

THE MALAYSIAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
(INSTITUT AKAUNTAN AWAM BERTAULIAH MALAYSIA)



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Malaysia's Advantage**

UNSTABLE GLOBAL ECONOMIC ENVIRONMENT CAN BE TO MALAYSIA'S ADVANTAGE



KUALA LUMPUR, July 14 (Bernama) -- With the economic environment globally unstable, Malaysia should not despair, but take advantage of it to find new opportunities and niche markets for exports.

Independent strategic and financial consultant Tan Sri Datuk Dr Lin See Yan said it is imperative for the country to market itself better and add more value with the brain drain scenario resulting in talent constraints.

He said currently, the global market is very concerned with the spread of the euro zone debt crisis and the contagion effects being very serious, resulting in a drop in investor confidence.

Speaking on Malaysia's position in this global concern, he said the country has to be proactive to create demand rather than wait for it.

"Malaysia is too small in the world and we are essentially price takers, whereby for all our commodities, we don't determine the price but take it as it comes depending on economic activities.

"We are not very good in taking advantage of other peoples adversity. So, what we should do is, while things are unstable around the world, look at opportunities," he said, at the Malaysian Institute of Certified Public Accountants 52nd Anniversary Commemorative Lecture here today.

The former Deputy Governor of Bank Negara Malaysia said there are prospects for the country to take market share in the current economic environment.

"For example, when Thailand faces political instability, try to capture some of its markets. What's wrong with that? They had no qualms taking our markets when we were down," he added.

Asked if Malaysia was on track to be a high-income nation, Lin who is also a member of the National Economic Action Council (NEAC) Working Group said, the task before the country was enormous.

"Therefore, Malaysia needs to undertake multi-approaches to solve core problems, particularly the education system, to ensure transformation development takes place.

"I think we are falling behind. Of course, everybody says the second half will be better, but talk is cheap you know.

"What is the basis for the second half getting better? At every quarter, it is said, the following quarter will look better, and this is not the way to run our life," he added.—BERNAMA STP AS

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Oriental Daily News

[財經新聞](#) ::

提升人才素質 大馬需改善教育制度 - ☒

（吉隆坡 14 日訊）大馬需解決教育系統不完善之處，以提升人才素質，應對人才不足的問題，這樣才可推動我國經濟跟上全球的步伐。

獨立策略及財務顧問丹斯里拿督林西彥在出席大馬會計師公會（MICPA）第 52 屆紀念講座會後指出，教育系統和環境將影響一個國家的經濟發展。

「我對大馬的教育系統感到失望，政府應找尋問題的源頭並加以解決，方可達到發展大馬的目標。」

大馬在全球教育水平的排名落後他國，這是一個備受關注的課題。林西彥舉例，美國哈佛大學在全球大學排行第一，主要在於該校對培養人才著重於創新和獨立。因此，大馬需找尋如何通過教導、處理、發展等各項因素，提升國家的水平。

於此同時，人才外流的現象持續，大馬政府雖積極進行轉型計劃，但仍未看到人才回流的現象。林西彥指出，教育系統是培育人才的核心因素，但環境對留住人才亦是一個關鍵因子。因此，林氏表示，雖然大馬人才機構給予許多就業機會，但鮮少人才願意留守在城市排行為第 30 位的吉隆坡，這顯示生活水平對吸引人才的重要性。

大馬需懂得為自己製造機會

另一方面，大馬在全球屬較小的國家，需要懂得為自己製造機會，才能讓經濟更蓬勃的發展。林西彥透露，「大馬需在全球不平穩之際，為自己找尋提升機會。」大馬可增加出口數額，進行更多附加價值和提升市場地位的活動。

他舉例，在原棕油價格下滑之際，商家可將棕油提煉成植物油，出口至需要大量食油供應的國家。而製造業亦可加快製造速度，與中國競爭；至於電子領域也可找尋參與設計方面的機會，而非等待需求找上門。

