

A NEW ERA BEGINS  
1975-1978



The Chinese University of Hong Kong









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新紀元的開始



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# A New Era Begins 1975-1978

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Vice-Chancellor, 1963-1978

## THE VICE-CHANCELLOR'S REPORTS

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*The First Six Years, 1963-1969*

*The Emerging University, 1970-1974*

*A New Era Begins, 1975-1978*

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## Preface

Reports of the Vice-Chancellor are intended to be concise accounts of institutional developments and, as such, they are not the appropriate place for expressing personal attitudes and feelings, particularly sentiments involved in official working relationships with persons bearing large responsibilities and exercising great authority. However, in this, my final Report, I must express briefly and inadequately my deep gratitude to those officials in high places who over the years have given me warm personal encouragement and unfailing public support.

I begin with the three successive Governors of Hong Kong since the establishment of The Chinese University, who are at the same time Chancellors of the University—H.E. Sir Robert Black brought about the birth of the University; H.E. Sir David Trench gave it full support, especially in the crucial development of the University Campus during a very difficult period for Hong Kong; and H.E. Sir Murray MacLehose has brought about its rebirth. They all have upheld and respected the special role of The Chinese University. Each one of them has, indeed, earned the everlasting gratitude of the University.

I am deeply grateful for the full support of the University Council and the selfless devotion of its Chairmen: the late Sir Cho-Yiu Kwan (1963-1971) and Sir Yuet-keung Kan (1973- ); of its Vice-Chairman, and concurrently Chairman of the Campus Planning Committee, Dr. R. C. Lee (1963- ); and of its Treasurer, Dr. Q. W. Lee.

I acknowledge, too, my great debt to Lord Fulton and the distinguished members of his second Commission, whose Report, with the support of the Unofficial Members of the Executive and Legislative Councils (UMELCO), was instrumental in getting the proper legislation for the reorganization of The Chinese University.

I must also express my deep appreciation of the strong support given me over the years by the University and Polytechnic Grants Committee (formerly the University Grants Committee) and its successive Chairmen: Sir Michael Herries (1965-1973), Sir Sidney Gordon (1974-1976), and The Honourable J. H. Bremridge (1977- ).

Lastly, I would like to add that in the preparation of this series of three Reports many colleagues at the University—too numerous to be named here—have helped. Special mention, however, should be made of Dr. Charles H. Peake for his editorial advice and assistance. My thanks go to all of them. Needless to say, I am alone responsible for the final version of the Reports.

C.M.L.





## Introduction

This Report, covering the years 1975-1978, together with the two previously published Reports, *The First Six Years, 1963-1969* and *The Emerging University, 1970-1974*, constitute a continuous and complete record of the establishment and development of The Chinese University of Hong Kong under the administration of its first Vice-Chancellor. During these fifteen years, three Governors have been its Chancellor; the dynamic community of Hong Kong has continued to flourish in commerce and industry; and the University itself has become a modern, comprehensive-type university, international in character, with a distinctive educational mission.

The pattern of the University's growth, however, has not been simple and linear. Out of the historic circumstances and official assumptions involved in its establishment, the University has developed dynamically, responding to the special needs of the Hong Kong community, to economic pressures, and, most importantly, to the motivating power of its own objectives and aspirations. The phases of this development are described in the three Reports of the Vice-Chancellor, their titles suggesting the developmental significance of each phase. The present Report is entitled, *A New Era Begins*, obviously implying that long-standing issues have been resolved, that an historic turn has been made, and that a new foundation has been laid for future development.

The formative phase is described in detail in *The First Six Years, 1963-1969*. It records the Government's decision to establish a new university in which Chinese would be the principal language of instruction, and the Report of Lord Fulton's Commission, proposing that three existing private liberal arts colleges, geographically separated—Chung Chi College, New Asia College, and United College—become constituent parts of a "federal-type" Chinese University of Hong Kong. Further, *The First Six Years* records the early establishment of organizational units at the university level—graduate and professional schools, research institutes and centres, extra-mural studies—exemplifying major institutional objectives which would increasingly shape the future development of the University. Finally, this first Report records the opportune acquisition of a magnificent 273 acre campus site adjacent to Chung Chi College, an eventuality totally unforeseen when the "federal-type" plan was adopted, but fated to play a crucial role in the ultimate determination of the scope and character of The Chinese University of Hong Kong.

The second Report, *The Emerging University, 1970-1974*, covers a critical period of institutional development, when for the first time the

three Foundation Colleges were brought physically together, each hand-somely accommodated on the spectacular Tolo Harbour site. The title implies that the kind of “university” which is emerging is not the kind of “university” envisioned and established in 1963. In place of a legal association of three independent undergraduate colleges, The Chinese University described in the Report is a complex organization providing undergraduate, graduate, and professional education, fostering research through a system of institutes and centres, and conducting extensive programmes of public service. In brief, a modern university. Though the college structure continues, organizational components function increasingly on the organic principle, reducing duplication, maximizing the utility of human and material resources, extending and enriching the entire educational programme.

To these modern university objectives and inter-related with them, the Report stresses, The Chinese University makes a total institutional commitment to a distinctive educational goal—the integration of Chinese and Western intellectual and cultural traditions; and through bilingual instructional programmes, the University endeavors to blend these great traditions in the minds of its young graduates, enabling them to function effectively in all inter-relationships of these two cultures. This distinctive educational mission, it may be observed in passing, differentiates The Chinese University from its sister University of Hong Kong, making the two institutions serve complementary, rather than competing, purposes within the Hong Kong community.

Implicit in the development of The Chinese University, as described in *The Emerging University*, is a persistent question of the adequacy or the appropriateness of the original structure, policies, and administrative machinery to serve the present and future purposes of The Chinese University. That question could not continue to be officially ignored. In the “Looking Ahead” Section of the second Report, the question is explicitly stated, and an announcement is made of the Vice-Chancellor’s appointment of The Working Party on Educational Policy and University Structure, a group of highly respected Faculty members asked to undertake a comprehensive institutional self-study and to recommend solutions to those fundamental problems.

That momentous question of fundamental change in University policy and structure necessarily becomes the principal theme of the present Report—the formal process of consideration, internally by the Working Party and externally by the second Fulton Commission; their extensive analyses and far-reaching recommendations leading to the adoption of a new Ordinance for The Chinese University. It has been said that whereas the Report of the first Fulton Commission established the University, the Report of the second Fulton Commission ushered the University into a totally new era. Hence the title of this third Report of the Vice-Chancellor—*A New Era Begins, 1975-1978*.

In this Report, although largely concerned with institutional change, it is desirable, or perhaps necessary, to reaffirm at the outset certain basic matters of institutional continuity—the distinctive goals and

values which have shaped the University from its earliest years and which give it a special role in higher education, both in Hong Kong and in the international academic world. Thus, Section I, entitled "The Enduring Goals of The Chinese University", describes in detail the special objectives, aspirations, and operational principles of the University. Supplementing this Section, it should be noted, is an *Addendum*, entitled "On the Name of The Chinese University of Hong Kong", a complete copy of Vice-Chancellor's address at the Congregation held 2nd October, 1978, which is included in this Report because of its illuminating relevance to the discussion of the University's permanent educational goals.

Section II describes the two-phase process by which the deep-seated issues regarding University structure and policy were considered and historic changes proposed. In higher education it is a common practice for institutions facing such fundamental problems either to launch a comprehensive self-study in which most of the academic community participates, or to bring in a group of experts to study the problems and to make major recommendations for change. Often both means are used, for each has its special value and leverage, as the experience of The Chinese University illustrates. Accepting certain major recommendations in the Final Report of the Working Party, Lord Fulton's distinguished Commission deepened the inquiry and recommended such fundamental changes as to require the Government's adoption of a new Ordinance for The Chinese University.

Section III, accordingly, presents a digest of the provisions of The Chinese University of Hong Kong Ordinance 1976, adopted 23rd December, 1976, which repeals old statutes, resolves long-standing issues of responsibility, provides for participation by Faculty members in academic policy matters, establishes a new role for the Colleges, and makes important changes in the administrative organization. As stated in the Section title, "Foundation for the Future: New Ordinance," the new statutory provisions not only have made all these changes possible in the beginning years of the new era, but will certainly shape the development of The Chinese University in the years to come.

Since 1976, the University community has been deeply involved in the implementation of the various provisions of the new Ordinance, particularly those which define a new role for the Colleges. Section IV describes the new organization of the Colleges, their mode of operation, and their individualized programmes. The Section also includes a survey of recent developments in student activities and services. Attached to this Section is an *Addendum*, entitled "A Message to the Colleges", the transcript of a talk given by the Vice-Chancellor in 1977 to College Officers and Fellows.

Section V is concerned with recent developments in the academic area—the addition of new disciplines, the strengthening and expansion of existing disciplines, and the formal establishment of new programmes of instruction. In this regard, particular note of the Reorganization is taken, its consolidation of the three separate College Departments into

unified University Departments or Boards of Studies, thus making possible the development of a well-balanced, highly-qualified academic staff in each academic discipline.

As noted above, one of the earliest indications of the future character and scope of the emerging university was the establishment in 1965-66 of various organizational units to provide graduate and professional education and to foster research. The rapid growth of professional education in response to the needs of the Hong Kong community is recorded in the previous Reports. Section VI of this Report describes further efforts to meet the demand for professionally trained men and women, including an important new dimension—The Faculty of Medicine. Here again it is appropriate to include an *Addendum*, entitled “On Medical Education” which describes The Chinese University’s innovative and socially significant approach to medical education.

As described in *The Emerging University*, The Chinese University demonstrated its institutional commitment to basic and applied research by establishing, as early as 1965, research institutes and centres in the major areas of knowledge. Functioning on the organic principle, these units play a vital role in achieving the University’s general and distinctive objectives. With one notable exception, the research activities of these units during the past four years are reviewed in Section VII. The exception is the Institute of Chinese Studies, including its Art Gallery, which because of its wide-ranging activities focused on the distinctive educational mission of The Chinese University, is fully discussed in Section VIII. An important institutional development related to all research and publications of the University took place on 1st June, 1977—the formal establishment of The Chinese University Press. It is described in Section VII.

As noted elsewhere, The Chinese University is fully committed to the three established knowledge functions of the modern university—teaching, research, and public service. Section IX describes the various kinds of public service programmes and projects through which the University makes its expertise available to the community of Hong Kong. Apart from its production of highly trained young graduates needed to sustain Hong Kong’s advanced business and industrial society, The Chinese University’s public service activities take various forms, the most important being the extensive Extra-Mural Studies programme, and the various research and consultation projects in which the University’s expertise is used in solving Hong Kong’s pressing social, business, and technological problems.

As recorded in the first two Reports of the Vice-Chancellor, The Chinese University has been international in character since its beginning. Section X reaffirms this conception, and describes recent activities of the University in the international academic world. The University continues its extensive relationships and cooperative programmes with universities in all parts of the world. Its Faculties represent an international diversity of professional training and approaches to education. Distinguished scholars, including in particular overseas Chinese, come



regularly to the campus to teach, to lecture, and to confer. The University sponsors research conferences for international specialists, and establishes the International Asian Studies Programme which brings students from Western countries to the campus. To be international in the value-exchange sense, the University must first be Chinese, maintaining the integrity of its distinctive goals and programmes.

The title of Section XI, "The Mountain Is Transformed", is intended to suggest a sense of the magnitude of the new campus building programme and of its extraordinary rate of growth. Just a decade ago the site was a bare sculptured rock with one lone building; today it is a spectacular, multi-levelled city on a hill overlooking Tolo Harbour, its bare rock steadily greening with grass, trees, and flowering shrubs. The Section includes a brief review of the building programme through 1974 and a detailed account of the buildings completed or started during the present quadrennium.

The final Section is a brief epilogue, closing the story of the first fifteen years in the history of The Chinese University of Hong Kong. Glancing back over this period, we may note that the theme of the story is clearly the creative power of an idea seeking continuously to find institutional expression and formal recognition. *The Emerging University* is devoted to its expression; *A New Era Begins* is devoted to its formal recognition. The idea, of course, is the conception of a distinctive modern university, fully defined in the last two Reports of the Vice-Chancellor.

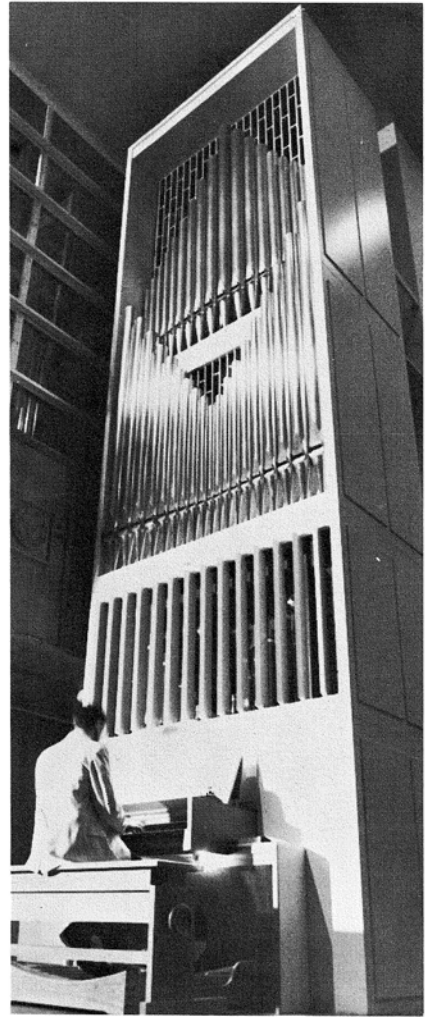
The new Ordinance begins a new era; a firm foundation has been laid for the future development of The Chinese University. The University Council has wisely chosen for the new era a Vice-Chancellor who is personally committed to the enduring goals and values which have shaped The Chinese University to this day. He will ably lead the academic community in its challenging task of implementing those goals to the fullest, thus realizing the aspirations of The Chinese University.

For the first fifteen years now ended, we in The Chinese University humbly express our deep gratitude for the strong and sympathetic support of Government, and for the continuing encouragement and generous support of many individuals, organizations, and foundations. All of these in their respective roles participated significantly in the emergence of The Chinese University of Hong Kong, which now begins a new era of service to countless generations of Chinese students to come.



Bridging East and West









# I Continuity: The Enduring Goals of The Chinese University

## **Distinctive Objectives**

While the most important events of the quadrennium covered by this Report concern institutional change, we must not lose sight of the force for continuity exerted by the enduring goals and values of The Chinese University. It is important, therefore, that we reaffirm at the very beginning of this Report those general and distinctive objectives which have shaped the development of The Chinese University and which give it a special character and role among institutions of higher education.

## **CUHK's Special Role**

The Chinese University, like all universities, exists to serve the needs of its community—Hong Kong. From this unique bi-cultural society of East-West interdependence, The Chinese University derives both its conventional objectives and its distinctive educational mission. From the beginning, The Chinese University was expected to play a special role in Hong Kong, as evidenced by the remarks of the Chancellor, Sir David Trench, at the installation of the first Vice-Chancellor, 9th September, 1964. The Chancellor noted that Hong Kong now had two universities, but asserted that the two institutions would not be alike, that, instead, they “will be complementary to one another”, and that “their duality will suit Hong Kong’s needs and nature”. The first fifteen years of The Chinese University may be characterized as a continuing effort to realize and to institutionalize that special role.

## **A Modern University**

The first set of objectives concern organization and function, and constitute the general goal of The Chinese University, defining it as a “modern university” in the current meaning of that term. The Chinese University has emerged as a complex organization whose basic functions are traditionally described as instruction, research, and public service. At the undergraduate level its various units offer instruction in the humanities and the arts, in the natural sciences and mathematics, in the social sciences, and in such professional fields as education, business administration, electronics, government and public administration, journalism and communication, and social work. Through its Graduate School it offers advanced degree programmes both in basic fields of knowledge, and in some of the professional studies mentioned above.

