8, 1967.

A General Survey on 'Su-yueh' in South Dynasties (南朝俗樂概況) by CHAN Wai-leung, *SRBCE College Magazine*, 1967.

Teaching of Chinese as a First Language in H.K. Primary Schools (香港小學中文教學概況), presented for the First Chinese Language Conference HKU, by KONG Yun-fun, *SRBCE College Magazine*, 1967.

Teaching of Chinese Romantic Novel Materials in Secondary Schools (中學章回小說教材的處理方法) by LAW Yin-sun, *SRBCE College Magazine*, 1967.

English

Intonation in Idiomatic English, Book I by Raymond HUANG, in collaboration with Prof. A.W.T. GREEN, H.K.U. Press, 1964.

English Pronunciation Explained with Diagrams by Raymond HUANG, H.K.U. Press, 1965.

Intonation by Raymond HUANG, *SRBCE Past Students' Association Magazine*, 1966.

Lesson Material for the Teaching of /s/ and /z/ by Raymond HUANG, *SRBCE College Magazine*, 1967.

Social Studies

A Discussion on the Evolution of the Curriculum of Social Studies (社會科之分合和展望) by LAU Kwok-fan, *SRBCE College Magazine*, 1967.

Needlecraft

Modern Methods of Dress-making — Cheongsam by WANG TAM Man-so, Ling Kee Book Store, 1966.

Miss Chiu is now carrying out research on bilingualism and will work with Professor Mackey in Quebec, Canada. We regret the loss of a capable lecturer. We all wish her every success in her research.

Research and Publication † 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 three years (1964-67) under review, the total number of publications is seventeen. This number includes three articles on Education, one book and seven articles on Chinese, two books and two articles on English, one article on Health Education, one on Social Studies and a book on Needlecraft.

* * * * *

Now I would like to thank most sincerely all our lecturers for all their cooperation and assistance.

We are grateful to all Heads of Schools who have so kindly let us use their schools for teaching practice. We also thank Heads of Schools for releasing our graduates today so that they can attend this ceremony. Lastly, may I say how very much we have enjoyed the fine performance of the Police Band. To the conductor and members of the Band, I would like to offer my very sincere thanks.

** Selection, Registration and Graduation*

	Number Applied	Number Interviewed	Number Admitted	Number Graduated			
				(M)	(F)	Total	
1964 - - - - -	2353	1191	333	84	246	330	(1965)
1965 - - - - -	3581	2000	324	60	213	273	(1966)
1966 - - - - -	2433	1816	376	1 yr: 44	168	212	(1967)
				2 yr: 10	33	43	
Total - -	8367	5007	1033	198	660	858	

*** Analysis of Employment of 1965-67 graduates*

Year	Type of Sch. No. of Graduates	Subsidized	Private	Govt.	Miscellaneous (Abroad, Further Studies, Supply Teaching, Other Employments, etc.)	Total
1966		166	44	16	47	273
1967	1yc	158	24	13	17	212
	2yc	34	2	7	0	43
Total		527	167	57	107	858

PRIZE-GIVING

The Annual Informal Prize-giving was held in the hall of Queen's College on 23rd November, 1966. Mr. C. T. Kell, Assistant Director of Education, addressed the College and distributed the prizes. Mr. Leung Hang, our P.E. lecturer, 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.

MR. K. Y. NG, M.B.E.

Mr. K. Y. Ng, the former Principal of this College, retired on 1st September, 1967 after 35 years of service.

He is noted for his service to education, particularly to teacher-training. In January this year, Her Majesty The Queen graciously honoured him with the M.B.E. The staff and I would like to congratulate him for the honour which he well deserves.

STAFF

When the College first started in September 1960, there were 19 lecturers and 191 students. Mr. Ho Nga Ming was then the Organiser and Officer-in-Charge of the College. We now have 41 academic staff members, 406 full-time students and 305 I.C.T.T. trainees. The total number of students is 711.

Extra-Mural Courses. During the year 1966-67, five 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:

- (1) Two Phonetics Courses for Teachers of English — given during the summer vacation. Over 70 teachers of English from various schools and post-secondary colleges attended the courses. Mr. Mary Lu acted as tutor and Mr. Raymond Huang as Director of Studies.
- (2) Speech Training, an evening course from October, 1966 to April, 1967, given by Mr. Raymond Huang.
- (3) The English We Use, an evening course from September, 1966 to March, 1967, given by Mrs. Mary Lu.