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政府无视教育与人才问题根源 林西彦：十个人才机构也没用

作者 / 本刊梁志华 Jul 14, 2011 06:46:33 pm



【本刊梁志华撰述】马来西亚前国家银行副总裁兼著名经济学家林西彦直言，马来西亚政府在解决教育和人才短缺问题方面本末倒置，完全没有掌握问题根源，即使成立十个人才机构（Talent Corporation）来招揽人才，最终也只是徒劳无功，浪费公款。

林西彦（左图）在今天受邀出席由马来西亚特许公共会计师协会主办的 52 周年演讲会后表示，他对马来西亚政府在处理教育课题上感到失望，因为政府在解决教育和人才问题方面本末倒置，并没有真正去面对和克服教育的问题根源。

“除非政府能够解决这些问题根源，否则，就算成立十个人才机构，（在解决人才短缺问题方面）都不会有帮助。政府只是在浪费公款而已。要解决问题，政府必须找出问题的根源。”

他直言，小学教育系统的问题，不仅仅是课程设计的问题，还包括教师的问题。当他小的时候，人们非常尊敬他的母亲，因为他母亲是一名非常专业的教师，但是，如今教师已经成为没法找到工作后的选择。

当然，这当中存在很多原因，包括教师没有获得应有的回报，家长不重视学校教学，只相信私人补习中心。这样的情况不仅是在小学层次，连中学和大学都一样。

应优先处理教育课题

他认为，政府其实不需要执着于全球大学排名，或者去批评全球排名的计算方式，相反地，政府更应该去思考，如何提升学生的素质，包括教学方式、学术研究方式、教育发展方向等，确定教育制度是否达到我们想要发展国家的目的。

“虽然经济转型计划或政府转型计划有助于发展教育系统，但是，教育课题并没有获得政府优先考量。在这方面，政府必须更着重于发展教育。如果你能够建立一个令人兴奋的社会，不仅将留住人才，而且还能够吸引外国人才流入我国。人才外流的问题，不只是国人出走，外国人才不愿流入，导致人才流失问题更严重。”



他指出，虽然人才去留的选择，受到很多因素，包括薪金、安全感、生活方式等的影响，不过，最核心的问题来自教育。政府必须纠正教育系统的问题根源，树立专业的教学水平，才能让人才有信心。

除了教育，生活方式对留住人才方面也非常重要。他指出，按照吉隆坡在全球顶尖城市的第 30 位排名来看，即使人才机构提供所有的优惠条件，对一名人才而言，可能不会选择来马，因为他有更好的选择。此外，安全、房屋成本、公共交通的便利度等因素，也将左右人才的决定。

“总警察长不能老是说，我们的犯罪率下降了 38%，人们要的是一个犯罪率接近零的环境。公共交通系统也是一个关键。因此，政府应该专注于推动捷运系统。”