Similarly, as a modern university, The Chinese University contributes to the advancement of knowledge through research, basic and applied. This institutional responsibility is encouraged and facilitated

by a series of interdisciplinary research institutes and centres, and by the University Press. Finally, the University makes its far-ranging expertise available to Hong Kong as a public service.

### **Distinctive Mission**

The Chinese University infuses these modern university functions with a special set of objectives which constitute its distinctive educational mission—the integration of Chinese and Western intellectual and cultural traditions. As stated in *The Emerging University, 1970-1974*:

“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 a mastery of Western empirical methods and scientific knowledge. Bilingualism is therefore a fundamental functional requirement. The undergraduate programme . . . endeavours to produce young men and women who can function effectively in the interface of these great cultures.”

This distinctive educational mission, it must be stressed, is not some separate, isolated objective given token implementation in a conventional programme. The goal of integrating and blending Chinese and Western cultures is a pervasive institutional goal, demanding implementation in many fields of instruction and research. Chinese data must be developed in these fields of knowledge and made part of their current theory and method. Thus, The Chinese University is committed to the inclusion of a Chinese dimension in as many academic disciplines as possible. As a corollary of this distinctive educational goal, The Chinese University assumes an institutional responsibility for preserving and enriching the Chinese cultural tradition.

### **Organic Principle**

In a discussion of the enduring goals of The Chinese University, we must include an idea which has played a vital role in the implementation of those goals—the conception of the University as an organic whole, rather than an association of discrete parts. As stated in *The Emerging University, 1970-1974*, this idea was a fundamental guiding principle during the first decade of the University’s development:

“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.”

*The Emerging University* provides many illustrations of this principle in the various operations of the University. For our discussion of the enduring goals in the present Report, we need to recognize that the

organic principle of operation is the most effective means of inter-relating and integrating the general and distinctive goals of The Chinese University.

In the organic institution the whole is greater than the sum of the parts; and the parts—colleges, schools, faculties, departments, institutes, and centres—are themselves illuminated and enriched by the whole. The interdependence of academic disciplines is recognized, and their informal interaction and their formal cooperation are encouraged and organizationally facilitated. Institutes and centres are not peripheral units, but integral parts of a total programme. Projects of the Institute of Chinese Studies draw upon a wide range of disciplines, and enrich the instructional programme. The Social Research Centre, using Western empirical methods, gains new insights into Chinese culture. It is well known that in universities the creation of new knowledge frequently occurs at points where the traditional boundaries of academic disciplines meet or overlap. In such instances, the organic principle provides the most favourable institutional setting for the creative process.

### **Ideals of Liberal Education**

No description of the enduring goals of The Chinese University would be complete without an explicit reaffirmation of the ideals of liberal education. While fully recognizing its responsibility to provide its undergraduates with specialized training in basic and professional fields, The Chinese University retains its traditional concern for the values of liberal education. As stated in the first Report of the Vice-Chancellor, *The First Six Years, 1963-1969*, The Chinese University believes that “liberal arts should be part of everyone’s education”, a concept which “has grown from the native soil of Chinese culture and has always been a part of the Chinese philosophy of education”.

In its Final Report, the Working Party on Educational Policy and University Structure took cognizance of this heritage from the Foundation Colleges, and recommended that the University continue to provide an “undergraduate programme balanced between an idea-orientated general education and a discipline-orientated specialized education”.

### **Undergraduate Education**

In the light of the enduring goals discussed above, the pattern of undergraduate education at The Chinese University becomes clear. First, there is bilingualism: the study of Chinese, both as a tool of learning and as a way of deepening the student’s understanding of the Chinese intellectual and cultural tradition; and the study of the English language as a tool of learning and communication.

### **General Education’s Role**

Second, there is the programme in “general education”, a concerted curricular effort to provide for each student certain kinds of intellectual experiences associated with traditional liberal education. “General education” in Western universities, it should be noted, has been

preoccupied with Western civilization, its history and intellectual tradition. At The Chinese University “general education” must be developed in the context of the distinctive mission of the University—the integration and blending of Chinese and Western cultures. The responsibility for developing such a programme presents an enormous challenge to the creative powers of the academic staff. The institutional effort to provide the elements of liberal education, it should be noted, is not confined to the student’s first year, but continues throughout the four years of the degree programme.

### **Specialized Education and Interaction**

The third element in the pattern of undergraduate education is, of course, an intensive study of a particular academic discipline or professional field. Here the academic standard is the appropriate international state-of-the-art standard of excellence. But here, too, the distinctive mission of blending Chinese and Western cultures applies to as many fields of study as possible, requiring a continuous effort to introduce new curriculum content. The Chinese University responds to Hong Kong’s needs for persons highly trained in technical or professional fields, and will continue to respond as new needs become evident. But The Chinese University expects its graduates to bring to their community responsibilities not only the necessary specialized competence, but also certain qualities of mind which will enable them to interact effectively in all Chinese-Western relationships.

### **International Character**

The last objective which must be included among the enduring goals of The Chinese University is its international character. This aspect of the University is described in detail in a subsequent section of this Report. For present purposes we may note the summary statement in the Introduction to *The Emerging University, 1970-1974*:

“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.”

## *Addendum: On the Name of The Chinese University of Hong Kong*

Address by Dr. Choh-Ming Li

at The Nineteenth Congregation of The Chinese University of Hong  
Kong on October 2, 1978

Your Excellency the Chancellor, Mr. Vice-Chancellor,  
Ladies and Gentlemen:

I would like first of all to thank the University and particularly His Excellency the Chancellor for conferring upon me the Degree of Doctor of Laws *honoris causa*. This honour stands out in my life, unique for its background and sentimental content.

In recent years I have spoken many times on the special mission of The Chinese University; I do not intend to go over that ground again today. But there is one question that remains to be faced squarely and answered fully, and that is, what is the reason for calling our University The Chinese University of Hong Kong?

I was not consulted on the name and it was given to the University before the University was formally established. The Fulton Commission, of which I was a member, and which advised the Hong Kong Government to establish the University, did not go into the naming of the University at all. Nevertheless, as I look back over the last fifteen years, more and more I feel the name is proper and appropriate, although it has indeed been subject to different interpretations and a good deal of misunderstanding.

The name suggests to some people that only Chinese should be used in every activity within the University. In fact, the Ordinance of the University does lay down the provision that the Chinese language be made the "principal medium of instruction"; accordingly, three quarters of all our courses have been and are being taught in Chinese, with the remaining quarter taught in English, Japanese, French, German and Italian. But to expect our University graduates to be proficient only in the Chinese language is absurd. Language is a tool of vital importance to a student, and we expect each and every one of our students to develop an adequate capacity to be at least bilingual—to choose a non-Chinese language that would become a necessary part of his life-long equipment.

Another common interpretation given to the name of our University is that the word Chinese means Chinese culture, thus implying that the University is a university of Chinese culture. Of course no university can be separated from its national setting. Thus, all universities established in China or by overseas Chinese are Chinese universities, just as all universities in the United Kingdom are British universities, in France French universities and so on. Furthermore, all universities have the obligation to deal with knowledge and cultures of whatever origin. Hence every university is a bridge between its own national culture and

other cultures. There is nothing unique about that.

Then what is so unique about The Chinese University of Hong Kong? First of all it goes without saying that we are a modern university with all its necessary attributes. But what is unique is that we have dedicated ourselves to a special mission, namely, the introduction and development of Chinese data into each and every one of the academic disciplines. This special mission is of tremendous importance to us, for it will enable our teaching staff to render their teaching materials more relevant to our social needs, to advance the existing frontiers of knowledge, and to make original contributions to the theories and principles of various sciences. In a nutshell, The Chinese University of Hong Kong is the university that seeks to include a Chinese dimension in all academic disciplines.

The University motto reads 博文約禮 , a quotation from Confucius. In the modern sense, the second character “文”, the same as the second character of the name of the University, denotes all academic disciplines. Thus the motto reinforces the proper meaning of the name of our University. While, as I said before, all universities established in China or by Chinese overseas are Chinese universities, ours is *The Chinese University*, with a capital T, in order to put into sharp focus the special mission of this University.

Having said all that, I must express my profound and everlasting gratitude to the Hong Kong Government for its statesmanship in establishing The Chinese University and letting it completely alone to work out its own destiny, standing ready to help only when necessary.

A question very frequently put to me in recent months is what has given me the most satisfaction in looking back over the last fifteen years. The answer may be given in many different ways, each with equal truth. The one that comes closest to my heart is that over the last fifteen years the university community of the world has accorded due recognition to The Chinese University of Hong Kong and holds high expectation for its attainments.

Now that I am leaving Hong Kong soon, I must admit a heavy feeling of sadness in parting with my colleagues, my staff, my students and alumni, and my friends, all of whom are very dear to me. As far as the University is concerned, the foundation has been solidly laid and I have nothing but full confidence in its future. Professor Ma Lin is an ideal choice for the new leadership and he will always have my full support, and I know the same will be given him by the Government, the community, the University Council, and all alumni, staff and students in the University.

God bless you all.

## II Change: The Reports of the Working Party and the Fulton Commission

The critical development of the period covered by the present Report was, of course, the historic change in institutional policy and structure, effected by the enactment of The Chinese University of Hong Kong Ordinance 1976. The modern complex university described in *The Emerging University, 1970-1974* was obviously far different from the association of three undergraduate liberal arts colleges established in 1963. During the decade of the University's extraordinary development, problems of accommodating institutional realities to the original arrangement became increasingly evident and difficult in both academic and administrative areas.

Issues raised by these problems were fundamental and far-reaching, requiring formal consideration at the highest level, internally and externally. The first phase of such formal consideration was a comprehensive institutional self-study conducted by the Working Party on Educational Policy and University Structure, appointed by the Vice-Chancellor. The second phase was a searching inquiry undertaken by the Commission on The Chinese University of Hong Kong, appointed by the Chancellor, with Lord Fulton of Falmer as Chairman. The deliberations and recommendations of these two highly-respected bodies provided the moving force in the process of historic change.

### The Working Party

The Working Party was appointed by the Vice-Chancellor on 12th February, 1974, with the endorsement of the Administrative and Planning Committee, and with the concurrence of the Senate and the Council. Its membership consisted of the following: the three Deans of Faculties; and three Immediate Past Deans of Faculties; the President of the University Student Union; the Immediate Past President of the University Student Union; three Co-opted Members from the teaching staff. The Chairman was Professor Y. S. Yü, on leave from Harvard University, then serving as President of New Asia College and as Pro-Vice-Chancellor of the University. In announcing the appointment of the Working Party, the University issued the following statement:

The University, now in its tenth year of operation, has brought, for the first time, the Colleges and other constituent parts together onto one campus, and is on the eve of embarking on a programme of expansion that hopefully will help it develop into an institution of excellence. It is appropriate therefore to carry out a thorough review of its educational policy and organizational structure of the last ten years.

## **Terms of Reference**

The terms of reference for the Working Party, briefly stated, were to consider and to make recommendations on the following: (1) “All such basic policy matters relating to the educational policy of the University with particular reference to the undergraduate programme”; (2) “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”; (3) “Any other basic matters that the Working Party feels are relevant to the future development of the University”.

The Working Party began its deliberations on 27th February, 1974, and over a period of about 16 months it held 60 full committee meetings and a number of sub-committee meetings. Serious effort was made to obtain and consider the views of all members of the academic community, and in response, the Working Party received 63 submissions from various groups and individuals. Early in 1975 the Working Party published a Preliminary Report (in Chinese on 27th February and in English on 21st March). A questionnaire on the Report was then sent to all members of the academic and administrative staffs, and after consideration of the generally favourable response, the Working Party issued its Final Report on 12th July, 1975, to which was attached as Appendices a series of statements from College Boards of Governors/Trustees and from other groups and individuals.

## **Major Recommendations**

The major recommendations of the Working Party were stated as “basic premises” in its Preliminary Report, as follows:

- (1) The University should maintain a federal system, but in order to vitalise its constituent parts certain substantial changes should be made in its present structure.
- (2) Departments belonging to the same discipline but at present assigned to different Colleges should be integrated into a single department for re-assignment to a College/School according to several possible patterns, namely the Area-based System.
- (3) “Full participation in University government by teachers” should be adopted as a basic principle, that is, teachers should play an important role in the decision-making process of the University at all levels.

## **Two Phases of Change**

Regrettably it is not possible to review here the many institutional issues judiciously discussed in this comprehensive Report. Our discussion must focus chiefly on its two major recommendations, namely, full academic participation in University governance, and the integration of departments, together with the problem of their re-assignment to the Colleges. These two issues constitute the most important link between the internal self-study conducted by the Working Party and the external



inquiry conducted by Lord Fulton's Commission. In this regard we must take particular note of the fact that the Working Party clearly recognized that its recommendations involved "the mode of governance and management of the University" and that the Working Party did not "find it appropriate at this stage to consider the statutory changes, if any, which may be necessary to give effect to all the recommendations that we have made". The next phase of the process of historic change would obviously have to be conducted by an external body highly qualified and fully empowered to consider the far-reaching issues of statutory change.

### **The Fulton Commission**

The second and decisive phase of the process of historic change officially began on 12th November, 1975 with the announcement that the Chancellor of the University had appointed The Commission on The Chinese University chaired by Lord Fulton of Falmer. It will be recalled that Lord Fulton was Chairman of the Commission whose Report led to the legal establishment of The Chinese University of Hong Kong on 17th October, 1963. It was appropriate, and most fortunate, therefore, that the man who had played so crucial a role in the legal establishment of The Chinese University should undertake an official inquiry into its fundamental problems and their statutory implications.

Other members of this external Commission included Sir Michael Herries, Chairman of the Hong Kong University and Polytechnic Grants Committee, 1965-73; Professor C. K. Yang, Distinguished Service Professor, Department of Sociology, University of Pittsburgh. Mr. I.C.M. Maxwell, Deputy Director of the Inter-University Council for Higher Education Overseas, served as Secretary. On 5th December, 1975 the Commission began its inquiry in Hong Kong, and for a number of days continued to hear evidence and to deliberate issues. All members met in London on 9th February, 1976 to finalise their Report, which was published in March 1976.

### **Terms of Reference**

The terms of reference, as stated by the Chancellor, made clear that the external Commission was empowered to consider fully the legal implications of those problems which the Working Party had recognized but not pursued in its institutional self-study, as follows:

"Bearing in mind experience gained in the first decade of The Chinese University of Hong Kong's development and the 'Final Report of the Working Party on Educational Policy and University Structure', to advise on whether any changes are necessary in the governance, financial and administrative machinery, ordinances and statutes of the University and its Constituent Colleges."

As in the case of the Working Party's Report, we cannot here provide a detailed summary of the Commission's Report which contains 105 finely-printed pages of sustained analyses and eloquent exposition of educational philosophy. We must, however, give some specific attention to the Commission's analyses and conclusions regarding the Working Party's "major premises".

### **On Academic Participation in University Governance**

In Section II of its Report, the Commission commends the Working Party for its "excellent map of the academic territory" and states that "it has postulated two primary conditions for progress in the future: (1) strengthened academic participation in the government of the University and (2) the integration of departments of study". There is no need, the Report continues, for the Commission "to go over again the ground covered by the Working Party". But in order to clarify issues at the outset, the Commission will begin its considerations "by endorsing both of those conditions laid down by the Working Party".

