



OO yrars with our community

HKU: Happy Birthday and Best Wishes

More on Service 100

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Published by	Centre of Development and Resources
	for Students, The University of Hong Kong
Address	3/F & 4/F, Meng Wah Complex
	Pokfulam Road, Hong Kong
Website	http://cedars.hku.hk
Telephone	(852)2857 8387
Email Address	cedars-programmes@hku.hk
Design	Bingo Communication Co.





HKU: Happy Birthday and Best Wishes

Cover Story / dialogue02²⁰¹⁰⁻²⁰¹¹

Annie Tai Journalism, Year 3 🔵 🌑 🔵

> Professor S P Chow, Pro-Vice-Chancellor and Vice-President

Dear readers, happy birthday!

You weren't there in 1911 when HKU was incorporated by Ordinance. You did not witness the admission of HKU's first cohort of 54 students in 1912. Nonetheless, you are part of the HKU family today. When you strive for excellence, you are part of the positive force in this generation and you become the reason why the centenary is worth celebrating.

> Commencing from January 2011 and concluding at the end of 2012, with the introduction of the new four-year curriculum and the opening of the Centennial Campus, we are embarking on a series of celebrations that will last two years, and beyond.

"Centenary Celebrations is a special occasion for us to share joy and take stock in HKU's achievements from the past," says Pro-Vice-Chancellor and Vice-President Professor S P Chow. "But we wish to do more than just a reflection of history. We are making use of the opportunity to trigger improvements. We hope to recognise HKU's contribution not

only locally, but also in China and the world."

Professor Chow describes the goals of HKU, which also make up the theme slogan for the Centennial Celebrations: "Knowledge . Heritage . Service".

"As the next century approaches, we reinterpret our motto: 'Wisdom and Virtue'. I believe the ultimate aim of education is to move students, to envision them the beauty from wisdom and virtue. Coming up in the celebrations, students are going to benefit in three key areas:

"First, students can utilise the University's platform as an intellectual hub and build knowledge. To encourage knowledge exchange, we have invited distinguished Nobel laureates and scholars from a wide range of fields to deliver lectures to our students in 2011. We will also hold various summits and academic conferences at faculty and departmental levels throughout the year.

"Second, students can seize the opportunity to reflect upon our legacy by taking stock of our heritage and historical fame. Exhibitions, history publications, in addition to commemorative stamps, will be available in the coming couple of years.

"Last but not least, a new service programme called 'Service 100' will be launched. The four-year curriculum emphasises experiential learning and we expect students to learn outside the classroom through engagement with the community. For instance, halls will become a better transition for young adults to emerge from protected teenagers. When the HKU MTR station is established, students can help upgrade the neighbourhood by leading activities such as health-checking for senior citizens and cleaning the surrounding areas."

Vice-Chancellor and President Professor Lap-chee Tsui once said: "We are indebted to the community." Professor Chow, who helped children as a voluntary doctor for decades, echoes the same view: "I am very thankful to Hong Kong. Sometimes, with the hassles of modern life, we feel that interpersonal relationships are too business-like. Yet when we try our best to serve, the result is beyond quantitative measurement. I have seen children in great pain who were still adaptive and I said to myself, a new generation has formed. We must serve to be the light at times of darkness."

An old Chinese saying goes: It takes a decade to nurture trees, and a century to educate a man (十年樹木,百年樹人). It's time for us all to take stock of HKU's fame – to refresh, energise and embrace Hong Kong, China and the world. Let's share the same vision and enter into a new century together.

About the Centenary of HKU



For more information about the Centenary of HKU, visit: http://100.hku.hk

••• Cover Story /

Being a part of a 100-year-old institution...

Rebecca Ng Arts, Year 2

How do you feel being a part of this institution? As HKU is going to be 100 years old, what are your birthday wishes for her? In what ways do you think HKU should contribute to the community and build connections with the world?

Aliina Bohnau. Culture and Languages, Year 3

I feel lucky to be experiencing the Centenary Celebration! I am very happy about studying here, but of course I still feel more at home in my home university. I wish that HKU would give students less stress - there should be less essays and more time for free discussion. so that students can have more freedom to breathe. And HKU is already very good at building connections with the world!

Chong Yan-yee, Government and Laws, Year 2

Upon hearing that HKU is 100 years old, my initial reaction was one of surprise. That means I'm part of a school with such a long history! I feel very happy to be here at this special moment. I wish that HKU can both keep its good traditions and continue to respond to new changes in society. HKU is already good at connecting with the world, by admitting exchange students and enabling us to build cross-cultural friendships. But more effort should be devoted to encouraging local students to build good relationships with mainland students.

Danny Law, BBA(Law), Year 2

Being part of this 100-year-old institution, I do not only feel proud of myself, but also proud of Hong Kong, for HKU has been receiving generous support from the public. I wish for HKU that its spirit of giving back to society could be everlasting, and the motto "Sapientia et Virtus" (Wisdom and Virtue) could stay deep down in everyone's heart. HKU is already on the right track regarding its contribution to the community. I wish it could hold on to its direction and continue to be benevolent to society, especially devoting efforts in promoting sustainability in all developments of Hong Kong.

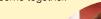
Morgan Mckee, **Environmental Science**, Year 3

I'm staying here for only one semester, and it is especially nice that I am here right at the time of its Centenary Celebration. I wish that HKU would continue expanding its influence to the world, and become even more internationally recognised. As for making connections, HKU is already

doing a good job by making exchange students like me feel welcome. Maybe it should also provide more opportunities for students to get involved in local events.

Drew Singer, History, Year 3

It is very exciting to be participating in this historic moment of HKU - I am glad to be part of the Centenary Celebration. I would like to congratulate HKU for its great work all along, and I really see why it's worth being called the "Number One University" of Asia. I wish that HKU will simply continue with what it has been doing. The campus is really the place to show that HKU has already been reaching out to the world - it is a melting pot where people from different backgrounds all come together.





Konstantin Wolf, Business, Year 2

I feel great to be part of this university with its rich heritage and long history. I wish that HKU can continue its teaching excellence, and admit even more international students. I think HKU can arrange tutoring programmes to reach out to the community, for example, getting university students to tutor primary school kids, or kids with limited abilities in some subjects. Maybe HKU can extend its influence, outside Hong Kong and help run educational programmes in underprivileged places like Africa, too!



I don't really know about the

Business. Year 2

centenary... but I feel good about being a part of the school. I wish that HKU could have a better canteen a more "international" one, with more dishes of different styles! And I wish that HKU could retain its number one position in Hong Kong and Asia. To be honest, I am not too aware of what HKU is doing to reach out to the community. Perhaps the school could organise tutoring services for students in different high schools, or get students to participate in services like taking care of kids and the elderly.