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點評析

作者：國行前副總裁林西彥

大馬當前的問題

在外圍環境風雨飄搖之際，大馬应当把握佳機尋求本身定位，加強自我行銷及提升增以本身創造更多的契機。

在別國處於弱勢時，大馬往往善用本身的特長把握機會，像國些產品發生一些產能過剩問題，須加強行銷，同時也需把產品增以便提高出口量。

當然，我們也面對本身的人才欠缺，這是最大的關鍵問題。

像目前處於每公噸約3千令吉的原，大馬在現有外圍飄浮不定時局加強增值，以提高運往中東的出，為本身創造更多的契機。

以製造業為例，大馬需探視不國直接競爭的產品，包括提高、加強創造、或是提高生產效率仍然可以在競爭劇烈的國際舞台。

此外，泰國目前發生的不明政治

局勢，大馬其實應善加把握機會，占據泰國一些項目的市占率。

中東目前面對的不穩定局勢，這些國家都是食品進口國，大馬可以趁勢外銷更多的食品至這些國家，尤其是至中東，如外銷原棕油。

大馬成長被拋在後頭，因此，我們需積極正視本身的問題，未來還需作出更大的努力，並採取多元的策略對症下藥，當中包括教育是重要的一環。

我認為，首相有能力領導國家，以邁向更有素質的國家，並脫離受政治亂局的擺布。

像政府推行的捷運工程，其連鎖效應是浩大的，而且也協助引進更多的資金，但我們也還有許多事情需繼續往前進。

我對歐元區的債務危機問題深感

擔憂，並相信自希臘後會蔓延至其他國家如意大利，其連鎖性惡性循環效應，也引發市場猛吹拋風及歐元幣值走貶等。

歐元區目前協助拯救希臘，是因為要拯救它們的銀行，這類拯救計劃是無補於事的，最重要的是希臘需採取嚴厲的應對措施，大幅削減其國家債務。

我們對歐元區的嚴重債務惡化情況感到擔憂，進而也可能拖累全球經濟，自今年1月以來，全球經濟已被調兩次降。

外圍環境不明朗會衝擊大馬，因為很可惜的，大馬只是一個經濟小國，我們只是一個價格接受者（price

taker），價格由經濟因素決定，像經濟滑落，可能原棕油價格就走低的情況。

人才外流涉及教育的根本問題，如果不解決此根本問題，大馬設立10家人才機構，或許也無補於事。

我們要處理的根本問題，包括小學教育、教育系統及師資是否有出狀況，不像過去的老師是獻身教育的師資，這也可能概括師資收入不足、父母教育不高、孩子只送往補習班的問題。

調整教育系統及師資，是刻不容緩的。

一些國際著名大學排在前頭，一定有它們值得學習的地方，像如何提高學生素質、進行研究、大學生的學習方向、從哪里開始下手栽培等事項，都值得參考。

此外，許多人才外流，有些是往更具安全感的工作環境、及更高活品味的生活。

在安全及具有生活品味的居住環境，一些人才嚮往居住在世界級的市，像一項世界級城市調查顯示，馬是屬於第三級國家，因此，大馬吸引人才，生態系統非常重要。

有鑒於此，如何維持吉隆坡的活品味，是留住人才的方法之一，前提是治安也不可忽略。

儘管我認同政府推行的經濟計劃對栽培人才有一些幫助，但教這一環並沒有放在前位，有點可惜。

每個國家都發生人才外流的題，但大馬卻是人才流出，卻沒有才流進，值得省思。

當然，政府推行的捷運計劃是得贊許的，屆時可以取消汽油津貼鼓勵人民常使用公共交通，以製造利的捷運系統。

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Pengukuhan sistem pendidikan elak bakat ke luar negara

KUALA LUMPUR 14 Julai - Isu kekurangan bakat tempatan dan penghijrahan mereka ke luar negara seharusnya dapat ditangani dengan mengukuhkan lagi sistem pendidikan negara.

Presiden Yayasan Kelab Harvard Malaysia, Tan Sri Dr. Lin See Yan berkata, kedudukan pendidikan di negara ini masih terlalu jauh jika hendak dibandingkan dengan negara-negara seperti Amerika Syarikat dan United Kingdom namun masih terdapat ruang untuk diperbaiki.

"Bagi mengatasi isu penghijrahan dan kekurangan bakat tempatan, kita perlu meletakkan sistem pendidikan di landasan yang tepat sejak dari peringkat paling awal lagi, kita juga perlukan guru-guru yang bagus," katanya kepada pemberita selepas menyampaikan ceramah bertajuk 'Pendidikan dan Akauntan' sempena ulang tahun ke-52 Institut Akauntan Awam Bertauliah Malaysia di sini hari ini.

See-Yan yang juga bekas Timbalan Gabenor Bank Negara Malaysia berkata, penubuhan Talent Corporation sepatutnya bukanlah perkara utama untuk menarik cendekiawan - cendekiawan tempatan untuk pulang berkhidmat di tanah air.