In considering the matter of academic participation in the governance of the University, the Commission recognized the need to examine the position of the Governing bodies of the Colleges and their constitutional powers. The Report reviews briefly the specific provisions of the College constitutions with respect to this issue, and the Commission then concludes:

22. The situation we have described in respect of the three College Boards seems to us an anomaly in the light of our endorsement of the importance of academic participation in the governance of university institutions, since it appears that the Boards of Governors/ Trustees of the Colleges are given by their constitutions supreme responsibility for the general direction of their colleges and in particular are empowered to revoke decisions of their Academic Boards and Councils. It is all the more serious, if, as has been represented to us, the governing bodies of the Colleges are self-perpetuating. Our examination of their constitutions suggests to us that there is substance in this criticism.

After a review of the constitutional provisions regarding College Governing Board membership, the Report continues:

23. This characteristic of the composition of the Colleges' Governing Boards seems to us unsatisfactory. While we recognize the desire to maintain the traditions of the Foundation Colleges we believe that in the course of time it will inevitably be the members of the academic staff of the Colleges who will be the transmitters of the living tradition; they will be the ones who are in day to day contact with successive generations of students. This is not to say that the Governing Boards of the Foundation Colleges have not given an indispensable service to the birth and early life of the University in

preserving the diverse traditions embedded in the evolution of the post-secondary colleges. We are convinced that they have, and we believe that this should be recognized by ensuring, as an act of wisdom as well as gratitude, that one representative of each of the present (or possibly re-constituted) Boards of Governors/Trustees should find an ex-officio seat on the University Council. It is reasonable, too, that they should remain Trustees of the assets which the individual Colleges brought with them into the University and still retain. We recommend, however, that this should be the extent of their authority within the University.

Thus in pursuing the Working Party's concern for academic participation in the Governance of the University, the Fulton Commission reached the historic conclusion that fundamental statutory changes were necessary to insure the future progress of the University.

### **On the Integration of Departments**

As to the second recommendation of the Working Party, namely the integration of the departments of study, the Commission quickly reaffirmed the need for such integration in order to make better use of resources and to strengthen the character and quality of the academic staff in the respective disciplines. However the Commission had serious reservations on the question of how this integration is to be effected and the university-wide departments re-assigned. It will be recalled that the Working Party had considered three possible lines for restructuring the Colleges: (a) Department-based; (b) Faculty-based; (c) Area-based studies. The Commission found itself "not hopeful of progress along any of these lines".

The Commission expressed concern regarding the matter of the University's educational and fiscal responsibility and the authority and organization necessary to preserve its integrity and accountability as a true university. Colleges, the Commission maintains, cannot be given "complete academic control over a limited range of academic territory", for

. . . to concede a monopoly of academic authority over a particular area of study to a college would concede to it university status in that field, because it is an attribute of a university to be the supreme authority in determining the range of studies to be offered; in setting the curricula appropriate to each level of study; in providing teaching and facilities for research; in appointing staff; in conducting examinations and awarding degrees; in laying down conditions of entry and in admitting students. If colleges enjoy real power within the area of the university's proper jurisdiction as so described, there is bound to be a serious risk of a frustrating and wasteful . . . contest of wills . . . rather than accept such a prospect it would be better, in the context of The Chinese University of Hong Kong, to recognize without further delay that the conditions for a continuing role for the Colleges no longer exist.

In concluding this particular discussion, the Report takes note of the increasing costs of higher education and the consequent need to make the most efficient use of resources. The University must be able to present to the University and Polytechnic Grants Committee a clear list of priorities. In order to do this, the University cannot “allow separate power-centres to coexist”, but must have “the most effective constitutional arrangements to enable it to meet successive quadrennial challenges and the legitimate claims of potential private donors”.

Thus in considering the problems of the institutional implementation of the two major recommendations of the Working Party, the Fulton Commission reached the conclusion that fundamental statutory changes must be made and new constitutional arrangements devised, in order to enable The Chinese University to continue to develop as a university.

### **The Future Role of the Colleges**

These historic conclusions obviously raised a consequent problem regarding the future role of the Colleges within the University. The Commission addresses itself at some length to this question in Section III of its Report. Since the position taken by the Commission on this question is specifically discussed in Section IV of this Report, only summary comments will be included here. As a basis for establishing a role for the Colleges, the Commission presents a learned and eloquent exposition of a philosophy of undergraduate education which posits two distinct kinds of teaching in the total educational process—“subject-orientated” and “student-orientated”. The University Boards of Studies are obviously responsible for formal study of their respective disciplines. The Colleges, it will be seen, should have primary responsibility for “student-orientated” teaching. The personal and institutional implications of this dichotomy are analysed in detail and with great insight into the nature of student development at the undergraduate level. In sum, a concept of total education is to be established, involving a complementary relationship between the formal learning provided by the University departments and the informal learning sponsored by the Colleges.

The last Section of the Report of the Fulton Commission is concerned with the future structure and organization of the University. The Commission’s conclusions and recommendations on this matter are set forth in Section III.

### **III Foundation for the Future: New Ordinance**

The recommendations of the second Fulton Report were accepted by the Hong Kong Government and a new University Ordinance incorporating these recommendations was then drafted. The draft bill passed its third reading after a few minor amendments and the new Ordinance was enacted upon on 23rd December, 1976. Thereupon it became law and replaced and repealed the then existing Chinese University of Hong Kong Ordinance based on the first Fulton Report.

#### **Re-organization**

Accordingly, the former College Boards/Trustees were dissolved and new College Boards of Trustees were formed whose members included more academicians and new Chairmen were elected. From then on, their main duty was to look after the financial affairs of funds owned by the Colleges, to supervise their expenditure, and to raise more funds to promote student welfare. They were separated from the academic and administrative duties of the Colleges. For the first time, the division of labour between the Boards of Trustees and the Colleges was made clear legally.

#### **The New Pro-Vice-Chancellors**

The new Ordinance also provides for the appointment of at least one Pro-Vice-Chancellor and on 1st March, 1977, two Pro-Vice-Chancellors were appointed. They were to chair the newly established Administrative and Academic Staff Review Committees. The two Committees were empowered to review the promotions, increments, substantiation, retirements, extensions of service and new appointments of all staff members and to report to the Administrative and Planning Committee through the Vice-Chancellor.

At the same time, new Heads of the Colleges were appointed to replace the former College Presidents. It is to be noted that all these new appointees were senior academics who are already familiar with the general state of affairs of the University and who would ensure its smooth functioning without dislocation. Besides, the two Pro-Vice-Chancellors and three College Heads continued to discharge their teaching duties. This was completely in line with the cardinal principle advocated by the Working Party and strongly reinforced by the Fulton Commission that there should be full participation by teachers in University governance.

## **New Council Members**

This principle was not confined to administration only. It was also applied to the University Council in order “to enlarge the academic staff element in the composition of the University Council.” In accordance with the new Ordinance, six Faculty Deans and one elected representative from each College Assembly of Fellows became Council members. Thus, academic participation in university governance right from the top became complete. The role of the Assemblies of Fellows in the Colleges will be discussed in the next Section.

## **Re-organization of AAPC**

Prior to the passing of the new University Ordinance, the Council appointed an Administrative and Planning Committee (AAPC) which was composed of the Vice-Chancellor and the three College Presidents. Several other senior officers of the University attended as observers. It was in practice the executive committee of the Council, reporting to the Council through the Vice-Chancellor. Under the new University Ordinance, the membership of the AAPC was considerably enlarged, consisting of the following members:

- (1) the Vice-Chancellor, Chairman of the Committee
- (2) 2 Pro-Vice-Chancellors
- (3) 3 College Heads
- (4) 6 University Deans
- (5) the Secretary (also serving as Secretary of the Committee)
- (6) the Registrar
- (7) the Bursar

The new AAPC members



The new AAPC also reports to the Council through the Vice-Chancellor. It can be seen from the above list that the academic staff form a larger proportion of the Committee than the administrative staff.

### **Senate Re-organization**

The Senate remains substantially the same but added to it are 6 Fellows, 2 from each College. The Senate Academic Planning Committee remains as the executive Committee of the Senate. As Chairman of the Senate, the Vice-Chancellor is requested to report to the Council on all related academic matters.

### **Emergence of the Board of Studies**

The chairmen and administrative chairmen of the Boards of Studies have also assumed much greater responsibilities. Before the new University Ordinance came into effect, the employment of lecturers and teachers at or below the rank of lecturer was within the jurisdiction of the Colleges. The Boards of Studies might have a voice, but it was not a determining one. Now that the whole academic scene has changed, the former Department Heads serve as “coordinators” stationed at the Colleges. It is the Board of Studies which makes policy decisions to plan the curriculum, to decide the scope and nature of courses, required or elective, to plan new areas to be included and to determine what kind of specialists they want to recruit to meet their overall needs. Submissions of their plans to the University are made through the Dean of the faculty to which they belong. Upon approval, the University Secretariat advertises all the vacancies of various Boards of Studies in local and overseas newspapers, while Board Chairman undertake direct recruitment inquiries. A Selection Committee or Panel would study the applications and prepare a short list for the AAPC’s consideration. Before final decision is made, the advice of one or more than one external assessors who are authorities in the subject field concerned will be sought. The names of the assessors are kept strictly confidential and their recommendations are given great weight. Thus a most thorough and impartial system is vigorously enforced.

### **The Deans**

The Deans assumed office on 1st August as members of the AAPC to represent their Faculties. To be elected, the Dean must be of the rank of senior lecturer or above. The term of office is three years. He is expected to be a good administrator, diplomat and planner. He now takes over some of the former duties of the College Academic Boards and Registry. He has to consult all the chairmen of various Boards of Studies and the University Registry over the number of students admitted each year and allocated to the Boards of his Faculty. As a member of the AAPC, he will have an overall view of the University as the basis of his participation in decision making. He is an ex-officio member of the Academic Staff Review Committee. The University has many qualified academicians with proven administrative ability to fill the various posts with administrative duties, and, in general, those chosen or elected are willing to accept the appointments.



CUHK Team, winner of the Intersivarsity Debate Contest





## IV Student Life: Campus Organization and Services

This Section is concerned with the student's educational environment outside the formal classroom; that is, the University campus—its structure, its activities, its living arrangements, and its services. All of these make important educative contributions to the student which complement his or her formal degree programme. These two aspects, the formal and the informal, constitute The Chinese University's conception of undergraduate education as a process of total student development.

In discussing the matter of campus life, we must note at the outset certain changes in the organization and functions of the Foundation Colleges, necessitated by the new Ordinance. With the consolidation of the separate College departments into University-wide Boards of Studies, responsible, under the Senate, for formal instruction and academic staffs in their respective disciplines, the Colleges ceased to be conventional unitary educational institutions, and began, instead, the challenging task of developing a new role. That task is still in progress. We can, however, review here certain matters of organization and responsibility.

### **Assembly of Fellows**

As stated in Section III, each College is under the general administration of a Head, a member of the academic staff. He is Chairman of his College's Assembly of Fellows, Ex-officio University Council member, and is a member of the University's Administrative and Planning Committee. In April 1977, the University Council appointed six academic staff members to be Assembly Fellows in each of the Colleges, and they in turn, elected the remaining members of their respective Assemblies. At present, the numbers of fellows are as follows: Chung Chi College 23; New Asia College 25; United College 23. Under each Assembly of Fellows there are various committees which include faculty members who are not Assembly Fellows, thus increasing the participation of academic staff members in the affairs of the Colleges.

### **Some College Functions**

As previously mentioned, the Colleges are currently involved in a continuing process of redefining their roles in the future development of The Chinese University. Bearing this in mind, we can state here certain generally accepted responsibilities, as follows:

- (1) To preserve College historical traditions.
- (2) To contribute to the intellectual and personal development of each student through personalized relationships between students and members of the academic staff, and through the general education programme.
- (3) To provide responsible personal counselling for their respective student members. While the Office of the Dean of Students plays an important role in providing this service, full participation by academic staff members is also essential to its further development.
- (4) To promote a comprehensive programme of student social and athletic activities, and to encourage student organizations focused upon constructive intellectual and cultural interests.
- (5) To raise funds and to administer scholarships and prizes to students. While the majority of students are needy and receive Government aid in the form of grants and loans, additional financial awards based on merit are still essential for giving recognition and encouragement to outstanding scholastic achievements.
- (6) To manage student hostels.

### **Student Participation in Governance**

As recorded in *The Emerging University, 1970-1974*, student participation in the governance of the University received substantial encouragement and formal recognition by the establishment in 1972 of the Senate Committee on Staff/Student Relations. It was also noted that similar committees were established in the Colleges. During the past quadrennium, this essential form of communication and interaction continued with increasing effectiveness. Boards of Studies have staff-student committees which discuss such matters as course content, teaching methods, and curriculum planning. In sum, there are now many channels of communication between faculty members and students which promote mutual understanding and cooperation throughout the academic community.

### **Student Unions**

In the general area of student affairs, the University Student Union and Union at each of the Colleges continue to provide focal points for a wide range of student activities. During recent years there has been increased cooperation between the College Unions and the University Union in activities of importance to all University students. A most notable achievement in this regard was the Open Day programme held on 5th-6th November, 1977. Over 60,000 persons visited the campus; 30,000 brochures were printed and distributed; a gala banquet for 1,500 students and their relatives was held on the Mall.

## **Student Hostels**

A campus life that is expected to make an effective contribution to each student's personal and intellectual development depends fundamentally upon a substantial residential student community, which means, of course, student hostels. As noted in Section XI, three new hostels, accommodating 660 students, were opened in autumn 1978. While this increase is significant and greatly appreciated, the kind of total educational experience described in this Report must be made available to a larger proportion of the student body. Efforts to find the resources for more student hostels must be continued.

## **Student Triumphs**

In recent years students have been increasingly demonstrating their skills on various public occasions. For example, the University Athletic Team was Overall Champion in the 1978 Athletic Meet organized by the Hong Kong Federation of Students (HKFS); The Chinese University Student Union Choir topped the Group Singing Section and was awarded the Choh-Ming Li Cup in the 1978 Singing Contest organized by the HKFS; the University Team won a debate in 1978 and was offered permanent possession of the trophy for an outstanding record of performance since the introduction of the Intervarsity Debating Contest in 1972 sponsored by the Bank of America; and the University Table Tennis Team took the title of Overall Champion in the Table Tennis Open Tournament in 1978 organized by the HKFS.

Various kinds of service units are, of course, essential to an effective campus community. In this Report we can review recent developments in only a few major services.

## **University Library System**

Obviously, of first consideration is the University Library System—its collections and information resources, and its facilities for study and research. *The Emerging University, 1970-1974* gives detailed descriptions of the University Library and the three College libraries, which comprise the system. Under the terms of the new Ordinance, the University Librarian is made administratively responsible for all library services. A Senate committee continues to function as a policy-making and advisory body.

The development of the collections is proceeding in an orderly manner under policies approved by the Senate Committee. In 1977-78 a generous supplement to the book fund provided by the University made possible a substantial advance in acquisitions of microforms, audio-visual materials, and periodical backfiles. Each Board of Studies has a library committee which makes recommendations for purchases to the Library. In this way it is assured that the growth of the collections will meet the needs of the Boards. At the same time, the University Library System continues to acquire inter-disciplinary materials and to develop the reference collections. It also acquires as currently as possible all materials of relevance to any aspect of Chinese Studies, especially those items published in Hong Kong, mainland China, and Taiwan.

By 30th June, 1978, the total collections had reached over 600,000 volumes (representing a 20% increase over 1974), all of which have been recatalogued on the Library of Congress System, and approximately 3,800 current periodical titles (representing a 155% increase over 1974) were being received. Of the 600,000 volumes, 54.3 per cent were in Oriental languages, largely Chinese, and 45.7 per cent were in Western languages, largely English. As holdings become more extensive and cover a wider range of disciplines, however, the proportion of Western language titles is increasing.

