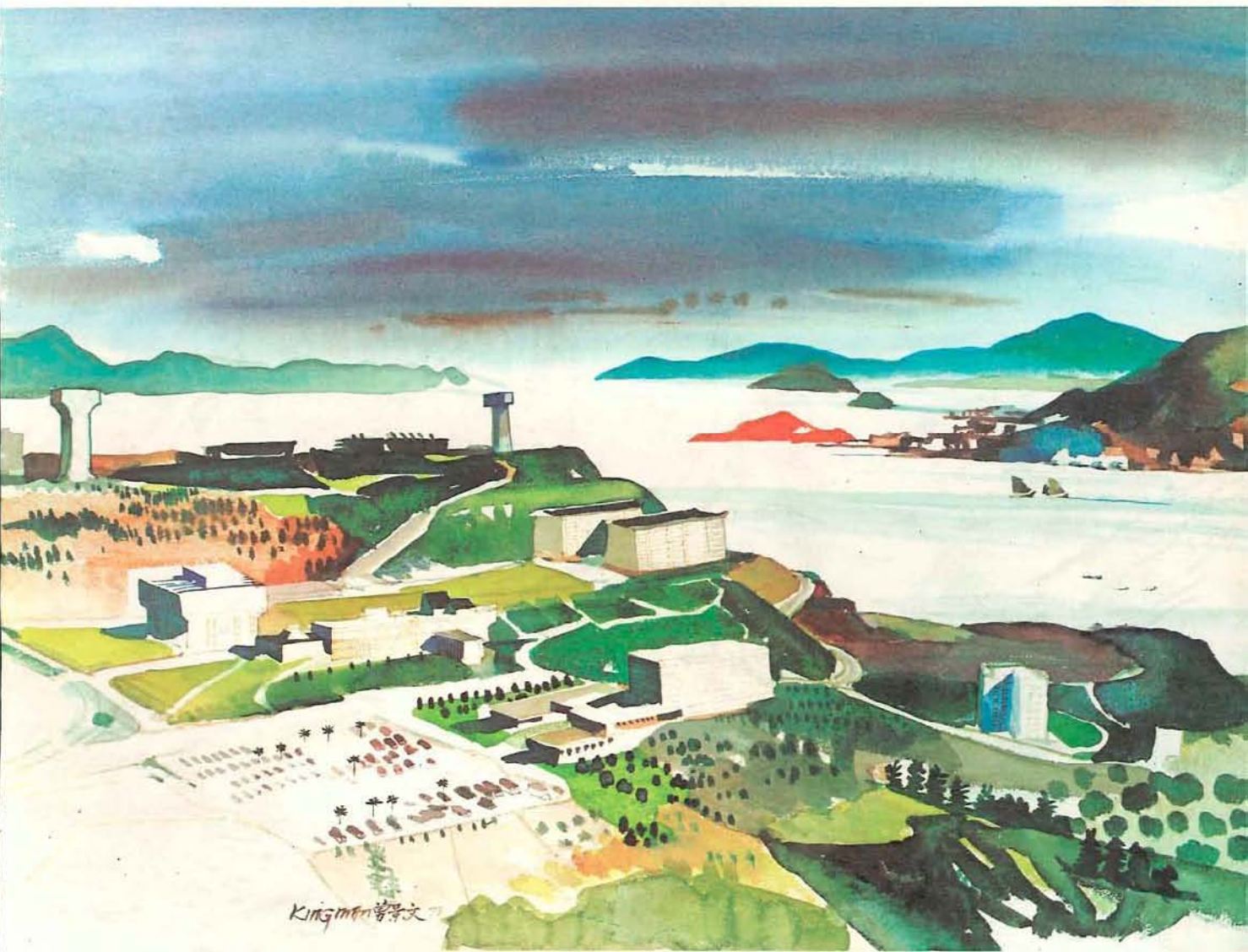


The Emerging University

1970-1974



Kingman 中文

The Chinese University of Hong Kong

THE EMERGING UNIVERSITY
1970-1974

The Vice-Chancellor's Report



The Chinese University of Hong Kong

漸具規模的中文大學

The Emerging University 1970-1974

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Introduction

Ten years have elapsed since the establishment of The Chinese University of Hong Kong in 1963. The first formal Report of the Vice-Chancellor on the formative years, entitled *The First Six Years 1963-69*, recounts the stages whereby three independent, private, “post-secondary” colleges—New Asia, Chung Chi and United—were incorporated as Foundation Colleges in the University. That Report describes the early efforts to pool resources, to coordinate procedures, to establish research organizations, to introduce new areas of instruction and research, and to obtain and develop the new campus site. That Report also attempts to record in some measure the vital contributions made by individuals, commissions, institutions, foundations, and the Hong Kong Government to the early development of the University.

The present Report deals specifically with the second phase of the University’s development, which is characterized in the title, *The Emerging University 1970-74*.

At first glance it may seem paradoxical to speak of the University as “emerging” after six years of existence. The operational term is, of course, “university”, beyond its legal significance as a degree-granting institution, it is understood to mean a complex organization which includes not only appropriate organizational units for undergraduate instruction in the humanities and the sciences, but also appropriate organizational units for graduate and professional education, and for research and public service. This second dimension requires in the university faculty a wide range and higher order of expertise which enables the university to play a significant role in meeting the diverse needs of the rapidly developing society of which it forms a part. It is in this substantive sense of “university” as a complex organization that the present Report is conceived and presented. It is in this sense that the second phase of development can be characterized as *The Emerging University 1970-74*.

During this second phase (1970-74), when all three constituent Colleges were eventually settled upon the new campus site in Shatin, two ideas emerged clearly as fundamental guiding principles in the development of the University: (1) the idea of the University as an organic organization rather than an association of discrete units; (2) the idea of making the integration of Chinese and Western cultures the University’s distinctive educational objective. Since each of these ideas will be reflected again and again in the specific developments discussed in the several Sections of this

Report, some additional comments on these ideas may be useful.

The first guiding principle, the organic concept of organization and functions, enables the University to maximize the use of its total resources—people, facilities, funds—and thus enrich and expand its educational programme. In the organic concept all components function to achieve the major goals of the total institution. This principle is reflected in various developments described throughout this Report, but specifically in Section I, and there most notably with respect to the area of the physical and biological sciences.

The second guiding principle concerns the distinctive educational goal of The Chinese University of Hong Kong in the world system of higher education—the integration of two great cultural and intellectual traditions, Chinese and Western. This objective has been the shaping force in each of the University's basic functions—instruction, research, and public service. This goal, it should be noted, requires a deepened understanding of Chinese learning and culture as well as mastery of Western empirical methods and scientific knowledge. Bilingualism is therefore a fundamental functional requirement. The undergraduate programme, discussed in Section II, endeavours to produce young men and women who can function effectively in the interface of these two great cultures.

An important manifestation of the “emerging university” during 1970–74 was the growth of graduate education and the development of professional education, discussed in Section III. It should be noted that the professional education represents the University's beginning efforts to provide instruction in “other branches of learning” as specified in the Ordinance of Establishment.

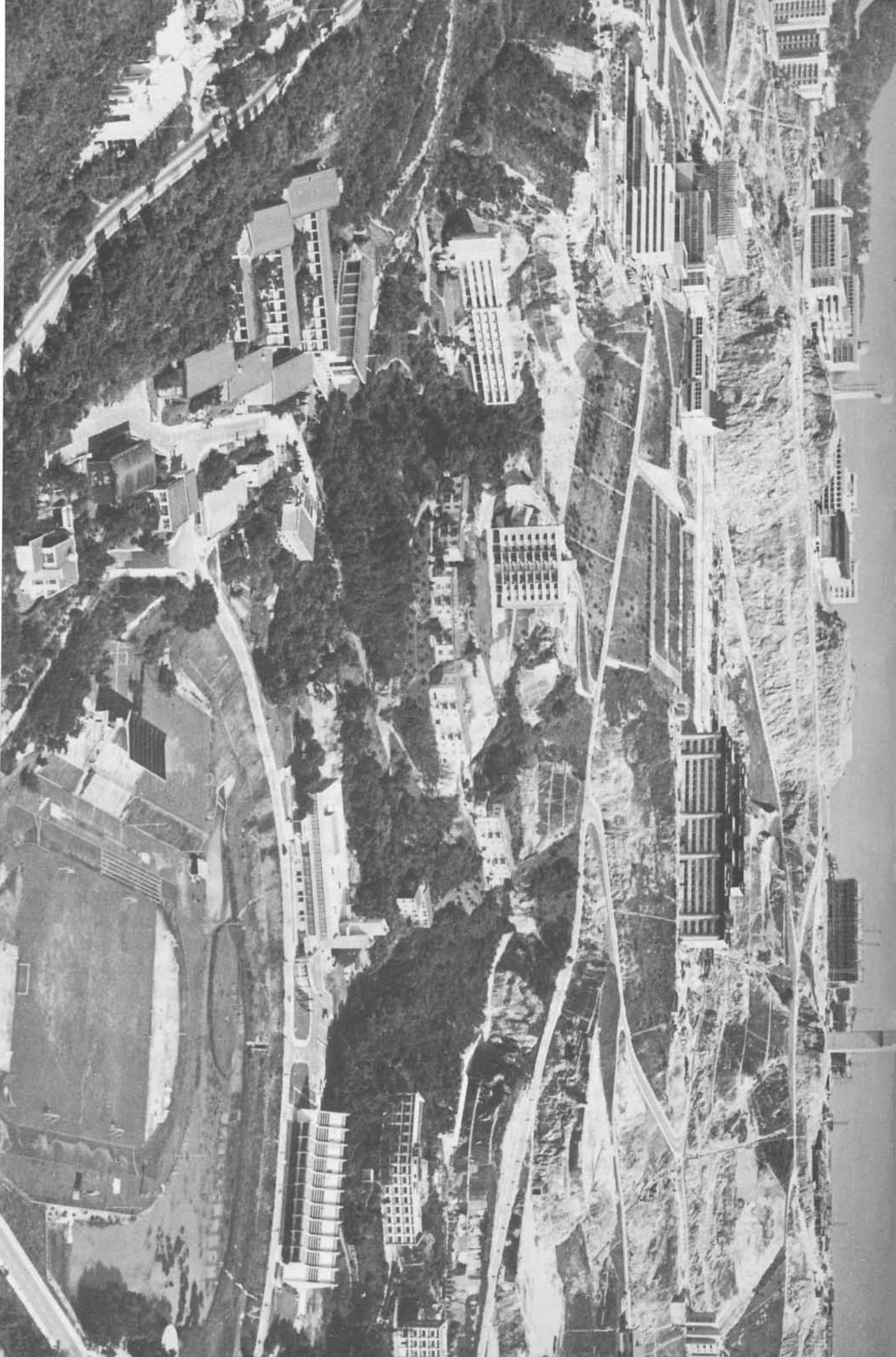
Similarly, the emergence of the university was manifested in the specific progress made in the other two basic functions of the University—research and public service, discussed in detail in Section IV. From the outset the University recognized its responsibility to advance knowledge through research, and accordingly established “Institutes” and “Centres” to foster research and promote a wide variety of scholarly activities. Most significant of these is the Institute of Chinese Studies, committed to the achievement of the distinctive mission of the University and now housed in its own impressive building and gallery. In keeping with its larger goals The Chinese University is equally concerned with applied research, the use of its expertise to illuminate and to solve pressing problems of a changing society, and thereby perform vital public services. Most notable in this regard perhaps is the Social Research Centre.

In bridging East and West The Chinese University has

endeavoured to be an international university in the fullest sense. Like Hong Kong itself, the University is at the crossroads of the academic world. The intellectual climate of the campus is free and cosmopolitan; many different cultural perspectives and approaches to education are represented in the faculty. The University maintains fruitful relations with government agencies and associations in various countries and conducts a wide range of cooperative projects with universities in many parts of the world. The University has been significantly assisted in its aspirations by private foundations committed to the advancement of international higher education. Within this network of relationships The Chinese University has given particular attention to its regional identity and role among Southeast Asian institutions of higher education. These diverse links with the international academic world, which have so significantly enriched and enhanced the University's total programme, are discussed specifically in Section V.

No aspect of the growth of The Chinese University during the quadrennium has been more dramatic, or spectacular, than the building programme on the beautiful campus site at Shatin. In this vast undertaking the University has received not only strong and generous support from the Hong Kong Government but also very timely material assistance from private individuals and foundations for the implementation of particular programme aspirations of the University. In all these impressive developments we need perhaps to remind ourselves that buildings are not ends in themselves, but are instead essential means of achieving important educational goals. Section VI, "Campus Design and Development", provides an account of the exciting emergence of the physical plant on the Shatin campus site.

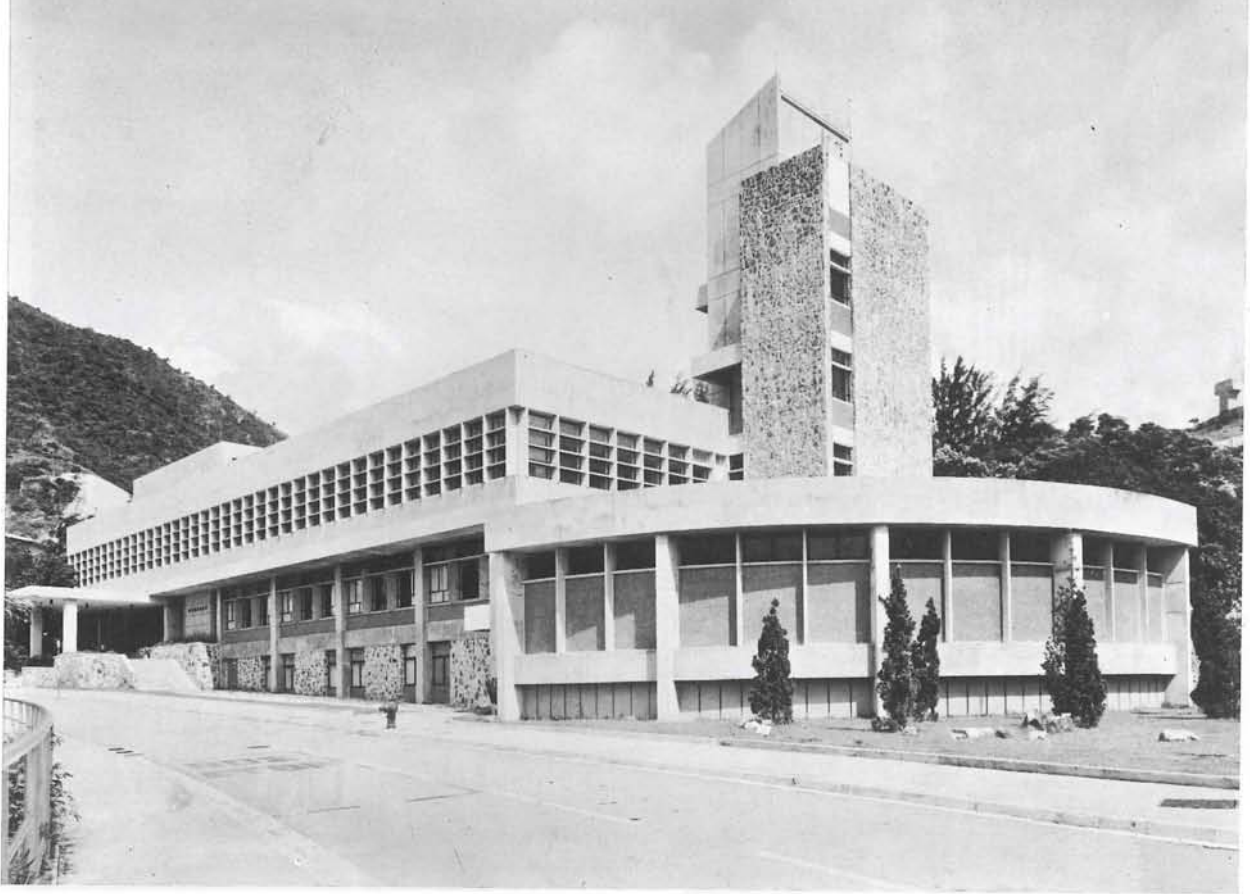
Looking back upon the second phase of the growth of The Chinese University, which we have entitled "The Emerging University", all of us in the University are deeply conscious of the many individuals acting in an official or purely personal capacity who have taken keen interest in The Chinese University of Hong Kong, who have identified themselves with its goals, both general and particular, and who have actively and substantially contributed to its achievements. To each of these good friends the University expresses its enduring gratitude.



Panoramic View of the University

1

Toward
An Organic
University



*University Library
major donation by the late Dr. P.Y. Tang*

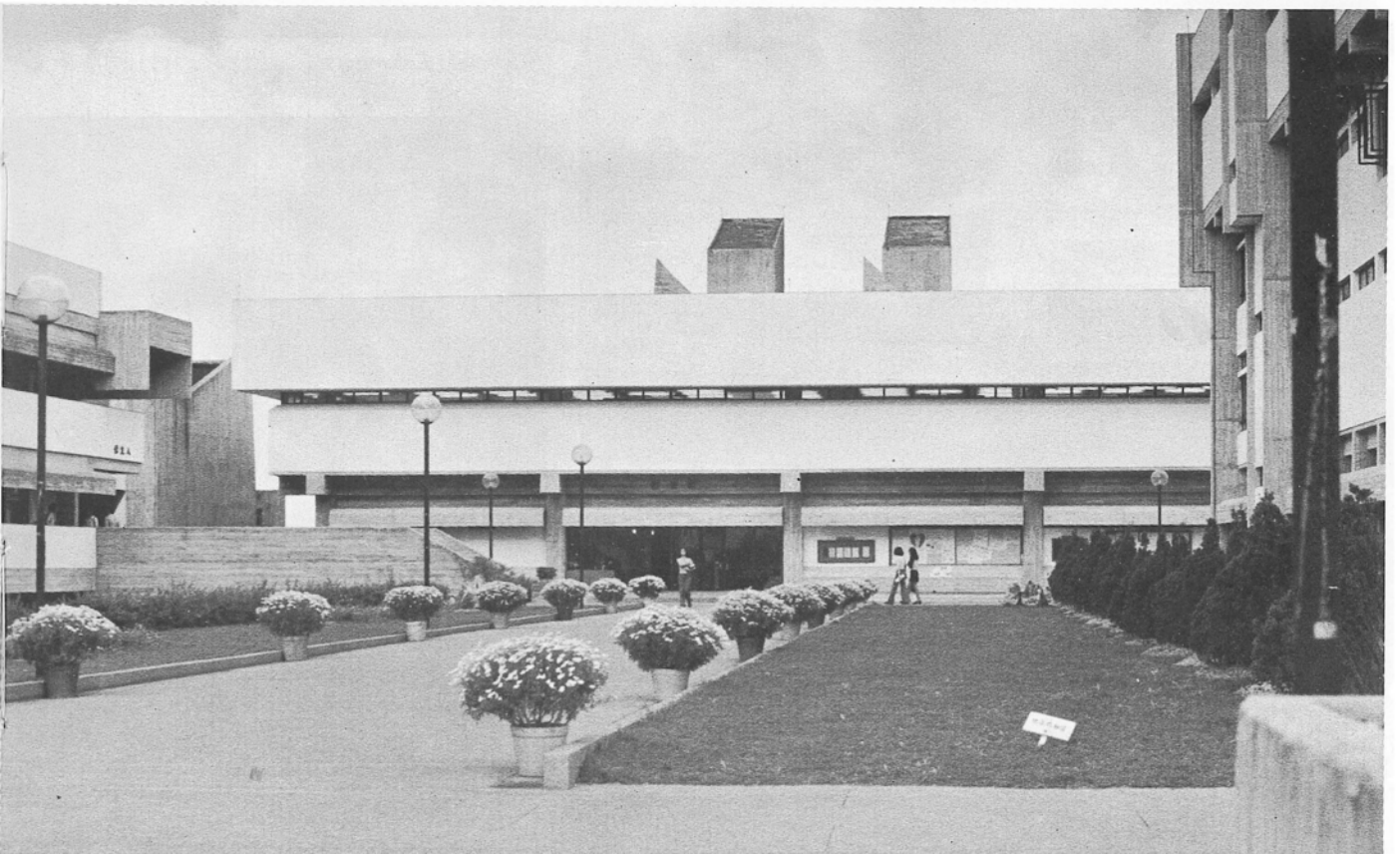
Elisabeth Luce Moore Library, Chung Chi College