Sebaliknya, Talent Corporation hanya bertindak sebagai pemudah cara atau pendorong kepada diaspora-diaspora ini untuk kembali ke Malaysia dengan insentif-insentif yang telah disediakan melaluinya.

"Kerajaan boleh tubuhkan 10 agensi seperti Talent Corporation tetapi isu akar umbinya adalah sistem pendidikan. Jika sistem pendidikan negara diperkukuhkan, Malaysia mungkin tidak akan mengalami masalah kekurangan dan penghijrahan bakat tempatan," katanya lagi.

Selain itu, See-Yan juga percaya, kemudahan infrastruktur dan gaya hidup turut menjadi faktor penting untuk menarik profesional-profesional tempatan untuk berkhidmat di negara ini.

Katanya, ini juga termasuk sistem pengangkutan awam, tahap keselamatan dan harga-harga rumah yang bersesuaian.

Disebabkan hal tersebut, See-Yan amat mengalu-alukan projek My Rapid Transit (MRT) yang dikatakannya amat baik untuk meningkatkan keberkesanan sistem pengangkutan awam di negara ini.

"Tarikan bukan hanya terhad dari segi wang malah banyak perkara lain yang perlu diambil berat. Profesional-profesional ini masih muda dan mahu gaya hidup yang sesuai dengan status mereka.

"Apakah mereka sanggup pulang berkhidmat di negara ini dengan gaji yang tinggi tetapi terpaksa bersesak di jalan raya setiap hari, runsing mengenai tahap keselamatan mereka serta tidak bebas melakukan aktiviti-aktiviti yang biasa dilakukan di luar negara?," soalnya lagi.

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Towards quality undergraduate education

WHAT ARE WE TO DO by TAN SRI LIN SEE-YAN

The National Economic Advisory Council (NEAC) wrote in March last year: “Malaysia faces an exodus of talent. Not only is our education system failing to deliver the required talent, we have not been able to retain local talent of all races nor attract foreign ones due to poor prospects and a lack of high-skilled jobs.”

Human capital lies at the heart of any high-income economy. It is key to Malaysia's transformation agenda. Not surprisingly, human resource development features prominently in the New Economic Model. Simply put, we will need to develop, attract and retain talent. Yet, the brain drain the cross-border migration of talent runs counter to the compelling domestic need for a more skilled, more innovative and more entrepreneurial labour force to be able to constantly add value.

Against this backdrop, the Malaysian experience is not unique. The [World Bank](#) estimates that in 2010, 215 million people lived outside their country of birth; 80% from developing nations, with 43% living in high-income advanced economies. Within Asia, the most pronounced brain drain is in South-East Asia. Malaysia's brain drain is intensive; not because too many are leaving but because the skills base is narrow. This is compounded by the lack of compensating inflows. It is also concentrated in Singapore.



Students from Harvard cheer as they receive their degrees during the 360th Commencement Exercises at Harvard recently. — Reuters

A large part of Malaysia's problem reflected the poor quality of graduates from public universities. It progressively eats into the quality of its human capital stock. Among its top research universities, only Universiti Malaya is among the top 200 (at 180th) in the UK Times Higher Education 2010-2011 rankings. Universiti Kebangsaan Malaysia was ranked 291; Universiti Sains Malaysia, 314; Universiti Teknologi Malaysia, 320; and Universiti Putra, 345. This poses a particular challenge.

Historical perspective

For years, the classic Ivy League American college envisages learning based on foundational knowledge of key disciplines or fields (“core”) and in-depth study of a key area of specialisation

("concentration"). This approach has been variously described as an unstable compound arising from the marriage between the German research university and the English liberal arts college.

Unlike the United States, the British Commonwealth public universities started following the British model. Today, these universities are, in practice, more akin to the already much deteriorated German experience, which for decades pride themselves on their egalitarianism in education. With the adoption of the 1963 Robbins Report, the British and Commonwealth public university system has become geared to advance this holy grail.