Big day for HKU

Winnie Cheng History and Geography, Year 3 🌘 🌑 🌑

January 9 was a cheerful day for HKU, as the Centenary Celebrations began. More than 1,000 spectators and 1,500 participants gathered at the Stanley Ho Sports Centre to celebrate the big event. Students, graduates and staff from all departments and faculties formed the parade, and were helped along by a sterling performance from the Hong Kong Police Band. The participants dressed up in different costumes and held different flags and souvenirs to announce their loyalty to the University and catch some attention in a colourful event. There was a great carnival atmosphere with people waving, having fun and plenty of smiles on faces. Before the ceremony began, there were food stalls, social enterprise booths and a children's art section. The celebrations ended with a historic photo session of all the participants in the ceremony, with everyone shouting the slogan: "HKU, HKU, HKU, 100!"



The guests, Vice-Chancellor and student representatives release a bunch of bright green balloons to start the ceremony.



Say hi to the future architects of our city!

The parade participants smile and celebrate.



Onlookers wave their HKU 100 souvenirs and cheer on the parade.



The coloured flags of different faculties and departments are paraded before an enthusiastic crowd.



Balloons and flags are waved in the sunshine to catch the attention of the crowd.





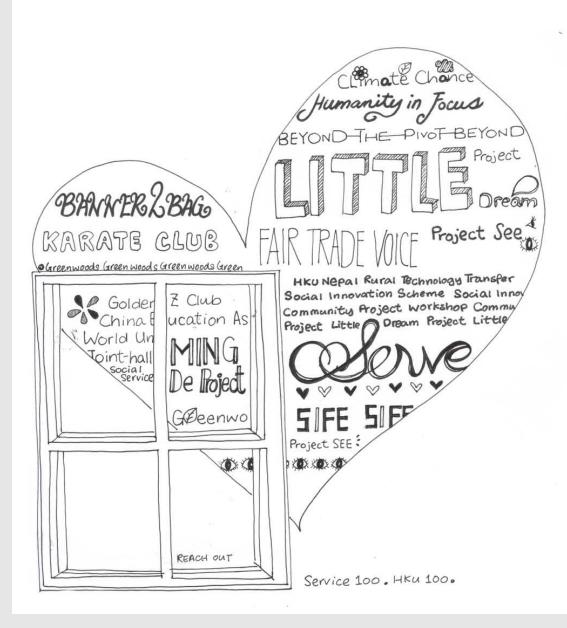
To celebrate HKU's centenary, Service 100 will be holding a variety of projects to promote social commitment globally.



This youngster enjoys the music with mum.



Historic moment, historic photo! Happy 100, HKU!



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Annie Tai Journalism, Year 3

More on Service 100

"Service 100 is just like a Christmas tree," enthuses HKU's Dean of Student Affairs, Dr Albert Chau. "Students, alumni, staff and community partners are invited to decorate it with an eclectic assortment of community service projects to demonstrate to the community and the world that HKU cares about the betterment of the human condition."

Service 100 literally stands for the impressive number of community service projects available, and the aim is to tee up students, staff, alumni and community partners not only for collaborative efforts in service during the Centenary Celebrations, but also for the long term. It is also consistent with HKU's emphasis on experiential learning. In this form of learning, students develop their academic knowledge and skills through real-life engagement in the community. Examples include community service, in which they apply their knowledge to solve a need of the community, or work in a commercial organisation on certain tasks as an intern.

"We will launch a website to match services and volunteers," explains Dr Chau. "We want to make it easy for volunteers to find service projects that they are interested to join; and for social enterprises and charities to find enthusiastic participants efficiently. It contacts all the essential features of social media and enables users to share their service experience, photos and blogs with one another."

Currently there are already more than 100 ongoing service projects. Service 100 will mean more support and funding for these projects and the ones to come, including those organised by CEDARS and the General Education Unit, faculty and departments, student organisations, and individuals or groups of students.

Some experiential learning projects organised by faculties or departments are even credit-bearing, and among them, some have a very strong service component. For example, in the Migrant Outreach Education Initiative (MOEI) of the Faculty of Social Sciences, students go through training and deliver six to eight weeks of in-class teaching in developing countries such as Thailand, Cambodia and China. With the introduction of the new fouryear curriculum, there will be an even stronger emphasis on experiential learning. The learning experience will be more self-directed on the part of the student and take place in a real-life, often novel setting. It is also a form of knowledge exchange between the University and the community.

"HKU encourages freedom and self-motivation in learning," says Dr Chau. "While there are a lot of innovative service projects that await students' help, we certainly believe students are able to develop innovative projects as a way to make our world a better place."

Dr Chau hopes that students can look beyond the surface of social problems and deliberate on solutions to the possible areas of improvement in public policies. He gives an example: "When students clean the apartment of a single senior citizen who lives alone, I hope they can think beyond the tedious task and ponder what leads to the large size of this group of elderly. How may the government change its policy? How may a well educated young person use his or her abilities and professional knowledge to help improve the life of these elderly people?

"Such reflections will help them relate their study and life endeavours more closely to needs of the community."

Besides joining projects already organised by or within the University, all HKU students are welcome to put forward new ideas and start up community service projects on their own, or in a group. Dr Chau says a roundtable for Service 100 with members from different sectors of society will be formed to guide Service 100, provide service ideas and support the various projects.

For more information about Service 100, visit: http://100.hku.hk/service100

In giving, one grows

´Jerran Lin Journalism, Year 4 🌑 🌑 🌑 We grow as we build (建屋育人) – the vision behind the Mingde Projects was to educate the young, as well as to improve the lives of the less fortunate. The project was conceived in 2004 with those dual aims when Dr Nicolas Yeung Shu-yan, the Founding Director of Construction Industry Institute in Hong Kong, decided to offer students a chance to connect and contribute to society by applying what they had learned. He donated a fund of HK\$270,000 for that purpose – but that was only the start.

The first building was a primary school, the Mingde building in rural Guangxi. Two years later, in 2006, funds were raised from other bodies – half by Dr Yeung and half by the local government – to build a dormitory for vocational training students in the town. Now, the project team is working on a kindergarten in Sichuan. "Through service, it is envisioned students give and gain spiritually, which was also how the project got its name, Mingde (demonstration of virtues), an echo from our Chinese university motto," says Dr Guo Dajiang, Honorary Lecturer of the Department of Civil Engineering and the gatekeeper of the project responsible for guiding the students through this valuable work.

"It's vital for engineering students to put theories into practice," says the engineering teacher. Their duties include site visits to understand the local culture and environment, coming up with a design that satisfies people's needs, and supervising the project's construction. Mingde Projects are placed under the course module for Civil Engineering students. Students can take up a project voluntarily while fulfilling their credit requirements for summer training.