Wu Chung Library, United College

New Asia College Library

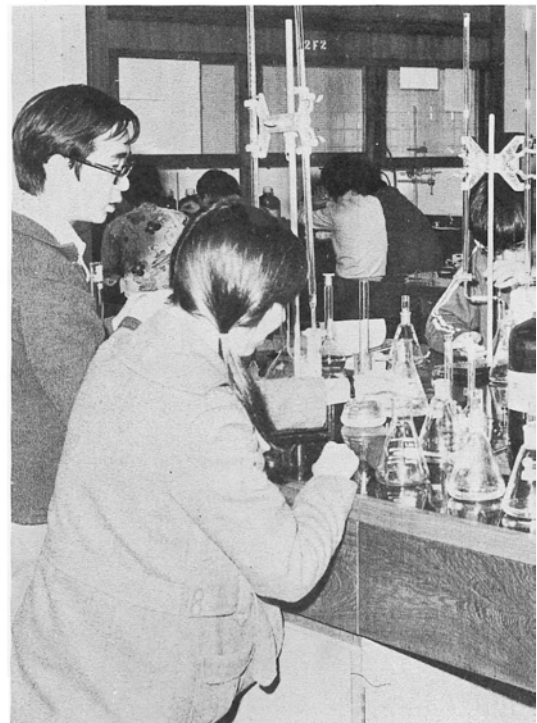




University Science Centre



Electronics Laboratory

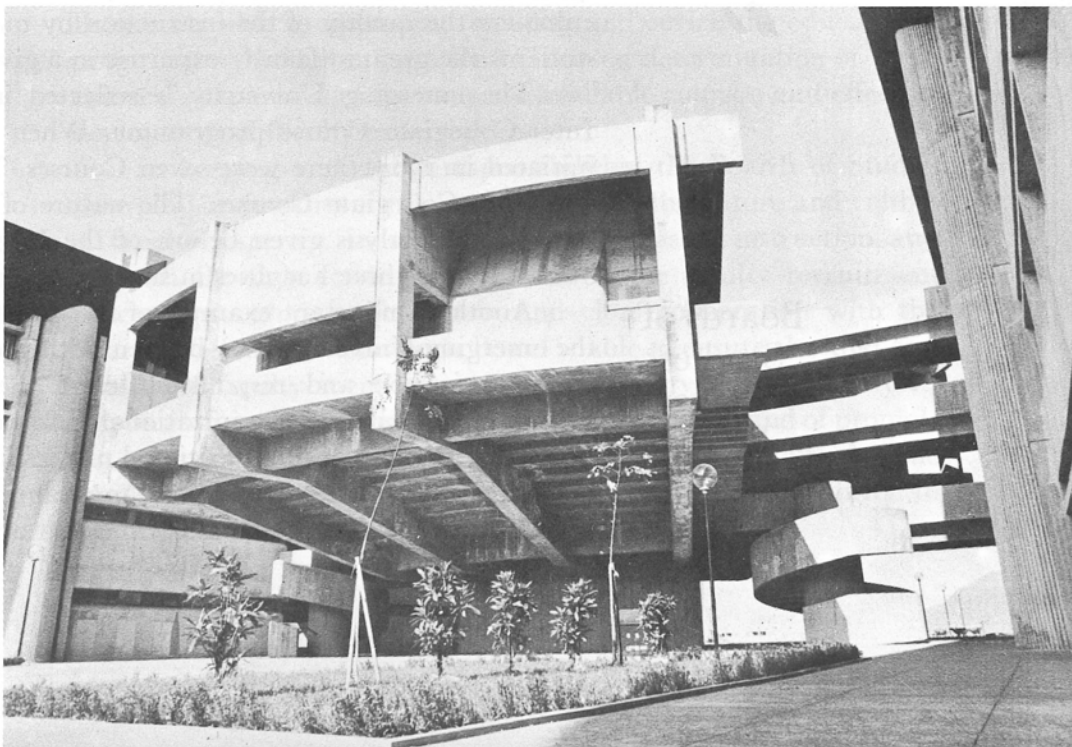
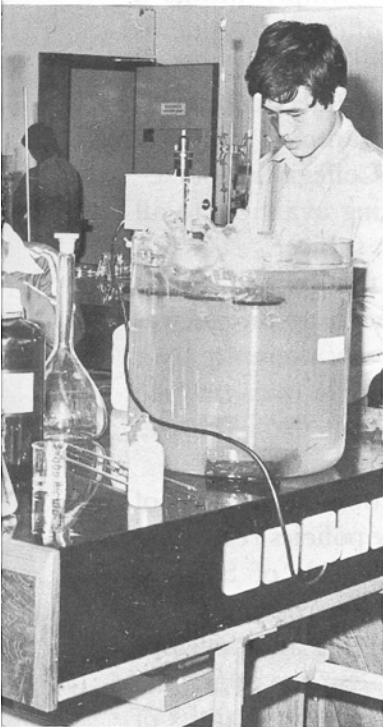


Chemistry Laboratory



Mathematics Seminar in session at Lecture Theatre, Science Centre

Lecture Theatre Complex, Science Centre



I Toward An Organic University

As stated in the Introduction, the conception of the University as an “organic” institution rather than an association of discrete academic units became an increasingly effective guiding principle during the second phase of the development of The Chinese University. Application of the principle enables the University to reduce or eliminate duplication, to integrate functions, to redeploy people and funds, and through such maximization of resources, to expand and enrich the educational programme. This Section, as the heading implies, will present some important examples of the application of this guiding principle to the organization and programme operation of the University.

Inter-Collegiate Courses

The “Inter-Collegiate Course” concept is perhaps the most important and far-reaching example of the application of the “organic” principle to the academic functions of the University. At the point of the University’s establishment, the academic programmes of the three Foundation Colleges were very similar and many courses offered by the individual Colleges were generally identical. The term “Inter-Collegiate Course” simply means a single course in a particular subject which is offered to students from all three Colleges. One course replaces three. The personnel funds thus released are available to add needed subject courses or to be redeployed in the development of new programmes. Similarly space and facilities are reallocated. The “Inter-Collegiate Course” enhances the quality of the instruction by making available to all students the greatest faculty expertise in a given subject.

The emerging University is reflected in the growth of the Inter-Collegiate Course programme. When the programme was initiated in 1964, there were seven Courses. Today there are over 400 Inter-Collegiate Courses. The nature of this growth may be seen in the analysis given below, of the Inter-Collegiate Courses offered by the three Faculties in successive years.

Boards of Studies: New Policies

Another important example of the integration of functions of the emerging University may be seen in the new policies regarding the organization and responsibilities of the Boards of Studies. Beginning as only an organizational link between teachers, the Boards assumed their first functional role in initiating and developing the Inter-Collegiate Course programme. Since 1972, the Boards have become major academic and administrative units of

**An Analysis of Intercollegiate Teaching
from 1964/1965 to 1973/74**

<i>Academic Year</i>	<i>No. of Courses</i>				<i>No. of Students attending</i>			
	<i>Arts</i>	<i>Science</i>	<i>Commerce & Social Science</i>	<i>Total</i>	<i>Arts</i>	<i>Science</i>	<i>Commerce & Social Science</i>	<i>Total</i>
1964/65	0	4	3	7	No record			
1965/66	1	10	10	21				
1966/67	3	13	11	27				
1967/68	8	16	7	31				
1968/69	9	20	15	44	478	637	448	1563
1969/70	20	32	46	98	581	1088	2176	3845
1970/71	31	45	73	149	881	1752	3057	5690
1971/72	57	92	94	243	1339	3326	3759	8424
1972/73	66	103	129	298	1598	3657	5282	10537
1973/74	113	156	188	457	4910	7887	8638	21435

the University, with comprehensive responsibilities. The Boards now have full responsibility for planning their respective curricula and for assigning teaching duties to their faculty members. Thus the Boards are able to maximize resources and enrich the educational programme through integration of courses, determination of "core courses", expansion of the range of available courses, and effective deployment of faculty expertise.

In keeping with these responsibilities, the Boards of Studies now play an important role in determining the nature and calibre of faculty expertise in their respective areas of instruction and research through active participation in the faculty recruitment process through membership in and close cooperation with the Board of Selection. Thus each Board is able to ensure the kind and quality of faculty members necessary to carry out effectively its responsibilities of providing high quality instruction and of promoting and coordinating research. Further, the Boards can ensure the maintenance of standards through their exclusive authority to nominate internal as well as external examiners.

The University Library System

Another integrating function of the Boards of Studies concerns the development of the total library resources of the University. Each Board has a Library Committee consisting of at least one Board member from each College. This Committee has full information on the book acquisitions budget of each College, and reviews all relevant orders proposed by the College Libraries and by the University Library. If need arises, the Board Committee can re-allocate books among the various Libraries in order to maintain appropriate strength in each unit.

A further example of integration within the University is the University Library System, which coordinates the activities of the three College Libraries and the University Library. Originally the Colleges were located in Kowloon (New Asia), the New Territories (Chung Chi) and Hong Kong (United), and their Libraries were small units completely separated from one another. With the removal of United College and New Asia College to the campus respectively in January 1972 and July 1973, as well as the completion of the University Library building in December 1972, the whole University Library System finally took shape. This evolution has been made possible through the generosity of leading Hong Kong citizens such as the late Dr. the Hon. P.Y. Tang, who contributed HK \$3,000,000 towards the erection of the University Library, and Mr. Wu Chung, who contributed HK \$500,000 towards the United College Endowment Fund, which was used to meet part of the construction cost of the Library. The Chung Chi College Library is indebted to the Henry Luce Foundation for a substantial donation of HK \$1,500,000. To all these gracious benefactors the University would like to express its deepest appreciation.

With the opening of the new University Library building in December 1972 the system came into full operation. Its major responsibilities involve: (1) the maintenance of a union catalogue of all the books and periodicals in the four Libraries; (2) the continued reclassification and recataloguing of the older acquisitions of the Libraries according to the Library of Congress Classification System; (3) the centralized acquisition of all books and periodicals; and (4) the centralized classification and cataloguing of all current acquisitions.

The University Librarian, as Chairman of the Library System Working Party, meets regularly with the College Librarians to mould the whole system into a functional entity. Above the operational level is a policy-making body in the form of the Senate Committee on the University Library System. This Committee is

responsible for the policies and administration of the University Libraries as a whole. Members of the Committee represent the Faculties, the Colleges, the Graduate School and the University administration.

In general the College Libraries are working and reading collections for undergraduate students while the University Library is the repository of advanced and research material for senior and postgraduate students. Learned journals, for instance, are shelved in the University Library. In October 1963 the three Colleges had a total of 209,208 volumes of books and bound periodicals. As of July 1974 the University Library System reported a total collection exceeding half a million volumes in Oriental and Western languages, and current subscriptions to 1,530 journals.

Since early 1971 much of the staff's time has been spent in reclassifying and recataloguing all the library materials, Oriental and Western, according to the Library of Congress System. By July 1974 about 79.74% of the Western titles and 11.67% of the Oriental titles in the older holdings had been reclassified. This work is continuing. When completed, the reclassification will permit users to move easily from Western to Oriental catalogue entries and vice versa. The establishment of a university-wide system of classification is a major contribution to the efficient and effective use of library resources.

The University Science Centre

The University Science Centre, which was officially opened by Lord Butler on April 12, 1972, represents the fullest expression of the organic principle in the development of the University. The Centre, now the largest building on the campus, makes possible the complete integration of the science departments—faculty, students, facilities, and equipment—for better teaching and research. Such matters as student admissions, curricula, graduate studies, seminars, technical staff recruitment, purchase of equipment, order of books and journals, and the like are now planned and administered by the Board of Studies in each subject as a unit, with maximum efficiency. Faculty members and students of the three Colleges now work under the same roof and know each other much better academically and personally.

At present the Centre accommodates five departments: Biochemistry, Biology, Chemistry, Electronics, and Physics. The Mathematics Department will move into the Centre in 1975 when the extension, now under construction, is completed.

At the undergraduate level, a complete Inter-Collegiate Course programme has been achieved for all science subjects. There

has been substantial consolidation of curricular offerings in all the scientific disciplines.

The University Science Centre represents the most significant achievement in the efforts to maximize resources and to enrich the educational programme through effective integration. As described in the Section on Graduate Education, all the major science departments have initiated master degree programmes. These new programmes have been achieved through the efficient use of combined resources without the recruitment of additional staff.

In keeping with the development of graduate studies, the Science Centre has significantly enhanced the research activities of the science faculty members. The Centre promotes joint research projects, makes possible the flexible and efficient use of equipment, and provides the base for systematic planning for the future. The various laboratories and diverse equipment of the Centre enable the faculty members to maintain high standards of research competence and to contribute to the advancement of their respective fields. The University Science Centre will become an increasingly important vehicle for cooperation with universities throughout the world in scientific research and instruction.

Academic Staff: New Policies

To achieve its distinctive mission, The Chinese University has endeavoured to build a highly-qualified academic staff whose professional training represents a diversity of systems of higher education. The international character of the academic staff creates a cosmopolitan campus atmosphere and adds the intellectual stimulation that derives from differing cultural perspectives.

In order to attract and retain outstanding academic staff, the University has developed policies that encourage and reward superior performance in teaching and research. During the period covered by this Report, there were extensive discussions of basic issues regarding faculty performance and morale. These issues included such matters as teaching loads, periodic review and evaluation of performance, multiple increments of salary, promotions, special awards for distinctive achievement, and other considerations affecting the morale of the academic staff. In support of its commitment to excellence, the University has taken a number of specific measures designed to provide and to maintain a permanent academic staff of the highest quality.

First, efforts were made to clarify the principles and strengthen the procedure whereby an instructor gains substantiation (permanent appointment) in the University. Since 1971 a review committee has been set up for each faculty member whose appointment is under consideration for substantiation. The committee is

responsible for a careful assessment of the candidate's teaching ability, research achievements, publications, academic cooperation and institutional service, and student relations, including student evaluations.

The second specific measure has to do with principles and procedures regarding the professional development of the permanent academic staff. The essential policy issue is a reward system which continuously encourages high performance and meritorious achievement. Significant assistance in this effort was given by the University and Polytechnic Grants Committee, which supported a provision to raise the proportion of senior academic staff members to 35%. This provision gave the University the flexibility needed to give well-deserved promotions from the rank of Lecturer to Senior Lecturer, from Senior Lecturer to Reader, and from Reader to Professor. Further, the new policies enabled the University to award multiple increments of salary to academic staff members whose professional performance was outstanding and who had made significant contributions to the University's development. Appropriate public recognition of distinctive achievement by faculty members is provided for in the *University Newsletter*, *Bulletin*, and other publications.

Integrating Administrative Functions

Paralleling the efforts to maximize the use of resources in the academic area, described above, the University during the quadrennium 1970-74 took further steps toward the effective and efficient integration of administrative functions. In the early days of the University, each of the three constituent Colleges planned and administered its own instructional programme, estimated all its own financial requirements, and managed all its own financial operations, including payment of salaries and wages. Capital equipment grants were made directly to the individual Colleges.

In 1964, some preliminary steps were taken to put together in the University Registrar's Office a university-wide budget, consisting chiefly of the College Estimates, plus a small payroll for the Central Activities. The first significant step toward integration of administrative functions was the establishment of central records for personnel and for superannuation funds for the entire academic and non-academic staff, such funds to be administered by the University.

The growth and programme complexity of the emerging University necessitated strengthening the University administrative structure and clarifying areas of responsibility. In 1969 the financial responsibility was removed from the Registrar's Office and the Office of Bursar was established, at which time the then Deputy

Registrar became the first Bursar. The Bursary has responsibility for coordination of financial planning, preparation of budget estimates, accounting, banking and investments, reporting on general and private funds, purchasing, payroll, superannuation funds, housing and medical benefits and other staff emoluments, cost and inventory control, computerized information systems, student bursaries and loans payments, collection of student fees, travel arrangements, etc.

Further, the Joint Universities Computer Centre, established in 1970 in cooperation with the University of Hong Kong, enabled the University to make considerable progress in the consolidation and integration of administrative operations. The data processing capability of the Centre was utilized in an increasing number of functions involving such matters as payroll, student fees, bursaries and loans, inventories of equipment and supplies, space utilization, class schedules, various accounts and information systems.

To manage the large-scale operations related to the physical plant and site of the new campus at Shatin, the Office of Physical Development was established in September 1969. This Office had campus-wide responsibility for such matters as engineering services, maintenance of buildings and grounds, police and fire protection, transportation, space utilization and staff housing. The primary purpose of the Office was to oversee the Master Development Plan and ensure that it proceeds according to schedule and within the budget. After accomplishing its principal task of completing the first phase of the major building programme, the Office was gradually phased out by the end of the quadrennium, with its duties being absorbed by the University Buildings Office, Bursary and Secretariat.

In 1973 the post of Secretary of the University was created. The Secretary serves as Secretary of the University Council and the Administrative and Planning Committee, handles personnel administration, public relations and information services, and student welfare, and co-ordinates planning activities. The Office of the Registrar continues to serve the Senate and its Committees and the Graduate School and to be responsible for functions immediately related to the operation of the instructional programme, including secretaryship of Faculty and Subject Boards, admissions, examinations, and curriculum planning at both undergraduate and postgraduate levels.

Each of the current administrative officers, the Bursar, the Secretary, and the Registrar, previously served in one of the constituent Colleges, and thus brings to his University functions a first-hand understanding of College operations and problems.

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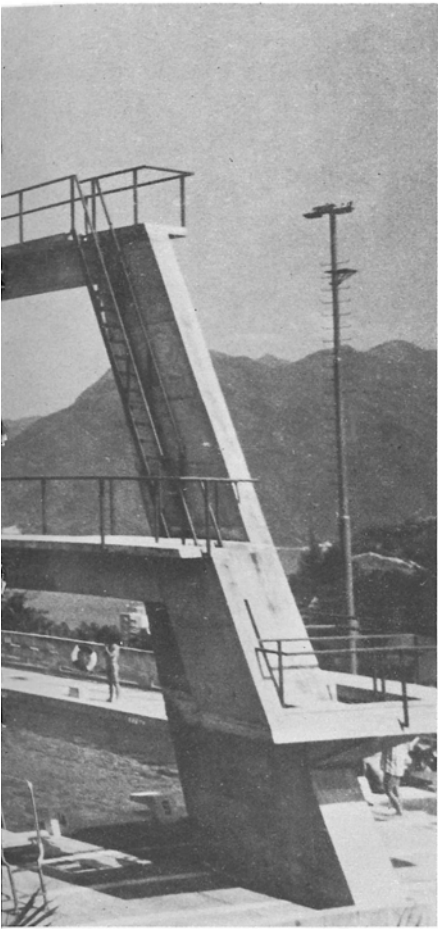
Undergraduate
Education
and
Student Life



University Swimming Pool, annex to Benjamin Franklin Centre, a staff/student amenities building

Adam Schall Residence, the student hostel of United College





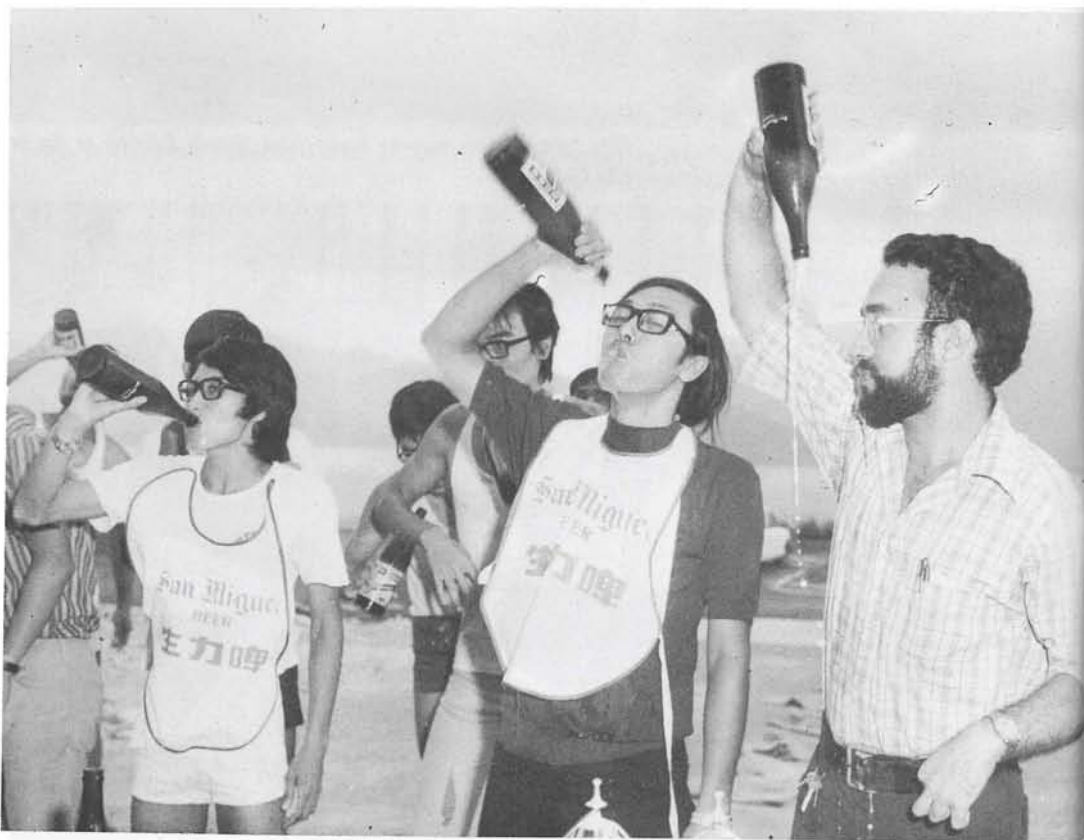
The human chain moving books from the old Library to the new Library of Chung Chi College



Students working in the Chinese Painting Studio



University Health Centre, with Yali Guest House on the left



Beer drinking contest

II Undergraduate Education and Student Life

The Changing Context

The purpose of this Section, as its title suggests, is to provide some brief interpretative comments on both the formal and informal aspects of the undergraduate educational programme during the quadrennium 1970–74. It is clear that at the present stage of the University's development a descriptive account of each of the Foundation Colleges as a separate educational unit will not serve the purpose. On the contrary, in the "emerging University", undergraduate education can only be described in terms of the dynamic interactions between the University and the Colleges as organizations functioning, in part at least, on different principles. In Section I we have seen some major examples of the organic principle of organization and function which has enabled the University to maximize its use of resources and to strengthen its educational programmes—the pervasive Inter-Collegiate Course programme, the Boards of Studies as university-wide academic administrative units, the total integration of the University Science Centre, to mention just a few. In Section III we shall see the development of new programmes of professional education which reflect the larger responsibilities and societal commitments of the complex university. Thus undergraduate education and student life during the 1970–74 quadrennium must be viewed in the context of the emerging complex university. (It should be noted in passing that the fundamental issues of organization and of operational policies implicit in the present institutional context are now under formal review by a Working Party on Educational Policy and University Structure, appointed by the Vice-Chancellor. This matter is discussed in Section VII).

Within this developing context, The Chinese University continues its fundamental commitment to high-quality undergraduate education shaped by the distinctive mission of the University. Since a number of major developments in the formal instructional programme have already been discussed, our present consideration will be limited to certain important educational policy matters. As regards the informal aspects of undergraduate education, we shall consider briefly such matters as student organizations, activities, and facilities; student-academic staff relationship; and professional services provided by the University. It is in this broad informal area that the historical structure of the University is most evident and the individual traditions of the Foundation Colleges have their most important formative influence upon the student.

Academic Programme Change

In 1973 the University adopted a fundamental change in educational policy with significant impact on the character of undergraduate education. Specifically the change concerns the issue of premature and excessive specialization, and involves the larger issue of intellectual breadth and flexibility as desirable objectives of undergraduate education. Prior to this change, new students were admitted to a specific Department and were forced therefore to make a crucial decision based only upon their very limited secondary school experience. Wide-spread problems of academic adjustment resulted from this practice of premature decision and specialization. Under the new policy students are admitted to a Faculty, and during the first year must elect courses offered by other Faculties as well as certain inter-disciplinary courses offered for general education purposes. In order to implement this revised programme, each Faculty has set up a Committee on Admissions and a Curriculum and Counselling Committee.