As a general rule, vigorous selective admissions of the 1950s and 1960s, with exceptions, have since gradually disappeared. A degree from one university is deemed to be worth just as much as the other. Every university will be run more or less the same, turning most of the once proud older universities into virtual extensions of government bureaucracy. Again with exceptions, professors and staff become public servants earning more or less the same pay at almost every university, based not on merit and academic excellence.

And so, just this one idea equality which turns out to be a bad one, is attributed to its undoing. This idea promotes the anti-elitist belief in equality of access to university education and equality of standing of every university. The consequence is for the state to pay to see this idea through. Since the best receives the same funding as the worst, the result in Britain has been, according to author Robert Stevens, "to homogenise English university and dumb them down to a lower mediocre mean". It reflects a system designed to protect the weak instead of rewarding the best.

Understandably, this phenomenon has since led to a disentangling of intellectual privilege from social privilege. This new academic elite was led by Tony Blair based on the principle that some students are academically better and thus, deserve greater resources directed to their development. Otherwise, England was "in danger of turning into an incubator for the likes of Yale and Harvard," says Oxford Professor Alan Ryan. Unlike the British system, the United States maintained an elitist rewards system, designed to develop the best and brightest. Here, competition is the name of the game. Top US universities stayed mainly independent of government funding. With independence, comes the ability to compete for academic success with the best the world can offer. This means vigorous competition for funding, the best students, and the best staff.

A liberal arts education pursues a spirit of free inquiry undertaken without concern for finding a job. It accomplishes two main objectives: (i) sharpens students' awareness of the world; and (ii) provides them with the tools to engage the forces of change. The breadth of subjects they study and the skills and habit of mind they acquire are intended to shape their lives after graduation. This is best exemplified in the overarching role of the US Ivy League colleges to educate students to be independent, knowledgeable, reflective, and creative thinkers with a sense of social responsibility. Towards this end, they are made to think and act critically. Their sense of history and theory enlightens and empowers them to act with great self-confidence.

What's wrong with it

Five things. Let me use Harvard, consistently the best of the lot, as an example. Harvard strives to be the best in many things; it often succeeds. Yet, over the years, I think it has allowed its main mission to drift. That's the first that that's wrong. Harvard veers from education towards increasingly, stakeholder satisfaction. It gives undue attention on developing an international brand and assumes the role of an education market-enterprise. It has gone from "harvard.edu to harvard.com." Mind you, Harvard remains consistently a first-rate world-class research university.

Second: Relentless competition for research excellence has produced a university system optimised for research. Of course, this brought untold prestige and prosperity through scholarly discoveries and scientific inventions. But, I think, at a price to underlying student quality. For example, there are no KPIs (key performance indicators) for effectively imparting knowledge and inculcating habit of mind to make students wiser and productive 20-somethings.

University structures don't consciously promote responsible citizenship. Professors are rewarded for academic excellence. But no marks for helping students find meaningful lives.

Third: It is not that the great universities have been complacent. Indeed, over many years, deep and profound changes have taken place (i) in curriculum: now richer, deeper and broader, but without a clearly identifiable link between what is taught in class and what they do outside class; (ii) in grading: now more disciplined even though grade inflation still exists; but grades are now more credentials for employment and graduate schools, rather than instructional feedback from teacher to student; and (iii) in extra-curriculum activities: they have become broader and more diverse with competition going beyond intellectual undergraduate ideals; they are now more motivated by materialistic incentives.

Fourth: I think great universities have forgotten their basic job to turn restless 18-somethings into stable 20-something-adults, to help them grow up. The greater the university, the more intense is market competition for faculty, students and funds.

Increasingly, there is less attention on (a) developing good character; (b) building personal strength and integrity; (c) inculcating kindness, co-operation and compassion; and (d) offering extracurricular experiences that link up to formal learning.