Students build from scratch. "They are engaged as far as possible in the scheme – they are expected to do research, draw construction plans and do building surveys," Dr Guo says. As students will always lack certain knowledge in particular areas, additional education is usually needed. Dr Guo says that students have to learn interdisciplinary skills, for example a lecture on architecture when they are creating the preliminary design of infrastructure. He says they also must acquire knowledge of the different practices in building design between the mainland and Hong Kong.

"The biggest challenge for students is to adapt to the life in the rural mainland," he observes. As students planned for the Mingde and Gewu (pursuit of knowledge) buildings, they visited Guangxi villages and interacted with local schools. Here they experienced the true spirit of these areas, where things aren't always at your fingertips and available, as in Hong Kong. In summer, the electricity was often cut off, and they would have nothing to do but look up at the starry sky, or admire the glow worms, recalls the teacher. "It's a training for city dwellers," he says.

In terms of practical knowledge, students get the opportunity to go beyond theories and lecture rooms. According to Dr Guo, they need to learn how to satisfy the needs of end-users. In designing the school buildings, they need to talk to the teachers and principals. "Guangxi's most environmentally friendly toilet was built," Dr Guo says proudly. "The facility utilised biogas to fuel energy, and integrates a natural flushing system."

Dr Guo observes that students need to develop an economical mind, to keep the budget in mind as they plan. Another lesson lies in developing a legal sense. He explains that the terms in a contract with mainland counterparts are important, since they often have to deal with the mainland authorities when a problem appears. "We had lengthy dealings with Sichuan officials when we had to relocate an electronic cable," recalls Dr Guo of the Sichuan project. A political mind is also important, and he explains it is about learning interpersonal skills as well as developing a responsibility to serve others.

"In the end the project is not only about volunteering, it's about training a new generation who takes up the duties of society," he says.

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- . The team presents a design scheme to end-users for the Mingde Building in Guangxi.
- The team checks the dimensions of the construction site of the Mingde Building.
- . Dr Guo hopes that the project can help students turn theories into practice, and learn to serve society.

From previous participants..

Robin Law, 2005 graduate: "Most charity projects involve us donating money. It's rare to find a charity project in which I can contribute throughout, from designing to building, and apply what I've learned. The students were keen on doing research on architectural design, despite the field being out of the engineering profession. They were also willing to sacrifice themselves, like in making the building model for the whole night before the presentation."

Sharon Wong, 2009 graduate:

"Uncle Nic (Dr Yeung) inspired me to contribute and care for society, regardless of what achievements we have. I hope to return to the University one day to teach my fellow engineering students about devotion, and inspire them spiritually."

Albert Chong, 2010 graduate: "I saw what true happiness was when I served in Guangxi. The school only had a few desks, the people wore ragged clothes, and they ran all over the mountains. You can see that a non-materialistic life can be so innocent."

⁽from top, clockwise)

Rebecca Ng Arts, Year 2

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One of Mr Lin's projects is the Tai Ping Old Bridge Project in Guizhou (2006 - 2009). It was done in collaboration with the Wu Zhi Qiao (Bridge to China) Charitable Foundation in Hong Kong, which aims to build bridges and other structures for needy rural villages in China. Mr Lin led about 30 students to Guizhou, where they renovated the collapsed arch of the historic Tai Ping Bridge and paved the road for the villagers. "I like doing projects with students in the real-life context, combining teaching and research," he says. "Working on a real-life project is more complex than working in the studio. I believe in the social contract of the architect. Besides serving clients, the architect has a responsibility to the discipline and its ideals.

"The villagers' expectations were simplistic," he says. "But we hoped to do more for them; besides reconstructing the bridge, we wanted to revive the place as a public space." Mr Lin says the bridge was once very important to the villagers, because it connected two villages, and so a market place was once situated on the bridge. However, due to highway construction, the bridge was less and less used, but it is hoped that it may once again be a meeting point that is used as frequently as in the past after its renovation.

This project, like others Mr Lin has led, emphasises student participation. Among students who have participated in community-based projects are Jennifer Chen Nailu, Li Kaige and Huang Zhiyun, all in their third year of studies at the Faculty. During the summer holidays of 2009, they visited Shi Jia village in Xi An (Shan Xi Province), where they built houses for rural villagers. They participated mainly in research work and designing the houses. "We had to sketch our design in just one week, which was a great challenge," says Jennifer. "Tutors assisted us, and many revisions to our original design were made."

The project is still ongoing, with a senior student staying on-site and keeping in touch with students in Hong Kong. The three plan to visit the village again, probably before March this year. "Such projects give us a taste of architectural work in a real-life context. It is very different from working in the studio, and it is my first time communicating with locals and knowing their needs," Zhiyun says.

The Faculty also devotes efforts to Hong Kong community projects. According to Inaciso Chan, a research assistant, the Faculty has carried out Urban Renewal District Aspirations Studies for Kwun Tong and Tsuen Wan in collaboration with the

Urban Renewal Authority. It is also active in heritage conservation with its participation in the Revitalising Historical Buildings Through Partnership Scheme. "The Faculty aims at knowledge exchange," says Mr Chan. "We hope to bring our academic knowledge to society."

With a heart to serve Hong Kong and the world, the Faculty of Architecture continues its efforts, bringing professional knowledge to various sections of society and seeking to improve the lives of many.

Ar Lin's students, with the help of villas build the Tai Ping Bridge in Guilhow



Mr Lin emphasises student partipation in community-based projects.



A group of villagers in traditional Guizhou costume at the arch of the Tai Ping Bridge which was mended by Mr Lin's team ^{page}12 / University Issues: A look at service learning / dialogue02²⁰¹⁰⁻²⁰¹¹ • • •

University Issues: A look at service learning



Professor Ian Holliday, Dean of the Faculty of Social Sciences

From ideals to realities / Choi Ho-jae Laws, Year 1

As the Dean of the Faculty of Social Sciences, Professor Ian Holliday seems a perfect fit for his job title. His passion and enthusiasm for his work are quickly evident as we delve into conversation about the Bachelor of Social Sciences curriculum. All students under the undergraduate curriculum are required to partake in the Social Innovation and Global Citizenship schemes after completing Year 1. No student can graduate without these two 12-credit requirements, as they are a part of the Faculty's own "common core". So why all the fuss?

As Professor Holliday explains the philosophy behind it all, I begin to see what he sees and believe in what he believes. The twin schemes are like a door to the outside world, beyond the University, and beyond traditional education. Whether it is an internship in Hong Kong or abroad, the curriculum brings students out of the classroom, demanding more from them than just class participation and coursework. Students experience learning that cannot be possible in a classroom environment, and this is precisely what the curriculum hopes to provide for students. The Global Citizenship requires students to take their learning abroad, through internships or exchange, and Professor Holliday reiterates his point about the importance of encouraging students to push their boundaries beyond Hong Kong. The cultural exchange and experience is considered to be one of the core values of the entire curriculum.