General Education

The idea of a balanced education, that is, general education as well as specialized education, has had some earlier expressions in the Colleges. Chung Chi College has a programme of Integrative Basic Studies, which embraces an introduction to university studies, a study of the main cultural traditions of China and the West and perspectives in the sciences, natural and social, and aims to develop, *inter alia*, "an ability to face contemporary and perennial issues of life and their challenge to rational inquiry, discussion, and personal commitment". New Asia College believes that "a man should have a broad general knowledge as a framework into which he can later put specialized training, which, without a larger background, would lack human perspective". United College aims to produce "intelligent, informed and well-balanced men and women possessing a sense of social responsibility and well-equipped to serve as well as to assume leadership in society". Recently a Committee on General Education has been set up under the Senate to keep the general education programmes under constant review and supervision and to see that close coordination exists between the College programmes.

Bilingualism

Central to the philosophy of this University, which is committed to the integration of Chinese and Western cultures, is the conviction that effective bilingualism should be cultivated. Established as a "Chinese University", this University naturally makes the promotion of Chinese studies its continuing concern, but it never loses sight of its larger mission of bringing East and West

closer together. Students are expected to draw upon both cultures and to contribute to both, and a competent command of the Chinese and English languages is the indispensable first step. The compulsory first-year General Chinese and General English courses are intended to ensure a solid foundation in both languages, and the general climate within the University continues to nurture students' interest in bilingualism and the interflow of Western and Chinese cultures. The academic staff is recruited from different parts of the world, and in their daily experiences students are exposed to influences from a diversity of cultures.

Teaching Methods

The University has long recognized that good teaching methods are essential to good undergraduate education. As early as March 1964, just half a year after the inauguration of the University, a Committee on Teaching Methods was appointed "to examine in detail the present teaching system and to come up with a proposed workable programme which will adapt the best features of the British, American and other systems to our needs". The reports of this Committee stressed the value of small-group teaching in the cultivation of a critical approach and a capacity for articulate expression. Tutorials and seminars, which provide opportunities for meaningful intellectual exchanges and mutual stimulation, have since been widely adopted at this University.

Continuous Assessment of Student Performance

In 1973-74 a significant change in established academic policy and practice took place. The Intermediate Examination, a formal screening test which all students were required to take at the end of their second year, was abolished. The increasing desire to de-emphasize the formal university-wide examination is reflected in the increasing interest in the revision of curriculum and degree requirements and in a general policy of continuous assessment of student performance. Even for graduation, the Arts Faculty, for instance, specifies that the course assessment grade, obtained by instructors from grades given for tests, assignments, term or year papers, and performance in seminars, tutorials and practical or field work, shall represent up to 50% of the student's total degree grade for the relevant paper.

Personal Education

So much for formal instruction. There are yet many other facets to undergraduate education at The Chinese University, where all efforts are directed to bringing students to full maturity, intellectual, psychological, social, moral and aesthetic. University life is seen not as just leading to a professional career but also as

opening on to life in the wider society with its myriad challenges and problems, which are likely to prove baffling and frustrating to anyone not properly equipped. A graduate has to come to grips with life and he must bring to bear a sense of values, a discerning, critical mind, a liberal, imaginative approach and the ability to make quick and important decisions in a highly complex and changing society. The University's aim is therefore the full development of "the whole person". To achieve this totality of education, the student's life outside the classroom, the laboratory, and the library must play a constructive, formative part in his personal development. This brings us to a brief survey of those organizations, activities, and facilities which constitute the informal part of the total educational process.

Advisory/ Counselling System

A personalized relationship between staff and students plays an important part in personal education. It has always been the tradition at the University to encourage day-to-day student counselling and guidance by teaching staff to complement the work of the offices of the College Deans of Students and the Student Affairs Section of the University. Student advisory/counselling systems exist at all three Colleges, whereby all students are specially assigned to individual teachers for person-to-person consultation in matters ranging from academic to personal. Each student has someone to turn to, an older friend who is interested and understanding, for general guidance, for serious intellectual discussions or simply to share his worries and problems. In reviewing staff-student relations in 1972 the Senate explicitly reminded the teaching staff that the "advisory" role is part and parcel of the duties of university teachers.

Student Participation in Governance

During the quadrennium 1970-74 there were important developments in student participation in the governance of the University. Most important perhaps is the establishment in 1972 of the Senate Committee on Staff/Student Relations. This Committee advises the Senate on all matters related to student/staff relations, advises the University administration on the operation of the Benjamin Franklin Centre and recommends general policies on student affairs. Each College has a similar committee. Students also participate in the consideration of academic matters through the Student Consultation Committee established for each Board of Studies. The scope of student involvement in University committees has thus been widened and communication between staff and students strengthened. Student participation gives an added perspective and dimension to deliberations over university

business in committees. It not only provides students with established channels for airing their views, but also stimulates their awareness and understanding of university matters and thus makes them more active and responsible members of the university community.

Student Centres and Hostels

Community life found a base in all parts of the campus as the building programme of the University made headway. The Benjamin Franklin Centre, formerly used temporarily as the University's administrative headquarters, has with the completion of the University Administration Building in September 1971 been released for its original purpose of serving as a university-wide staff/student centre for cultural, social and recreational activities with facilities catering to different tastes. Chung Chi Centre at Chung Chi College and the Staff/Student Amenities Buildings at New Asia College and United College have all been completed, providing congenial meeting-places for staff and students. Hostel life, a valuable educational experience, has been extended to more students with the completion of a new hostel at each College. Plans are under way for the construction of an additional hostel at each College and a hostel for graduate students. If the University is to succeed in its purpose of providing for all students the kind of total education being discussed here, it must expand considerably the number of hostels available, so that hundreds of students now commuting can participate in the formative experiences of the campus community.

Physical Education

The role of physical education in the full development of the individual, mental and moral as well as physical, has long been recognized by this University, and the development of facilities for physical education has followed a steady course. Chung Chi College has a Sports Field and a Stadium while New Asia and United each has an indoor Gymnasium in its Staff/Student Amenities Building. The University Sports Field was completed in 1972 and an Olympic-size Swimming Pool in 1973, and construction of the University Sports Centre will soon commence. Athletic activities of all kinds, individual and group, organized and informal, for men and for women—all play an exceedingly important part in the “total education” process of The Chinese University.

Student Unions

University student life would not be complete without a student union, a laboratory for responsible citizenship and leadership. The Student Unions of the three Colleges have been in existence for many years, and a University Student Union was inaugurated on 19th March, 1971 “to unite the students of the

University in a spirit of democracy and autonomy, to promote student welfare, moral well-being and intellectual development, to organize athletic activities and to serve the community". A student union is not merely a training ground for a handful of student leaders, but a union of the entire student population, as much for those who participate as for those who organize and coordinate. The activities of the Student Unions range from social to intellectual and their interests from student welfare to international issues. Membership of the Unions is very much an integral part of the "total education" of students.

Student Services

In order to sustain a campus community, the University must provide a wide variety of services, both continuing and *ad hoc*, which need not be enumerated here. Two services, however, are vitally important to the individual students' well-being and must be mentioned briefly—the University Health Service and the University Appointments Service.

University Health Centre

In the fall of 1971, the University Health Centre, a generous gift of the Yale-in-China Association, was formally opened. With this excellent facility, the University was able to undertake a comprehensive health service programme to handle the medical, dental, and psychological needs of students and other members of the University community, and to provide for general health education and preventive care.

Appointments Service

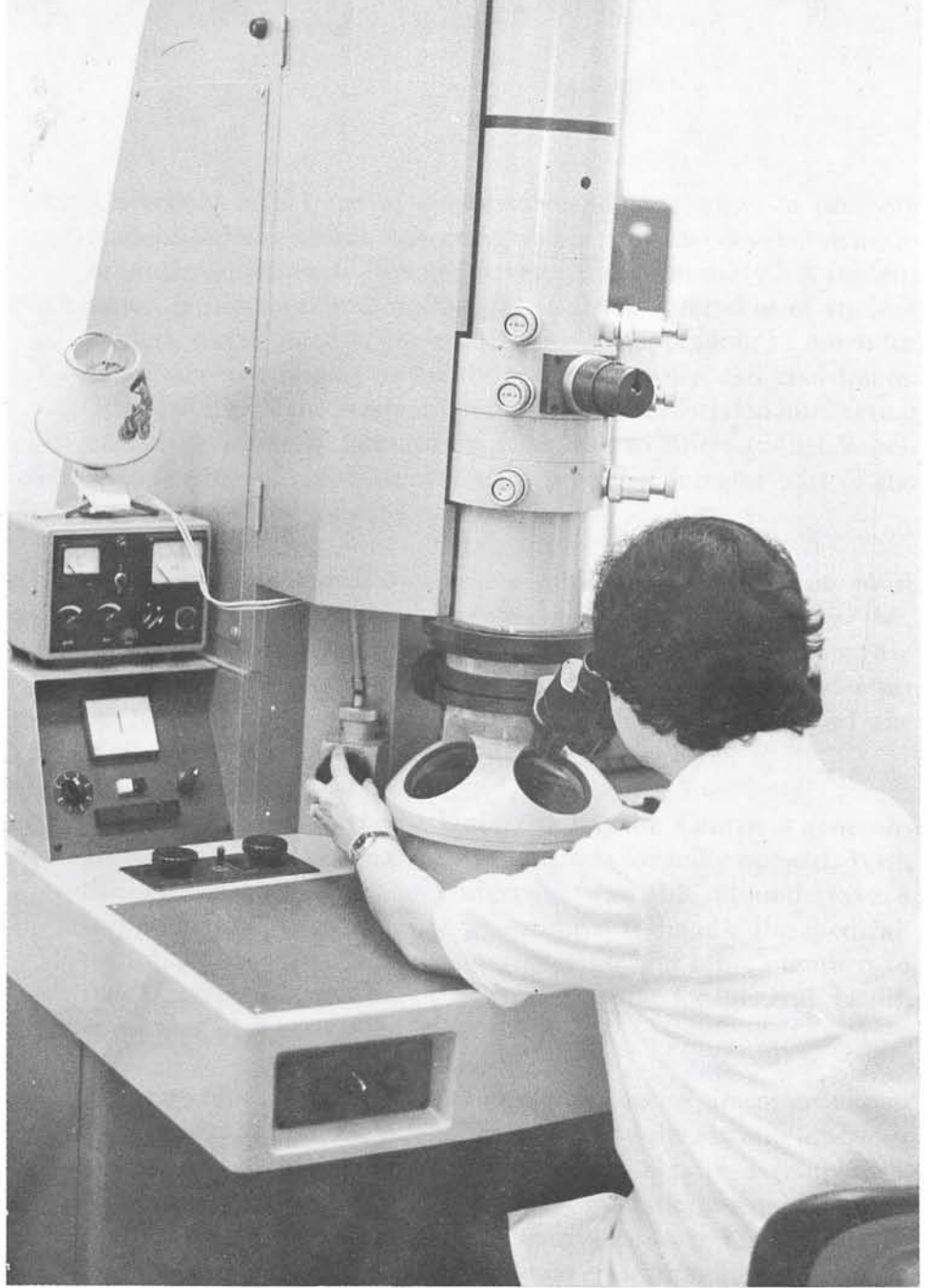
The functions of the Appointments Service are more varied and important than the title suggests. Beyond the obvious functions relating to employment, the Appointments Service is responsible for occupational information and career guidance assistance which enables the individual student to clarify his career goals and to make wise decisions regarding his own educational development. In addition to its on-going services for individuals, the Appointments Service plans and administers an annual workshop involving extensive career talks and discussions of the current employment situation.

* * *

Whatever the ultimate scope and character of the University's development as a complex institution, high-quality undergraduate education shaped by the distinctive goals of The Chinese University will always be accorded the highest priority in the value system. How to achieve the fullest intellectual and personal development of each young man and young woman will continue to be the first concern of the dedicated men and women of the academic staff.

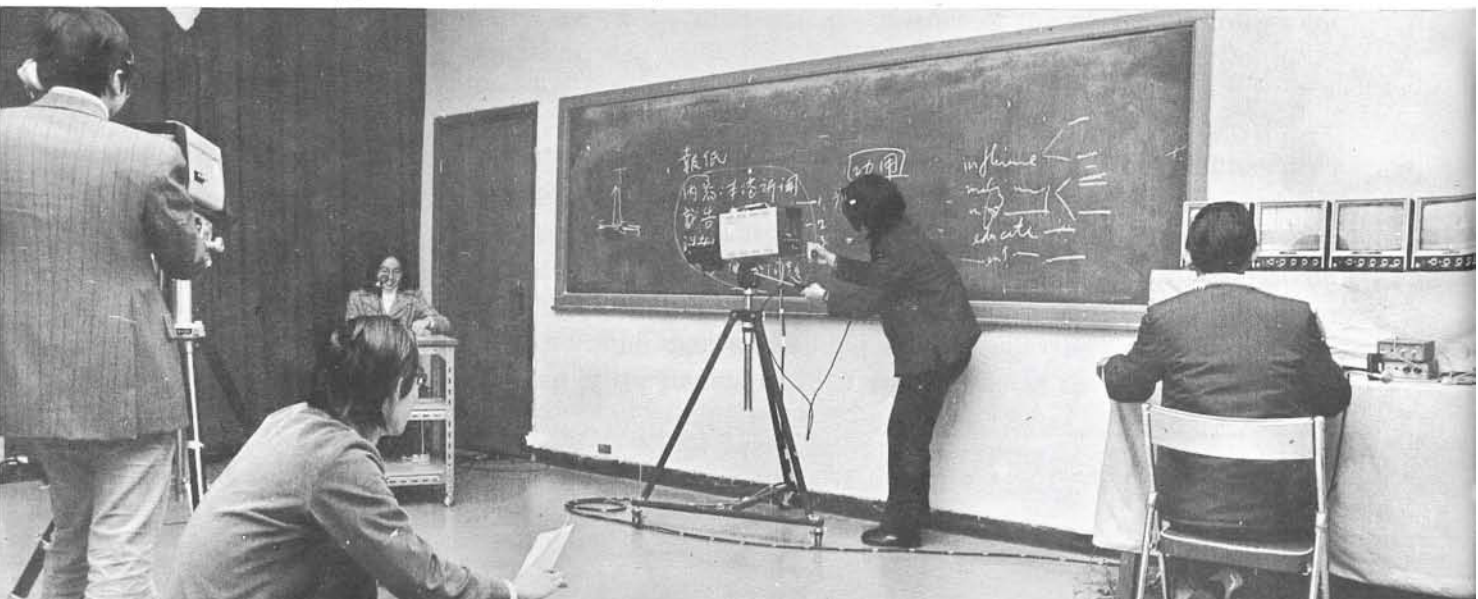
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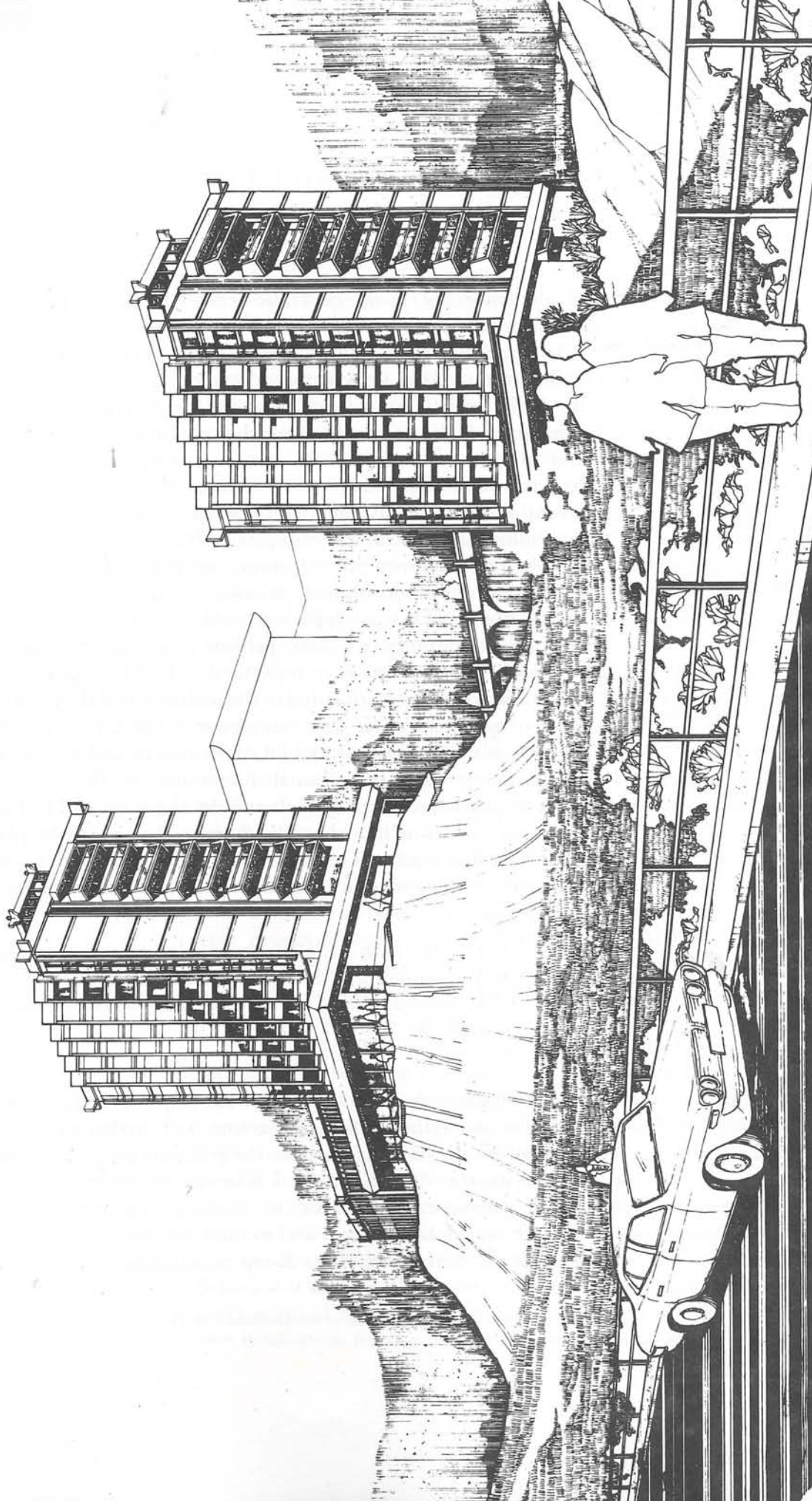
Graduate
and
Professional
Education



Electron Microscope in use

Educational Technology class in session at the School of Education





The Graduate School Student Hostel Complex to be constructed in September 1974 and completed in September 1975 (See VI)

III Graduate and Professional Education

A university, in the generally accepted sense of the term, is a complex organization whose functions include not only undergraduate instruction in the humanities and the sciences, but also meaningful graduate and professional education. Graduate education in the basic fields of knowledge develops highly qualified specialists capable of dealing with the most abstruse problems in those fields and of advancing knowledge through scientific and scholarly research. Similarly, a university traditionally undertakes to produce several kinds of highly qualified professional practitioners needed to manage and sustain our complex, technological society.

A formal association of three independent undergraduate liberal arts colleges, though termed a “university”, does not necessarily constitute a viable university in the substantive sense. The association does, however, provide potential resources which may be integrated and effectively used to build the graduate and professional dimension essential to the realization of the institution’s mission as a university. The emergence of the University during 1970–74 is reflected in the careful development and enrichment of the graduate and professional dimension of the educational programme. Indeed, this growth and development of The Chinese University was anticipated by the distinguished men who planned the University and who caused that anticipation to be legally expressed as a mandate in the Ordinance of Establishment:

to provide with the Colleges regular courses of instruction in the humanities the sciences and *other branches of learning of a standard required and expected of a university of the highest standing*;^{*}

As made clear in other parts of this Report, the integration of resources strengthens the programme and makes possible new frontiers of education, in this case, the graduate-professional dimension. With this dimension the University enhances its ability to attract outstanding scholars, to discharge its commitment to research and public service, and to meet the important manpower needs of the developing Hong Kong community.

^{*}See Section (b) of the Preamble of the Ordinance of The Chinese University of Hong Kong.

Graduate School

Soon after the establishment of the Research Institutes at the University in 1965 steps were taken to set up a Graduate Council, which was formally organized in March 1966. The Graduate Council consisted of the Vice-Chancellor as Chairman, the three College Presidents, the three University Deans, the Heads of Divisions of the projected Graduate School, the Director of the School of Education, the University Librarian, and a small number of Professors and Readers nominated by the Vice-Chancellor. It was formed to deal with matters of policy relating to graduate studies and to plan for the establishment of the Graduate School.

Initially the School was composed of only five divisions with the Vice-Chancellor serving concurrently as Dean. Only thirty-one students were admitted in 1966-67. This modest beginning was in consonance with the basic policy recommended by the Graduate Council that the University should introduce a graduate studies programme in any given discipline only when the required academic leadership and adequate library and other facilities are available. This policy will help ensure high quality in graduate students and vital progress in research.

With the completion of the University Library and the Science Centre on the Shatin campus the Graduate School has been able since 1970-71 to set up nine new divisions. Dr. C.T. Yung, President of Chung Chi College, was concurrently appointed to succeed the Vice-Chancellor as head of the School. In 1973-74 enrolment increased to 174, six times that of 1966-67, when the School was first launched.

Since 1967 a total of 258 students have earned their Master's degree in the fourteen divisions of the Graduate School. At present two categories of Master's degree programmes are offered, a two-year programme for Master of Philosophy (M.Phil.), Master of Business Administration (M.B.A.) and Master of Divinity (M.Div.), and a one-year programme for Master of Arts in Education and Master of Science in Electronics.

The Graduate School has been established with care and thoroughness and the University is now able to move forward, aided to a great extent by the progress made in its physical development programme, the moving of United and New Asia Colleges from the urban areas to the Shatin campus and a grant from the Ford Foundation to further graduate education.