In early 1977, the University Library launched the University Library Bibliographical series, and the *Union Catalogue of Serials* was published as the first title of the series. This publication completely supersedes the earlier similar publication of 1969. The new *Catalogue* lists data on over 4,200 current and non-current serial titles, newspapers, and government documents. It has been distributed not only at The Chinese University but also to other libraries in Hong Kong and abroad. Many copies have been sold, and others have been sent on exchange for the publications of overseas libraries. The data in the *Catalogue* are correct up to late 1975.

A project is now underway to produce future serials lists by computer and to maintain current serials data on-line. The project has already been designed, and in-put from the printed *Catalogue* will begin shortly when a computer terminal is installed in the Library. Eventually, a fully computerized data base of serials information will be available.

### University Health Service

The University Health Service, with a professional staff of 1 Director, 3 Resident Physicians and 2 Dental Surgeons, offers extensive health care. According to the latest statistics compiled by 30th June, 1978, attendances by undergraduates rose another 15.1 per cent in addition to the increase of 16.3 per cent in 1976-77.

With the easing of the nursing staff problem, the health clinic has been able to operate the after-office-hours and night duty rota during weeknights. Upon the completion of the extension of the clinic before the end of 1978 (see Section XI), the nurses will have in-house living quarters thus enabling the clinic to accept bed cases. The new facilities will accommodate new services, including specialist consultations.

### Appointments Service

The Appointments Service has become increasingly active in recent years; the number of first appointment of graduates registered rose from 343 in 1971 to 658 in 1977 and 765 in 1978. The following table serves to illustrate the trend of employment of CUHK graduates:

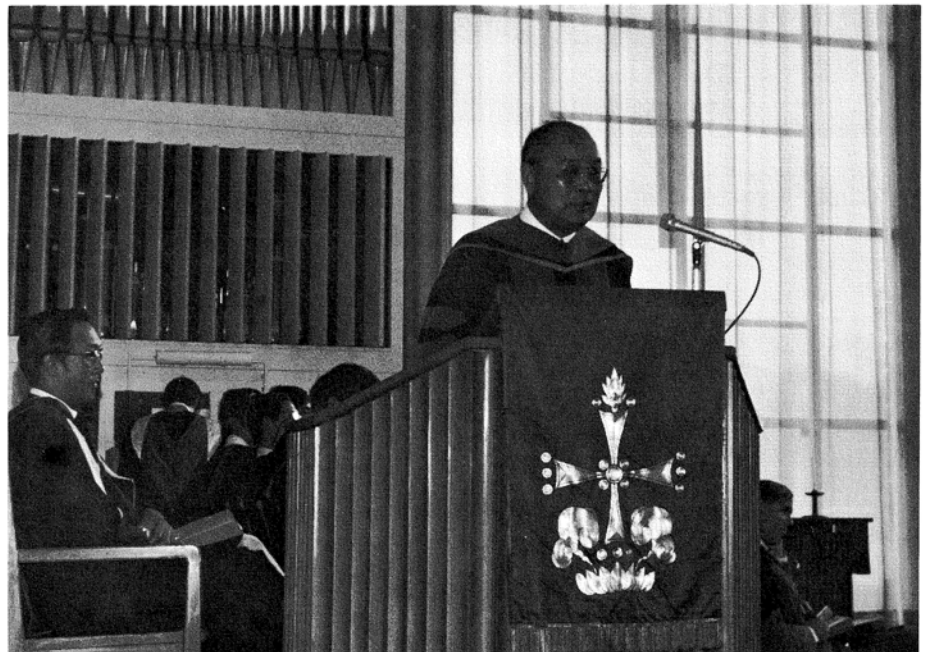
Year	No. of Graduates Registered	Teachers	Commerce & Industry	Government Service	Higher Studies
1971	343	132 38.5%	65 19%	25 7.3%	50 14.6%
1976	676	248 36.7%	180 26.6%	58 8.6%	100 14.8%
1977	658	202 30.7%	153 23.3%	115 17.5%	85 12.9%

It is significant that the percentage of graduates entering school teaching or "education" as a profession has shown a marked decrease from 38.5 per cent in 1971 to 30.7 per cent in 1977, and that there is an increase in the numbers entering government service, commerce and industry. The decrease in the number of students pursuing higher studies reflects the increased restrictions, financial or otherwise, imposed upon foreign students in U.S.A. and U.K.

### **University Student Aid**

Student aid and scholarship funds are administered both by the Colleges and by the University Secretariat. The Student Affairs Section administers scholarships from private sources under the Senate Committee on University Scholarships and takes part in the Government grant and loan programme through the Joint University's Committee on Student Finance. The total amount of grants and loans earmarked for needy university students in 1977-78 has reached \$6.831 million (compared with \$4.250 million in 1974-75) and \$23.414 million (compared with \$13.494 million in 1974-75) respectively. On the average, 48.7 per cent of the student body received a grant of HK\$1,738 and 70.1 per cent an interest-free loan of HK\$3,984. The large amount of financial aid extended by the Hong Kong Government to needy students of The Chinese University is outstanding among universities of Southeast Asia.

Dr. Choh-Ming Li addressing the assembly





## *Addendum: A Message to the Colleges*

The Vice-Chancellor, Dr. Choh-Ming Li's speech at the Chung Chi College Founders' Day Thanksgiving Service on 28th October, 1977:

On this Twenty-sixth Anniversary Day of Chung Chi College, it is only logical, I suppose, for the College to invite a Christian to speak here before the assembly. It is something of a surprise to learn that you have decided instead to invite me, a non-Christian, and this is certainly a great honour which one can hardly turn down. Though never a practicing Christian, I am in no way a pagan. I collect all the editions of the Bible, and I have read through the whole Book from cover to cover. Moreover, except for the brief period in my early childhood when I was taught by a private tutor, I went through my primary school, secondary school and university education in institutes run by Christian missionaries in China. That is why I can claim a close tie to missionary educational institutes, and I would say that I know them quite well. To be fair, one must acknowledge the contribution that missionary schools have made to education in modern China. This cannot be denied, nor is it necessary for me to substantiate it.

Let me tell you of an experience of mine in boarding school which was run by a missionary. I must have been six or seven years old then. One fine Sunday, a schoolmate rode on a bicycle and bumped against no other person than our principal, who ran towards him and pushed him off the bicycle. The poor boy cried. Being a devout Christian, our principal was convinced that there should be no sports of any kind on the Sabbath day. This incident, though trivial, left us with a deep impression. Yet that was almost 60 years ago, and unreasonable deeds like this are seldom witnessed these days. I wouldn't be surprised if this sounds like an exotic tale to you.

Another thing which disturbed me is the fact that missionary universities in former days all over China had the practice of appointing fresh graduates from the American universities to be members of the faculty. Needless to say, not all the missionaries were scholars. The American universities themselves were then in their consolidating stage. When the learned scholars were not willing to come to lands like China to teach, there was little choice left but to employ fresh graduates. In spite of the good intentions the results were not always very satisfactory. That English is one's mother-tongue does in no way guarantee one's competence in teaching the English language—not to mention other subjects. Those missionary universities had to start with first year courses, and added more each year to complete the undergraduate programme. This inevitably brought adverse effects on the quality as well as the progress of the universities. Should some Western universities

today invite fresh Chinese University graduates to go and teach the Chinese language, I don't suppose our students would be naive and light-minded enough to take up the post without a second thought. Does the mere fact that one is born Chinese qualifies one to teach Chinese in foreign universities? That, again, is another phenomenon which was universal scores of years ago, and has gradually disappeared as time went by. Nevertheless, that policy has left me with a deep impression. It has played a part in the formation of my own philosophy of higher education in the later stage of my life.

I do not propose to stand here today merely to talk nostalgia. My main points are about the present and the future of Chung Chi College. We all know that more than half of the primary and secondary schools in Hong Kong are now run by Protestant and Catholic missionaries, but Chung Chi College is the only College that has joined a university which is authorized to confer university degrees. Yet the importance and contribution of Chung Chi do not lie in the fact that it is the extension of primary or secondary missionary schools, or the fact that it has a chapel, a theology building and theology programmes. The significance of the College lies in the positive role it plays in The Chinese University.

Personally, I think one of the greatest messages of the Christian spirit lies in "humanity". This is a term which is difficult to express in Chinese. 人類的同情心 might come close to it. The passage in the Bible which impresses me most is the one which describes the crucifixion scene. Nailed on the cross, the dying Jesus cried: "My God, my God, why hast thou forsaken me?" Then he gave a loud cry, and breathed his last. (*Matt. 27:46, 50*) As I see it, the son of God who became Man shows true human sentiments before dying; that is the most touching and dramatic episode. For this vividly reminds us that Jesus is one of us. He is human. And at the same time He sacrificed Himself for our salvation. There stands the greatness of Jesus—something all of us should bear in mind at all times.

The basic doctrine of Christianity is that all men are sinners. To put it more plainly: we all have faults, and we can always be changed. Christianity teaches us that we all have souls. Rich or poor, powerful or humble, we are all equal before God. We Chinese have similar notions too, though embodied in our own traditional ethical concepts. My favourite story is about the great poet T'ao Ch'ien (A.D. 365-427). When he learned that his son was having a hard time working to support himself away from home, the poet sent him a servant, together with this note: "Your father understands that you have found it difficult to work alone and support yourself. Maybe this boy I am now sending you can be a relief. Yet you should treat him well—for he is also someone else's son." T'ao Ch'ien was actually saying, "I love you, for you are my son. But don't you forget that this boy has a father too—he is someone else's son." To an educated Chinese scholar who is well-versed in Confucian teachings, all men are equal because we are all somebody else's sons. It is my hope that the Chung Chi College can combine the

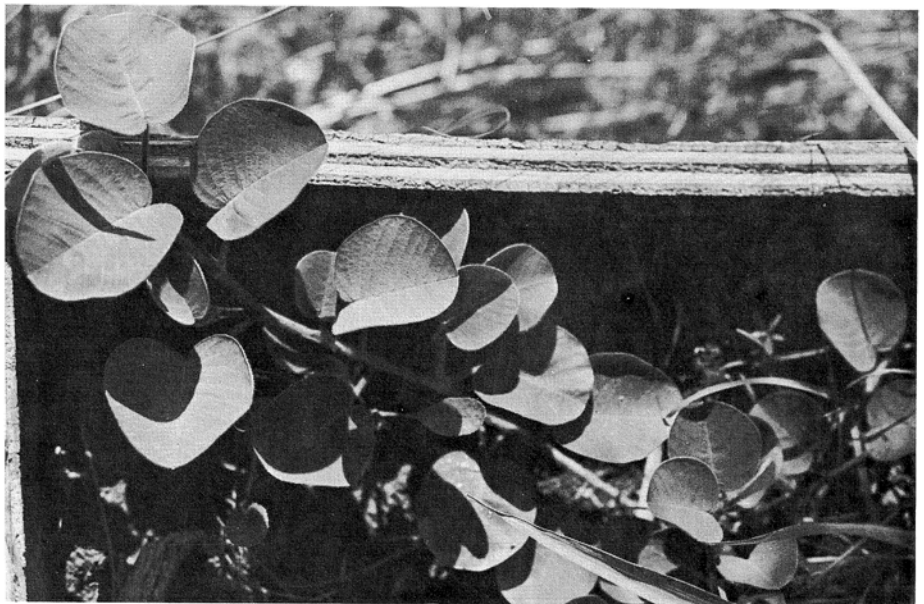


Christian and the Chinese viewpoints I have just described, and uphold this basic tenet in charity or 仁. It is only when this noble sentiment is found among colleagues, among teachers and students, that the College can live up to the expectation of the Church.

The Christian doctrine admits that we all have faults. So it has another key concept—that of humility. Again this is something most difficult to be expressed in Chinese. Most Anglo-Chinese dictionaries give 謙虛; that is off the mark. 虛懷 might be more appropriate. A good Christian naturally bears this in mind at all times. A Chung Chi student should never feel proud or aloof and look down upon his schoolmates simply because he happens to excel in studies, sports or other fields. The ultimate goal of Christians is embodiment of a more ideal society—one that is full of justice and love. In the opening chapter of the *Analects*, Confucius says: “Every friend of ours is superior to ourselves; if one makes a mistake, one must not be afraid to correct it.” This is in accordance with the Christian spirit. Confucius tells us that we must be convinced that others are better than ourselves in some aspects. If we make a mistake, we should not be afraid to correct it, for a corrected mistake is no more a mistake. Only by keeping the spirit of humility in mind can the College and its members spread the Christian spirit and make great contributions to the University. It is already twenty-six years since the College was established. Though by no means a long history, more than a quarter century elapsed. For a person, to be twenty-six years old means that he has passed from childhood to adulthood. The achievement of the College is obvious, and I have no doubt that its future will be even brighter. Let me end my speech by quoting Dr. Roy, your former Vice-President: “It would be just as alien to pride ourselves on being more Christian, or better academically than the other two colleges. What we can do is to give ourselves generously, with all that we have and believe, to improving the cooperation and effectiveness of the university as a whole.” This is what he said in 1970. After seven years I think these words are still meaningful. Thank you.



Chinese medicinal herbs  
cultivated at CUHK



## V Academic Programme Developments

The purpose of this Section is to review recent developments in the educational programmes and resources—the expansion or strengthening of the academic disciplines or professional fields; the addition of new areas of instruction and investigation; the formulation of new courses of study or patterns of specialization; and the current efforts to provide resources related to “the Chinese dimension” in all academic disciplines. As the result of the Re-organization, the primary responsibility for all of these activities is carried out by the University Boards of Studies, which intergrated the separate College Departments, thus making possible University-wide policies and procedures for academic staff and programme development. In addition to these matters, some brief discussion of a recently published “Green Paper” related to higher education is included.

### Chinese Data Programme

A new development in the academic programme derives from recent emphasis upon the principle that each academic discipline should include a “Chinese dimension” to be integrated into the discipline’s theory and method. (See Section I) To do this, a concerted effort must be made to collect relevant Chinese data for use by faculty members in their instruction and research. Accordingly, the University has established to date four special units for the storage of such primary research materials, as follows:

(1) *Chinese Music Archives*: A division of the Music Board of Studies, which has begun to collect and systematically organize a great variety of significant materials for the study of Chinese music. These include printed materials, discs, tapes and cassettes, micro-films, photographs, audio-tapes, films and music instruments. The Archives now possess a total of 184 instruments, 30 reels of micro-film, over 1,300 volumes of printed materials, 6,000 records (a huge gift from Rediffusion Ltd.) and over 2,000 tapes. Recordings are being made in Buddhist and Taoist temples in New Territories. Chinese operas and puppet shows are being filmed. The immediate concern now is to publish an up-to-date catalogue so that experts and interested parties can be consulted about the collection and its needed directions of growth.

(2) *The Photographic Archives of the Art Gallery*: A continuously expanding collection of photographs and colour slides is, of course,

a necessary resource of any art museum or department. The Art Gallery has continued to build its collection, including photos of private collections in Hong Kong. As these photos are only available in the Art Gallery of CUHK, they are of tremendous interest to scholars of Chinese art and are used in exchanges with other museums of the world. The latest holdings of the archives number 11,000 black and white photographs and 5,800 coloured slides, a 20 per cent increase over last year. This rate of increase must be maintained for years to come.

(3) *Research Unit on Chinese Medicinal Material*: A compilation of ethno-medical information is essential to a major research project. (See Section VII) In 1977-78, the pharmacognostic file has increased to 12,000 entries with 3,000 in preparation and another newly donated 2,000. A genus index in Chinese and English has been edited. Exchanges with international pharmacognostic information centres are under way.

(4) *Instructional Materials Centre*—This young Centre of the School of Education has already started a collection of all text books published in Hong Kong. It is now engaged in expanding the collection of text books published in Hong Kong and certain other areas on the following subjects: (1) Chinese, (2) English, (3) Science subjects.