Students teach English to the Myanmese migrants.

The kids that the students meet in the MOEI project

All this is exemplified in the MOEI project that Professor Holliday began back in 2008. Dedicated to the cause for helping Myan mese migrants in Thailand, he established MOEI at the Myanmar-Thai border in order to provide students with a chance to share his passion for the cause over the summer months, through an internship. What began as an opportunity for students to teach English to the disadvantaged Myanmese migrants near the border quickly expanded, and the year after had moved beyond just migrants to include marginalised villagers in Cambodia and China as well.

His project inspired several students who, after the summer internship, halted their academic career and decided to dedicate themselves to the cause. Today, MOEI attracts volunteers from partner universities, who make up half of the interns at MOEI. Professor Holliday takes pride in telling me that the project has not just been a giant success, but a prime example of what the two schemes set out to achieve. The MOEI internship allows students from the University to build cultural bridges, not just with the locals but also the other interns hailing from the UK and the US, allowing a culturally rich environment on top of helping bring change to the lives of the locals. Professor Holliday believes that some part inside of everybody wants to make a change in this world. He continues to say that the Social Innovation and Global Citizenship are opportunities for students to turn these ideals into reality.

Instead of approaching these schemes as just another requirement to graduate, students should look at them as lifetime opportunities to branch out beyond Hong Kong, and learn valuable life skills through cultural exchange and experience working with others. Professor Holliday advises prospective students to truly understand the nature of these opportunities before embarking on these precious life experiences, as it will give them more insight and focus on their purpose and goals. With this approach, students will be able to truly participate in active learning and cultural exchange, which will prove to be a very unique experience and opportunity that they will take with them after University, wherever they go. The schemes were set up for students to challenge themselves, and Professor Holliday advises that students pick their internships according to what they believe will challenge them most. Most of these opportunities are also available to other non-Social Sciences students, although credits are unlikely to be granted. More information on the schemes can be found at http://hku.hk/socsc/sigc. Interviews of students who participated in the MOEI internship are also available on its website, http://hku.hk/socsc/moei/2010.

The meaning of service / Jerran Lin Journalism, Year 4

> "I made a goal to contribute 24 months of my life only to serve, I've already done 13 months." That decision was made after Dr Albert Ko, Senior Student Advisor (Student Development) of CEDARS, met a Taiwanese classmate who had served in the army for two years. "I think it is very meaningful to serve one's country," he says. "From then on, I made up my mind to choose different places to serve and contribute all that I can."

After completing his undergraduate Engineering degree, Dr Ko joined the humanitarian organisation Medecins Sans Frontieres (MSF), where he began his volunteer career. He explains the reason behind making this decision was because it was related to his personality and interests, as well as having no urgent family need to find a job. So far, Dr Ko has dedicated a year of his life working in Sudan and Uzbekistan. He has also served in several disaster relief projects, such as in the Indonesian Tsunami (2004) and Sichuan reconstruction project (2008).

During the day, Dr Ko helps students organise volunteer services that integrate learning, more commonly known as "service learning". After work, he hurries off to organisations or board meetings, and advises in volunteer projects. Volunteering is not a "one-off deal", according to the student advisor. "You can't expect to improve people's livelihood in one visit – it has to be a longterm and sustainable commitment." Dr Ko also guides students on funding matters. To him, students ought to plan affordable services that suit local needs.

To find suitable service projects, it is crucial to understand one's interest, he explains. "Usually we think we can do it, but end up realising we can't," he says, adding as an example that one might like the idea of environmental protection but not enjoy working out in the sun. The next stage is to understand as far as possible what the nature and requirements of the service are. Equally important is to ask, when in doubt. "Students have to find out if they are ready for the type of working environment," he advises.

"To serve better, one needs to have passion," he says. Commitment is also the key to sustained service. Dr Ko observes that people obtain more satisfaction when they can apply what they are most skilled at. "Commitment is the loser when people can't see the positive impacts they are making," he explains.

"What's important is the preparation work," he says. Safety is also an issue when students go to foreign places. Students must prepare for any dangers and safeguard their personal health. "When I went to Sudan, it's about possibly stepping on a landmine any minute I get out the car," he says. Apart from this, the work is simply about serving better. "Students provide a better service by understanding the needs of the subjects," he says. Background research helps them to "enrich their experience and learn about a society". For example, students need to learn about different customs in a society, and how their service might affect locals.

But a black and white answer does not necessarily exist on what is best to help the targeted group of people, "I just serve with a genuine heart and contribute my best, while adopting my own measure of morality," he says.

(from top)

- Dr Ko enjoys sunbathing at Tanggula mountain pass, during a fund-raising cycling journey to Tibet.
- . Participating in a bridge building project in Yunnan in 2010.
- . He and other board members of MSF have sharing with local students at a refugee camp exhibition in Kowloon Park in 2006.
- . After the earthquake in Pakistan back in 2005, he carries out relief work in Bagh, like teaching local workers to do repair.

Dream a little dream Annie Tai Journalism, Year 3

"I have a dream," said Martin Luther King 48 years ago in a public speech in America. His call for racial equality has been answered. Step by step, the world has changed. We now see a black president in the US.

"I have a little dream," wrote a university student two years ago in an email to his friends. And his vision to build a school for the underprivileged in Cambodia is also now realised.

This is a story of how a little dream made its way to reality.

"We happened to be lucky. We receive a good education and get raised from good families," says Hidy Chan, the Director of Public Relations of Project Little Dream. "But we are by no means more superior to an unlucky child who can't afford education in Cambodia."

Hidy is now a Year 4 student studying medicine. Two years ago, she was moved by an email sent by her secondary school friend, James Mak. James went to a trip to Cambodia, which inspired him to make a difference. He was then determined to ask his friends to help build a school for the poor children there. Answering his call, Hidy and 14 other volunteers joined together and established a charity called "Project little Dream", aiming at further education opportunities for the less fortunate.

The group of university students are spread all over the globe, some are studying in Hong Kong, some in the UK, some in New Zealand. They researched the geography, history and culture of the Cambodians in order to understand what services and facilities the people there really need.

"Many students participate in service projects with good intentions," Hidy says. "But they should think clearly and prepare carefully before they act. Is what they are doing really to the good of the served? Or is it just because the volunteers want to feel good about themselves?"

Hidy says the "little dreamers" - Project Little Dream's core members - are serious about their commitment to the organisation and they hold meetings frequently and regularly to monitor their progress. They also communicate with Cambodian-based non-profit making organisations to coordinate service trips there.