Advanced studies and research on contemporary problems in Asia and other areas will be encouraged in the various divisions of the Graduate School. It is hoped that the graduates from the School will be able to help meet the social and educational development needs of Hong Kong and neighbouring countries and stimulate innovation for the modernization of the region.

Eleven of the fourteen divisions of the Graduate School may be called the specialization of liberal education:

- I Humanities: 1. Chinese History;
 2. Chinese Language and Literature;
 3. Philosophy;
 4. Theology;

- II Natural Sciences: 5. Biology;
 6. Biochemistry;
 7. Chemistry;
 8. Physics;
 9. Mathematics;

- III Social Sciences: 10. Geography;
 11. Sociology;

while the remaining three belong to the field of professional education:

- 12. Business Administration;
- 13. Education;
- 14. Electronics.

Professional Education

While the role of liberal education, which is essential in developing leadership qualities, has remained basic at The Chinese University, the importance of professional education has gradually emerged to complement it. The commercial and industrial nature of Hong Kong's rapidly expanding economy prompts the community to demand that institutions of higher education turn out highly trained professional and technical people with broad outlooks. This is where the contribution of professional education lies.

Professional education represents a concentrated effort to prepare students to become competent teachers, managers, engineers, accountants, architects, social workers and journalists to be readily absorbed by various sectors of the community. The policy of The Chinese University is based on careful analysis of professional manpower needs and the growth and expansion of professional education is planned accordingly. From the practical point of view professional education has an immediate payoff value to society and constitutes, therefore, a most direct form of public service.

The development of professional education in The Chinese

University can be viewed at both the graduate and the undergraduate level. For the time being the graduate level consists of the School of Education and the Lingnan Institute of Business Administration (LIBA).

School of Education

In May 1973 the School of Education moved out of leased quarters in Kwoloon and is now located on the campus in temporary premises at Chung Chi College. This relocation represents a step towards integration with all departments of the University in the hope that interchange of ideas among various disciplines may provide an impetus for educational innovations.

Within the last four years the School of Education has undergone considerable expansion and change, of which the following is a brief account.

(1) *Enrolment for the Diploma in Education Programme between 1965 and 1973*

Year	Full-time	Part-time		Total
	(one-year day course)	(two-year evening course) 1st yr.	2nd yr.	
1965-66	21	-	-	21
1966-67	24	-	-	24
1967-68	16	11	-	27
1968-69	19	18	10	47
1969-70	8	31	17	56
1970-71	17	60	29	106
1971-72	21	37	51	109
1972-73	42	56	35	133
1973-74	54	79	50	183
1965-73				706

(2) *M.A. (Education) Programme*

Beginning in 1973-74, a one-year postgraduate programme leading to an M.A. (Education) degree is offered. There are five areas of specialization: Educational Technology, Counselling, Chinese Education, Curriculum Design and School Administration. With the initiation of graduate studies the School has established an Educational Technology Laboratory which will document,

design and test new instructional systems for improving education in Hong Kong in the years to come.

(3) *Undergraduate Course in Education*

Beginning in 1973-74, undergraduate courses in education are offered for students in all disciplines, forming a programme that will be expanded over the next quadrennium.

(4) *Curriculum Development*

To ensure educational relevance systematic efforts have been made during the last two years to develop a new curriculum with the following features:

- a) Close link between theory and practice.
- b) Development of sensitive awareness of social realities.
- c) Introduction of micro-teaching through the use of video recording, peer group discussion and personal counselling by staff members.

(5) *Emphasis on Practicum*

Students in all programmes go through an intensive practicum programme relating to their specialization. This includes the acquisition of interpersonal skill and communication techniques, utilization and construction of audio-visual aids, and classroom teaching.

(6) *Research, Conferences and Publications*

Members of staff are engaged in wide-range research and development projects with emphasis on local problems and on programmes and materials that are of practical value to our schools. They also participate actively in local and international conferences as well as serve on educational committees.

Projects of a more extensive nature include:

- a) "Research Project on Secondary Education in Hong Kong" supported by a research grant from the Carnegie Foundation of New York.
- b) "A Symposium on the Teaching of Chinese Language and Literature" held in July 1970 with financial support from The Asia Foundation.

- c) Representation on the Board of Education established by the Hong Kong Government to study and propose methods of expanding and improving secondary education.
- d) Publication of articles and research reports in professional journals.

From the "Report of the Board of Education on the Proposed Expansion of Secondary School Education in Hong Kong over the Next Decade" it can be seen that the Hong Kong Government is committed to expanding secondary education on a dramatic scale. Towards this end the School of Education will be obliged to play a key role in developing immediate and long-range resources, programmes and services.

The most fundamental change recommended in the Report is that Chinese be used as the medium of instruction in the lower forms of secondary schools. With the shortage of teachers skilled in using Chinese in teaching and the lack of good textbooks written in Chinese there is a sizable gap between aspiration and resources. Immediate and forceful efforts must be directed to bridging this gap. By its nature The Chinese University, and the School of Education in particular, must be expected to share this responsibility in large measure. This will involve not merely the education of an adequate number of teachers but also active research and development work to design indigenous teaching materials, instructional systems and suitable textbooks.

With the recommendation that more emphasis be given to developing technical and vocational education for one half of the 12-16 age group a great deal needs to be done to educate suitable teachers as well as to develop a new curriculum for a new type of school. The two Universities together with the Polytechnic and the Education Department must seek new patterns of cooperation and collaboration in order to cope with the tasks inherent in this new direction of education.

In examining the number of new teachers needed, estimated at 1,450 each year between 1974 and 1981, the Board urged that "the two Universities should give serious consideration to a greater expansion of their graduate teacher training facilities".

With the new turn of events the School of Education has made a re-evaluation of the entire situation. Modifications there are bound to be. The question is how to make them more quickly, economically and effectively. One line of thought indicates that an undergraduate programme in Education will be the swiftest method of preparing prospective teachers. This fits in with the University's policy of producing in the next quadrennium more balanced men

Lingnan
Institute of
Business
Administration

of affairs rather than narrow specialists. The M.A. (Ed.) programme should be considerably strengthened in view of the increasing demand for more specialists in administration, supervision, counselling, curriculum planning and teacher training. It is also to be recommended that a new programme be instituted leading to a Diploma in Technical Education. All in all, the challenges that the School will be called upon to face in the next few years will be of a new kind that calls for courage and ingenuity.

With the financial support of the Lingnan University Board of Trustees in New York the Lingnan Institute of Business Administration (LIBA) was established in 1966 as one of the divisions of the Graduate School. LIBA's programme of study requires two years and leads to the Master of Business Administration (M.B.A.) degree.

It is the policy and practice of LIBA to admit graduates in other disciplines in addition to those in the fields of economics and business administration. In fact, more than half of the new admissions in the academic year 1973-74 have first degrees in science and engineering. Thus a substantial proportion of LIBA graduates have educational backgrounds which combine scientific and technological training with managerial expertise, both essential to the effective management of Hong Kong's growing industrial enterprises.

During his first year at LIBA the student completes courses in basic business subjects such as accounting, finance, production, marketing, data processing, statistics and principles of management. In his second year he takes administrative theory, operations research, managerial economics and business policy, plus several electives in his own special area of interest; he also carries out a research project and writes a Master's thesis. In the classroom the student is exposed to a number of teaching methods—lectures, seminars, case discussions and student presentations—and has ample contact with faculty members. LIBA also places considerable emphasis on the development of skills: the student learns to prepare and interpret financial statements, develop appropriate accounting and control systems, programme computers, work out marketing plans, handle business correspondence and write reports. He is presented with descriptions of actual business situations and is required to make decisions and to defend his decisions in discussion with his fellow-students. His outlook is broadened through lectures by practising businessmen and visiting lecturers, visits to factories, financial institutions and trade exhibitions, and by interviews with managers and executives. During the summer between his two

academic years the student is given three months of work experience in a local concern, which permits him to apply his knowledge and skills by actual participation in business operations.

LIBA's graduates have increased from four in 1968 to a cumulative total of eighty-two through 1974. Almost all of them are now working in business firms in Hong Kong and their performance has contributed to the growing demand for LIBA graduates. LIBA's administration and faculty maintain close relations with Hong Kong's leading employers and there is every indication that Hong Kong's dynamic industrial, commercial and financial organizations will continue to offer attractive openings.

Furthermore it is expected that LIBA will continue to prepare a small number of graduates each year for academic careers. Several are now teaching management sciences in post-secondary colleges in Hong Kong and two are on the faculty of The Chinese University and pursuing doctoral studies in overseas institutions.

Although LIBA is primarily a teaching institution, considerable attention is also given to research. By June 1973 LIBA students had completed fifty-seven M.B.A. theses, each based on the student's own research. Being on topics relating to business practices in Hong Kong they are a valuable source of information for both businessmen and scholars. In addition to supervising student research the faculty also conducts research, most of it related to the Hong Kong business environment.

Another important aspect of LIBA's work is management education for Hong Kong businessmen and executives. The first programme of this nature was a one-week "Advanced Management Programme" in June 1969 for twenty-two executives from various commercial firms and government departments. Since then LIBA has cooperated with the Hong Kong Management Association in co-sponsoring one-day and two-day seminars for high-level management; these have been very successful from the standpoint of attendance and interest shown by participants. LIBA's Director and Associate Director are active members of the Hong Kong Management Association and serve on several of its key committees. LIBA's faculty members frequently offer courses for the Hong Kong Management Association and provide professional services and "in-plant" courses for Hong Kong's leading banks and commercial firms.

LIBA has continued to receive substantial financial support from the Lingnan University Board of Trustees. An IBM visiting professorship has been instituted for the academic year 1974-75. In addition LIBA has attracted considerable support from businessmen and companies in Southeast Asia. Three of its lectureships are supported by grants from the B.Y. Lam Foundation Ltd.

Business Administration: Organizational Changes

of Hong Kong, the Lee Foundation of Singapore and Mr. Lee Wing-Tat of Hong Kong, and other funds from local sources provide scholarships for needy students. Part of the funds from the Lingnan University Board of Trustees has also been used for financial assistance to students, making it possible for LIBA to maintain high standards by accepting students entirely on their own merits.

In the academic year 1974-75 a new Faculty of Business Administration will be established with two distinctive features. First, LIBA will be incorporated with the three Departments of Business Administration in the Foundation Colleges. Faculty members of LIBA, who used to teach only postgraduate students, will be required to offer undergraduate courses while teachers of the Departments will be encouraged to share in the teaching and research programme of LIBA. The other feature is that instead of rigid departmentalization the new Faculty will be divided into areas of concentration, thus broadening the approach and creating new dimensions of fields of study. LIBA will be expected to play an important role in shaping the new Faculty into a dynamic force.

LIBA is also planning to initiate a three-year part-time M.B.A. programme to provide university graduates already occupying managerial positions in the local business sector with an opportunity to advance their expertise through part-time study in the evenings and during weekends. The curriculum will be similar to that of the current two-year full-time programme. Some topics, however, may be covered more rapidly because of the maturity and experience of the participants. It is envisaged that participants will be sponsored by their employers, who will in turn greatly benefit from their increased capabilities. Such a system of sponsorship will ensure the major financial requirements for the programme and may well lead sponsors to support other forms of graduate level education.

LIBA has been extremely fortunate in having the guidance and assistance of its Advisory Board. This Advisory Board is composed of distinguished overseas professors and administrators and prominent Hong Kong businessmen. The Board is kept fully informed of LIBA's operations and all policy matters are brought before it for its guidance. In general the overseas members help LIBA maintain high academic standards and the Hong Kong members evaluate LIBA's work from the standpoint of Hong Kong's current and future needs. Members of the Advisory Board also assist in many practical ways such as providing summer employment, furnishing speakers and arranging plant visitations. Until early 1973 the Chairman of the Advisory Board was Dr. the

Hon. Sir Sidney Gordon, Chairman of Sir Elly Kadoorie Continuation Limited; the current Chairman is the Hon. G.R. Ross, Managing Director of Deacon & Company Limited.

In total the story of LIBA reflects some of the University's basic tenets: the interdisciplinary approach, international cooperation and the role of postgraduate studies and research in promoting and consolidating the undergraduate programme. The Institute's teaching, course-content, research, student placement, student financial aid and Advisory Board have become interwoven with the community.

Professional
Education:
Undergraduate
Level

Professional education at the undergraduate level at The University covers the following subjects:

(1) *Education*—As mentioned above, only elective courses have been offered since 1973 but some expansion is envisaged as financial support is made available. Many students have become teachers upon graduation. Major efforts will be made to prepare others for this valuable service.

(2) *Business Administration*—Minor and major courses have been offered since 1966. In 1970-71 the two fields of Accounting and Finance and Business Management were combined into the one field of Business Administration. With the increase in enrolment Business Administration will be separated out from the Faculty of Commerce and Social Science and a new Faculty of Business Administration established in 1974-75.

(3) *Government and Public Administration*—The Department was formally established at United College in 1970, although elective courses had been offered for several years. The minor programme was introduced in 1970-71, while the major programme was developed in 1971-72. The Department practises bilingualism by offering its first- and second-year courses primarily in Chinese and third- and fourth-year courses mainly in English.

(4) *Social Work*—As a result of the expansion of youth programmes by the Government Department of Social Welfare and other welfare agencies the demand for social workers has been on the increase, leading to a corresponding increase in student enrolment. The Board of Studies in Social Work relies heavily on more than ten social agencies for assistance and participation in the training of students.

(5) *Journalism*—The Journalism Department was established in 1965 at New Asia College to offer major degree courses for third- and fourth-year students. A plan to develop a full four-year programme was conceived in 1973, but the details were to be

worked out after the appointment of the Chair Professor. Hopefully this will be implemented in 1975.

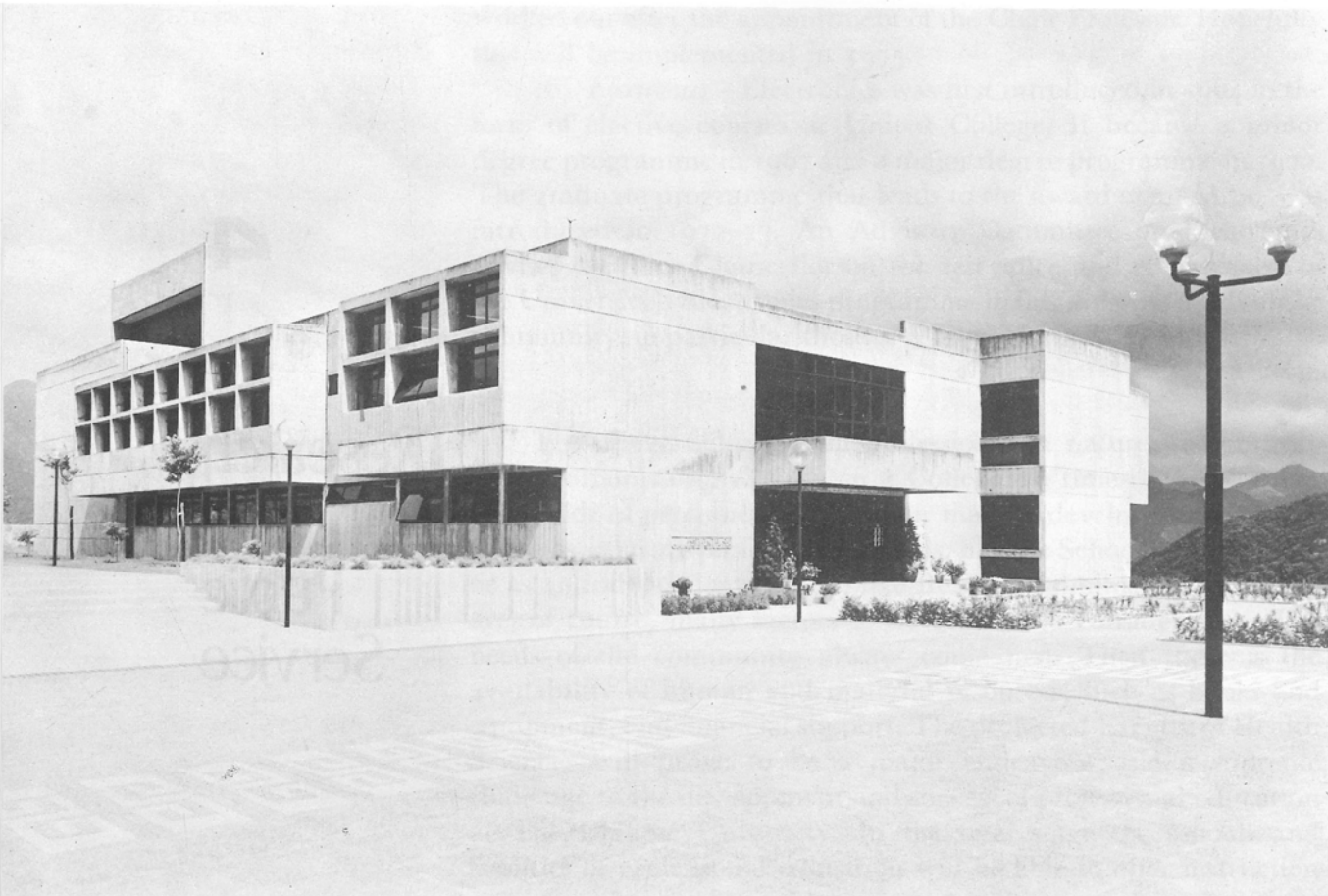
(6) *Electronics*—Electronics was first introduced in 1964 in the form of elective courses at United College. It became a minor degree programme in 1967 and a major degree programme in 1970. The graduate programme that leads to the award of an M.Sc. was introduced in 1972–73. An Advisory Committee on Electronics advises the Vice-Chancellor on the relevance and effectiveness of the University's Electronics programme in fulfilling the needs of the community, in particular those of related Hong Kong industries.

Potential Developments

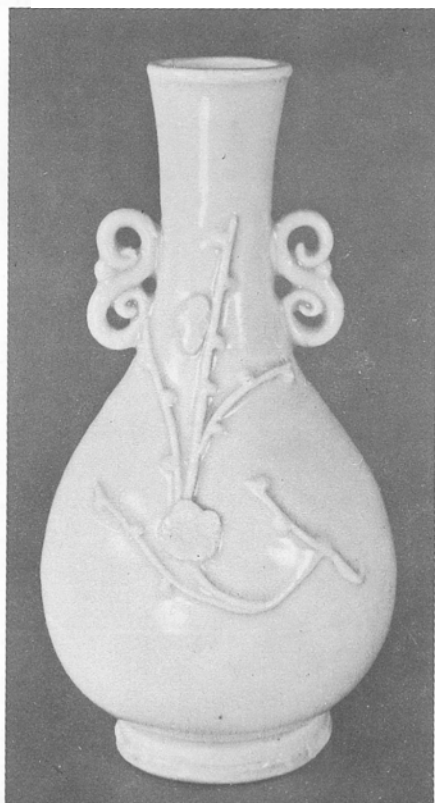
The above fields are all professional in nature, temporarily placed organizationally within a College. In time they and other new fields of professional education may be developed and established as separate professional schools, like the School of Education, or as an independent faculty, like Business Administration. There are, of course, many factors to be taken into consideration. The needs of the community always come first. Then there is the availability of human and material resources, such as books and equipment, and financial support. The projected Faculty of Health Sciences will prove to be a major endeavour and a supreme challenge to the development and success of professional education at The Chinese University. In the final stage the schools and faculties of professional education will be able to offer instruction at both undergraduate and graduate levels and conduct significant professional research and public service programmes, thus rendering an invaluable contribution towards the overall excellence of the University.

4

Research
and
Public
Service



Institute of Chinese Studies—main entrance



*Vase with plum blossom
decoration in Ying Ching glass,
Art Gallery Collection*





Chinese style courtyard in the centre of the Institute

The Art Gallery





*Instructional Television
Producer Training Course
organized by the EMSD*



*Course instructor and
guests at the
International Design
Exhibition (February
1973)*

The preview of "Newyear Woodblock Print Exhibition"(January 1974)



IV Research and Public Service

Research

Research is the driving force of a university. Imagine a situation in which research effort in a university is entirely suspended. The graduate school becomes an empty shell. The library is listless. Classroom teaching becomes perfunctory. Learning loses its sense of wonder and excitement. The whole university is deprived of the invisible energy that drives to excel and the academic staff are denied the inspiration and impetus of interaction with the wider community of learning. Academic development will stagnate although student population may continue to inflate.

When one speaks of pure research, what one really has in mind is the basic research that is generated from within and deals with the arts and the natural sciences. Applied research, on the other hand, is identified with specific problems and situations; it has a practical purpose and is often the direct upshot of professional education. The concept that research must be pure and has an intrinsic value of its own is no longer meaningful. What is pure today may become practical at a later date. To put it more realistically, society invests and puts its faith in a university because it is an instrument of national development. The direct pay-off is, of course, the fulfilment of the manpower needs of society. Another form of dividend is service through applied research. Scholars and scientists owe it to society to apply their knowledge to every conceivable problem. It is their mission to utilize their special expertise and freedom of enquiry to solve society's problems in all areas, be they scientific, technological, social or economic. This is the point where research and service converge.

Institutes and Centres

From the very inception of The Chinese University a premium has been placed on research. Since 1965 it has set up four "Institutes" and nine "Centres". Before proceeding to describe these, it may not be out of place to state the interpretation of these terms in the structure of The Chinese University.

Both institutes and centres are organizational vehicles for fostering faculty research and for training graduate students in research methodologies. Institutes are concerned with broad, multidisciplinary areas of investigation, and foster both individual and group research projects. When projects of considerable magnitude are undertaken, requiring a number of investigators and research assistants and when such projects are able to attract outside financial support, a subdivision called a "centre" may be

established in order to provide greater definition of purpose and a certain autonomy in the administration of the project. Theoretically a centre exists only so long as the major project exists or new projects are added. When a centre ceases to have a viable research programme of some magnitude, it is abolished and its staff released. Individual research activities may continue as "programmes" under the aegis of the appropriate Institute, which is permanent. The policy of abolishing centres which cease to be significant and productive is very important, if the University is to avoid a proliferation of costly, defunct centres.