At the Chinese University of Hong Kong there was a course on the New Approach to Primary Mathematics from October to December, 1966 given by Mr. Fung Yuen.

Mr. William Cheng. One notable event last year was the secondment of Mr. William Cheng, our Principal Lecturer, to the College of St. Matthias, Fishponds, Bristol. Mr. J. C. Nicholls was seconded to Hong Kong in exchange. This concept of an exchange of lecturers of colleges of education stemmed from the 1964 Commonwealth Conference held in Ottawa. It was indeed a great honour for the College that one of our staff should have been selected to be the first lecturer to take part in this exchange. At St. Matthias Mr. Cheng taught Linguistics, English and Chinese Mythology.

He returned to the College in August, last year. I am sure he will make good use of the knowledge and experience he gained from his year at St. Matthias.

Mr. Mak Tit Wah. During the year 1966-67, Mr. Mak Tit Wah, our lecturer in Mathematics, went on a Government Scholarship to London to take a postgraduate course in modern mathematics, and was awarded the title of the Associate of the University of London Institute of Education.

Miss Rosaline Chiu. Miss Rosaline Chiu Kwan Wai, our lecturer in English, who won the Sino-British Fellowship Trust award to take the Diploma Course in the Teaching of English as a Foreign Language at the University of London Institute of Education in the year 1965-66, was the only student of her year to be placed in the First Class. She then read for the M.A. in Education, and gained her Degree in November, 1967.

Sir Robert Black College of Education Presentation of Certificates Ceremony 8th March, 1968

COLLEGE REPORT

Mr. and Mrs. Robinson, Mr. Canning, Ladies and Gentlemen: it is with particular pleasure that the College welcomes Mr. and Mrs. Robinson this evening. Mr. Robinson, Vice-Chancellor of the University of Hong Kong, is a very busy man with many important duties and it is very kind of him to spare the time to come. Before coming to Hong Kong, he was Director of the Institute of Commonwealth Studies and Professor of Commonwealth Affairs in the University of London. Mr. Robinson is a well-known author. His presence here is an honour and encouragement to us.

It is most gracious and charming of Mrs. Robinson to come to distribute the certificates.

We are very glad indeed that Mr. Canning is taking the chair. We are grateful to him for his kindness in acting as our chairman.

CHANGE OF TITLE

You will all be aware that the Sir Robert Black Training College is now the Sir Robert Black College of Education. The title "Training College" implied that the function of the College was merely to impart basic skills. However the introduction of the two-year full-time course has meant that the students' range of interests and activities are being broadened and that some special subjects are being studied to a higher level. The one-year course will be discontinued at the end of the current academic year, and it is in keeping with these developments that the College should now be styled a College of Education.

GRADUATES

College certificates are now awarded to students as soon as possible after successful completion of their courses, and before they have completed any probationary period which might be required by their terms and conditions of employment as teachers. All students who have successfully completed their courses, but have not yet been awarded their certificates, will therefore receive them today. The total number of students concerned amounts to 943, and includes some who completed their courses as long ago as 1961. It also includes 43 who have completed the first two-year full-time course offered at the College in 1965.

*Selection, Registration and Graduation** Applicants for full-time training were selected on the criteria of general academic attainment, tests of ability in spoken language, physical fitness and the result of a personal interview conducted by three or more lecturers.

During the three years under review, a total of 8367 applied for admission, and out of these applicants, 5007 were selected for interview, 1033 were admitted and 858 graduated.

Since the number of applicants for admission far exceeds the number of vacancies in the College, priority is given to candidates with more than the minimum qualification, e.g. those who have very good School Certificate Examination results or have passes in the G.C.E. Examination or Hong Kong Matriculation.

*Employment*** A break-down of the employment analysis over the past three years provides us with the following statistics:

Out of a total of 858 graduates, 527 are now teaching in subsidized schools, 167 in private schools, 57 in government schools, and the remaining 107 (about one-eighth of the total) have either gone abroad for further studies, or are engaged in supply teaching, or other employments. So all our graduates are employed.