Needless to say, all the established research centres in the University are in the process of collecting Chinese data relevant to their respective areas of research. It is expected that the Chinese Data Programme will soon involve all disciplines. Ultimately The Chinese University will have a comprehensive collection of Chinese data to serve not only its own faculty members but scholars from all parts of the world.

## **Developments in Social Science**

Most of the developments in the academic disciplines during the period covered by this Report have been more substantial than spectacular and more qualitative than quantitative. Psychology became a minor programme in 1973-74 and has been a section in the Board of Studies in Sociology. Some of the courses it offered were very much in demand. In 1976-77, there were a total of 169 minor students while 367 students enrolled in General Psychology, a term course. However, while UPGC expressed support for some further development, it recommended that "major decisions should await the outcome of further progress in the new Medical School, since this school is bound to have an interest in the subject." The Psychology section would probably remain a minor programme in the next triennium.

Anthropology, again, should be a basic subject in undergraduate as well as graduate programmes. Courses in Anthropology were offered as early as 1972 but it only became a minor programme in 1977-78. With the successful recruitment of qualified staff and the increase in student

enrollment in Anthropology courses from 129 to 532 in 1977, it is hoped that Anthropology will become a major programme by 1980-81. Again, this will be carried out with great caution, taking the response of the students and the demands of the community into primary consideration. Theoretically, anthropology should embrace four sub-disciplines: cultural/social anthropology, linguistics, archaeology and physical anthropology. At present, the major emphasis is on cultural/social anthropology. Courses concerning linguistics and archaeology would be offered in due time. Development of physical anthropology, however, has to be postponed, awaiting the progress of the new Medical School. The new Board could make valuable contributions to Hong Kong, if the sight finding is focused on the topics relevant to the community. The following topics are excellent illustrations of the validity to the statement:

- (1) Rural Community Development and Folk Culture Studies—It will contribute to Government's concern to integrate rural communities into the urban industrial net work.
- (2) Study of Ethnic Relations—It will throw light on how the various ethnic groups coexist peacefully with each other in Hong Kong, which is setting up an example for other parts of the world.
- (3) Archaeology—A study of the archaeological treasures in mainland China and field work in Hong Kong and the neighbouring countries will put theory into practice and may unearth invaluable findings. The potentials of such a programme are both challenging and rewarding.

Perhaps the most interesting development in the Faculty of Social Science has been a group research project on Chinese Communes carried out by the staff of the Board of Studies in Sociology under auspices of the Social Research Centre. The research group made a trip in December 1976 to Canton to visit two Communes. It is perhaps the first sociological group-research project of the communes. The group intends to do exploratory work examining these vital organizations in the Chinese social fabric. The project is also intended to serve an educational purpose by relating theoretical knowledge to social reality. The Chinese University is perhaps the only University that enjoys such a vantage point: geographical proximity, absence of language barrier and preoccupation with the understanding of China and its various facets through an objective and empirical approach.

## **Developments in Arts**

The English Board made further progress in its programme of English Language Studies and would begin to offer new programmes in the Graduate School in 1978-79. The Board has further affirmed its commitment to comparative studies in English/Chinese Literature and two new members of staff were successfully recruited in 1977-78. The

Board's plan to set up a graduate programme in Comparative Literature before the end of the next triennium will open up new vistas in the study of world literature by including Chinese literary view. The Board responded to the students' desire for a sense of greater personal involvement in what they are studying and consequently offered more courses on modern and contemporary literature in 1977-78.

The minor programme in Translation was incorporated into the Chinese Board beginning with 1977-78. It will remain a minor programme but play a more significant role in making bilingualism more effective.

The Music Board also began to give emphasis on 20th Century music in response to students' desire. One of its most impressive developments, however, is the establishment of its Archives of Chinese Music described above and the offering of Chinese Music as a minor programme in 1973-74. It is the intention of the Music Department to offer a major undergraduate programme and then a postgraduate programme of Chinese Music at the Graduate School. Both have been planned carefully and have to wait for the availability of leadership and manpower.

## **Developments in Science**

The Chemistry Board of Studies started a seminar system since 1974-75. Staff and graduate student seminars meet about once a week.

The Mathematics Board after years of preparation and study is now ready to offer a new minor programme. Beginning with 1978-79, a minor programme in Statistics will be introduced and a new field is added to the Faculty of Science.

The most meaningful development in the Biology Board is the revitalization of the Marine Science Laboratory which was completed in May 1971 on the shore of Tolo Harbour. With the appointment of the chair Professor and an associate director, the Laboratory conducted a comprehensive study of nutrient cycling and plankton populations with the cooperation of the Government's Agricultural and Fisheries Department. The project was carried out because of its impact on maintaining and improving the quality of Tolo Harbour. An interdisciplinary research programme was planned with emphasis on mariculture. Two senior staff have been added in 1977 and extension to the laboratory has been under construction since early 1978.

## **The Green Paper Issue**

In November 1977, the Education Department of the Government published *The Green Paper on Senior Secondary and Tertiary Education* which raised educational policy issues of serious concern to The Chinese University. In its section on higher education, the Paper proposed a principle of institutional conformity to which The Chinese University took strong exception in defense of its distinctive educational goals and programme, as described in Section I of this Report. It is not possible to reproduce here in detail the specific assumptions and arguments of the Green Paper in support of a proposal that the two universities

operate an identical three-year programme, with the courses of study restricted to vocational/professional training. Nor is it possible to reproduce here the substantial counter-arguments of The Chinese University in its determination to preserve its four-year programme implementing its distinctive educational mission and providing its graduates with both the breadth of liberal learning and the depth of specialized training. A monolithic system of higher education is not appropriate for Hong Kong's open society with its enormous diversity of needs. As a matter of historical fact, the principle of conformity as regards the two universities was specifically ruled out when The Chinese University was established (see Section I), and its autonomy in shaping its distinctive educational goals and programmes has been fully respected since its establishment. Section I of this Report is entitled "The Enduring Goals of The Chinese University", and the operational word is "enduring".

The laying of the foundation stone of the Choh-Ming Li Building





## VI Professional and Graduate Education: The Faculty of Medicine

The Chinese University has always believed that a balanced education is best for a balanced society. This means an education composed of both general/liberal studies and specialized/professional training. Professional education is planned according to a careful analysis of the professional manpower needs of the community, which includes proper consideration of the professional and technical programmes of the University of Hong Kong and the Hong Kong Polytechnic. Recent developments in professional education at The Chinese University can best be described as a two-pronged thrust to strengthen and expand existing programmes and to create new programmes to meet recognized community needs.

### Undergraduate Programmes

As stated above, The Chinese University provides a range of professional programmes at the undergraduate level, as well as at the post-graduate level. Recent developments in these undergraduate programmes may be described briefly as follows:

(1) *Business Administration*: After becoming an independent Faculty in 1974-75, the Faculty of Business Administration has three departments with six areas of concentrations in 1977-78:

Accounting and Finance

General Business Management and Personnel Management

Marketing and International Business

All of them have encountered similar problems: manpower shortage and consequent large classes. In recruiting suitable teaching staff, the Faculty must compete not only with other institutions but with private business and industry. Continuous assessment and revision of its curricula has been carried on in response to the needs of community.

(2) *Social Work*: In 1975-76, the Board of Studies in Social Work extended its two-year undergraduate curriculum to a full-fledged four-year one, which was in line with its primary objective to prepare social workers capable of independent, professional practice in a changing society.

(3) *Journalism and Communication*: Like Social Work, the Journalism and Communication Board extended its two-year undergraduate curriculum to a four-year one in 1975-76. Furthermore, students in the junior year were asked to choose from News/

Editorial or the newly formed Broadcasting concentrations in 1976-77. For this new field of specialization, a fully-equipped broadcasting studio was built, to provide realistic training experience. In 1978, local and foreign media provided summer internships to twenty-one junior students.

(4) *Government and Public Administration*: The Board established the Public Affairs Research Centre in 1977-78. The research work will interact with its instruction programme grouped under the following three areas of study: Hong Kong, China and Southeast Asia. This matter is discussed specifically in Section VII.

(5) *Electronics*: Since 1975, the Board has introduced a 5-year work-study programme. So far, twenty-seven 4th-year students have been placed in a special training programme in 10 major local organizations covering a wide range of activities. The response from both students and industry has been enthusiastic, indicating that it is an important contribution towards training engineers to meet current and future needs of the local electronics industry. In spite of the popularity of the 5th-year plan, the Board is presently concentrating its effort on formalizing the training aspects of the programme, and is, therefore, limiting its annual intake to about 15 students. With all their conscientious effort to work closely with the local industry, the Board members continue to make progress with their theoretical and practical research projects.

(6) *Computer Science*: Elective courses began to be offered in Computer Science in 1970-71 which became a minor degree programme in 1974-75. Although there has been a large demand for computer science as a minor field of study, the Board was forced to limit minors to two hundred for 1977-78. To meet the demands of students and community, Computer Science has become a major programme in 1978-79.

**New  
Dimension:  
Faculty of  
Medicine**

In 1974, the Hong Kong Government published the white paper on the Further Development of Medical and Health Services, which is in effect the development plan for the decade 1973-1982. Taking the overall needs of the entire population into consideration, it was estimated that an additional 100 doctors would be required each year to provide adequate staff for the 4 new regional hospitals and the hospital bed: population ratio of 5.5 per 1,000. There were two alternatives: to increase the intake of the Medical Faculty of the Hong Kong University or to establish a Medical Faculty at this University. The final decision was left to UPGC, which after lengthy and careful consideration advised the Government to establish another medical faculty at CUHK.

**Medical  
Academic**

The formal approval was given by the Government in 1974. Actual preparatory work, however, began in 1976 after Hong Kong recovered

## **Advisory Committee**

from economic recession. A Medical Academic Advisory Committee was appointed by the University to advise on all aspects of the project. Professor W. H. Trethowan of the University of Birmingham was the chairman of the Committee which included several eminent medical educationalists of the U.K. and Dr. John Bowers, President of the Josiah Macy Foundation in New York. At the same time, Dr. Gerald Choa was appointed Dean of the new Medical School and a member of the Committee, which met for the first time in April 1976 and twice subsequently. Recommendations on the building projects and academic policies have been made to the University.

## **Progress of Building Programme**

The laying of the foundation stone of the Choh-Ming Li Building took place in July 1978. It is an eight-storey building adjacent to the Science Centre. When completed by 1981, it will house the pre-clinical department of anatomy, physiology, pharmacology and further space for biochemistry, and, most important of all, multi-disciplinary laboratories.

## **The Teaching Hospital**

A vital part of the new medical education programme is the clinical practice conducted in the teaching hospital. This teaching hospital will be located on a reclamation site at Shatin about 5 miles from the University campus. The building complex will house the department of pathology and the Clinical Sciences building for office, a library, research laboratories, lecture and seminar rooms for clinical teaching staff and students. It is also proposed to build a student hostel for final year students to attend hospital practice on a 24-hour basis. The hospital is the regional hospital for the East New Territories and serves as the teaching hospital of the Faculty of Medicine of the University; construction work has started, and it will be ready to admit patients and for clinical teaching by 1983-84. The UPGC has recommended to the Government to earmark a grant for the cost of the two major buildings with equipment, which will include audio-visual aids, close-circuit television and computerization of hospital records. The hospital, however, will be financed by the Government in its public works programme.

## **Intake and Training Students**

The course of studies will consist of 6 years: 1 pre-medical year for graduates of Chinese secondary schools, 2 pre-clinical years and 3 clinical years. The first group of pre-medical students will be admitted in 1980-81. Like all first year students, they are required to take General Education courses, which will include sociology and psychology. The principle of "student-orientated" teaching will be applied to medical students in their pre-medical and pre-clinical years in order to prepare them to face and solve the problems they are likely to encounter in future practice.

### **Special Aspects of Medical Education**

It is important to mention here certain special aspects of the medical education programme provided by The Chinese University. Pre-medical students will not be isolated from the campus community; they will participate fully in campus life—its organizations, its social and athletic activities, and its many opportunities for enriching personal relationships. They will be given ample opportunities in the day to day field work when they study community medicine. It is hoped that through various devices the students will become more community-minded and realize their commitment to serve the community and to see the need for their services to the public. The reason behind such a programme is to produce a new kind of doctor who is dedicated to serving the Hong Kong community. The training is not intended as a passport to personal gain.

### **School of Education**

Since the Hong Kong Government was committed to expanding secondary education on a dramatic scale, the School of Education was obliged to play a key role in developing immediate and long-range resources, programmes and services. During the period covered by this Report, the School of Education continued to offer elective courses for the undergraduate programme, and concentrated on recruiting full-time lecturers to replace part-time instructors. The staff now offers certificate courses for in-service high-school teachers. The School has established two Centres to support these developments.

### **Supportive Centres**

*The Educational Communications and Technology Centre*, set up in August 1973, has established itself as an important agent for the promotion of educational communications and for instructional support. It has been instrumental through the years in enhancing the effectiveness of educational media techniques for general teaching, student projects, micro-teaching, oral communication, creative drama technique, research and educational television productions. It also provides facilities and consultation services for other units in the University, such as the conference on Effective Teaching and Learning sponsored by Chung Chi College in 1976 and two workshops for the Appointments Service in 1977.

*The Instructional Materials Centre* was set up in 1976 for the benefit of students and staff alike. Among other materials, the following are available at the Centre: (1) a comprehensive collection of locally-oriented secondary school text books; (2) various reports published by the Education Department; and (3) M.A. theses by former M.A. students. This Centre is discussed in Section V.

### **Graduate Education**

The Graduate School as an organization within the University conducts a growing variety of highly specialized programmes. It should be noted that the Graduate School represents one of the earliest

institutional goals of The Chinese University, having been established in 1966.

### **New Division**

In *The Emerging University, 1970-1974*, fourteen divisions of the Graduate School were listed. Eleven may be described as specialization in basic fields of knowledges, and the remaining three represents professional education. In the period covered by this Report, a growing number of candidates are pursuing the two-year M.Phil. programme of four newly created divisions: Economics, Communication, Social Work and English, and a 3-year part-time M.B.A. course for Business Administration.

### **Expansion Policy**

Expansion of the enrollment of the graduate programme has been carefully controlled in accordance with long-range policy. The new two-year Diploma course in Education has been operated solely by the existing staff. The new three-year part-time MBA programme was made possible through a generous outside grant. It is to be noted that the Graduate School has maintained a close working relationship with various research institutes and centres whose research activities complement and enrich the graduate programme.

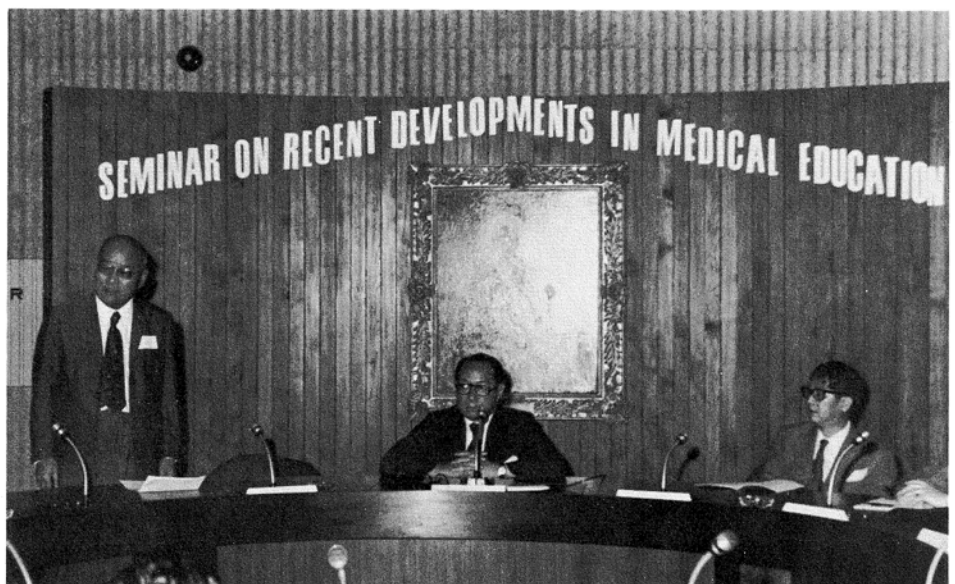
### **Postgraduate Hall Complex**

On 16th March, 1976, the Postgraduate Hall Complex of the University was formally opened. The Complex comprises three units: Sir Cho-Yiu Hall, partially donated by the friends of the late Sir Cho-Yiu Kwan, Lady Ho Tung Hall, partially donated by Mr. Ho Shai-Lai, and the ten-storey Postgraduate Hall, subvented by the Government. The Complex represents an important landmark in the development of the Graduate School programme. To quote the words of the Chancellor, Sir Murray MacLehose, when he spoke at the opening ceremony of the Complex. "A good university is not just a knowledge machine but a grouping of people." For the first time, the graduate students have their own dormitories in which they live with senior undergraduate students, foreign students and visiting scholars. They now become a part of the University community by sharing a common purpose; they have easy access to their faculty advisers and other specialists in their fields; they can make effective use of library facilities. Thus the new residences will assist materially in raising the quality of graduate study.