An Institute, because of its permanence and breadth of scope, gives shape and aim to the research interests of all faculty members from the disciplines within its area of concern. It encourages and assists the professional growth of young scholars who have not yet achieved a status sufficient to obtain grants from outside agencies. Through advice and staff assistance it aids established scholars in the preparation of research proposals and identifies sources of potential support. It promotes complex, interdisciplinary research undertakings. It maintains liaison with similar bodies throughout the world, thereby serving as an important channel of communication for all its members. Internally the Institute develops appropriate means of evaluating research proposals, making grants from funds within its control, assessing results and recommending publication. As indicated above, a Centre is an administrative subdivision of an Institute, and the work of the Centre is carried on under the general policies and broad administrative responsibility of the Institute.

Faculty research, wherever possible, should provide realistic research training for graduate students. Having all related research activities within its purview, an Institute can develop policies and procedures which will ensure solid and varied research experience for graduate students. It is essential therefore that there be effective coordination and cooperation between each Institute and Centre and the Graduate School.

With the above conception in mind the University set out to establish two institutes of advanced studies as early as March 1965, namely, the Institute of Social Studies and the Humanities and the Institute of Science and Technology.

Institute of Social Studies and the Humanities

The function of the Institute of Social Studies and the Humanities is twofold: (1) to promote and encourage faculty research in various fields; and (2) to assist in postgraduate training.

Organizationally, the Institute oversees, provides broad guidelines and helps seek outside finances for the following Centres:

Economic Research Centre (*established April 1965*)
Mass Communications Centre (*established June 1965*)
Geographical Research Centre (*established January 1966*)
Social Research Centre (*established 1966 and reorganized
November 1969*)
Centre for East Asian Studies (*established January 1971*)
Centre for Translation Projects (*established June 1971*)

It must be noted that the Mass Communications Centre has been suspended since July 1973, pending the appointment of a new Chair Professor. The activities of the Centre for East Asian Studies, temporarily suspended, were resumed in September 1973 only after the Director returned from secondment to Southern Illinois University. Besides the above Centres, the Institute embodies the following subjects: (1) Public Administration, (2) Social Welfare, (3) World History, (4) Modern Languages and (5) Education. With the assistance of a Board of Advisers the Director of the Institute recommends grants for faculty members who apply for financial aid on individual projects. To date, more than 150 research projects have been carried out by the Institute of Social Studies and the Humanities with grants from the Government of Hong Kong, The Asia Foundation and other sources. Many of these have been brought to a successful conclusion.

Institute of Science and Technology

The Institute of Science and Technology was established for the same purpose of promoting faculty research in the following subjects in their pure and applied aspects: (1) Biology, (2) Chemistry, (3) Mathematics and Statistics, (4) Physics, (5) Electronics, (6) Marine Science and (7) Computer Science. By now more than 100 research projects have received financial support in the form of research grants derived from various sources, including the Government of Hong Kong and the Ford Foundation and The Asia Foundation, and about half of these projects have been completed and their research reports published. Since 1969, when graduate programmes in Science leading to the degree of M.Sc. and M.Phil. were introduced, the Institute has allocated grants to graduate students for thesis research.

The Institute is under the administration of a Director, who works closely with the Faculty Board of Science. A Board of Advisers recommends the award of research grants for projects which are acceptable to the University and within available resources. The University is striving to make the Institute a vehicle for cooperation with universities abroad in scientific research and teaching. Research links between the Departments of

Chemistry of Cambridge University and this University and between the Institute of Evolutionary and Environmental Biology, University of California at Los Angeles, and our Marine Science Laboratory are under negotiation. Now that the new University Science Centre is in operation, the Institute is expected to play an even more important role in promoting research than before.

The following two Centres are under the supervision of the Institute:

- (1) Computing Centre (*established February 1967*)
- (2) Marine Science Laboratory (*established June 1971*)

When the Computing Centre was set up, it served the dual purpose of providing facilities for and assistance to faculty research and organizing the teaching of computer science within the University. When a Computer Services Terminal and a Computer Science Department were set up separately in April 1973 to take over the servicing and teaching functions of the Computing Centre, it was opportune for the Centre to be phased out after it had served its purpose well.

Institute of Chinese Studies

In November 1967 the University established the Institute of Chinese Studies in order to have a formal channel to provide assistance to scholars and institutions all over the world who have, in one capacity or another, looked to the University for consultation and advice in developing material and human resources in Chinese studies.

The Institute is based on a broad but unified concept of Chinese studies which not only includes what is traditionally identified as Sinology but emphasizes the application of the social science disciplines, characterized by quantitative and comparative approaches. Equally important, the concept stresses the development of methods and techniques implicit in Chinese classical works as a contribution to modern scientific methodology. Chinese studies thus conceived are inspired by the search for continuity from early to contemporary times and for a synthesis between the Chinese and Western viewpoints and methodology.

The great importance that the University attaches to the Institute is reflected in the fact that the Vice-Chancellor is acting as its first Director. The Institute has seven research divisions, each under the supervision of a senior academic staff member. It also publishes *The Journal of the Institute of Chinese Studies of The Chinese University of Hong Kong*, a scholarly annual with two volumes a year since 1968.

The Institute now has three full-time research fellows, with twelve research projects in progress, a number of which have been supported by grants from the Harvard-Yenching Institute and The Asia Foundation. The Chinese Linguistics Research Centre (established in the autumn of 1966) operates within the Institute.

At the beginning of its second decade The Chinese University has decided that the major thrust in the humanities and social sciences in the next ten years will be Chinese studies. Because of its heritage, its setting and the availability of qualified bilingual and bicultural academic staff, the natural specialty to be developed which would give international distinction to the University is Chinese studies. It will be the aim of the University to make Chinese culture the principal object of research not only in the humanities but also in the social and even natural sciences. In order to avoid duplication the Institute of Chinese Studies will be the coordinating centre. The service of a full-time director will be secured and an interdisciplinary committee will be formed in the coming year in order to accomplish the following:

- (1) To strengthen those parts of the University's instructional programme which deal with the various aspects of Chinese culture through well-organized and coordinated research;
- (2) To facilitate scholarly collaboration among the various Faculties and academic disciplines within the University, abiding by the principle that in scholarship there are no boundaries and that interdisciplinary cooperation promises to benefit all participants;
- (3) To improve, both qualitatively and quantitatively, the output of graduate students in the field of Chinese studies, be they in the humanities or the social sciences; and
- (4) To develop the Institute into an international centre to which scholars in the China field can be attracted for research as well as teaching, with a view to strengthening the ties of international cooperation through exchange of personnel and research materials.

The Andrew W. Mellon Foundation has provided a grant of US \$300,000 to the University in support of its Chinese Studies Programme, payable over a three-year period at the rate of US \$100,000 a year. Specific allocation of the funds will be made by the Vice-Chancellor with the proviso that they be used within the next three academic years to advance Chinese studies with all the human and material resources available at this University.

A "Wing Lung Bank Fund for the Promotion of Chinese Culture" has been established with a donation of HK \$1 million from Mr. Yee-Sun Wu and Mr. Jieh-Yee Wu of the Wing Lung Bank Limited. The proceeds from the Fund will be used to finance research projects and publications of the Institute of Chinese Studies.

The assumption of duty of a full-time director plus the grant and the endowment fund will assist the Institute over the next three years to adopt an interdisciplinary approach to the various aspects of Chinese studies. It is hoped that the development of the Institute's research programme will ultimately lead to an intensive study of Chinese culture which will permeate the entire instructional programme, both undergraduate and graduate, thus achieving one of the University's major goals.

Publications

In May 1967 the University invited Mr. Philip E. Lilienthal, Associate Director of the University of California Press, to come to Hong Kong as a consultant in connection with the establishment of a University Publications Office. Following discussions with members of the academic and administrative staff, Mr. Lilienthal reported that, in his opinion, the University would need a University Press in due course; meanwhile, he suggested, publishing activities should be centralized in a Publications Office organized to serve the present needs of the University with sufficient flexibility to respond readily to growth. Established in January 1968, the Publications Office publishes and distributes academic works approved by the Senate Committee on Academic Publications, as well as numerous administrative publications of the University.

Since 1969 the number of titles issued by the Publications Office has grown from 20 to 88, including research papers, journals and texts in the fields of Biology, Chinese Studies, Computer Science, Economics, Education, English Literature, Geography, History, Law, Linguistics, Mass Communications and Physics. The Office continues to handle the following administrative publications:

University Bulletin (monthly)

University Calendar (annual)

University Handbook (annual)

and the following academic journals:

The Journal of the Institute of Chinese Studies (two volumes, annual)

The Journal of The Chinese University of Hong Kong (annual)
Renditions (semi-annual)

The first issue of the *University Journal* appeared in October 1973. It is published in Chinese and English and includes articles in the Humanities, Commerce, Social Science, and Theoretical and Applied Science. *Renditions*, a periodical aimed at providing English translations of material related to various aspects of Chinese studies, made its debut in November 1973. It is, as far as we are aware, the first publication of its kind.

Lin Yutang's Chinese-English Dictionary of Modern Usage was published in December 1972. This monumental work was delivered to the University in January 1971 in manuscript form. An office known as the University Dictionary Project was set up in March 1971 to take charge of copy-editing and proof-reading as well as printing and distribution. In its final form the *Dictionary* contains over 8,000 head characters and 100,000 entries with an English Index compiled by the Project's research staff, making up a total of 1,720 quarto pages. The printing was executed by the Kenkyusha Printing Co. Ltd. of Tokyo, Japan, and the world distribution is handled by McGraw-Hill Inc. of New York. To meet the printing and operating costs the University arranged with the Hang Seng Bank an overdraft of close to one million dollars without interest. This great financial assistance is gratefully recorded.

As Hong Kong is well equipped to handle bilingual (Chinese/English) publications, much of the Office's attention has been directed towards manuscripts that require this special treatment and it is hoped that co-publishing arrangements can be made with universities abroad seeking this facility.

While the Publications Office caters for all academic disciplines, it does however realize the limitation of its resources. From now on, more emphasis will be given to publications in the field of Chinese studies. Some attention has already been given to the re-printing of rare Chinese books, several important titles being in the press.

Public Service

Right from the beginning The Chinese University decided that it would not be satisfied to be a merely parochial institution. However, it also realized that it would be folly to conduct its development in a rarefied academic atmosphere and neglect its deep roots in the Hong Kong community.

Serving the community may be achieved through various means. While it is inevitable that the University should be called upon to tackle urgent problems of immediate concern, in principle

it should apply itself to the long-range plan of growing into a better balanced institution, which will in turn help Hong Kong to become a better balanced community. It should concern itself not only with supplying much needed manpower in terms of accountants, managers, teachers, journalists, social workers and other professional people, but also with the quality of leadership that goes with the graduates of a university. This quality will prove its worth in the storm and stress which may well lie ahead in the next decade. The University should also concern itself with creating the right climate for Hong Kong to attain moral, intellectual and aesthetic maturity.

In the past decade the Hong Kong community has rallied to support The Chinese University by donating generously and continuously towards its building programme, academic programme and student scholarships. It would be difficult to explain why money should have poured in and continues to pour in without taking into account the tremendous impact made by The Chinese University upon the community of Hong Kong. Indeed it would be impossible to explain this phenomenon without acknowledging the faith the public has shown in the University by investing in it, believing in the important role it is playing and will continue to play in building a better Hong Kong.

The most direct form of community service is through the participation of the University's individual staff members on various committees, bodies and private organizations and the active influence of its various faculties and research centres and their research projects on community affairs. For example, the Social Research Centre has occupied itself with two very important projects which have direct bearing upon the Hong Kong community: (1) the Kwun Tong (a new satellite town in Kowloon) Research Programme: social welfare organizations, industrial growth, population growth, health systems, religious organizations, leadership, etc. and (2) the Hawker Research Programme: life study of vegetable hawkers, study of temporal variation in the hawking population, spatial economy in hawker activities, government policy concerning hawkers and its implementation, problems of hawker relocation and attitudes towards hawkers and hawking. The Centre has also completed studies on such subjects as secondary school teachers, higher non-expatriate civil servants and information systems in the Social Welfare Department, and conducted joint studies with other institutions such as the Family Planning Association. Whenever possible, the Centre provides consultation to other interested organizations on the formulation of research design, collection of relevant information and analysis of data. These efforts not only contribute to the development of social programmes in the local community but also attract the support of

other community organizations to the projects of the Centre.

Recent events make it obvious that Hong Kong will become even more of an international locus for the study of Chinese language and culture. In line with its policy of making Chinese studies one of its major thrusts in the next few years the University is developing special Chinese language programmes for visiting scholars. Within the local Cantonese-speaking community the University is the natural leader of the movement to learn Kuo-yu, the national language of China. In 1973 the University expanded its services in these two crucial areas through the incorporation of the New Asia—Yale-in-China Chinese Language Centre as one of the central units of the University by offering courses both in the city and on the Shatin campus.

The instances are so numerous that a chronological list would not be so illuminating as to choose two or three units that illustrate dramatically the interaction between the University and the vital sectors of the community: how each in turn reacts and gives the other the stimulating impetus needed. The stories of these chosen units are in no way intended to belittle the contributions made by other units of the University.

Translation Programme

Ever since its inception The Chinese University has been an advocate of effective bilingualism, believing it to be an inevitable and irresistible trend in public and private, and domestic and international, affairs. In order to achieve this The Chinese University has laid special emphasis on the importance of translation and has included it in the curriculum. Translation has the two functions of serving as a channel of communication between the Chinese and the Western cultures and assisting the process of modernization.

The three Foundation Colleges have always given basic courses in translation. Since 1971 the newly formed Committee on Translation has offered an introductory course, "Principles of Translation", which prepares interested students of other departments to minor in translation in their third and fourth years. In 1972, 16 students were admitted out of 97 applicants. In order to fulfil the requirement for the degree the students translate books under the supervision of the teachers of the Translation Department. Two new teachers were added to the original three in 1973 and another will be added in 1974 in order to cope with the increasing number of students attending the introductory course and in anticipation of offering new courses.

The Department of Extramural Studies (EMSD) conducts courses in translation and, in addition, an advanced translation certificate course which will soon be offered for the third time. In

February 1967 the EMSD sponsored a Translation Symposium under a grant from The Asia Foundation. The Symposium was attended by more than 100 experts in translation from various countries and ten scholars were invited to deliver papers. Three volumes of books on translation were published.

At the same time research has been done in the field of translation. Since 1967, with the help of Dr. Lin Yutang, the University has carried out the tremendous task of producing the *Chinese-English Dictionary of Modern Usage*, which was published in December 1972. The 1720-page tome fills the void left by Mathews' *Chinese-English Dictionary*, first published in 1931. It is as much a scholastic achievement as it is an instance of service to the community and the wider world of learning.

An *English-Chinese Glossary of Applied Legal Terms*, started in November 1972 at the request of the Hong Kong Government, was completed in November 1973 and is due to be published by the Government Printer in 1974. In addition to legal terms, relevant subject categories, contextual and frequently used words and phrases are included. In view of the fact that 98% of the population of Hong Kong is Chinese, the *Glossary* will be of immense value in furthering the use of Chinese as an official language.

In June 1971 a new Centre for Translation Projects was established with the assistance of a three-year grant from The Asia Foundation. The work of the Translation Centre includes research on translation and the publication of a series of translations in Chinese and English. English-Chinese translation covers standard works and learned articles in all branches of the arts, science and social science, with the emphasis on social science. Chinese-English translation is done in the areas of Chinese literature, art, history and philosophy. The Centre has absorbed the University's Translation/Publication Project which is financed by The Asia Foundation. So far one title has been published, two have been completed and another two under processing. When the University started a minor degree course in translation in 1972, it worked closely with the Department of Translation. In fact the main purpose of the Translation Centre is to serve as a coordinating body, cooperating with all teaching faculties and departments, administrative units, the Publications Office, EMSD and the Institute of Chinese Studies, by way of consultation and service and co-sponsoring informal seminars to discuss the translation of special terms in various disciplines.

Renditions, a Chinese-English Translation Magazine, was inaugurated in 1973 as the Centre's first venture in periodical publishing. Issued twice a year, the magazine makes accessible in English selected Chinese writings in the humanistic fields. The first

issue covered a wide range of material from Pan Ku's *Han shu* biographies to a discourse on translation by Yen Fu, a pioneer practitioner, to a 1969 short story. *Renditions* No. 2 and No. 3 were devoted to translations from Chinese fiction and dramatic literature respectively.

From the beginning the magazine, and the concept behind it, seems to have struck a responsive chord. Initial reaction from scholars and general readers in Britain, the United States, Australia and other areas include such statements as: "a unique and worthy representative of the C.U.H.K."... "*Renditions* has opened up a new vista"... "a venture like *Renditions* is long overdue"... "a journal of the highest standard".

Perhaps the most encouraging aspect of the project is that, barely four months after its first appearance, the magazine found itself the target of contributions from Hong Kong and many points overseas. Thus it has rapidly achieved one of the objectives for which it was founded, to serve as an outlet to students of translation. In doing this, *Renditions* and its sponsor have placed themselves in the forefront of what appears to be a growing international trend—that of furthering cultural interchange through the medium of translation.

The Chinese University published an *English-Chinese Law Dictionary* in 1972 and is in the process of producing *English-Chinese Biological Terms*. The School of Education has completed the compilation of an *English-Chinese Glossary in the Social Sciences*, which embraces terms commonly used in sociology, psychology, education, statistics and computer science. When published, they will find a place on the translator's reference shelf.

The Art Gallery

The Art Gallery is part of the Institute of Chinese Studies and occupies one side of the quadrangular building, consisting of an exhibition gallery of 4,350 square feet and about an equal area for storage and work space. The gallery opens into the central courtyard, a concrete and ceramic re-interpretation of a Chinese landscape garden with granite boulders and a willow tree and a fish pond. The interior of the gallery is divided into four split levels leaving a well in the centre. It is lit by a combination of artificial lights and natural light from the glazed front doors and two north-facing clerestories. The interior finish of the gallery imparts a feeling of light and space, the travertine floors and white walls combining well with the exposed concrete and stainless steel railings.

The Art Gallery serves both as a teaching museum for the fine arts programme and as a centre of research on Chinese art and

archaeology, working closely with other units of the Institute of Chinese Studies and the Department of Fine Arts of the University. While Chinese art history is the natural field of activity, archaeology has recently come to the fore with local excavations being conducted. Other current research interests include the following subjects:

1. Kwangtung art and culture in the Ming and Ch'ing periods
2. Bronze seals of the Ch'in and Han periods
3. Trade pottery of South-east Asia

While efforts will be made to coordinate these researches with the overall plan under the Institute of Chinese Studies, the Art Gallery will also make its contribution toward the founding of a graduate programme by the Department of Fine Arts of the University.

As an active agency in presenting special exhibitions of Chinese art, the Art Gallery provides a valuable service to art lovers in Hong Kong. Including the inaugural exhibition, which ranged from oracle bones to rare books and from porcelain to Chinese painting and calligraphy and was opened on September 27, 1971, no less than seven exhibitions have been mounted within the short period of two years ranging over a variety of subjects:

1. The Opening Exhibition
2. Bibliographical and other material relating to the Dream of the Red Chamber
3. The Ch'in—the seven string zither
4. Lok Tsai Hsien collection of calligraphic couplets
5. Chinese carved jades
6. Landscape paintings by Kwangtung artists of the Ming and Ch'ing periods
7. Wah Kwong collection of Ch'ing porcelain

With one exception the exhibitions were all loan exhibitions and accompanying catalogues were published with the printing costs defrayed by private donors. Most of the art objects were on display for the first time. Visitors came away from the exhibitions overwhelmed by the wealth of art objects in Hong Kong waiting only to be organized and put on view. To describe these exhibitions as eye-opening events would not be an overstatement.

However, an art gallery must not rely on private loans but make acquisitions of its own. Through the coordinated hard work of the Chairman of the Management Committee and the Curator, an Acquisition Fund Committee was formed in 1973 and was

fortunately successful in the purchase of the Jen Yu-wen collection of paintings and calligraphy by Kwangtung artists. The Jen Yu-wen collection is the most extensive of its kind and covers a field hitherto not fully explored. Not only is it within the research capability of the Art Gallery but it has also a local context. With the Jen collection the Art Gallery has acquired an individuality of its own.

The reaction of the Hong Kong community to the appeal of the Acquisition Fund Committee can only be described as overwhelming. Donations in cash and in kind continue to flow in. Another very important collection is one of bronze seals presented by the Lee family, consisting of about 300 small seals, mostly dating from the Han and Pre-Han periods. Also presented by the Lee family is a rubbing of a long lost Han stele, the Huan-shan Temple Stele. The rubbing was made in the Sung period and has passed through the hands of successive well-known collectors since the 18th century. Other valuable donations include paintings by the Yangchow masters of the Ch'ing Dynasty. Altogether these items will form the nucleus of the Gallery's permanent collection.

Various collectors have donated about 2,000 volumes of works on Chinese art, purchased in China and Japan and forming a reference library which is temporarily housed in the Institute of Chinese Studies and will eventually be combined with the Central Art Library in the University Library Building. The reference library will be of immense value for the development of teaching and research in the fine arts programme.

Persons with the necessary experience and skill not being readily available, the Art Gallery has to recruit and train its own technicians and artisans to staff its photographic archives, to design and construct its special lighting equipment and exhibition cabinets and to mount and preserve Chinese paintings. The photographs of the art collections of Hong Kong taken by the Art Gallery together with the catalogues of the exhibitions will serve the purpose of exchange with other museums. In short the Art Gallery aims to be a compact and self-sufficient gallery, comparable in quality with any other museum in this region.

Department
of
Extramural
Studies

The strongest link between the University and the community is the Department of Extramural Studies (EMSD). It is conceived of not only as an arm of the University but also as an instrument for taking the pulse of the community and thereby diagnosing its strengths and weaknesses. The progress of the EMSD is, therefore, a reflection of the development of the community itself and is often the fulfilment of its urgent demands.