In December 2010, Project Little Dream was notified by the Hong Kong government that its legal status as a charity is stablished. "Being a student doesn't mean we are contented to be amateur," says Hidy. "We pursue comprehensive preparation and professionalism in our voluntary work."

However, the road to excellence is never easy. Hidy noticed her constraints when she tried to overcome difficulties that arose on a recent trip to Cambodia. As a medical student, she is proud of her versatile hands, which can perform complex surgical procedures. Yet when she was given the task of building toilets for the Cambodian school, she realised that she must humbly listen to the local construction workers. "They taught me how to stick the tiles together; how to make sure the cement won't fall apart," she says. "The heart matters more than hands, and there is a lot about this world that I don't know!"

Little dreamers are made up not only of future doctors, but also university students who are destined to be architects, designers and geographers. "My friends ask their professors to help design the schools and we all learn on the way," says Hidy. Meanwhile, she is planning research on the medical health and nutrition of children in Cambodia to better understand what medicines they need.

"HKU students can make good use of their academic knowledge and do wonders for the needy," she says. "We should dare to dream - even a little one."

Service opportunities are widely available from CEDARS and various student organisations in HKU. If you are interested in helping Project Little Dream come true, write a blessing to the Cambodian children by adopting a wooden tag.

Details at: www.littledream.org



Hidy (left) says that even in students' voluntary work, there is comprehensive preparation and professionalism.

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Young duo brings hope to Nepalese villagers / Choi Ho-jae Laws, Year 1 🔵 🌑 🔵

Year 2 Civil Engineering student Pankaj Parajuli and Comparative their purpose for the Nepal initiative was achieved. Together with the support Literature student Sarabe Chan Lok-lam met on a service trip to Indonesia in March last year, where they taught English at local schools after the earthquake struck the Archipelago the year before. Inspired and eager to help to perform more voluntary work, the pair set about planning their own service initiative in Nepal.

The first step was to figure out what underprivileged people there needed and what ideas would be the most effective. They brainstormed together, drawing on various resources and support including CEDARS' Dr Albert Ko and local NGOs in Nepal, and came up with the idea of transferring basic technology to rural villagers who have limited access to electricity or clean water.

The pot-in-pot cooler is designed to store vegetables and fruits in cool temperatures, effectively tackling the issue of quickly spoiling produce. This technology allows the rural villagers to sell fresher produce at the market, increasing preservation from three days to 21 days for tomatoes, a common crop in Nepal. Also, the Eureka Chulo, an improved cooking stove made just of mud, allows for less consumption of wood and provides a proper ventilation system, reducing the risks of tuberculosis and asthma, a widespread problem among women in Nepal from poor cooking conditions.

Armed with these two simple technologies, Pankaj and Sarabe set about transferring the knowledge to villages in Sindhupalchowk, Nepal, along with eight other volunteers from HKU and seven from a local high school. Although they faced unanticipated problems such as a general strike in the city of Kathmandu upon arrival, and communication issues with the local NGOs, the team managed to adapt to every situation and persevered until from Biswa Giri from the Kathmandu College of Management (KCM) and Agraj Dangal, president of the Snail service club at KCM, they were able to overcome many logistical challenges throughout the trip.

By the end of their visit, they had taught villagers how to make the pot-inpot cooler, manually built 15 Eureka stoves, and left Nepal with full hearts, having improved the lives of 15 families. They succeeded in achieving a long-lasting impact on the lives of many in just 10 days, and that is precisely what Sarabe and Pankaj feel was most important about their trip.

Pankaj advises all future service volunteers to anticipate every possible problem, carefully think about each and every step, and make the trip as flexible and relaxed as possible, in order to adapt to all sorts of situations. Finally, Sarabe says, "Don't underestimate your capacity because the impact you can make can exceed your initial expectations by far".

For more information, visit their Facebook page: http://facebook. com/?sk=group_160033944027071 or contact Sarabe and Pankaj at icefire65@hotmail.com



A local demonstrates how to make the stoves.



Two translators for Pankaj and Sarabe's team from local high schools pose next to the stoves for local villagers.

It's all about helping yourself while helping others

Cecilia Koo Comparative Literature, Year 3 🔵 🔵 🌑

Life in university can be very rich if you fill your schedule up with various activities. Besides assignments, organising activities or even part-time work, there is one more way to make your university life full: engaging in social services. But with a tight schedule, is it possible to put any time or effort into social services? To answer this question, Dialogue talked to three students from Joint Hall Social Services Committee (JHSS).

Established four years ago, JHSS is a young organisation that aims to recruit hall members to engage in social services, but as Nicole Li from Lady Ho Tung Hall adds, non-hall students are also welcome.

"The aim of JHSS is to raise the social awareness of hall members," says Win Chow from Suen Chi Sun Hall. "Besides, we want to improve the image of HKU hall members - hall activities are not our only focus."

It is generally agreed that engaging in campus and hall life is good enough to fill up a schedule. So, would participating in social services create clashes? "Things don't have to clash because the arrangements are



(from left) Nicole, Win and Stephen talk about the joint effort of halls into social services.

flexible," answers Stephen Lam, from University Hall. "For example, we hold 'smaller' projects during school days. Besides, as university students we are mature enough to make priorities about what is more important. You won't really get 'obsessed' with this and ignore the other things."

According to Stephen, support from the halls is also important. "The co-operation of the different halls' student associations is essential. Luckily our halls and wardens are supportive and encouraging."

Recently, the trio organised a project called "Trip to Warm". During a six-day trip in Dujiangyan, in Sichuan, the students were volunteer English teachers for primary school children. Not a long-term or grandiose commitment by any means, but nonetheless rewarding for all those involved, and also a bit of fun.

"As the organiser, it would be good if this encourages more students to be active in participating in social services," say Stephen and Win. "I think it's all about helping yourself while helping others," Nicole adds. Volunteers can learn a lot of things in the process, like leadership and communication skills. Helping others is something beyond just presenting your good heart - it is also a learning process about life.

SEE a bigger picture Annie Tai Journalism, Year 3

"In the past, I was not really convinced that child labour exists in Bangladesh. After all, how can some live so sadly? Seeing TV documentaries and newspaper coverage on poverty may be impressive, but to actually witness people's struggle is different," says Ofembe Ajeakwa, reflecting on his trip to Bangladesh this summer as he participated in Project SEE with two friends.

Ofembe is a sophomore from the West African country of Cameroon. He came to the University of Hong Kong last year and is majoring in engineering. "When I first arrived in Hong Kong, I didn't get quite used to the fast pace of life here. I wanted to draw my attention away from the stress, while my friends from Malaysia and China proposed that we could serve the underprivileged together," says Ofembe, explaining why he joined Project SEE (Students for Equality and Equity), an international service-based learning project organised by the General Education Unit.