### **Looking Ahead**

As the University continues to attract more and more distinguished scholars, especially those interested in the Chinese dimension in their respective disciplines, new graduate programmes will obviously be established. In the offing, for example, arrangements are well advanced for a doctorate in Chinese studies.

From left to right, Dr. Choh-Ming Li,  
Dr. Gerald Choa and Dr. Ma Lin



## *Addendum: On Medical Education*

The Vice-Chancellor, Dr. Choh-Ming Li's speech at the Seminar on Recent Developments in Medical Education on 6th July, 1978:

The Chinese University of Hong Kong is relatively young: only fifteen years of age. It is impossible to talk about development of the University in the past quarter of a century, let alone Medical Education in this institution, which is still in an embryonic stage. We have, nevertheless, invited you to this Seminar, in order to attempt what the Chinese call "casting a brick in order to draw a jewel", meaning to make an inexpensive offer and hope for a rewarding return. For we are sure to learn a lot from your experience and expertise when you discourse on recent developments in Medical Education in your countries; and we shall use this valuable exchange to help planning our new Medical School. What I propose to do is to start the ball rolling by giving you an account of our development plan for this new school: how it came about, how far we have progressed, and what sort of medical education we intend to offer.

I will begin with the factors that lead to the decision to establish our Medical School. It is a traditional Chinese metaphysical principle that it takes the 'yin' and the 'yang' matched together to give birth to all things under the sun. Our Medical School is similarly engendered from two driving forces—internal and external. First the internal force. With our 333-acre campus and a student number of over 4,000, there is room for further development. The addition of a new Faculty of Business Administration in 1974 was a step towards internal development, as well as meeting a community need. The next step is obviously to launch medical education, which will satisfy the aspirations of this University both to render more service to the community and to develop further. As early as 1974, when I reported on the progress of this University from 1970 to 1974, I had expressed our intention to enter into the medical field. We were then psychologically and physically prepared to set up a Medical School.

The external force is the necessity for establishing a second Medical School, as stipulated in the White Paper on the Further Development of Medical & Health Services published in 1974, which is in effect the development plan for the decade 1973-1982. It recommended the building of four more hospitals, thus raising the hospital bed: population ratio from 4.25 to 5.5 per thousand, and a number of clinics in the developing townships. It was also proposed to regionalize the medical and health services, with Hong Kong divided into 5 regions, each with a regional hospital, a number of district hospitals, including some government-assisted hospitals, specialist and general clinics. It was estimated that an additional 100 doctors per year would be required to provide

adequate staffing for all the new projects when completed. To produce 100 more doctors a year, there were two obvious alternatives: to increase the intake of the Medical Faculty of the Hong Kong University by another 100 students or to establish a Medical School at this University. After lengthy and careful deliberations, the latter choice was made by the University and Polytechnic Grants Committee, the body responsible for advising Government on tertiary education. In arriving at their conclusion, the Committee took into consideration both the internal and external factors: viz. space is available in our campus for the addition of a Medical School; and a regional hospital and specialist clinic have to be built in Shatin which can be used for clinical teaching.

We welcome the addition of medical teachers on our staff for they will doubtlessly add lustre and prestige to the University by their contribution to the advancement of medical science through their work and research, and fruitful exchange of expertise with their colleagues in other disciplines. Medical students too will be a great asset to our community. On our campus, they will have the opportunity to mix with others and take part in university life in full, unlike the isolation in some universities with separately situated medical schools.

Approval was given by the Government and the Legislature in 1974 to establish this new Medical School. But it was not until 1976, when Hong Kong recovered from economic recession that preparatory work actually began. A Medical Academic Advisory Committee was appointed by the University to advise on all aspects of the project. The Chairman of this committee, Professor W. H. Trethowan of Birmingham, will be joining us in tomorrow's session. Other members include some eminent medical educationalists of the U. K., and Dr. John Bowers of the U.S.A. who is the co-sponsor of this seminar. The Advisory Committee has met three times in Hong Kong since 1976, and I will now give you a progress report of the committee's recommendations on the building projects and academic policies, and the execution of some of them to-date.

A time schedule has been set on the premise that the regional hospital in Shatin, on which work has recently started, will be ready to admit patients and available for clinical teaching by the middle of 1983. Hence, admission of the first batch of pre-medical students will take place in the fall term of 1980, and pre-clinical students a year later, by the time a Basic Medical Sciences Building will be completed. Delegates to this seminar are invited to attend the Foundation Stone Laying Ceremony for this building tomorrow after the conclusion of this seminar, and it is hoped our guests may have time to visit also the hospital site or even the East New Territories region to be served by this hospital, within these two days. But now let me first describe briefly our undergraduate academic programme.

The course of studies will be for 6 years, consisting of one Pre-medical year, two Pre-clinical years, and three Clinical years. It should be explained that in the secondary education system in Hong Kong, there are two kinds of schools, known respectively as Chinese and Anglo-Chinese. Students from both streams are eligible to enter The



Chinese University of Hong Kong after fulfilling its matriculation requirements. In the Chinese schools, Chinese is used as the medium of instruction but English is taught as a second language, on the other hand, in the Anglo-Chinese schools, English is used with Chinese taught as an optional language. Another difference is that students in the Chinese schools spend only one year in the Sixth Form whereas those in the Anglo-Chinese schools spend two years. For admission into the medical school students from the Chinese schools will have to enter the Pre-medical year as they will be required to study physics, chemistry and biology for one more year. However, direct admission into the Pre-clinical year will be considered for students in the Faculty of Science who wish to transfer to medicine, and for science graduates and students who have done exceptionally well in the Advanced Level Examination after two years in the Sixth Form. Throughout the entire course, English will be used in teaching. Following the usual practice, graduates will have to serve a year of internship in an approved hospital, of which their own teaching hospital will be one.

Coming back to the physical plant: the plans for the Basic Medical Sciences Building and the teaching hospital have already been completed. The Basic Medical Sciences Building will be built adjacent to the Science Centre of the University, where among others the departments of physics, chemistry, biology and biochemistry are situated. In this building, the pre-clinical departments of anatomy, physiology and pharmacology will be accommodated, while further space will be allocated to the department of biochemistry. There will be the usual facilities: lecture rooms, offices, research laboratories, multi-disciplinary laboratories, dissection rooms and animal quarters. The teaching hospital will be located on a site which has been formed by reclamation about 5 miles from the campus. It will have some 1,400 beds, to be divided among the various specialities. The Department of Pathology will be situated in the hospital building complex. A separate building which will be an extension to the hospital, and designated as the Clinical Sciences Building, will provide offices and research laboratories for the clinical academic staff and lecture and seminar rooms for the students. Besides, there will be an out-patient clinic where the clinical staff will see cases referred to them and hold teaching sessions as well. In addition to quarters for the medical and nursing staff, it is proposed to build a student hostel where final year students will be accommodated so that they can attend hospital practice on a 24-hour basis for elective periods. There will be a Library in the Clinical Sciences Building for both staff and students. Provision for the use of audio-visual aids, including close-circuit television, and computerization of hospital records will be made.

It is estimated that these two building projects will cost about HK\$500 million, including equipment. For the University, the University & Polytechnic Grants Committee has recommended to the Government to give the University earmarked grants to cover the capital cost of the Basic Medical Sciences Building, and the Clinical Sciences Building in the hospital complex, and to meet the recurrent expenditure of the

medical school for the first three years after teaching commences. As the teaching hospital is in fact the Government regional hospital for the East New Territories region, it will be included in the public works programme to be financed by the Government.

I now turn to the staffing of the new school, particularly in the clinical departments at the hospital. There will be both academic and Government staff, thus the Professors and their Senior Lecturers and Lecturers will provide the services besides teaching, while the Government doctors will be honorary lecturers or tutors. The Medical Academic Advisory Committee has recommended the establishment of some 15 chairs covering both pre-clinical and clinical subjects. It is expected that a considerable number of the staff, especially the chair-holders, will have to be recruited from abroad. To recruit them, the net will be cast widely and it is hoped that the challenge and the opportunity will attract the best people. The compilation of the curriculum will be left to the appointees but it is the Advisory Committee's wish that renovations should be introduced within reasonable limits and integration of pre-clinical and clinical studies attempted as far as possible.

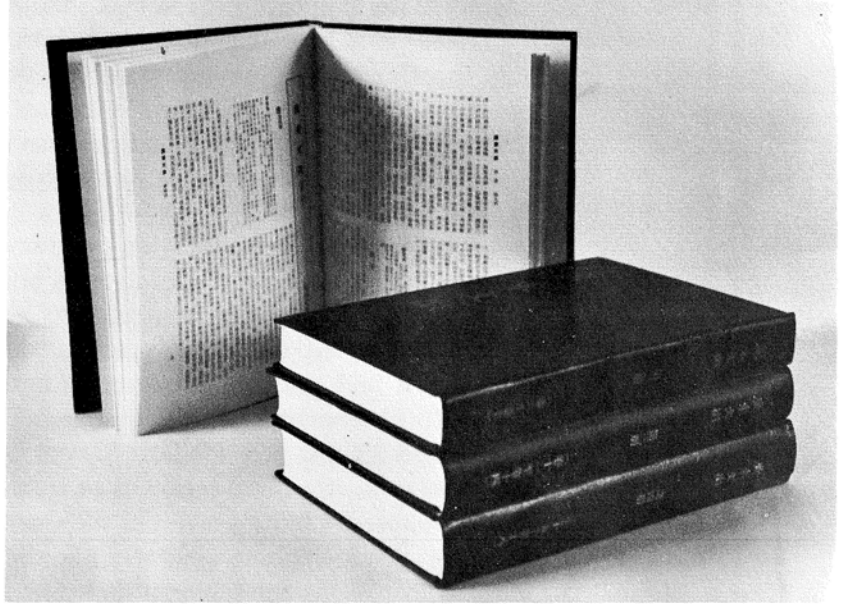
Having recapitulated our progress up to the present moment, I would now like to define the aim of the school, which will be the guiding principle for future development. Our objective is to give the students a medical education and to prepare them to serve the community. It has been said that the main reason for establishing the school is to produce 100 additional doctors for the medical and health services. This will be explained to the students on the day they begin at the University and thereafter they will be constantly reminded of their future roles in the public service. While in the pre-medical year, students will have to attend a course on the behavioural sciences which will include sociology and psychology, in order to appreciate the social and psychological aspects of medical and health problems. This ties in with the university policy of offering General Education in the first year in all faculties, in order to broaden students' knowledge and viewpoint in areas complementary to their specialisms. There is also a dual teaching system to give students both subject-orientated teaching related to their specialist discipline, and small-group student-orientated teaching to build in the students habits and aptitudes of mind characteristic of the expert in their chosen fields and relevant to the solution of the kind of problems they are likely to encounter later in life; and to equip them for meeting changes in a rapidly changing world. This principle of student-orientated teaching will be brought into practice, in the case of medical students, in their pre-medical and pre-clinical years. They will be given opportunities to see how the medical and health services are administered and what facilities, both curative and preventive, are available for the delivery of primary patient care to the general public. Later, when they study community medicine, they will have further opportunities to participate in the day-to-day field work carried out by health officers and nurses, in either people's homes or institutions. For practical purposes, the teaching of general practice will be included in the curriculum under

community medicine. Hopefully our students will thus become more community-minded and see the need for their services in the public sector whether as a general practitioner, a specialist or a community physician. It is also intended to prepare some of them for an academic career so that by taking up teaching appointments they will fill another need in the public service. It should be possible to assign some selected students some minor roles in research programmes. When the faculty is fully developed and after the graduation of the first batch of students, postgraduate training programmes in the various departments will be organized. It is further hoped that eventually the medical school will be able to offer continuing education not only for our own students, but for all practitioners serving in the East New Territories region. For instance, refresher courses and seminars conducted annually at our medical school, on campus or in the hospital, would serve the purpose expeditiously.

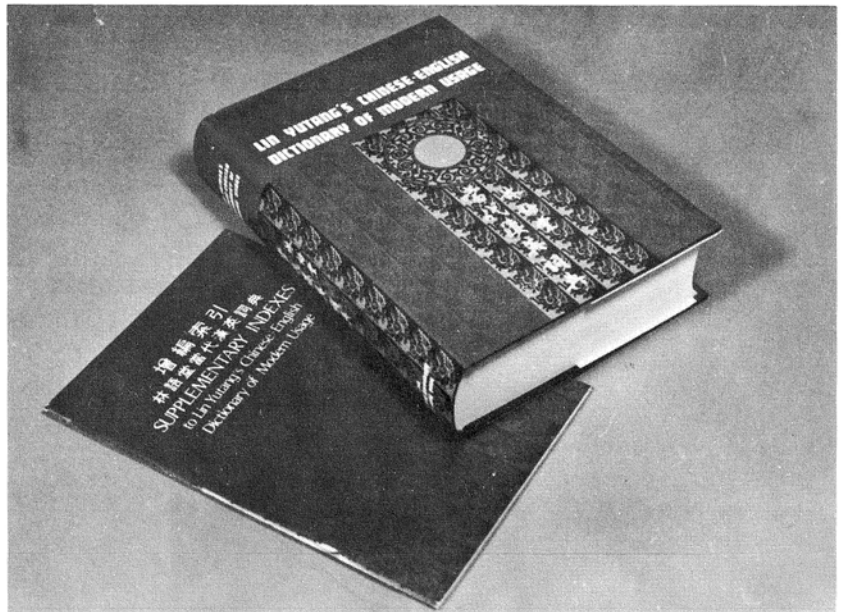
It is the aim of the education programme in every medical school to give the students a broad education in both the theory and the practice of medicine. Students are expected to learn not only from books and lecture notes, but also from practical demonstrations; indeed, less of the former and more of the latter is better for them. They should be taught to observe and think rather than use their memory to assimilate knowledge. In this new Medical School, it will be the responsibility of all teachers to use these methods of teaching right from the start. They will be helped by having facilities such as multi-disciplinary laboratories, audio-visual aid laboratories, seminar rooms and clinical investigation areas. The reasons for taking a different approach, and the philosophy behind our education programme, are to produce a new breed of doctors for Hong Kong who are willing to spend their entire career in the service of the Medical and Health Department or the University instead of entering private practice after biding their time in hospital posts for a limited period. This will be no easy task in the circumstances of Hong Kong where success in all walks of life is measured in terms of wealth and material gain. But it is the same the world over, and the attempt must be made even though it involves changing people's way of thinking and their concept of earning a good living.