The EMSD had a modest beginning with one single course in

Modern Mathematics offered in April 1965. The following figures serve to indicate its spectacular growth:

<i>Year</i>	<i>Number of Courses</i>	<i>Student Enrolment</i>
1965-66	139	4,717
1966-67	262	7,764
1967-68	278	7,710
1968-69	387	9,760
1969-70	422	9,950
1970-71	477	12,478
1971-72	474	13,422
1972-73	517	15,609
1973-74	554	18,778

In 1969 the EMSD established its own Town Centre at Star House, Tsim Sha Tsui, Kowloon, thus temporarily solving the accommodation crisis of having to sprawl all over Hong Kong and Kowloon to hold its classes. The general rise in rentals, however, still poses a major threat to EMSD unless it can acquire a permanent site. In June 1973 the North Kowloon programme started at Mei Foo Sun Chuen. The Tsuen Wan programme, launched in 1966, received solid response from the residents of this industrial satellite town in the New Territories. These programmes represent EMSD's effort to branch out to meet the demands created by newly established satellite towns and large estates.

A recent breakdown shows the composition of the extramural student body as follows:

Professional	7.3%
Clerical	21.6%
Educational	21.7%
Technical	9.1%
Business	10.6%
Social Work	3.5%
Post-Secondary Students	16.7%
Others	9.5%

The above analysis indicates that the student body includes all walks of life in Hong Kong and that people are taking the courses to acquire new skills and in-service training in order to advance themselves. The fact that post-secondary students comprise a significant proportion indicates that the Department is supplying continuing education to this sector of the community, thus fulfilling one of the major objectives of EMSD.

Another significant factor to be taken into consideration is that

EMSD does not restrict itself to offering courses pertaining to the liberal arts. While the Chinese people by tradition have inclined heavily to the pursuit of the humanities, Hong Kong is undergoing a change from a commercial to an industrial society, and a growingly sophisticated one at that. It is EMSD's firm belief that vocational studies must also be offered in order to preserve the balance needed.

The EMSD is not satisfied to let the number of courses increase and the enrolment of students multiply without direction. That would be the easiest and also the laziest way out. In response to the new trend towards specialized knowledge the EMSD has designed and offered twenty-one courses that lead to the award of certificates to successful candidates. These courses not only satisfy professional and vocational needs, but also have their own intrinsic value, as they offer in-depth training by seeking innovation in both course-content and teaching method. The standard of some of these courses is equivalent to that of post-graduate studies, as can be seen by the keen competition for enrolment even though the requirement has been set very high. The following list of certificate courses presents this facet of the new pattern that has emerged:

1. General Banking Administration
2. Industrial Design
3. Teaching of Modern Mathematics in Secondary Schools
4. Graphic Design
5. Advanced Translation
6. Basic Systems Analysis
7. Personnel Management
8. Librarianship
9. Music
10. Film and T.V.
11. Hotel Operation
12. Advanced Electronics
13. Practical Accountancy
14. Modern Chinese Ink Painting
15. Design and Construction of Structural Projects
16. Buddhism
17. Foundation Course in University Mathematics
18. Basic Business Administration
19. Library Assistantship
20. Medical Laboratory Science
21. Computer Programming

The success of the courses and the close identity with the community is reflected in the fact that several of the courses have been repeated and many have been organized in collaboration or co-sponsorship

with the professional bodies concerned.

Beyond conventional classroom teaching EMSD has been searching for new and more effective ways of reaching a wider audience. It has produced six different cassettes and one record in English, two in Kuo-yu and three in Cantonese, all of which have proved to be popular and command a regular sale.

In collaboration with Commercial Radio of Hong Kong EMSD offered for the first time a certificate course in Basic Business Administration through the medium of radio. With three lectures a week and an enrolment of 1,139 students out of approximately 1,700 applicants the course began in July 1973 and is expected to continue over a period of two years. The course is being supported by the Departments of Business Administration of the three Foundation Colleges as well as the Lingnan Institute of Business Administration.

A Foundation Course in Mathematics of the Open University in England has been adopted for use as an extramural course leading to the issue of a certificate. If the course proves to be a success, the Department intends to import a number of Open University courses. The Mathematics course has several components, including books, correspondence material, audio tapes and film, some of which are suitable for use as TV programmes. Thus the process of innovation and experimentation goes hand in hand with the expansion of EMSD itself.

The certificate course in Medical Laboratory Science is but a bridge-head. Once it is established, a group of courses on Medical Technology will be organized and offered in order to answer the urgent need of the community.

The concept of adult education is in itself nothing new to the Chinese people. The disciples of the early Chinese sages were all mature men. But the guiding philosophy behind EMSD is that from now on continuing education will be a part of the new way of life in this age of rapid technological change. New methods of work, even new vocations, must be learned by some of the people some of the time. What is more, adults must understand the society in which they live and be trained for higher competence to adapt themselves and to effect beneficent changes in attitude, outlook and behaviour. Old Chinese sayings and catch-phrases are now being revived to strike a responsive chord in the man in the street: "Learning knows no limit"; "Educate your sons and grandsons—but first educate yourself".

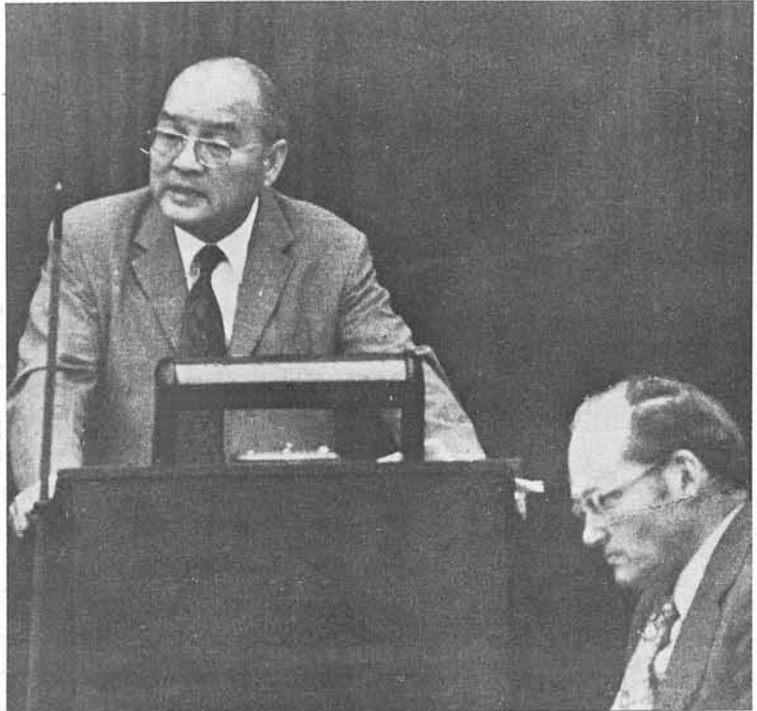
EMSD is the most direct form of community service, a vehicle for transferring the expertise collected and stored in the University to the populace at large. It benefits the individual and through the individual the community as a whole.

5

The
Chinese University
and the
International
Academic World



(from left to right) Mr. I.M. Pei, world-renowned architect, Sir Sidney Samuel Gordon, prominent local business executive, Dr. C.M. Li, Vice-Chancellor, H.E. Sir David Trench, Chancellor, Dr. Tsung-Dao Lee, Nobel Laureate in Physics, and Dr. C.H. Li, eminent biochemist, at the University's Eleventh Congregation, 1970.



Vice-Chancellor at CIBA Foundation's 25th Anniversary Symposium, 1974.



Vice-Chancellor with Mr. John D. Rockefeller III after the Williamsburgh IV Conference, 1974.

V The Chinese University and the International Academic World

As is evident throughout the preceding pages, The Chinese University has aspired to be a Chinese institution of international character. To be international, the University must first be Chinese. Its distinctive educational mission, the integration of Chinese and Western cultural traditions, has increasingly shaped programme and organization. In order to foster the interflow of Chinese and Western thought, the University maintains world-wide communications and productive relationships with individual scholars and other specialists, with universities and their research institutes and centres, with governmental commissions and agencies, with foundations having international interests, and with regional and international associations of universities. In these relationships, the University particularly acknowledges the vital contributions made by prominent overseas Chinese scholars and professional persons. In Hong Kong The Chinese University sits at the crossroads of the international academic world, so to speak, and the comings and goings of countless international visitors have greatly enriched the intellectual and cultural life of the University community.

World-Wide Associations

One of the important formal ways in which The Chinese University maintains constructive relations with universities in other parts of the world is through various associations of universities. The Association of Commonwealth Universities (ACU), for example, holds annual conferences attended by the executive heads of the member institutions, and through its Council, to which the Vice-Chancellor has thrice been elected, ensures continuing cooperation on major problems of higher education. The ACU has provided significant assistance to The Chinese University's staff development programme through scholarships, fellowships, vocational training grants, travel grants, and consultations.

Similarly, The Chinese University has benefited from its membership in the Inter-University Council for Higher Education Overseas (IUC) in Britain. As a member of the Steering Committee for the Conference of Vice-Chancellors and Principals sponsored by IUC, the Vice-Chancellor has participated in the planning and management of conferences in Ottawa (1970), Ghana (1971) and Hong Kong (1972). The Chinese University participated in the Fifth General Conference of the International Association of

Universities in Montreal (1970) and will participate in the Sixth Conference to be held in Moscow.

The Council on Higher Education for Asia and the United States, a division of the Institute of International Education (I.I.E.), under a grant from the Henry Luce Foundation, has sponsored a series of Asian-United States Educators Conferences, in which The Chinese University played an active part. The Council was established in Hong Kong in 1970 and since then has held conferences in Nara, Japan (1971), Jogjakarta, Indonesia (1972), Chiangmai, Thailand (1973) and Hong Kong (1974). The latest conference was hosted by the two local universities in response to the express goal of the Luce Foundation and the I.I.E. to promote "international understanding between East and West".

Foreign Government Contributions

The international character of The Chinese University has been significantly enhanced by foreign government contributions to the language and literature instructional programme. Visiting lectureships have been provided by the governments of France, West Germany, Italy, and Japan for instruction in their respective languages. As a result, students may now choose one of these languages as a minor field of study, and many Chinese University graduates have obtained fellowships for advanced study in those countries.

The international dimension of the University Library has similarly been enriched by contributions of books from various governments: Austria, Belgium, Egypt, France, Germany, Italy, Japan, Korea, the Netherlands, Norway, Pakistan, Singapore, the United Kingdom, and the United States.

International Foundations

Within the international academic world, the various international foundations have played vital roles in assisting The Chinese University to achieve its distinctive purposes. The timely grants from these foundations have fostered important programme innovations and promoted the professional development of the academic and administrative staff. Most of these grants have been mentioned elsewhere in connection with the specific projects they support. Here we give some indication of the range and diversity of foundation participation.

In order to ensure a faculty of the highest professional qualification, The Chinese University with the generous support of the Ford Foundation initiated in 1965 and is continuing to the present

a Staff Development Programme. Through this programme, promising young staff members are enabled to go abroad to pursue advanced studies. The Ford Foundation grants give preference to those staff members who will be able to participate in graduate instruction and research upon their return. Without this generous contribution, the establishment of the Graduate School would have been considerably delayed.

In addition to the basic support provided by the Ford Foundation, the Staff Development Programme receives substantial assistance from the Leverhulme Trust Fellowships, the Sino-British Fellowships, the British Council Scholarships, the Fulbright Fellowships, and The Asia Foundation, which enable senior academic staff to engage in in-depth research or to explore different approaches to teaching and curriculum design. These grants also enable senior administrative staff to study operational policies and procedures in selected universities. This process of cross-fertilization has demonstrably improved the quality of the staff and served as a cultural bridge between East and West.

In its continuing support of The Chinese University over the years, The Asia Foundation has provided timely assistance for a variety of projects designed to advance the distinctive mission of the University. The entire Translation Programme and the undergraduate Journalism Programme are indebted to The Asia Foundation for their establishment and development to date. The Journalism Programme is part of a long-range plan to establish a Centre for Communication Studies, which will conduct innovative research and assist the graduate professional degree programme. Responding selectively to the University's wide-ranging needs, The Asia Foundation has also supported the critical recataloguing project in the University Library, certain important population studies, comparative studies in methodologies of teaching Chinese and experimental projects in machine translation. Negotiations between The Asia Foundation and The Chinese University continue in the interests of the mutual purposes of the Foundation and the University.

Of the many purposes and interests which make up The Chinese University's linkages with the international academic world, the long-standing association with the Yale-in-China Association is of special importance. Acknowledging the richly diversified relationships, we must mention here at least such matters as the Yale graduates who annually participate in the teaching of English as a second language and who enrich the student life of New Asia College; the University Health Centre which has so significantly furthered the University's concern for student and staff health; and the Yali Guest House, an excellent

facility designed for transient guests, specialists in every field, stimulating and enriching the intellectual climate of the campus.

A constant need of any university is for research funds for specific projects, particularly for projects related to the special mission of the University. The Harvard-Yenching Institute has been a mainstay of the Institute of Chinese Studies, and through the Institute, of individual research scholars. It has recently broadened its activities to include and indeed to give precedence to the social sciences rather than to the humanities and arts side of Chinese Studies. The Harvard-Yenching financial assistance to the Social Research Centre for its Hong Kong studies has enhanced the Centre's activities and contributed to the Centre's efforts to conduct important projects in applied research particularly relevant to Hong Kong.

For some time the Henry Luce Foundation has been interested in Chung Chi College. Apart from its annual book grants is of course the handsome new Library and Teaching Block.

Anticipating the study by the Hong Kong Government of its educational problems, the University applied for a grant from the Carnegie Foundation, whose support has enabled the School of Education to make a significant contribution to the study of local curriculum requirements. The resulting report has proved both timely and beneficial, and establishes clearly the pressing need for the School of Education's various applied research projects on the school system of Hong Kong.

The Board of Trustees of Lingnan University, based in New York, finding it impossible to continue support of institutions on the Chinese mainland, has turned its efforts to supporting enterprises, particularly in Hong Kong, related to its past experience and its commitment to aid the Chinese people. The Trustees of Lingnan University support the Lingnan Institute of Business Administration, a two-year graduate programme at The Chinese University, with staff emoluments, research assistance and other expenditure, to enhance the University's contribution to local business enterprise.

Only recently the University was very pleased to receive a generous grant from the Andrew W. Mellon Foundation in support of the Chinese Studies programme of instruction and research, a three-year grant giving substantial aid for specific developments in Contemporary Chinese Studies, Chinese Social Studies, and other projects.

Recently the John D. Rockefeller III Fund made a special grant for the establishment of photographic archives at the Art Gallery of the Institute of Chinese Studies as well as a wide-ranging study tour for the Curator in America, thus complementing the support given to the Art Gallery by local residents.

The University Science Centre has also benefited from contributions from abroad. The Volkswagenwerk Foundation of West Germany has made a generous grant to the University for purchasing a helium liquefaction plant, an electron microscope and other scientific equipment. A neutron generator was donated to the Science Centre by the International Atomic Energy Agency under the auspices of the United Nations.

Inter- Institutional Cooperation

From its earliest years The Chinese University has enjoyed cooperative relationships with certain universities. These involved curriculum planning and development, visiting professorships, cooperative research, systematic staff development programmes and student exchanges. Two such associations which began in 1965 and continue to the present may be briefly mentioned here. Under an Exchange Programme, the University of California each year sends to The Chinese University a number of undergraduate and graduate students and two visiting professors, and The Chinese University sends to California both students and academic staff. Since 1965, the University of Pittsburgh and The Chinese University have cooperated in a long-range development plan involving the instructional programme in Sociology and a comprehensive applied social research programme administered by the Social Research Centre.

During recent years, these inter-institutional cooperative relationships have increased markedly in range and number. These include exchange programmes with the Asia University (Tokyo), College Center for Education Abroad, Connecticut College, Indiana University, School of Journalism of the University of Missouri, Princeton University, Redlands University, University of Washington & Lee, Wellesley College and Williams College. In order to coordinate these expanding cooperative projects, the University established in 1974 the International Programmes Committee, which now has general responsibility for all such projects.

The Chinese University cooperates formally and informally with its sister institution, the University of Hong Kong, on a wide variety of common concerns. A cooperative undertaking of major importance is the establishment and operation of the Joint Universities Computer Centre. Many important conferences held in Hong Kong are jointly sponsored by the two Universities and the Vice-Chancellors meet frequently to discuss matters of mutual interest.

Regional Cooperation

In the international academic world an important development in recent years has been the formation of productive regional associations of institutions of higher education. Recognizing a commonality of background, interests, and problems among nations of a geographic area, the regional association provides an effective means of institutional sharing of experiences and ideas in dealing with a variety of problems which confront higher education in general and which each nation must solve in terms of its own policies and needs. The Chinese University from the outset has recognized the need for such cooperation and has played a very active role in institutional associations of Southeast Asia.

The Association of Southeast Asian Institutions of Higher Learning (ASAIHL) has been the principal regional organization in which The Chinese University participates. The Vice-Chancellor was elected its President for the 1968–1970 term, during which two learned societies—the Southeast Asian Social Science Association and the Southeast Asian Mathematics Society—were established.

Quite apart from the formal association mentioned above, The Chinese University has contributed substantially to advancing the cause of higher education among its sister institutions in Asia. In 1969, The Chinese University was host to a 12-day “Asian Workshop on Higher Education” involving more than 100 participants from 20 universities in nine Asian countries. The theme of the Workshop was “A New Man for a New Society: Universities and Colleges as Agents of Change”. The Workshop was made possible by grants from the Council of Protestant Colleges and Universities and the Danforth Foundation. The *Proceedings* were published in December 1969. The second Workshop took place in Singapore in 1971, and the Associate Director was provided by this University.

In early 1973 the Vice-Chancellor was appointed to serve as a member of the Board of Trustees of the Asian Institute of Technology, Bangkok, Thailand, for a term of three years.

Symposia and Lectures

The Chinese University has also sponsored locally many symposia, workshops and lectures which have far-reaching impact. Among these, the Symposium on the Teaching of Chinese Language and Literature merits special mention. It took place in July 1970 with six prominent Chinese scholars, including one from America and one from Australia, delivering papers, while more than a hundred secondary school teachers of Chinese took part in three seminars on teaching objectives, teaching materials and teaching methods. The Symposium received a grant from The Asia Founda-

tion and the proceedings were later published. One of the proposals that a Translation Society should be formed, actually materialized two years later. In 1973 the Chinese Department of the University produced a new Chinese textbook which lays more emphasis on contemporary writing, a bold departure from its predecessors. Undoubtedly, the proceedings will be of guiding value in future discussions on secondary school education in Hong Kong and in the teaching of Chinese elsewhere.

Since its establishment The Chinese University has periodically sponsored formal addresses by world-renowned scholars. This distinguished series was inaugurated in 1964 by Professor Yang Chen-ning, the Nobel Laureate, and has been continued to the most recent group of lectures commemorating the University's Tenth Anniversary.

Tenth Anniversary Lectures

- | | |
|------------------------------|--|
| Natural Science | 17th October, 1973
"Galaxies, Nuclear Power and the Energy Crisis"
Professor C.C. Lin
<i>Institute Professor and Professor of Applied Mathematics,
Massachusetts Institute of Technology</i> |
| Humanities | 12th November, 1973
"Utopia and Reality: The Two Worlds in <i>Red Chamber Dream</i> "
Dr. Yü Ying-shih
<i>Professor of Chinese History, Harvard University</i> |
| Commerce &
Social Science | 17th April, 1974
"Competition Policy: Looking Ahead"
Professor E.T. Grether
<i>Flood Professor of Economics and Dean of Schools of Business
Administration, Emeritus, University of California.</i> |

Visitors

An informal but vital linkage with the international community is the stream of visitors to the campus from all parts of the world. Too numerous to mention specifically, the list includes famous personages from all walks of life: foundation representatives, statesmen, scholars, administrators, business leaders, professional persons and artists. *The Bulletin of The Chinese University*, published monthly, attempts to record in its section "Comings and Goings" the names and interests of these passing visitors who enrich the life of the campus community.

As stated before, The Chinese University is not satisfied with

being merely a parochial institute of higher learning but is striving to establish itself as a university international in character. To achieve this, it has drawn and will continue to draw heavily on the resources of prominent overseas Chinese scholars. It may be pointed out that 12 out of 19 members of the Boards of Academic Advisers are Chinese, 96 out of 146 External Examiners are Chinese, and 18 out of 26 recipients of honorary degrees, famous scholars and outstanding men of affairs who have contributed to the University in one way or another, are Chinese. These ties help the University to achieve its Chinese-Western integration objective and also help to make the University a home for overseas Chinese scholars.

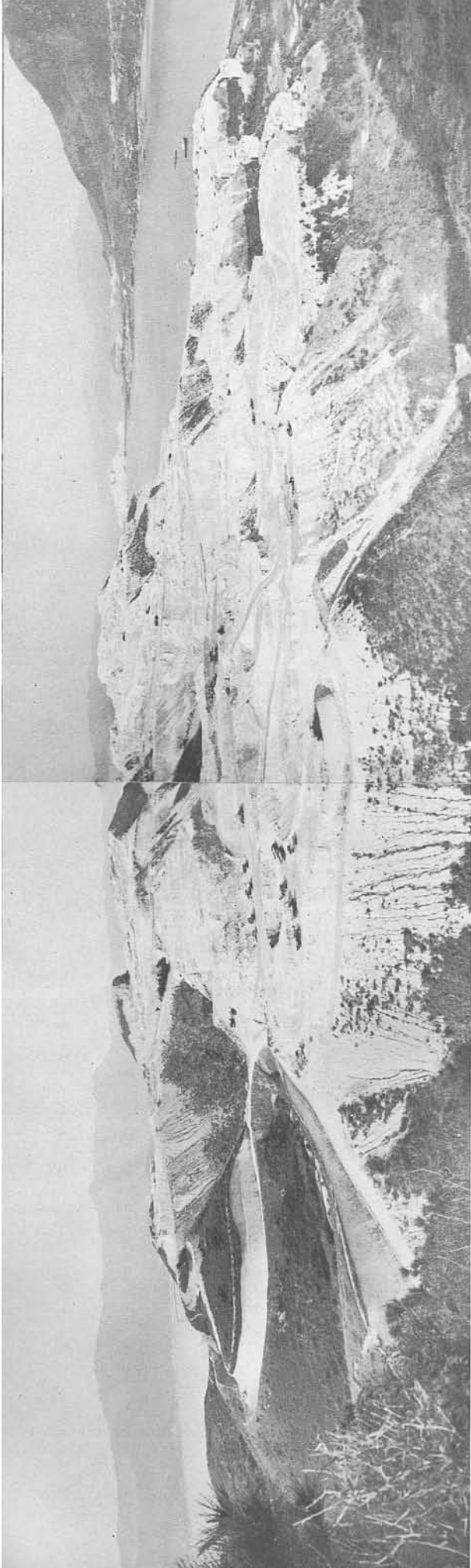
Our high resolve to achieve world-wide recognition has had a share of success, thanks to the efforts and encouragement of many individuals, institutions, and foundations. Their concern and support have made this University an important link between East and West.