The theme of Project SEE in 2010 is "Poverty: How Do We End It?". Ofembe and his group mates took part in a series of lectures and workshops, which were hosted by experienced front-line NGOs and scholars, before they headed off to Bangladesh's capital, Dhaka, for a five-week service trip.

"We worked with ECOTA, a co-ordinator for fair trade in Bangladesh," says Ofembe. "Fair trade is different from conventional trade because it encourages competition on a level ground; for the developing countries, what they really need is trade, not aid."

Ofembe and his peers promoted awareness of fair trade handicrafts in Bangladesh by showing the people how to work a business properly. "The jute bags made by women there are just as good as any big brand name. As long as the workers recognise that fair trade is a sustainable way for them to move out of poverty, they can create an entity and a new dignity."

Ofembe encourages other students to widen their horizons and see a bigger picture of the globe as well: "Thanks to the General Education Unit, it was my first time to do an international service trip. Many students just don't know their potential yet. They can do the same."



Ofembe is an engineering student from Cameroon.



(Above and below) Ofembe and his team mates meet many locals during the service trip to Bangladesh.



A bright life in dark

Tistory and Geography, Year 3 🔵 (

If you were blindfolded, would you have the confidence to walk around the campus? To Shuk-yi, a Year 1 visually impaired Arts student, such a situation is a daily occurrence. But she has bravely adapted to university life, with the help of CEDARS. She is positive in the face of the different challenges of campus life, and this attitude reminds all of us to treasure the gifts we have.

Shuk-yi's vision deteriorated when she was in Form 3 at school. "I was afraid of the discontinuing of my studies, because I was in mainstream school," she recalls. Fortunately, the Education Bureau provided a resource teacher for her so that she was able to finish her secondary education.

Entering HKU through JUPAS, her university study habits are similar to most students at HKU, apart from the way she reads notes. On the fourth floor of the Main Library, there are several computers with special audio software, which enables her to read information on the internet. Examinations are also held in this room. Shuk-yi jokes: "It is just like a VIP room where I always get a seat!" She feels thankful to people who provide the support for her, namely her friends, HKU staff, and the staff at CEDARS.

"The staff at CEDARS helps me to inform professors to send me lecture notes in soft copy. Also, they provide volunteers to help with the converting and scanning work, which makes my university life easier," she says. "More importantly, I attended a very useful talk organised by CEDARS, where different departments and facilities on this campus were introduced to us."

For Shuk-yi, preparation is everything. Before the semester starts, she usually goes to different classroom venues in order to get familiar with their location. Walking in the campus is not a big problem to her. "There are tactile markers on the library floors. And most lifts at HKU give off sound so that I know where to go."

Although Shuk-yi is unsure of her future career, she says she wants to work with NGOs to help other visually impaired people. If she can navigate the demands of university life and maintain a desire to help others, surely we can too.

For full version of the article, visit: http://cedars.hku.hk/download/brightlife.pdf

Boy sees dyslexia as opportunity more than a challenge

Learn and grow from difficulties / Angie Leung Arts, Year 3

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=2 =3 Roy Chan, a postgraduate student with dyslexia, admits that coping and dealing with his own disability is difficult. His struggles include comprehending reading assignments, completing exams on time and following directions being taught in class. In addition, he constantly deals with short-term auditory memory as well as short-term visual memory. "The most difficult part of my life is to read a textbook and use pictographic and phonetic elements to fully understand what a text implies," he says.

Roy is a postgraduate student in the Faculty of Education at HKU, and he often seeks help through the Counselling and Personal Enrichment (CoPE) Section offered by CEDARS. He mentions particularly his counsellor Ms Iris Lam, and the Senior Student Advisor (Accessibility Support) Ms Michele Fok, and wishes to say thank you to them. Through their generous support, he has overcome adversities and difficulties during his first semester at HKU.

Roy sees dyslexia as more of an opportunity than a challenge as he believes that overcoming adversity came from his strong passion and commitment to learn. "Whether it's going to class, taking an exam or meeting a faculty member for lunch, I believe that any student, whether having a disability or not, can overcome adversities and difficulties through self-discipline and patience.

"The best supporting facility I had used in CEDARS are the counsellors, and each of the staff who are always there ready and eager to help students succeed at HKU," he says. "CEDARS offers a wide range of support for all kinds of student disabilities, and staff go the extra mile to ensure that each individual receives the support and attention he or she deserves during their experience at HKU."

Roy has some words of encouragement for all students. "Through the continuous on-campus support from CoPE, I believe any student can have the power and capacity to succeed at the University."

A corner at the Main Library where resources for the visually impaired students are available

About CEDARS

Accessible student life

CEDARS would like to provide you with equal learning opportunities to participate fully in the HKU's rich and diverse student life.

If you have a disability that has an impact on your studies, CEDARS can assist you in overcoming barriers and achieving a successful university education.

For more information, please contact the Counselling and Person Enrichment (CoPE) Section of CEDARS at cedars-accessibility@hku.hk.

You may also contact the Equal Opportunity Unit (http://hku.hk/eounit) and the University Health Service (http://hku.hk/uhs) of the University for support.

Caring for society with global Derspective / William Ko Accounting & Finance, Year 1 • • •

As a university student, I believe having a heart for others is a must. To me, social enterprise and global citizenship are closely related, as I interpret global citizenship as caring for society with a global perspective.

It was a real pleasure to be giving the chance to represent HKU at the International Social Enterprise Summit, which was held in November. During the summit, a handful of renowned international social entrepreneurs gave very inspiring speeches, which really broadened my global horizon. At the same time, I built up an extensive network with experts from social enterprises from Hong Kong and foreign countries. As I am currently founding a social enterprise with some fellow HKU students, I shared this story with the experts, and received extremely valuable comments for improving our ideas. For instance, Dr Andreas Heinecke, the German founder of Dialogue in the Dark, spent more than two hours evaluating our enterprise and sharing with us, and promised to give further support in the future!



Learning to care should be a common lesson for all the youth. It is great to see a good number of university students showing interest in developing sustainable solutions for different social problems. In the summer before entering HKU, the concept of social enterprise came into my world, and I founded a society called the Young Entrepreneurs for Society (YES) Network with some of like-minded schoolmates in the first semester. It is a joint-university platform that links up passionate students to resources from the social enterprise community. After months of development, it has attracted more than 40 potential young entrepreneurs and is initiating multiple social entrepreneurial projects.

Business leaders are always very influential in a community. In the past, quite a lot of people treated business activities as a pure money-driven devil. Yet, it is possible to show that business can be a great driver of positive social change.