I have high hopes that with a staff of energetic and dedicated teachers and the right kind of students, we shall not only produce more doctors to serve in the medical and health services in Hong Kong, but make a significant contribution towards medical education. We aspire to achieve what other countries of the region have achieved in the past twenty-five years, as we shall presently hear about.

Works of Kwangtung Authors



Lin Yutang's Chinese-English Dictionary  
of Modern Usage and Supplementary Indexes



## VII Research Institutes and Centres and the University Press

As a modern university, The Chinese University is committed to the advancement and the use of knowledge through basic and applied research. In order to facilitate research throughout the University, institutes and centres, all operating as parts of an organic institution have been established. As described in *The Emerging University*, the research institutes are permanent organizations representing the broad divisions of knowledge, while their sub-units, research centres, conduct interdisciplinary research focused upon a particular problem area, and respond directly to changing scientific and scholarly interests and needs. In addition, these Centres provide research experience and training for students pursuing advanced degrees in the Graduate School. With one notable exception, this Section will be concerned with all the research programmes and projects conducted during the past quadrennium. The exception is the Institute of Chinese Studies, which, because of its wide-ranging activities, will be discussed separately in Section VIII.

### **Institute of Social Studies and the Humanities**

The Institute of Social Studies and the Humanities, established in 1964, is administered by a Director and an Executive Committee. The Institute promotes and endeavours to support research proposals of individual members of the two Faculties, and exercises general supervision over six ongoing Centres. The specific research activities of these Centres will be reviewed briefly.

### **Economic Research Centre**

The Economic Research Centre, established in 1965, has completed a large number of research projects, most of which have been specifically focused upon Hong Kong and Southeast Asia; for example, "Export and Employment—A Case Study of Hong Kong"; "A Study of the Chinese Strategy for Technological Transformation in Agriculture 1970-1975"; "China's Model of Development: A Sectorial Linkage Analysis". At the present time two major projects of great importance to Hong Kong are being completed by the Centre: (1) *Estimation of Hong Kong's GDP, 1970-75*, which is expected to provide a much-needed guide for setting up Hong Kong's national accounts; (2) *Construction of a Forecasting Model for the Hong Kong Economy*, which is part of an international effort to study the world economy by the use of models for developed countries, less developed countries or regions, and socialist nations.

## **Social Research Centre**

Since its establishment in 1966, the Social Research Centre has carried on a flourishing interdisciplinary research programme, involving 29 specific projects related to Hong Kong and 8 projects dealing with China. In the Centre's activities, research and instruction have always been effectively interrelated. Moreover, the Social Research Centre provides a model of interdisciplinary participation, reflecting the University's organic principle of operation. At the present time, the Centre's membership includes the entire teaching staff of sociology, 2 from anthropology, 6 from social work, 2 from psychology, 1 from economics, 1 from journalism and communication, 2 from education, 1 from history, and 5 from government and public administration.

In 1978 the Social Research Centre completed a large-scale study, *The Kwun Tong Industrial Community Research Programme*, and has recently begun a study of Shatin which is currently being developed into a satellite town near The Chinese University. Currently two group projects are under way: (1) *Bureaucratic Behaviour (Corruption)*; (2) *Rural Communes in The People's Republic of China*. Also in progress is an interesting interdisciplinary project, *The Concept of Face*, which involves a sociologist, a psychologist, and an anthropologist. The Social Research Centre has received numerous grants from Government and from various foundations, but like all research units, it is still restricted in its activities by insufficient funds.

## **Centre for Communication Studies**

After its restructuring in 1974-75, the Centre for Communication Studies has completed more than 10 research projects, sponsored three regional/international conferences, and published a quarterly, *The Asian Messenger*. The Centre is currently engaged in a large project of collecting materials and compiling a bibliography of Chinese communication materials, part of the Centre's long-range plan to undertake a comprehensive project of *Chinese Communication Studies*. Two exploratory seminars on this plan were held in March and June 1978, involving about 30 participants, plus observers from various disciplines in the social sciences and the humanities. The general conclusions were that the project should explore Chinese communication theories and practices and relate them to Western counterparts, and, further, to construct hypotheses for empirical studies of modern Chinese society.

## **East Asian Studies Centre**

The Centre for East Asian Studies has just completed a monumental project—Editing and Annotating the Works of Vietnamese Historical Sources, conducted in cooperation with the Southern Illinois University under an NEH grant. Recently the Centre discovered a copy of the *Complete Collection of the Annals of the Great Viet*, originally published in 1697. The Centre has completed negotiations with the University of Paris VII to undertake a joint project in collating this newly discovered text with the Centre's text, thus providing the most reliable source materials for the study of Vietnamese history.

## **Public Affairs Research Centre**

On 1st February, 1978, the Public Affairs Research Centre was established. Its research efforts will focus on Hong Kong, China, and Southeast Asia as area studies requiring an interdisciplinary approach. Current projects include:

1. Sino-Japanese Relations in the '70's;
2. Anti-imperialism and Chinese Politics; and
3. Chinese Foreign Policy and Its Impact on Overseas Chinese in Malaysia.

The Centre has organized some discussion sessions related to its research interests, as follows:

1. Forum on the Hong Kong Government Budget;
2. Seminar on the Fifth People's Congress of the PRC; and
3. Seminar on Urban Life in China.

## **Institute of Science and Technology**

The area of the physical and biological sciences is represented by the Institute of Science and Technology. This Institute, unlike the other Institutes, takes no responsibility for individual or group research projects in a particular discipline. These are sponsored by the Boards of Studies concerned. Between 1972 and 1975 more than 300 research papers by the Science Faculty members have been published in the established scientific journals. At the present time, the Institute is primarily concerned with the research activities being carried on by two units: (1) the Unit on Chinese Medicinal Material, and (2) the Unit on Food Protein Production from Wastes.

The research activities of the first Unit are centred on the extraction of bioactive components from Chinese herbs to produce new drugs, particularly in those areas where Western medicine has not made significant progress. Many promising lines of investigation are opening up, but at the present time, the Unit which is composed of staff from Chemistry, Biology, Biochemistry, and Sociology, is concentrating its efforts on three topics:

- (1) Antifertility Herbs: The development of new contraceptive agents from potential antifertility plants; the effectiveness of the Chinese motherwort, for example, has been confirmed. The Chinese University has been designated by the World Health Organization as one of six centres in the world to be part of the Task Force on Indigenous Plants for Fertility Regulation.
- (2) Herbs Affecting Hepatic Function: Tests have established the effectiveness of a Chinese herb in lowering blood bilirubin level in jaundiced rats. In this project the study of active principles in Chinese medicinal herbs has been brought to the enzymatic level.



(3) Anti-hypertension Herbs: A crystalline compound has already been extracted from a certain Chinese herb, and its chemical structure and biological activities are being investigated.

The second research Unit is concerned with two of the most serious threats to mankind: food shortage and environmental pollution. Here again the Unit is interdisciplinary, involving staff from Biology, Chemistry, Marine Science, and Business Administration, supplemented by engineers from the Buildings Office. The Unit is conducting two main lines of investigation:

(1) Production of Food Protein from Treated Sewage Wastes: Briefly the process involves cleansing the nutrient material in the effluent by using an efficient algae culture system which, at the same time, can produce food for plants of economic value.

(2) The Production of Straw Mushrooms from Cotton Waste and Used Tea Leaves: The edible mushroom is a neglected source of high quality protein. The straw mushroom, in particular, can be readily cultivated in tropical and sub-tropical countries. It is expected that the research will be valuable to the mushroom industry in Hong Kong and Southeast Asia. In furtherance of this project, The Chinese University in 1977 conducted a "Training Course of the Cultivation of Edible Fungi (Mushrooms)".

### **Hung On-To Research Centre for Machine Translation**

The on-going experimentation in machine translation of languages, specifically Chinese to English, named CULT (Chinese University Language Translator) was first designed and tested in October 1972 by the Machine Translation Project established with a grant from The Asia Foundation. Subsequently, difficulties encountered in linguistics have been identified and rectified. Since 1975, CULT has been used regularly in translating the complete texts of 13 issues of *Acta Mathematica Sinica* and 2 issues of *Acta Physica Sinica* and many articles in biochemistry (all from Chinese to English) published by Peking. The Project has also compiled *A Glossary of the Mathematical and Computing Sciences (C-E/E-C)*, without which the output would be greatly reduced.

The Project was further strengthened by a donation of half a million Hong Kong dollars from the Hung On-To Memorial Fund in early 1978 for the purchase and installation of a mini-computer system which would give the Project exclusive usage. Subsequently, the Project was expanded and reorganized into the Hung On-To Research Centre for Machine Translation in April 1978 under the Institute of Science and Technology. The next phase of the Centre will be to translate from English to Chinese. A new and expanded edition of the *Glossary of Mathematical and Computing Sciences* is also completed.



## **Institute of Business Management Studies**

In 1978 a fourth research institute was established—the Institute of Business Management Studies. Like its three sister institutes, its purpose is to promote faculty research, particularly interdisciplinary research. Within the short period since its establishment, the Institute has completed a number of projects and is well along in planning and funding others. A sample of the projects will illustrate the kind of research sponsored by the Institute:

1. Direct Foreign Investment: Low Developing Countries to Low Developing Countries;
2. Direct Foreign Investment Environment in Hong Kong;
3. The Export Behaviour of Hong Kong Firms;
4. The Practice of Japanese Businessmen in Hong Kong;
5. Media Consumption Behaviour;
6. Retail Location Study for Commercial Banks;
7. Consumer Judgment Models in Clothing Store Selection; and
8. Marketing and Management Concepts for Christian Organizations.

The new Institute should serve the double purpose of bringing a deepened understanding to a professional discipline and of helping the commercial and industrial sectors to continue to progress in the increasingly competitive world of international trade.

## **Marine Science Laboratory**

An important and independent research programme which is being conducted outside the established institutes is that being conducted by the Marine Science Laboratory. The programme was undertaken after the Government expressed concern for marine life in Tolo Harbour. The research will be concerned with induced spawning, rearing of young fish, growth rates and feeding, the physiology of reproduction and growth, population densities in the cages and diseases. This is a long term project which will enable the Marine Science Laboratory to contribute to the well-being of Hong Kong.

## **The Chinese University Press**

After a decade of publishing activities, chiefly under the Publications Office, The Chinese University established the Chinese University Press on 1st June, 1977. Reflecting the distinctive characteristics of The Chinese University, the Chinese University Press publishes books in Chinese and in English and, frequently, in both languages, and, although it publishes books in almost all disciplines, more than half of its publications are in Chinese Studies.

A series of English-Chinese glossaries in various subjects is being planned: those in Biology, Computer Science and law have been published, and glossaries in five other subjects are in varying stages of preparation. It is anticipated that more such bilingual basic reference

books will be published to help facilitate the use of English and Chinese as the media of instruction and general communication in the University.

### Cooperative Publishing Projects

The Chinese University Press has published over the years a number of books in cooperation with university presses and scholarly institutions abroad. Among these are "The Cradle of the East" (Chicago University Press); "Vignettes from the Late Ch'ing: Bizarre Happenings Eyewitnessed over Two Decades" (Center of Asian Studies, St. John's University); "The Life and Thought of Yeh Shih" (University Presses of Florida); "Festivals in Classical China" (Princeton University Press); "Later Mohist Logic, Ethics and Science" (School of Oriental and African Studies, University of London); and "Cold Nights" (University of Washington Press).

Particularly noteworthy, perhaps, is the publication in 1978 of "A Sung Bibliography", with the financial aid of the Centre National de la Recherche Scientifique, France. It is the third and remaining component of the important international project for the publication of a dynastic handbook of the Sung era which was started by Prof. Etienne Balazs of CNRS in 1954. The 600 pages Bibliography includes 660 items contributed by 80 international sinologists. Together with the other two parts of the project: "Introduction—Generalities" and "Biographies", "A Sung Bibliography" will, for practical rather than methodological reasons, make available to those who engaged in research all that it is useful to know about the Sung Dynasty.

### Back List

The Chinese University Press is gradually building up a useful back list which includes, among other titles, the following:

1. Lin, Yutang: *Lin Yutang's Chinese-English Dictionary of Modern Usage*, 1972
2. *Supplementary Indexes to Lin Yutang's Chinese-English Dictionary of Modern Usage*, 1978
3. Cheng, Te-k'un: *Jade Flowers and Floral Patterns in Chinese Decorative Art*, 1969, re-issued 1979
4. 周法高 Chou Fa-kao *et al.*: 金文詁林 *An Etymological Dictionary of Ancient Chinese Bronze Inscriptions* (Chinese) 16 Vols., 1975
5. 周法高 Chou Fa-kao *et al.* (eds.): 廣雅索引 *A Concordance to Kuang Ya* (Chinese), 1977
6. Dai, Shen-yu: *China, the Superpowers and the Third World*, 1974
7. Hu, S. Y.: *The Genera of Orchidaceae in Hong Kong*, 1977
8. Chang, Shu-ting: *The Chinese Mushroom*, 1972
9. 廣東文徵 *Works of Kwangtung Authors* (Chinese), Vols. 1-3, 1973; Vol. 4, 1976; Vol. 5, 1978 (Vol. 6, to be published in 1979)
10. Hong Kong Research Council in Biological Education, *Modern Biology*, 1974, 1975, 1976, 1978

Among the recently published titles are:

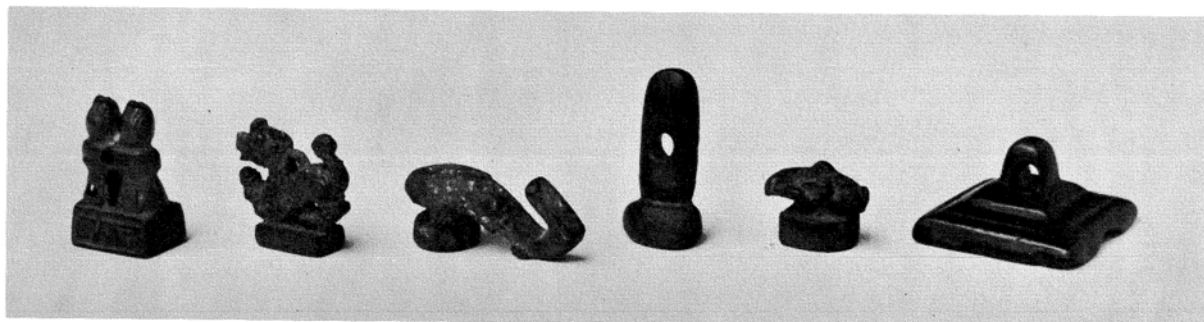
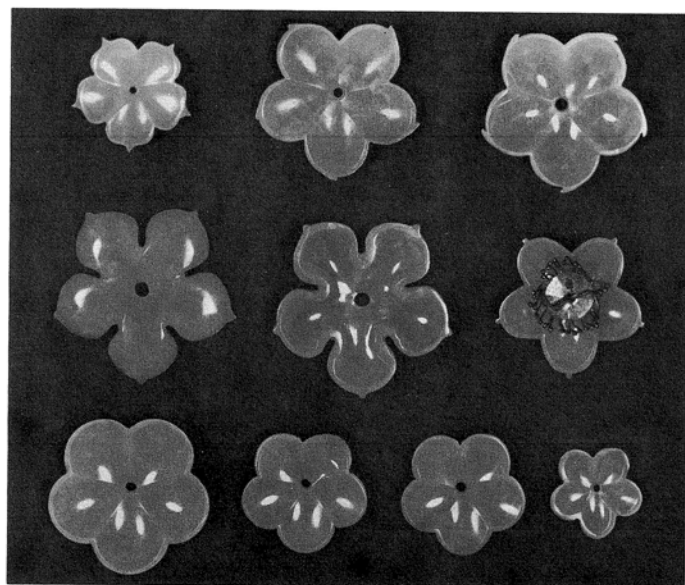
1. Cheng, Irene: *Clara Ho Tung—A Hong Kong Lady, Her Family and Her Times*
2. 梁元生 Leung Yuen-sang : 林樂知在華事業與萬國公報 *Young John Allen in China: His Careers and the Wan-kuo kung-pao* (Chinese)
3. Li, Yü: *Twelve Towers*, translated into English by Nathan Mao
4. Schramm, Wilbur: *The Coming Age of Information*
5. Wong, K. C. *et al.* (comp.): *A Research Guide to English Translation of Chinese Verse*

Acquisitions of the Art Gallery

Right: Landscape by a Kwangtung artist

Below: Jade Flowers

Bottom: Bronze Seals



## VIII The Institute of Chinese Studies

The Institute of Chinese Studies was established in November 1967, signifying the University's determination to make Chinese Studies a major programme which could make significant contributions to higher education throughout the world. Functionally and symbolically the Institute of Chinese Studies reflects the distinctive educational mission of The Chinese University of Hong Kong, as described in Section I of this Report. Since its founding, the Institute has assisted universities in both Asian and Western countries to develop programmes of Chinese Studies. Scholars from many parts of the world have visited the University to confer with members of the Institute and to use its resources.