Sir Robert Black College of Education

History

This College first known as The Third Training College started in September, 1960 as a branch of the Grantham Training College to meet the increasing demand for teachers as a result of the Primary School Expansion Programme initiated by Government in 1954. The College then had a staff of 19 and an enrolment of 191 students. In October of the same year it moved from G.T.C. to temporary premises at Lo Fu Ngam Government Primary School. In September, 1961 it became an independent College and in October, it was named after His Excellency the Governor Sir Robert Black, G.C.M.G., O.B.E. and officially known as Sir Robert Black Training College.

In February, 1962 the College moved into Kowloon Docks Memorial School, a new Government primary School building with 30 classrooms, awaiting its own premises to be built at Piper's Hill.

Then on 18th October, 1967 this College, Northcote Training College and Grantham Training College were renamed Colleges of Education. The decision for this change has been taken because the former title, training college, implied that the function of the Colleges is merely to impart basic skills. However, the colleges have a much wider function and scope, including the further education of students, and subjects are now being studied to a higher level. All three colleges offer two-year courses and the only one-year course in this College will be discontinued as from September, 1968. It is, therefore, entirely in keeping with these developments that this college and the two other colleges should be styled Colleges of Education.

Courses

At present the college offers the two-year full-time course, the In-Service Course of Training for Teachers (an evening two-year course) and as from September 1968, the Specialist Third Year Training Course in Music.

Medium of Instruction

The medium of instruction for college subjects (Education, Educational Psychology, Health Education, Audio-Visual Education, etc.) is mainly Chinese. However, in subjects taught in schools (Geography, History, Mathematics, Music, Physical Education, etc.), for students from Anglo-Chinese Schools who have to carry out their teaching practice in such schools, the medium of instruction is English; for other students, it is Chinese. This has been the case since September, 1967.

Student Activities

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 Geographical Society, the Music Club, the Mathematics Society, the Wireless Club, the Photographic Club and so forth, students are given training and experience in co-operation and leadership.

(For details concerning Conditions of Admission; Content of Courses; Fees, Loans and Grants, please apply to the Principal.)

History

- Mr. KONG Yun-fun B.A. (Hons.) (H.K.)
G.T.C. Diploma, M.A. (H.K.)
- Mr. SHU Tou Teacher's Cert. (N.T.C.) History, Chinese
B.A. Diploma in Chinese
Lit & Hist. (New Asia Coll.)

Mathematics

- Mr. MAK Tit-wah B.A. (London) Maths., Gen. Eng.
N.T.C. Cert., A.I.E. (London)
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CONTENTS

	<i>Page</i>	
THE COLLEGE	4	Staff
	7	History
	7	Courses
	7	Medium of Instruction
PRESENTATION CEREMONY (City Hall, Hong Kong, March 8, 1968)	8	College Report by Mr. RAYMOND HUANG, Principal of the College.
	12	Speech by Mr. K. E. ROBINSON, Vice-Chancellor, University of Hong Kong.
PRESENTATION CEREMONY I.C.T.T. (College Hall, April 27, 1968)	13	Report
ARTICLES	14	Industrial Design and Education Through Art contributed by Mr. M. F. GRIFFITH, Inspector of Art, Hong Kong.
	21	A Year at St. Matthias College of Education by Mr. WILLIAM CHENG
	24	A Short Account of Some Anglo-American Activities in the Development of Mathematics Teaching by Mr. T. W. MAK
BOOK REVIEWS	26	English Speech Training by Raymond Huang Book review by Mr. HENRI VETCH
	27	Teaching Structural English by G. Pittman Book review by Mrs. MARY LU
PHOTOGRAPHS	29	Group Photographs, Presentation Ceremony, Prize Giving, Visitors, Sports, etc.

College Magazine

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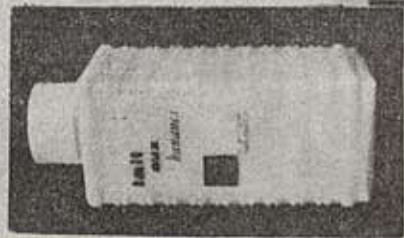
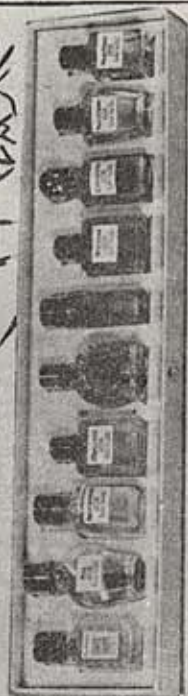
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