Finally, the sciences and humanities have long been the foundation for curriculum thinking: the sciences being the transforming force, while the humanities, the means for moral uplift. Science will grow in stature. How can universities nurture and inspire the humanities? Humanists today already feel marginalised. This should not be. New advances in the sciences offer possibilities to prolong human life, destroy life, artificially transform life in ways that challenge the very meaning of what it is to be human. As such, traditional focus of the humanities on questions of value, of meaning, of ethics, has assumed more importance. Somehow we need to ensure scientific advances are made to serve humane purposes.

Curriculum reform

The answer must lie mainly in curriculum reform. Education should be more than what we learn. At Harvard, fortunately, the undergraduate mission remains largely intact to transform teenagers (whose lives have been so structured by their families and schools) into adults with the learning and wisdom to take responsibility for their own lives.

It has taken Harvard the greater part of the 2000s to review its curriculum. In 2009, it replaced the existing 30 year-old Core Curriculum with a new Programme in General Education (PGE). Emphasising strength of character and scholarly excellence, the new curriculum is focused to (i) help students understand complexities of the human condition; (ii) come to grips with the basic questions of life; and (iii) fit seamlessly into its multi-talented, multi-ethnic, multi-cultural and multi-national student life.

To work, it has to gel with new commitments to pedagogical innovation, and to activity-based initiatives linking extracurricular activities to classroom experience. But the academic experience is its centrepiece, comprising (a) the concentration (in-depth pursuit of a disciplinary interest) (b) the electives (broadening interest beyond the focus) and (c) the PGE (connects and helps appreciate the complexities of the world).

In contrast to the Core Curriculum which exposed students to a number of different “ways of knowing” the new PGE seeks to provide new opportunities to learn (and faculty to teach) in ways that cut across departmental and intra-university lines; and achieve four goals that link up to life after college: (i) prepare for civic engagement; (ii) understand the traditions of art, ideas, and values; (iii) respond to deep change; and (iv) understand ethical dimensions.

To pursue these goals, students complete courses in (a) aesthetic and interpretive understanding; (b) culture and belief; (c) empirical and mathematical reasoning; (d) ethical reasoning; (e) science of living systems; (f) science of the physical universe; (g) societies of the world; and (h) United States in the world.

As I see it, restoration of the right balance between scholarly excellence and its education role requires developing in students a philosophy of life that brings dignity, honour and responsibility. Harvard has set the new gold standard in undergraduate education. Its first graduates will emerge in 2013.

Malaysia need not reinvent the wheel to jump-start our own undergraduate uplift. There are valuable lessons to be learnt. For us, this means a ready blueprint to help our students to believe in themselves as skilled individuals, and to place themselves first, above members of any identity group. This entails creating community out of diversity, based on confidence in one's own principles. It remains key to raising the quality of an educated person and leader. Something we all want to emerge from our universities.

The end product

In the end, we have now readily available an experience to engage the increasingly complex world. As I see it, the Harvard PGE should enable new graduates to have the ability to compose a literate and persuasive essay, the insight to interpret a famous humanistic text, the capacity to link history to the present, the know-how to understand foundation science and scientific methods to unravel mysteries of the real world, and enough quantitative reasoning to sharpen analysis of problems.

We have to believe that tomorrow's world will not accept graduates not knowing the difference between a gene and a chromosome. Or, not familiar with select Nobel Prize-winning works in literature. This building of self-confidence must involve a capability to speak in English; and to articulate cogently, persuade others, and reason on moral and ethical issues. They are also expected to know how to collaborate with others on divisive issues, and to engage each other in a civil manner.

The job ahead is daunting. We need to start now.

It is noteworthy that since 2008, Melbourne University has adopted the US academic model requiring all students to take "breadth" courses and embark on more specialised training as professionals in medicine, law and engineering. Most of these pathways add an extra year, but they graduate with greater personal satisfaction and higher quality.

After all, what's another year in a student's lifetime? In Malaysia, life expectancy has been already lifted to 73 years in 2009, rising past 75 in 2010. As former Harvard [president Derek Bok](#) said: "If you think education is expensive, try ignorance." Worse is to be in denial.

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