The discovery of a lesser known side of Hong Kong / Meghann Puloc'h Economics & Finance, Exchange Student, Year 3 🏾 🗨

Discovering Hong Kong. This was one of the purposes of my exchange year at HKU and this was also the purpose of the cultural workshop about minorities in Hong Kong. Among the 30 students that joined this programme the atmosphere was really friendly and we all got along very well. The Multicultural Harmony Workshop, conducted by committed volunteers from the Hong Kong Christian Service, allowed us to discover Hong Kong's diversity through saw the beautiful praying rooms and our guide showed us the gestures accompanying the prayer. Then, we got the great opportunity to see a Sikh temple. This visit was even greater than I expected it to be! The presentation, the visit of the colourful prayer room, the fact that we had to cover our head, the delicious lunch on our knees - I enjoyed everything!

> What I particularly enjoyed about the programme is that it was not only a learning experience, which would have already been interesting, but it was also a great sharing moment. People shared to us their life experience, and we shared a lunch. I was back to France already and it was my turn to share what I learned with my friends and family.

> > Thanks to all these encounters, I find myself closer from the idea of global citizenship. Of course, there is still a long way to go but this kind of programme, as little as it seems to be, actually helps a lot. As the saying goes, big oaks from little acorns grow.

Meghann (right) tries the Indian Henna at the workshop.

$\bullet \bullet \bullet$ We see the world in your heart

CEDARS' Student Development Section is committed to enhancing students' learning experiences and providing cocurricular programmes to foster and enhance their intercultural understanding and commitment to global citizenship, and prepare them to be leaders and advocates for improvement of the human condition. A variety of educational programmes and activities is planned throughout the year. For information, visit the Student Development Section of the CEDARS website

• • About CEDARS / page

Plan ahead at Careers Fair / Jerran Lin Journalism

Whether you are graduating soon, hunting for internships or simply gearing up for future jobs, you need to stay focused on the annual Careers Fair, organised by CEDARS. Held in March 9 - 11, the three-day fair will attract more than 80 companies, according to the Careers and Placement Section. This year, as the Haking Wong Podium is revamped into our new student canteen, the fair will move indoors to Loke Yew Hall. The place will be bigger and able to accommodate more employers than before.

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This year, CEDARS will open up two new zones targeting different students – the Postgraduate zone and the China zone. The Postgraduate zone will contain jobs that require a postgraduate degree, including managerial posts, specialists, and research work. The China zone will be for mainland recruiting companies.

Along with last year's exhibitors, 15 to 20 new employers have shown an interest in attending. They range from IT and recruitment agencies to building and construction firms, according to the organiser. Employers within the media and creative sectors, the healthcare industry, as well as small and medium enterprises (SME) will also be invited. Supplementary programmes will include seminars, recruitment talks with on-site applications, CV assessments and business card printing services.



There will be the Postgraduate zone and the China zone at the Careers Fair in March.

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The Director of Careers and Placement, Mr Herman Chan, encourages students to start preparing for their career as soon as possible. "Students ought to start preparing before the summer of their second year," he advises, adding that the fair is not only for final year students. Non-final year students can also find internship opportunities and part-time jobs.

Although business is the field that the careers team receives most inquires about, Mr Chan says other job opportunities also exist. "In creative media, most people put their artistic products online," he says.

Students who pursue degrees more closely related to the academic arena, like maths and history, do not necessarily have narrower job opportunities. The point is, Mr Chan stresses, finding what jobs are suitable for your interest. "You can match your interest with the type of work, understand the requirements of the industry, and actively prepare," he explains.

In the coming years, the team reveals that non-local internships will be on the rise due to curriculum reforms. Senior Student Advisor Ms Josephine Chan reveals that by 2013, first and second-year students are estimated to surge to 12,000, and so will the demand for internships. Currently, internships outside Hong Kong are available in the mainland, US, India and Singapore in fields ranging from IT, business, engineering and service industries.

Be your own master in career planning

The Careers Fair will be held from March 9 - 11 in Loke Yew Hall. Besides being a recruitment channel, it will act as a platform for bringing potential employers and students together and enhance students' career opportunities in a variety of industries. Please stay tuned to the announcements by the Careers and Placement Section of CEDARS. 20 About CEDARS dialogue02²⁰¹⁰⁻²⁰¹¹ • • •

Latest developments in student accommodation

Dean of Student Affairs 🔵 🔵

Patrick Tang, Director of Campus Life and Alan Ng, Accommodation Manager, have provided us with some key updates on the latest developments in student accommodation projects.

Two student accommodation projects, located respectively on Lung Wah Street in Kennedy Town and at Ching Lin Terrace (the ex-Hon Wah College), are expected to be completed in mid-2012. According to Mr Tang, the target students of the Lung Wah Student Residences are postgraduate students and senior undergraduate students.

While Lung Wah Street provides students with shared or single rooms, Ching Lin Terrace gives an alternative to postgraduate students by providing them with apartments, each of them fitted with four to six private bedrooms. "Apart

Residential Colleges: A new form of residential experience

The University is building four blocks of student residences on Lung Wah Street, Kennedy Town for 1,800 students. The residences will be completed in 2012.

At its meeting on December 7, the Senate approved a proposal to set up each block on Lung Wah Street as a Residential College. The Residential Colleges are intellectually and culturally diversified living-learning communities with a strong academic orientation. They provide a free, intellectually and culturally rich environment for students to achieve "whole-person" education. Students will enjoy a high degree of autonomy to pursue various learning activities, inside and outside the University. Examples of activities in the Residential Colleges include artists or scholars-in-residence programmes, cultural nights, salons, research seminars, experiential or service learning projects, etc.

The Residential Colleges will consist of undergraduates and postgraduates on roughly a one-to-one ratio. Each Residential College will be led by a Master, a group of fellows and tutors who will be responsible for providing intellectual leadership, facilitating and enabling whole-person development of students, and pastoral duties. A Governance Committee will be set up under the Committee on Student Affairs to oversee the Residential Colleges and formulate policies for them. The Governance Committee will consist of academic staff, community leaders, the master, and representatives of student residents. Students will be assigned by CEDARS according to the criteria set down by the Governance Committee. Priority of admission will be given to non-local students, students with no experience in Residential Colleges or Halls, and undergraduate students in senior years.

The Residential Colleges in HKU have a few unique characteristics that are conducive to valuable residential education. First, the postgraduates and senior undergraduates will together build a very strong intellectual and academic atmosphere in the Residential Colleges, which will make the residential experience a part and parcel of the new four-year curriculum. Second, because of the large percentage of non-local students, there will be ample opportunities for cultural and intellectual exchange among students of diverse backgrounds. Third, the Residential Colleges are located in the community. There will be a very close "town-gown" relationship in which students will, on one hand, contribute their knowledge and abilities to help build a better community, and, on the other hand, learn and grow in the process.