An aerial view of the campus

6

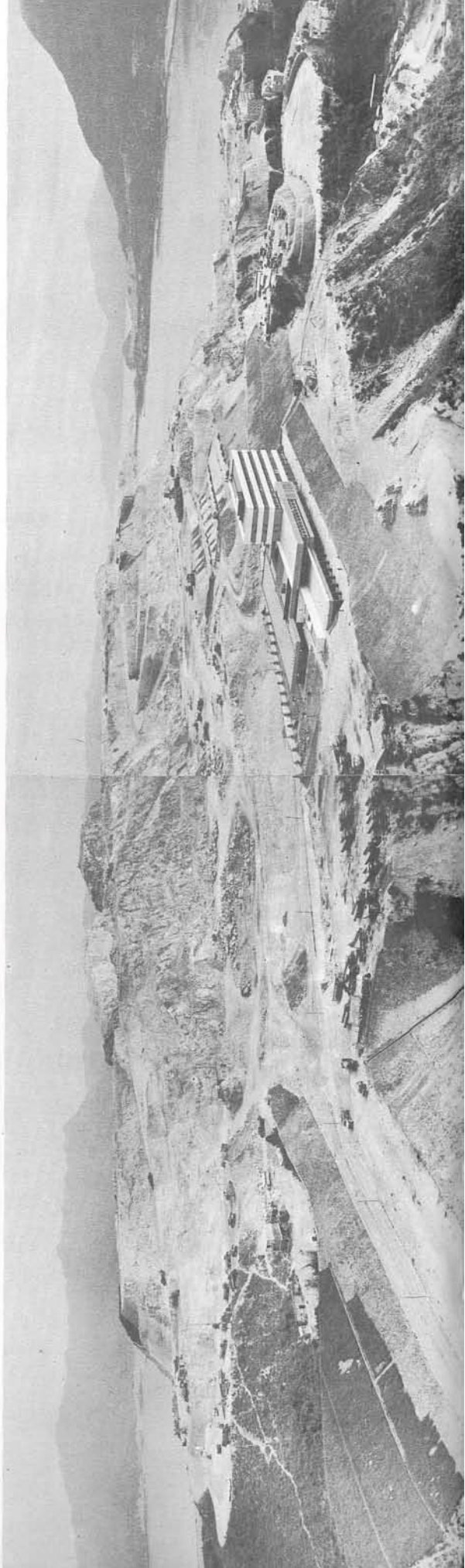
Campus Design
and
Development



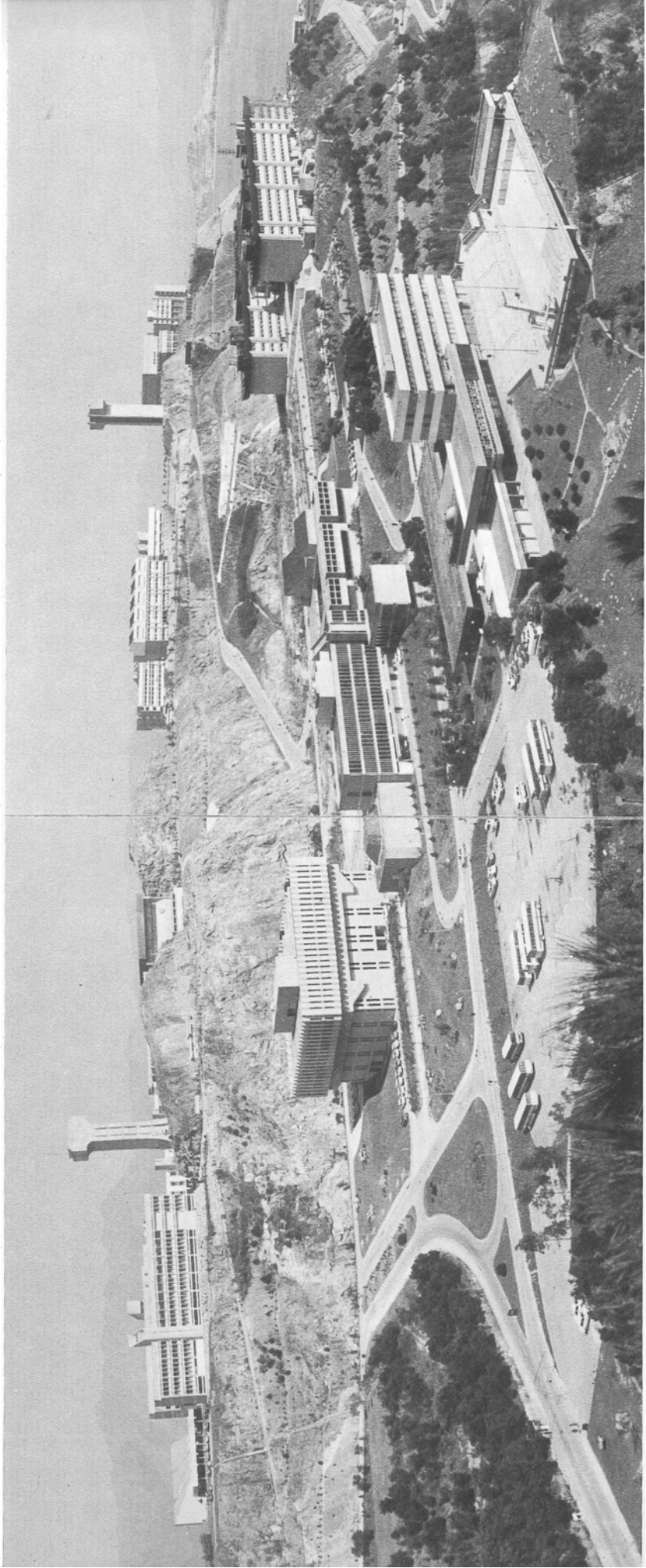
University campus taking shape:

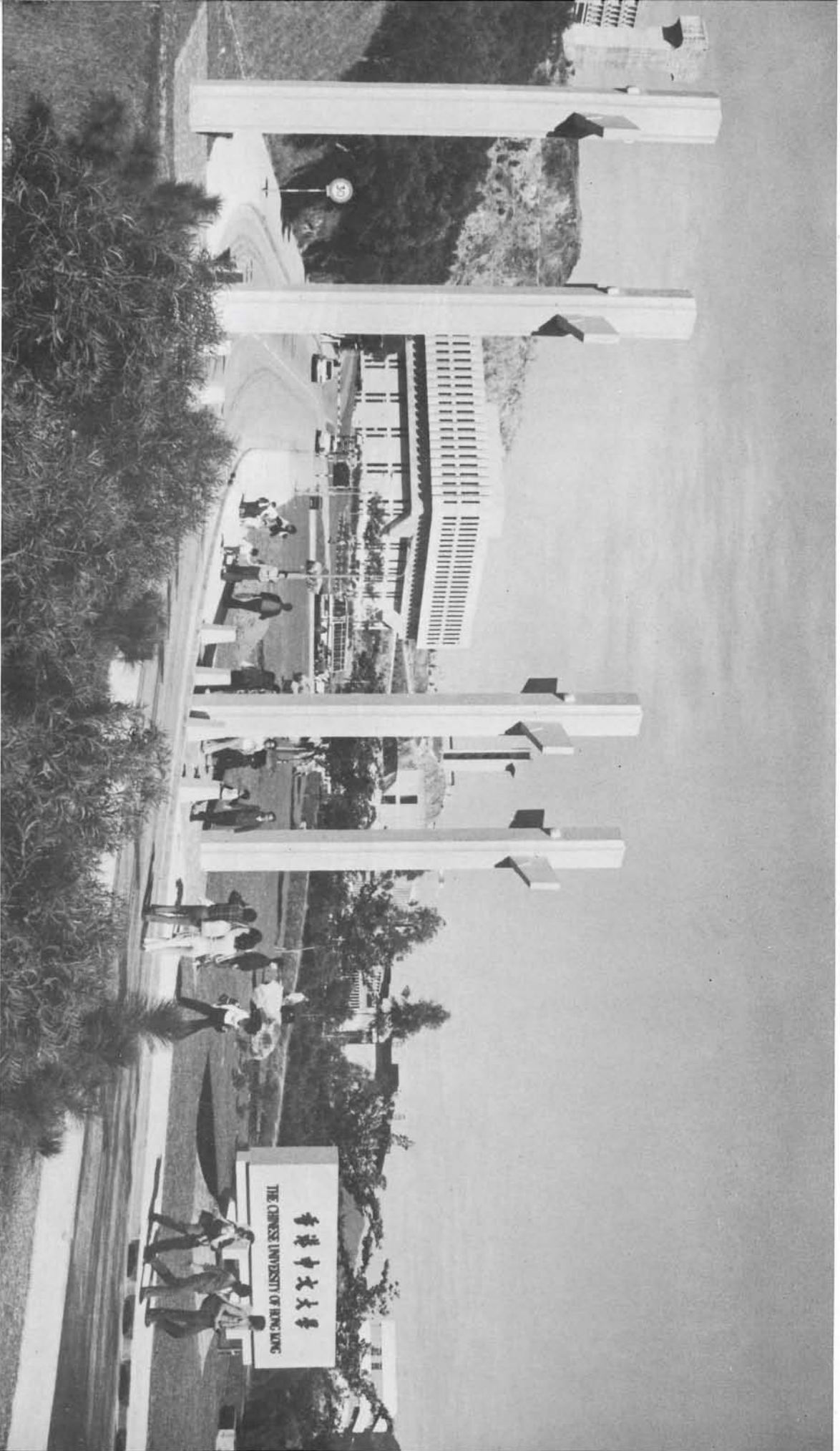
a. November 1967

b. November 1969



c. June 1974





University Main Entrance

VI Campus Design and Development

Unstinted admiration is the keynote of comments from visitors on their first sight of the campus of The Chinese University of Hong Kong. The site, its physical plant and surroundings do indeed warrant superlatives. Nestled in the hills of the New Territories overlooking Tide Cove to the east and Tolo Harbour to the north, the site rises from 14 feet above sea level at its water periphery to 460 feet in the centre and commands an inspiring panoramic view of the surrounding landscape.

1963-69

On the inception of the University in 1963 the Hong Kong Government committed itself to providing the University with a suitable campus site. It subsequently offered a tract comprising about 189 acres near the town of Shatin, New Territories. While this site could accommodate the initial buildings required to house the University headquarters and central activities and New Asia and United Colleges, it afforded little space for future expansion. Further it would perpetuate the separation of Chung Chi College from the rest of the University by a distance of five miles. These two facts would constitute insurmountable obstacles to the realization of the closely integrated and viable programme which the University planners contemplated.

A 273-acre tract contiguous to the 57-acre campus of Chung Chi College was at that time being used by Government to obtain fill for the gigantic Plover Cove Dam Project. Application was made to Government for this tract and after long negotiation approval was received, thanks to the untiring efforts of the late Sir Cho-Yiu Kwan, Chairman of the University Council. Although the land, including that occupied by Chung Chi College, was not formally conveyed to the University until July 1970, Government had four years earlier granted authority to proceed with the development of the site in accordance with an approved Master Development Plan projected through 1975.

Much of the credit for the eye-catching magnificence of the campus should go to Mr. I.M. Pei, an internationally famed architect who came to Hong Kong in November 1966 at the invitation of the Vice-Chancellor to advise on the design and layout of the site.

During his visit Mr. Pei made a detailed inspection of the site and worked closely with the University Architect, the Hon. W.

Szeto, and the Chairman of the Campus Planning and Building Committee, Dr. R.C. Lee.

Conceiving a suitable layout for the University campus was not only a unique challenge but a monumental task as well. Consideration has to be given to the following: (1) the existing Chung Chi College campus, (2) the urban development plan for Hong Kong with particular reference to the New Territories, (3) the creation of individual campuses for each of the Foundation Colleges and (4) the integration of the College buildings into an architecturally attractive and mutually complementary whole in keeping with the overall development plan for the University.

Perhaps a brief resume of the Master Development Plan will give readers a better idea of how the new University campus was developed. It was conceived that the three College complexes would be grouped around a central plateau (elevation 330 feet), on which the University headquarters and central activities buildings would be located. Chung Chi College was to remain on the lower plateau to the south (elevation from 14 to 150 feet), which it has occupied since 1956. United and New Asia Colleges were to share the 38-acre plateau to the north (elevation 460 feet). The architectural style for each of the College complexes and the University central activities was to be varied while at the same time achieving an overall harmony of design. Aesthetic features were to be incorporated into the functionally designed buildings and particular attention was to be given to the preservation of the site's natural beauty, the integration of landscaping and the effective display of the various structures.

The bulk of the funds required to build The Chinese University was to be provided by the Hong Kong Government. However, financial support from other sources was not only welcomed but actively sought. In this regard the University has been most fortunate. Sizeable contributions totalling approximately 20% of the overall costs of the physical plant have so far been received from both local and overseas sources.

Benjamin Franklin Centre

Funds for the first building to be constructed on the new campus—the Benjamin Franklin Centre—were donated by citizens of the United States through the State Department and The Asia Foundation. This building was completed in December 1968 and officially opened by His Excellency the Governor, Sir David Trench, in April 1969. It was designed to provide a social centre for the students and staff of the University as a whole. Used initially to house the Central Offices of the University, it was released to serve its original purpose when the University Administration

Building was completed in September 1971. An Olympic-size swimming pool, attached to the Centre, has been in operation since September 1973. Part of the construction cost of this swimming pool was raised by the American Committee for the Benjamin Franklin Centre, whose Chairman is Mr. John Soong.

Institute of Chinese Studies

The Lee Hysan Estate Co. Ltd., a Hong Kong corporation, contributed all of the funds necessary to build and furnish the Institute of Chinese Studies Building in memory of the late Mr. Lee Hysan. This two-storey building, which houses and symbolizes one of the most important programmes of the University, was ready for occupancy in December 1970.

One of the many outstanding features of the Institute is the marble-floored Art Gallery which revolves on several levels of varied height with a continuous staircase leading round the periphery to provide access to all exhibits. The Gallery, which is used for teaching by the Fine Arts Department of New Asia College and for exhibitions of Chinese art and books, has two large north-light windows on the roof which direct light inside the Gallery so that there will be no damage to the articles on display. Another outstanding feature is a traditional Chinese-style courtyard with willow trees, rocks and a pond with goldfish and water lilies. On the ground floor are classrooms, offices for the Research Associates and a lecture theatre equipped with film projector, which seats 108. The first floor includes the Director's office, professors' offices, seminar rooms, reading rooms, a reception room and an office for editing. The basement of the Institute is used for storing and repairing books and art objects. With this new building completed the Institute of Chinese Studies has a real home base to consolidate its existing programmes and plan new projects.

University Health Centre

To commemorate the friendly relationship which has existed between the Association and the Chinese people for a period of more than seventy years, the Yale-in-China Association in the United States contributed the funds necessary to underwrite the building costs of the University Health Centre. This fine and essential facility was opened in September 1971. Conveniently located on the east side of the University campus, the Health Centre is a two-storey building providing approximately 10,000 square feet of floor space with facilities for carrying out preventive care, health education and personal medical services. The building layout includes the Director's Office, General Office, Consultation and Treatment Rooms, Laboratories and a Dispensary on the

ground floor and a Dental Surgery, Specialist Rooms, a Library-Conference Room and an infirmary with eleven beds on the first floor. It is now capable of serving the entire University community. A site has been reserved for future expansion as the enrolment increases.

Conference Hall

The late Dr. the Hon. Sir Cho-Yiu Kwan, Chairman of the University Council for the first eight years of the University's existence, contributed the money necessary to construct the Conference Hall as an adjunct to the University Administration Building. The magnificently built Conference Hall, opened on 8th October, 1971, has a polygonal dome covered with bronze coloured anodized aluminium sheets and is equipped with a five-channel simultaneous interpretation system. The seating capacity of the Hall is 128 and facilities are provided in the dome for interpreters to view activities in the conference room below through closed circuit television. From the main lobby of the Administration Building there are steps leading down to the Conference Hall, which serves as the venue for meetings of the Council, the Senate and international associations.

University Science Centre

The Government of the United Kingdom, through its Colonial Development and Welfare Fund, made a substantial contribution to help meet the construction cost of the University Science Centre. Generous contributions to the Science Centre in the form of research and teaching equipment were also received from the Ford Foundation in the United States and the Volkswagenwerk Foundation in West Germany. The completion of the University Science Centre in April 1972 marked a turning point not only in the history of the Science Faculty, but also in that of The Chinese University. It at once exemplifies the twin goals of the University to maximize all resources, be they manpower or equipment, for betterment of teaching and research and to provide a vehicle for cooperation in research and teaching with universities abroad.

The total construction cost of the Centre was approximately HK \$16.5 million, the Government of the United Kingdom donating about 4 million and the Government of Hong Kong paying the balance of HK \$12.5 million. The H-shaped structure, situated at the end of the University Mall facing the University Library, houses five departments, Biochemistry, Biology, Chemistry, Electronics and Physics, and is divided into approximately 280 rooms, which accommodate more than 200 staff members and 800 students. The five semi-circular lecture theatres in the centre section of the building have a seating capacity of 600. An extension is being

constructed and when it is completed in 1975, the Electronics Department and the Mathematics Department will move into the extension.

University Library

As mentioned in Section I, more than half of the cost of constructing the University Library, amounting to HK \$3 million, was contributed by the late Dr. the Hon. P.Y. Tang, a prominent local industrialist, in memory of his father. This imposing facility, directly facing the Science Centre, was completed in December 1972. The strong but elegant modern style of architecture is well suited to Hong Kong's subtropical climate and blends harmoniously with the rocky terrain and the other buildings on the University Mall. Its location is at the very centre of the campus, equidistant from the three Foundation Colleges. Completely air-conditioned, its five storeys can comfortably accommodate 500 readers and house more than 400,000 volumes on its 86,000 square feet of floor space. There is also ample room for constructing an extension in the years to come when the University Library collection is expected to increase to well over one million volumes.

Yali Guest House

The Yale-in-China Association, which donated the University Health Centre, further underwrote the cost of constructing the Yali Guest House, which was inaugurated in 1974. This new building provides convenient and pleasant accommodation for international scholars and administrators visiting the University. The Yali Guest House is a valuable asset in fostering productive international academic relationships.

Shih Ch'üeh

A donation from a friend of the University, who wishes to remain anonymous, made it possible for the University to construct an impressive pylon with four *shih ch'üeh* (stone pillars) and sign at the main entrance to the University campus.

United College

January 1972 began a new era for United College for it removed to its new campus in Shatin, ending more than a decade of operation in cramped premises leased from the Government on Bonham Road.

The new campus is situated on a plateau overlooking Tolo Harbour. It comprises five buildings on an area of approximately nineteen acres.

The west end of the campus accommodates Faculty and

Administrative Buildings while the east end contains a Staff/Student Amenities Building and the Adam Schall Residence. The Amenities Building includes dining rooms, common rooms for both staff and students, plus an 8,000 square-foot gymnasium. The Adam Schall Residence houses 250 students, and half of the cost of constructing the hostel was provided by the Society of Jesus and the Maryknoll Sisters. At the centre of the College's activities is the imposing new library—the Wu Chung Library.

New Asia College

New Asia College moved to its new campus in Shatin in July–August 1973, marking the final phase of the complete physical integration of The Chinese University. The College now occupies the northeastern part of the University Campus on the same level as United College. On a promontory 460 feet above Tolo Harbour the 19-acre campus commands a view of this harbour, the Plover Cove Reservoir and the Pat Sin Mountain Range.

The College has at present five buildings: (1) Administration and Fine Arts, which houses the administration offices and the Departments of Journalism and Fine Arts; (2) Arts and Commerce, which houses the various departments of Arts and Commerce, classrooms, lecture theatres and a language laboratory; (3) Library, which can seat 300 students; (4) Student/Staff Amenities and Gymnasium, which also contains a canteen; and (5) Student Hostel, which has a total area of 50,000 square feet and accommodates 250 students.

Chung Chi College

The campus and physical plant of Chung Chi College were substantially completed before it became a part of the University, albeit of a somewhat lesser standard than that adopted for the new development programme. Concurrent with the construction of facilities for the other two Colleges, five new buildings were added to Chung Chi College, a seminary, a library, staff/student amenities building, minor staff quarters (eight single and twelve married units) and a 40-bed hostel. The old library was converted into a music centre, the former student dining hall was made into a gymnasium and the previous health clinic was modified to provide quarters for eleven single staff members. In addition the sewage, water, telephone and electric systems of the College were integrated into the University systems and the road network was widened and re-surfaced.

Since its establishment in 1951 Chung Chi College has received substantial and continuing support from the United Board for Christian Higher Education in Asia. It also received a generous

grant from the Henry Luce Foundation to underwrite approximately half of the cost of its new library, which was completed in November 1971. Various churches in the United States, Canada, United Kingdom and Hong Kong joined together to underwrite the cost of constructing a self-contained Seminary on the Chung Chi College campus for use by theology students. A 40-bed hostel was also donated to the College by Sheng Kung Hui, the local Anglican Church group.

In the Offing

Several important buildings have been planned and are expected to be completed before the end of 1975. Meanwhile other substantial contributions and pledges from local sources have been received.