Halls have a long tradition at HKU. For almost a century, they have nurtured many leaders and provided a strong base for students and alumni to identify with the University. Together with the Halls, the Residential Colleges will provide a complete range of residential experience for the development of future generations of HKU students.

from standard provisions available in a student residence, special features include a courtyard and a green roof to provide additional space for recreational and educational purposes. The refurbished new student residence is also aimed at preserving the historical values of the former Hon Wah College," Mr Ng says.

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To accommodate the increasing number of postgraduate students, another two potential sites, located on Hospital Road and Mui Fong Street, have been sourced by the Working Group on Student Housing as postgraduate residences. With government approval, the Hospital Road and Mui Fong Street projects are planned for completion by 2015 and 2016, respectively. The detailed designs of these residential projects have yet to be finalised.

Admission policies and eligibility matters for all of these student residences will be sorted out when management committees are formed at a later stage.



Layout of the Lung Wah Street project

About CEDARS

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Angular roofs crafted like prisms blend into regular blocks of concrete, and the facade's resemblance to ragged glacial crags hint at what new appeal is coming – at least, this is how the architecture was designed. In one of the highlights of Ocean Park's new attraction – Polar Adventure – encounters with the two poles are brought to the city. But what will they be?

Students' Corner / dialogue02²⁰¹⁰⁻²⁰¹¹

Pressure surrounds Ocean Park in its redevelopment plan to import a near threatened species from the Arctic. The theme park proposed to import the Beluga Whale, a type of toothed whale to be showcased in Polar Adventure. This led to criticism from green groups when sources found Ocean Park funding Beluga research in the Russian waters of Okhotsk Sea, which is at the northwestern tip of the Pacific Ocean. The move was believed to be related to a potential whale capture for its 2005 expansion plan.

The study is what sparked worries, but Ocean Park has several objectives in mind, and an animal exhibit should have a strong educational focus, according to academics.

Several months ago, the Hong Kong Dolphin Conservation Society (HKDCS) and Green Sense stated their opposition to the plan, saying the import will threaten the survival of the Beluga Whale in Russian waters.

The research was done to see if whale numbers were plentiful enough for a "sustainable acquisition", according to a spokeswoman from the park. In a written reply, Ocean Park stated "the aims of the research are to better understand the Beluga population in the southern waters of the Okhotsk Sea, and assess the population status".

The Belugas are classified as "near-threatened" on the International Union for Conservation of Nature (IUCN) list of threatened species, and their population status in the Russian Arctic are not yet known.

The research had wider implications. HKDCS Chairman Samuel Hung explains that the survival rate and successful breeding rate has been low for the species in captivity, so aquariums want to capture more Belugas to replace their stock.

But the Ocean Park spokeswoman says research is still ongoing, and it is too early to decide whether the species can be imported to Hong Kong.

There is also the question of sustainability. "The point is how many Beluga whales can be sustainably removed?" asks Yvonne Sadovy, a professor in the School of Biological Sciences at HKU. "How can this be determined? It's up to the scientists involved to design a recognised method, but that's not yet known."

Sustainable removal is performed in fisheries management worldwide. The practice refers to the number of a species THAT can be removed within a time period so that in the long term, the population size will not change, according to Professor Sadovy.

Seaside villages in November / Lorraine Lui Journalism, Year 3 • • •

Fishermen living in the seaside villages enjoy Cantonese opera, which is performed in celebration of the birth of the goddess of the sea.



Cantonese opera is a traditional form of opera performed in the Guangdong region of China. Here, performers from a local troupe share a light moment backstage after they have put on their make-up and are preparing to put on costumes.

Students' Corner / 23 . .





The Polar Adventure under construction

A Beluga whale

The park's motive may be questionable. Mr Hung says the plan is to boost the number of visitors, while neglecting the educational purposes and conservation needs of wildlife.

Besides pumping up entrance numbers, Professor Sadovy, who also specialises in fisheries conservation, says a strong educational and conservation focus should be the rationale behind animal displays. "It's a great opportunity for Ocean Park to teach the public about the species, but only certain animals that adapt to captivity are suitable, and there must be a significant educational effort associated," she says.

Ocean Park claims the new facilities will not only attract visitors, but also blend in educational and conservation messages.

Perhaps a look into the views of some students from HKU can shed some light on Ocean Park's acquisition. [For full interviews, please read the article in the link: http://cedars.hku.hk/download/behindthescenes.pdf]



Archer Wong, Science

"There is no guide to talk us through, but only some stationing at specific places." "Like in Marine Land, I wouldn't always have the incentive to read the signs since they're wordy."



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West Cheung, Computer Engineering

"Even if Ocean Park released research data favouring a Beluga import, I wouldn't believe it."

"If it's really for education, then why can't Ocean Park set aside a place for an exhibition where we don't need to pay such a high entry fee?"

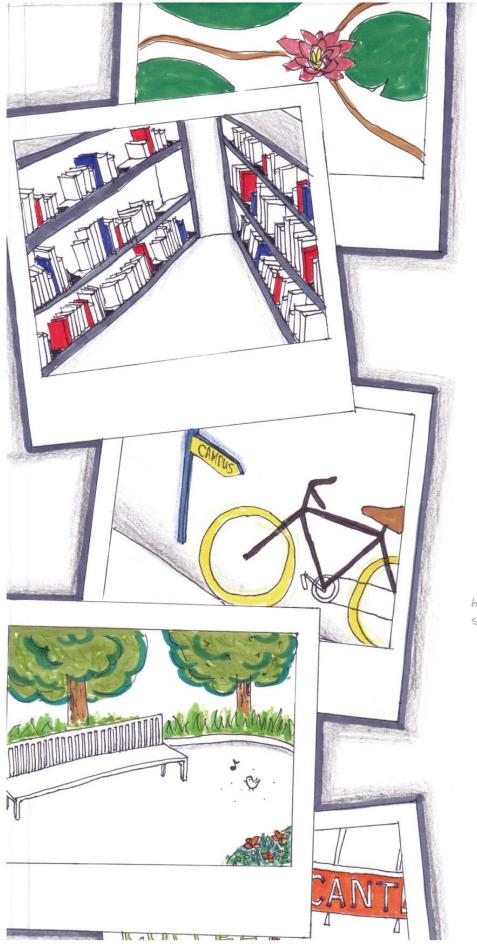
Vera Wong, PhD student in Biological Science

"A Beluga import has educational value provided that the animal can adapt to captivity."

"I visited the aquariums in the park with a HK\$50 entry fee when I took a course on Fish Biology."



The performances take place in a temporary scaffolding structure in Shek O, a seaside village famous for its beaches. The performances, spanning several days in November, are part of the festivities celebrating the birth of Tian Hou (also known as Mazu), goddess of the sea. Most fishermen believe that the deity will protect them from the dangers of the sea.





HKU 100 . Fantasy

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