These include a substantial contribution by the Shaw Foundation toward the construction of a Multi-Purpose Auditorium project, consisting of an auditorium seating 1,500 and a separate theatre with 450 tiered seats. This building with a total area of 28,200 square feet is to be on a prominent site north of the Central Avenue and will be linked with the University Mall by an extension of the upper floor over the Central Avenue. It will be an extremely attractive addition to the University and will be ideal for general teaching purposes, music teaching and recitals, theatre practice and performances, and motion pictures for teaching and entertainment, thus greatly enriching campus life.

Among the pledges are a significant grant from Mr. Y.K. Pao toward the construction cost of the Business Administration, Economic Research and Public Administration Building and a generous grant from Mr. Y.C. Liang to help underwrite a Lecture Theatre Complex for the social sciences and humanities. Together with Central Activities Building I, they will form a triangular unit which lies on the north side of the University Mall facing the Institute of Chinese Studies. Its aim is to maximize resources for the social sciences and humanities at the graduate and research level just as the Science Centre has done for the natural sciences. Pledges of contributions also include a grant from the Royal Hong Kong Jockey Club to help provide a University Sports Centre.

Following the untimely death of Sir Cho-Yiu Kwan a group of his friends joined together to help underwrite the cost of constructing a hostel for graduate students to be named Sir Cho-Yiu Hall in recognition of the selfless services he rendered to the University and the community. A two-storey block to be named Lady Ho Tung Hall will be built alongside Sir Cho-Yiu Hall, with a substantial portion of the construction costs donated by Mr. Ho Sai Lai in memory of his mother and to commemorate the long-

standing friendship between the two families. With prompt response from the Government construction will be completed in 1975. These, together with a Postgraduate Hall built with Government funds, will give the postgraduate dimension of the University yet more ground for development. It may also be pointed out that although the complex is intended primarily for postgraduate students, some undergraduates will also be admitted, facilitating contact and mutual stimulation.

A very generous grant of HK \$4 million was received from Bethlehem Co., Ltd. to be equally divided among the three constituent Colleges for the construction of student hostels.

While the two grants above will contribute to student welfare, another equally significant grant of HK \$2 million has been received from the Ho Tim Charitable Foundation, Ltd. to meet the construction cost of Central Activities Building which will house the School of Education, Mass Communications Centre, Social Research Centre etc. when completed.

Several other donations are now pending and more will undoubtedly follow. This enthusiastic support from both the local community and overseas has materially assisted in getting vital projects under way and thus expedited the monumental task of providing an adequate physical plant for the University.

Plans have been worked out for a lift tower from University Square to the centre of the plateau between New Asia College and United College. This will be a splendid time-saving device for Students attending intercollegiate lectures and will cut down financial outlay as it will no longer be necessary to maintain a large fleet of buses. Initially there will be four lifts each with a capacity of twenty-seven. Two more lifts may be added when increased enrolment makes them necessary.

A Building is not an Island

In reviewing progress satisfaction is derived not so much from the spectacular development of the physical plant but from the effective achievement of important educational ideals and goals. Thus the completion of the Benjamin Franklin Centre, the University Health Centre and the Yali Guest House, over and above rendering vital service to the University community, affords a physical means to enhance international goodwill and cooperation. The completion of the Institute of Chinese Studies is more than a monument in memory of the late Mr. Lee Hysan: it is a powerful force to advance a crucial educational ideal—to reclassify, refine and enrich Chinese culture through the application of modern methodology. The Science Centre, too, is not a mere tower of “bricks and mortar” but a vehicle by which the total maximization

of the resources of the entire natural science faculty can be achieved. The same applies to the University Library Building, which not only serves to commemorate the late Dr. P.Y. Tang and his father, but, more important, integrates the University Library System to serve the University community, the larger community of Hong Kong and, indeed, the wider scholarly world. The opening of the magnificent Conference Hall donated by the late Sir Cho-Yiu Kwan does more than present the University with a showpiece for meetings of the Council and the Senate. It enables the University to conduct major international and regional academic conferences essential to the achievement of the University's mission of advancing higher education in Southeast Asia.



7

Looking
Ahead

VII Looking Ahead

Before looking ahead, it might be helpful to cast a backward glance at the entire decade of The Chinese University's existence. Two phases of the University's development during the period have been described in the formal Reports of the Vice-Chancellor: *The First Six Years 1963-69* and the present document, *The Emerging University 1970-74*. The difference between the two phases reflects a *de facto* change in the basic character of the institution—from a simple legal association of three independent undergraduate colleges (post-secondary) offering generally identical instruction in the arts and sciences to an increasingly complex institution functioning on the principle of an organic whole rather than that of three discrete entities and offering an expanding range of professional and graduate studies with full commitment to research and public service. A pattern of development of The Chinese University seems to have emerged, pointing to a future comprehensive institution of higher education, responsive to the changing needs of Hong Kong and the Chinese people, yet a truly international university with distinctive goals and values.

Looking ahead from our present vantage point, and recognizing the hazards of academic omniscience, we can identify some potential developments during the coming quadrennium which should do much to shape the long range character and scope of The Chinese University. For our present purpose, we shall restrict our discussion of these potential developments to four areas of inquiry, as follows:—

1. What entirely new dimensions of instruction, research, and public service will the University develop in response to the pressing needs of Hong Kong and the region?
2. As regards existing instructional programmes, what further developments in the areas of graduate and professional education may be expected, and what significant changes in the objectives of undergraduate education will be adopted and implemented?
3. In what further ways will the University's distinctive mission of integrating Chinese and Western cultures be implemented and its shaping power enhanced?

New
Dimension:
Health
Sciences

4. As the functions of the University continue to grow in range and complexity, what fundamental changes in formal organization and in basic educational policy may be necessary to enable the University to discharge effectively and efficiently its ever-increasing responsibilities?

As to our first question concerning an entirely new dimension in the role of the University, the answer appears clear and challenging—the establishment of a Faculty of Health Sciences, which will ultimately include Medicine, Dentistry, Pharmacology, Public Health, Nursing, and Medical Technology, functioning in a Medical Centre which will accommodate coordinated programmes of instruction, research, and health services. In keeping with the distinctive mission of the University, each of these fields will include related studies in Chinese Medicine and health care.

A development of such magnitude and long-range significance in The Chinese University requires some explanation, or perhaps justification. It is of course impossible in this brief concluding Section to describe in detail the background of the Government's historic decision—the countless social, economic, public health, and manpower studies, the extensive professional consultations on changing health care systems and the careful weighing of alternative courses of action. We shall mention just a few of the compelling considerations leading to the decision to establish a Faculty of Health Sciences in The Chinese University.

First, simple observation and technical studies reveal the serious needs for professional manpower in the health fields—physicians, dentists, pharmacologists, nurses, hospital and public health administrators, and health science (paraprofessional) workers.

Secondly, the Health Sciences programmes will provide an opportunity, not currently available, for some highly qualified Chinese students to obtain an education in the several health professions and related fields of work. At present students educated in middle schools which use Chinese as the principal medium of instruction are denied the opportunity to study medicine, for they can hardly gain admission to the University of Hong Kong, where English is the medium of instruction. Thus the establishment of a Faculty of Health Sciences in The Chinese University with its bilingual approach to instruction will open the door to a large and growing segment of the community to pursue careers in the health professions and related fields.

Thirdly, Hong Kong's population growth, its vigorous economic and technological development, and its expanding

programme of planned urban communities argue the desirability and feasibility of a new Health Sciences Faculty and Medical Centre. The Kowloon community and the rapidly growing Shatin community provide the human environment necessary for a teaching hospital, diverse laboratories and clinics, and varied service facilities for the effective performance of the instruction, research, and service functions of the proposed Faculty of Health Sciences.

The anticipated Faculty of Health Sciences and Medical Centre will represent a quantum jump in the professional education component of the complex University, and will provide another example of the organic principle of organization and operation which achieved fullest expression in the University Science Centre, described in Section I. Like the Science Centre, the Medical Centre concept will make possible the coordination and appropriate integration of the educational programmes of the Health Sciences; it will encourage and facilitate interdisciplinary research in the health sciences and foster cooperative relationships with the basic sciences faculty members in the University Science Centre; it will make possible the multiple use of equipment and of certain facilities, thus maximizing the use of physical resources.

Growth Patterns: Graduate and Professional Education

Again looking ahead, our second point of inquiry concerns the potential growth patterns discerned in the existing programmes of graduate and professional education, discussed in Section III. With these programmes The Chinese University responds directly to Hong Kong's critical needs for specialists who can perform vital roles in various sectors of the total system. As may be inferred from the discussion in Section III, two fields of professional education stand out as strong responses to pressing needs—Business Administration and Education.

Business Administration

The vigorous business and industrial growth of Hong Kong in recent years has created an increasing demand for persons who are professionally trained in modern methods of management and who possess the ability and the knowledge necessary for leadership roles in business and industry. Business Administration as a specialized field of studies at both the undergraduate and graduate levels has been in great demand, as reflected in the rapid increases in student enrolment. The programme of research and service to the business community conducted by the Lingnan Institute of Business

Administration has grown steadily, suggesting an increasingly important role for the Institute in future business and industrial developments in Hong Kong. In recognition of this past growth and future potential, the University will establish in 1974-75 a Faculty of Business Administration as an independent organizational unit, separating Business Administration from the existing Faculty of Commerce and Social Science. Thus we can be certain that Business Administration will play a major role in The Chinese University in the years ahead.

The School of Education

During the quadrennium 1970-74, one of the significant developments in the emerging University was the transformation of the hitherto modest School of Education into a full-fledged organizational unit of professional education, conducting a vigorous, creative programme of undergraduate and postgraduate instruction and providing expert service to the school system of Hong Kong. This development was The Chinese University's response to two kinds of need: (1) the critical shortage of professionally trained secondary school teachers in Hong Kong; and (2) the professional education needs of the University's graduates who take up teaching as a career (about one half of the graduates of the University have joined the teaching profession). In the past four years a solid foundation has been laid to meet these needs, and we can therefore look forward to a significant expansion in the educational programme of the School of Education. Curricular innovations involving multidisciplinary experiences will be introduced in order to develop versatile and sensitive teachers. To achieve these ends, the School is establishing formal and informal working relationships with all Faculties, and will serve as a focal point for individual faculty members who wish to promote more effective education at all levels. The growth potential of the School of Education during the coming quadrennium appears to be great indeed.

The impressive development of both Business Administration and Education as programmes of professional education requiring formal recognition in the organization of The Chinese University suggests that other fields of study which respond directly to societal needs for professionally trained persons will experience similar growth and require formal recognition in the organization of the University. From our present perspective, two fields of professional education, described in Section III, appear to have the potential for independent professional status—Public Administration and Social Work.

The Graduate School

As described in Section III, substantial progress was made in establishing graduate studies in the arts and sciences and in two professional fields. The Graduate School which has existed for some years as an organizational unit and which has developed preliminary educational policies and procedures is now being administratively strengthened and is undergoing systematic review of policies and procedures in order to clarify the role of the Graduate School within the total University organization. As has been stated, graduate studies and related research are a fundamental part of the emerging complex University, and we may therefore look forward to an expansion and enrichment of the graduate programme in its applied as well as basic aspects, together with continuing efforts to promote interdisciplinary cooperation in teaching and research. However, it should be definitely noted that the development of the graduate programme will at all times be controlled by short and long range plans which carefully assess the changing demands for highly qualified specialists.

Undergraduate Education: New Objectives

Significant changes in the formal educational objectives of the undergraduate degree programme are now being implemented and will become fully effective in the years immediately ahead. These changes are the product of some years of study and debate on the part of concerned faculty members, and involve a significant departure from the established pattern of undergraduate education. In place of the narrowly specialized graduate, the new objectives attempt to produce individuals who have more balanced competencies enabling them to adapt more readily to changing societal needs. The University is now phasing out the prevailing policy of requiring a student to specialize in a particular department through his entire four years. Under the new policy, the student's first two years will be devoted to a programme of general education and exploratory studies; his second two years will be devoted to concentrated specialized studies. The degree requirements will be sufficiently flexible to permit options to satisfy individual interests and needs.

Distinctive Programme: Chinese Studies

Our third area of inquiry concerns the distinctive educational mission of The Chinese University—the integration of Chinese and Western cultures. What are the prospects for further implementation of this significant objective? The answer is to be found chiefly in the future development of the Institute of Chinese Studies, which is the principal organizational vehicle for fostering this concept in all possible programmes of the University. Here the prospects are

encouraging. As described in Section IV of this Report, the Institute of Chinese Studies made substantial progress during 1970-74 and laid a solid foundation for future growth—in research and publication; in translation programme and projects; in research materials and museum resources; in communications with Asian and Western institutions. Of particular importance was the opening in 1971 of the attractive Institute building and Art Gallery, a generous gift of the Lee Hysan Estate Co. Ltd.

Under the general leadership of the Institute, we can anticipate major expansion of the research and publication programme and some significant interdisciplinary developments in the instructional programmes, particularly in the social sciences and humanities. These aspirations and plans for the coming years are encouraged and will be materially assisted by generous grants already received from Lee Hysan Estate Co. Ltd., Wing Lung Bank Ltd. and The Andrew W. Mellon Foundation. Because of its geographical location and its firm tradition of academic freedom, The Chinese University of Hong Kong can become the international centre for Chinese Studies, maintaining productive relationships with institutions and scholars from East and West.

Critical
Issue:
Educational
Policy
and
University
Structure

The fourth point of inquiry into the future concerns the impact of the major developments described in this Report on the existing organizational structure and fundamental policies of the University. As we have noted, The Chinese University, over the decade of its existence, has evolved from an association of three undergraduate Foundation Colleges into a complex institution encompassing new organizational units of graduate and professional education, a large group of research institutes and centres, and an extensive programme of public service. When we add to these varied components the anticipated Faculty of Health Sciences and Medical Centre, we can readily understand why a serious question should arise as to the adequacy of the original organization and basic operational policy to cope with University developments to date and with those in the offing. Indeed, this question has arisen on the campus and become a critical problem requiring formal action by the Vice-Chancellor.

The question is now under intensive study. In early 1974, a Working Party on Educational Policy and University Structure was appointed by the Vice-Chancellor, and given the responsibility of thoroughly reviewing the educational policy and organizational structure which developed through the first decade of the University's existence. In the formal charge, the Working Party was requested to consider and to make recommendations on "the

structure of the University including that of the constituent Colleges, with particular reference to the academic organization, administrative machinery, and the various governing bodies". In addition the Working Party was asked to consider and to recommend solutions to a number of fundamental issues regarding the nature of undergraduate education. The final report of the Working Party is expected to be submitted by the end of May 1975. Looking ahead to the next quadrennium, we can only state at this moment that the task undertaken by the Working Party is of the greatest importance and the ultimate decisions regarding the major issues will have far-reaching consequences for the future development of The Chinese University.

Throughout its decade of development The Chinese University, as recorded in the two Reports of the Vice-Chancellor, has received encouragement and generous support from Government, from international institutions and foundations, and from public-spirited individuals. This combination of public and private support has been most fruitful; it has enabled the University to provide expanding programmes of high-quality education, and at the same time to advance those creative programmes and projects which embody the distinctive goals of The Chinese University. In looking ahead, we sincerely hope that the achievements of The Chinese University to date and its expressed aspirations for the future will merit the continued interest and support of those organizations and individuals to whom the University is already deeply indebted.

衆 擎 易 舉

Many hands make easy lifting.

Appendices

(1) Membership of the Council

1st August 1970–31st July 1971

Dr. the Hon. Sir Cho-yiu KWAN (*Chairman*)
The Hon. H.J.C. BROWN
Dr. Hson-mou CHANG
Mr. T.C. CHENG
The Rt. Hon. Lord FULTON of Falmer
Dr. the Hon. Sir Kenneth Ping-fan FUNG
Dr. the Hon. S.S. GORDON
Professor Bay-sung HSU
Professor Shou-sheng HSUEH
Dr. the Hon. Yuet-keung KAN
Dr. Clark KERR
Mr. J.S. LEE
The Hon. Q.W. LEE
Dr. R.C. LEE
Dr. Choh-Ming LI
Dr. the Hon. Mrs. Ellen Shu-pui LI
Mr. Fook-wo LI
Dr. Yi-pao MEI
Professor C.H. PHILLIPS
Dr. Nathan M. PUSEY
Mr. R.N. RAYNE
Dr. K.E. ROBINSON
Dr. Shang-wai TAM
Professor Chun-i TANG
Dr. the Hon. P.Y. TANG
Professor Y.C. WONG
Dr. the Hon. P.C. WOO
Mr. Nelson H. YOUNG
Dr. Chi-tung YUNG

Secretary: Mr. H.T. WU
Mr. Nelson H. YOUNG

1st August 1971–31st July 1972

Dr. the Hon. Sir Cho-yiu KWAN (*Chairman*)
Dr. Kingman BREWSTER JR.
The Hon. H.J.C. BROWN
Dr. Hson-mou CHANG
Mr. T.C. CHENG
The Rt. Hon. Lord FULTON of Falmer

Dr. the Hon. Sir Kenneth Ping-fan FUNG
Dr. the Hon. S.S. GORDON
Professor Bay-sung HSU
Professor Shou-sheng HSUEH
Dr. the Hon. Sir Yuet-keung KAN
Dr. Clark KERR
Mr. J.S. LEE
The Hon. Q.W. LEE
Dr. R.C. LEE
Mr. Tsufa F. LEE
Dr. Choh-ming LI
Dr. the Hon. Mrs. Ellen Shu-pui LI
Mr. Fook-wo LI
Mr. T.R. LIU
Dr. Yi-pao MEI
Professor C.H. PHILLIPS
Dr. K.E. ROBINSON
Dr. Shang-wai TAM
Professor Y.C. WONG
Dr. the Hon. P.C. WOO
Dr. C.T. YUNG

Secretary: Mr. Nelson H. YOUNG

1st August 1972–31st July 1973

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Mr. T.C. CHENG
The Rt. Hon. Lord FULTON of Falmer
Dr. the Hon. S.S. GORDON
Professor Bay-sung HSU
Professor Shou-sheng HSUEH
Dr. Rayson HUANG
Dr. Clark KERR
Mr. J.S. LEE
Dr. the Hon. Q.W. LEE
Dr. R.C. LEE
Mr. Tsufa F. LEE
Dr. Choh-ming LI
Dr. the Hon. Mrs. Ellen Shu-pui LI

Mr. Fook-wo LI
Mr. T.R. LIU
Dr. Lin MA
Dr. Yi-pao MEI
Professor C.H. PHILIPS
Dr. K.E. ROBINSON
The Hon. Wilson Tse-sam WANG
Professor Y.C. Wong
The Hon. James Man-hon WU
Dr. the Hon. P.C. Woo
Dr. C.T. YUNG

Secretary: Mr. Nelson H. YOUNG

1st August 1973–31st July 1974

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Dr. Kingman BREWSTER, Jr.
Dr. Hson-mou CHANG
Mr. T.C. CHENG
The Rt. Hon. Lord FULTON of Falmer

Professor Mo-huang HSING
Professor Bay-sung Hsu
Dr. Rayson HUANG
Dr. Clark KERR
Mr. J.S. LEE
Dr. the Hon. Q.W. LEE
Dr. R.C. LEE
Mr. Tsufa F. LEE
Mr. Yim LEE
Dr. Choh-ming LI
Dr. the Hon. Mrs. Ellen Shu-pui LI
The Hon. Fook-wo LI
Professor Lin MA
Mr. D.L. MILLAR
Professor C.H. PHILIPS
The Hon. Wilson Tse-sam WANG
Professor Y.C. WONG
Dr. the Hon. P.C. Woo
The Hon. James Man-hon WU
Dr. Ying-shih YÜ
Dr. C.T. YUNG

Secretary: Mr. Nelson H. YOUNG

(2) Officers of the University
(October 1970 – July 1974)

Chancellor

His Excellency Sir David TRENCH

G.C.M.G., M.C., M.A., LL.D.

(April 1964–November 1971)

His Excellency Sir Murray MACLEHOSE

K.C.M.G., M.B.E., B.A.

(November 1971–present)

Vice-Chancellor

Dr. Choh-Ming LI

K.B.E. (HON.), B.A., M.A., PH.D., LL.D., D.S.SC.

Pro-Vice-Chancellor

Dr. C.T. YUNG

O.B.E., B.SC., PH.D., LL.D., J.P.

(1969–1971)

Mr. T.C. CHENG

O.B.E., B.A., M.A., DIP.ED., J.P.

(1971–1973)

Dr. Ying-shih Yü

M.A., PH.D.

(1973–present)

Treasurer

Dr. the Hon. Q.W. LEE

O.B.E., LL.D., J.P.

Secretary

Mr. Nelson H. YOUNG

B.A., CERT. ED.

(August 1973–present)

Registrar

Mr. H.T. WU

B.A., T.DIP., M.A., J.P.

(October 1973–May 1971)

Mr. Nelson H. YOUNG

B.A., CERT.ED.

(May 1971–August 1973)

Dr. John T.S. CHEN

LL.B., LIC. SC. POL. ET ECON.

DOCTEUR D'UNIVERSITÉ ÈS LETTRES

(August 1973–present)

Librarian

Dr. Chi WANG

B.S., M.A., PH.D.

(December 1970–September 1972)

Dr. Lai-Bing KAN

B.SC., PH.D., M.A., M.L.S.

(October 1972–present)

Bursar

Mrs. E.J. FEHL

B.A.

(3) Presidents of the three Foundation Colleges

Chung Chi College

Dr. C.T. YUNG

New Asia College

Dr. Yi-pao MEI *(1970–1973)*

Dr. Ying-shih YÜ *(1973–present)*

United College

Mr. T.C. CHENG

(4) Honorary Graduates

1970 (*October 16*)

The Hon. Sidney Samuel GORDON

Dr. LEE Tsung-dao

Dr. LI Choh-hao

Mr. PEI Ieoh-ming

1971 (*October 5*)

Dr. C. H. PHILIPS

Mr. Ho Sin-hang

1972 (*October 20*)

The Hon. LEE Quo-wei

Mr. LIN Tung-yen

1973 (*October 16*)

Dr. LIN Chia-chiao

Mr. Michael Alexander Robert YOUNG-HERRIES

1974 (*October 17*)

Mr. LEE Jung-sen

Dr. Woo Pak-chuen

Dr. YANG Ching-kun

Dr. YUNG Chi-tung

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