### **Basic Concept**

The Institute is based on a broad and unified concept of Chinese Studies. The application of the Western empirical method to the study of Chinese culture is one of its basic tenets. Equally important, the concept followed by the Institute recognizes that Chinese civilization is the only existing civilization with an unbroken tradition from the earliest origins and that there must have been methods and techniques implicit in Chinese classical works which would make a contribution to modern methodology. The Institute, therefore, has accepted the following basic principles to promote Chinese Studies: (1) to adopt a broad and interdisciplinary approach; (2) to create a new synthesis between the East and the West; and (3) to search for continuity from early to contemporary periods in the development of Chinese culture.

### **Main Objectives**

The Institute has, therefore, the following objectives:

- (1) To promote the Chinese Data Programme so that every Research Institute/Centre in the University will start its own storage and collection of relevant data in its own field to support research projects and enrich its teaching programmes;
- (2) To encourage the exchange of knowledge and expertise in Chinese Studies through its well-planned exhibits, seminars, lectures, conferences, exchange scholar programme and publications;
- (3) To promote scholarship in Chinese Studies in Hong Kong and overseas by serving as an international centre for Chinese studies capable of effectively rendering research facilities to other research institutions and maintaining mutually beneficial cooperation with them; and

(4) To assist the University in developing Chinese Studies programmes at both the undergraduate and the graduate level by means of a well-integrated interdisciplinary approach so that a Chinese dimension can be added to all disciplines.

### **The Institute Building**

Thanks to the Lee Hysan Foundation which donated a building complete with an Art Gallery in 1970 and a workshop annex of the Art Gallery in 1978, the Institute of Chinese Studies has excellent facilities.

The Institute, a two-storey building to the right of the University Administration Building, is built around a Chinese-style courtyard planted with willow trees and decorative rocks. In the courtyard is a pool stocked with goldfish (a gift of the Japanese Government) and water lilies. The building contains a Lecture Theatre and an Art Gallery, a number of offices for staff and for research fellows, lecture and seminar rooms, a reference room, and various conference rooms.

In this Institute, many research projects have been completed, many still in progress and many new ones will be initiated. In this building, many public lectures have been given by some of the most prominent scholars in the world, and numerous seminars have been held. In this building, many exhibitions of Chinese art have been staged, most of which represent the first of their kind held in Hong Kong.

### **Research Projects**

Participants in the Institute's projects represent a wide range of disciplines and vary with different projects. Two full-time research fellows were added to the staff in 1976-77, and two research associates and an additional research fellow in 1977-78. Besides long-range large-scale projects being carried out by centres under its administration, the Institute supports about ten new projects annually in various disciplines. In 1977-78 there was a substantial increase in the budget for research and publication.

### **Publications**

The Institute has its own journal: the *Journal of the Institute of Chinese Studies*, an annual in two volumes. The 8th issue was out recently and one volume was devoted to the proceedings of the Symposium of Ming I-min Painters held in 1975 with profuse illustrations. In 1976-77, two titles and 11 papers were published in either its own Journal or other learned journals. The two titles are: Chou Fa-kao *et al.* (eds.) *A Concordance to Kuang Ya* and *Appendixes to An Etymological Dictionary of Ancient Chinese Bronze Inscriptions*, thus making the original 16-volume *Dictionary* complete. Both are considered definitive works in their fields. A plan to publish more monographs and occasional papers has been launched since 1978 so as to widen its scope and encourage more research. Publications by the Art Gallery and Comparative Literature and Translation Centre will be dealt with separately.

### **Visiting Scholars and Seminars**

As previously mentioned, one function of the ICS is to provide facilities to visiting scholars to carry on their research projects. They take part in the Institute's programme of Regular Seminars and mix informally with its staff. Recently the Institute has decided to invite four visiting scholars from Asian countries each year to spend two weeks in the University, during which they would deliver one to two lectures and conduct one seminar. The presence of these visiting scholars will not only strengthen the research programme but also provide staff members with opportunities to meet them in person and to discuss matters of mutual interest. It is expected that this programme will encourage other exchange arrangements with eminent scholars overseas in the field of Chinese studies.

### **International Conferences**

It is the practice of the Institute to organize international conferences making special use of the Art Gallery's exhibition resources. The Institute will not only continue to support conferences of such nature, but widen the scope and scale of the international seminars and conferences to include a number of disciplines. A Symposium and Exhibition on "Trade Pottery in East and South-east Asia" were held in early September 1978. Another symposium on "International Symposium on Sino-Japanese Cultural Interchange" has been under serious preparation and will be held sometime during 1979-80.

### **The Art Gallery**

The Art Gallery is an integral part of the Institute, rightfully situated in the middle facing the courtyard and front entrance. The split-level design makes it spacious and attractive with its tastefully arranged cabinets mounting unique art objects. It is more than a showcase of the University. Besides serving as a teaching gallery to the Board of Studies in Fine Arts, it has become a centre of artistic activities for Hong Kong art lovers and a museum open to the public weekdays and during weekends and holidays. While the total number of visitors during 1976-77 was 24,275, the corresponding number during 1977-78 was 29,394, representing a 21.1 per cent increase.

### **Exhibitions**

In addition to the seven exhibitions mounted since the opening of the Gallery in September 1971 to 1974, the Art Gallery has organized the following exhibitions:

1. Japanese Literati Painting (1974);
2. Paintings and Calligraphy by Ming I-min from the Chih-lo Lou Collection (1975);
3. Exhibition of Te-hua Porcelain (1976);
4. Calligraphy of the Ming and Ch'ing Periods from the Ch'un Yu Chai Collection (1976);

5. Jade Carvings through the Ages (1977);
6. Lacquer of Sung to Ming Periods (1977);
7. Donations to the Art Gallery from 1971 to 1977 (1978);
8. Trade Pottery in East and South-east Asia (1978);
9. Annual exhibits of the works of graduating students of the Fine Arts Board.

For each of the above exhibitions, the Art Gallery has prepared and printed descriptive catalogues, with subsidies from private donors. These publications are regularly exchanged for catalogues of other museums of the world, thus enriching the resources of the Institute.

### **Acquisition Fund**

In order to develop the artistic resources of the Art Gallery, the University decided to provide an annual budget for art acquisitions beginning with 1976-77, with funds coming largely from friends of the University. As mentioned in the previous Report, the first major acquisition was the Jen Yu-wen Collection of Kwangtung artists in 1973, which gave the Art Gallery its needed local context and uniqueness. Other important donations in kind began to follow. One unique donation included a Sung rubbing of a Han Stele, a collection of 300 bronze seals, mostly dating from the Ch'in and Han dynasties, and 463 pieces of jade flowers, which are the only collections of their kind in the world. Other valuable donations and acquisitions include porcelains and the calligraphy and paintings of the Yang-chow Eccentrics of late Ming and early Ch'ing dynasties. As a rule, the Art Gallery makes its purchases on the principle that the chosen items should serve as illustrations of Chinese art history not yet covered by the Art Gallery collection, thus establishing a completely representative collection to serve the University as a teaching museum.

### **Annex and Workshop**

As a result of the rapid expansion of the work of the Art Gallery, the space allotted to it within the Institute building soon became inadequate to serve its developing needs. Moreover, as the collection grew through acquisitions and donations, it became more and more evident that proper technical services must be provided. Happily, the Lee Hysan Foundation recognized this need and generously donated a well-equipped three-storey Annex to the Institute building. It was completed in 1978. The upper floor includes an office, and restoration and conservation laboratories equipped with instruments for physical and chemical examination of works of art. Two workshops are on the ground floor: one for the mounting and restoration of Chinese paintings, and the other for woodwork. The photographic studio and the dark room occupy the lower floor. A total of 64 paintings and calligraphy have been remounted and restored during recent years. The photographic archive has added another 1,000 slides and photographs since



1976-77. In appreciation of the generous support given by friends and patrons to the Art Gallery and the Institute of Chinese Studies, an exhibition of "Gifts to the Art Gallery" received from 1971-1978 was held in conjunction with the opening of the Annex.

## **Research Projects**

During recent years, research programmes have continued. While the study of bronze seals of the Ch'in and Han dynasties has been completed, the following research projects are being conducted currently:

1. Kwangtung Art and Culture in the late Ming and Ch'ing Periods, making use of the unique Jen Yu-wen Collection;
2. Trade Pottery in East and South-east Asia in conjunction with the Centre for East Asian Studies, the study of recently unearthed Chinese export ware in this region; and
3. History of Tea Drinking and Tea Utensils in China, from the T'ang Dynasty to the Ch'ing Dynasty.

More research projects will be discussed later in connection with the newly established "Centre for Chinese Archaeology and Art".

## **Comparative Literature and Translation Centre**

The Centre for Translation Projects was established in 1971 with a substantial grant from The Asia Foundation. Subsequently the Centre has received annual grants from The Asia Foundation and the Rockefeller Brothers Fund. The chief purpose of the Centre is to promote translation through instruction, research and publications. In the beginning, the Centre was chiefly concerned with the translation from English into Chinese, with special emphasis on social sciences and the humanities. It also collaborated with the academic departments in sponsoring translation symposia, compiling glossaries of social and natural science terminology and rendering service to the Translation minor programme and Certificate Course in Advanced Translation at the Extramural Studies Department.

To-date, one title in the humanities and two titles on social change have been published. *Hsin Hsing, Taiwan, A Chinese Village in Change* by Bernard Gallin is in the press, and *A Critical Study of the Chinese Translation of Hamlet* is in the final editing stage. *A Glossary of Sociological Terms* has been completed by the Social Research Centre with the assistance from the Centre. Three more titles are either under serious preparation and editing or in the process of translation.

## *Renditions*

In 1973, the Centre ventured to the new field of translation from Chinese into English by publishing *Renditions*, a Translation Magazine issued twice a year. Within a short period, this journal has achieved international recognition and a world-wide circulation among students

and teachers of Chinese language and literature. Each issue of *Renditions* is a veritable book, an anthology of the best and most enduring in Chinese writings rendered into readable English. *Renditions* was conceived as a periodical published to serve the following purposes: (1) to make Chinese writings in the humanities accessible to Western readers; (2) to provide fresh insights into Chinese life and thought; and (3) to discuss and exemplify the art of translation. Judging from the response of its subscribers and unsolicited manuscripts, the journal has fulfilled its mission. There have been a Special Fiction Issue, a Special Drama Issue and a Special Art Issue among the nine issues already published, besides the usual offering of the classics of Chinese philosophy, history and biography as well as T'ang poetry, Sung lyrics, Yuan drama, Ming short stories, Ch'ing novels, and a variety of contemporary Chinese writing. Perhaps the best remark on *Renditions* came from *The China Quarterly*, published in London:

“A most attractive feature is its catering both to those who are highly proficient in literary Chinese, and to those who are only slightly so or know no Chinese at all. . . . How pleasant to be reminded that Chinese can be fun.”

### **Renditions Books**

One of the natural off-shoots of *Renditions* is *Renditions Books*. This series of publication was begun with the following:

1. John Turner: *A Golden Treasury of Chinese Poetry*; and
2. James Watt (guest editor): *The Translation of Art*—a collection of essays on Chinese Art either written in English or translated from Chinese.

These volumes, distributed by the University of Washington Press, Seattle, U.S.A., have been so successful that the Centre was asked to produce more of the same type.

Current publications:

1. S. S. Liu: *Chinese Classical Prose: The Eight Masters of the T'ang-Sung Period* is with the printer, and
2. Professor C. T. Hsia and George Kao: *An Anthology of Yuan Drama* is in the final editing stage.

Two more titles are in serious preparation while a new project of *Renditions References* has been designed to include a specialized Chinese to English Dictionary.

### **Comparative Literature Division**

Translation is not merely a mechanical process of translating one language into another. A good translator is necessarily a master of two languages and at the same time deeply steeped in two cultures.

Comparative literature requires solid translation work before ambitious research projects can be attempted. That is why when it was decided to establish a research centre for Comparative Literature, all parties concerned agreed that it should be merged with the Centre for Translation Projects to form the Comparative Literature and Translation Centre in order to avoid future overlapping and duplication.

### **The Basic Concept**

Comparative Literature is a new discipline recently developed in Europe and America. The terminology and methodology have been adopted from Western literatures. The major objective of the Comparative Literature Division of the new Centre is to study Chinese literary theories and gradually to formulate and articulate an alternative way of viewing literature. The Chinese approach would then become a conceptual issue of world-wide significance rather than a purely national or geographical one. In short, the occident needs a new *Orientation*, so that non-Western countries may take their rightful places as equal partners with the West. The Division's new research projects have already proceeded in a three-pronged thrust and will take one to two years to complete:

1. Translation of *Theories of Literature in the 20th Century* from English into Chinese;
2. *Chinese Literary Critical Terms Reference Book* (from Chinese into English);
3. *A Glossary of Literary Terms* (E-C and C-E); and
4. *A Companion to Comparative Literature: Chinese-Western Literary Relations*.

### **Centre for Chinese Archaeology and Art**

A new Centre for Chinese Archaeology and Art was established in 1978 within the Institute, with Professor Cheng Te-k'un, the distinguished archaeologist, formerly of Cambridge University, as its first Director. From the title, its close relationship with Fine Arts and Anthropology Boards and the Art Gallery can be easily discerned. The main objectives of the Centre are:

1. To promote research in Chinese archaeology and art;
2. To build up relevant facilities for research in Chinese archaeology and art;
3. To periodically organize exhibitions or symposia on special subjects related to the above fields, in concert with the Art Gallery and the Departments of Fine Arts and History;
4. To provide teaching in Chinese archaeology and art for the graduate students in the University; and
5. To exchange up-to-date information regarding the latest archaeological findings with various museums or other institutions.

Although only established in early 1978, it already has five research projects in progress:

1. The Archaeology of Han China;
2. Calligraphy in Hong Kong and Singapore Collections;
3. Neolithic Culture in the Yellow River Basin;
4. Use of Tenon Technology in Warring States' Fine Woodwork Craftsmanship; and
5. Study of Post-Han Jade

These call for cooperation with history, fine arts, anthropology and economics, thus enhancing interdisciplinary research.

As evidenced by the activities described above, the Institute of Chinese Studies is now firmly established and is making important contributions to the achievement of the distinctive goals of The Chinese University. Recent developments in organization, facilities, and programme foreshadow increasingly significant undertakings in the near future.

## IX Public Service: The Chinese University in the Hong Kong Community

As fully described in *The Emerging University*, The Chinese University is committed to the three knowledge functions of the modern university, conventionally stated as teaching, research, and public service. Public service, properly understood, means The Chinese University's use of its wide-ranging expertise and its intellectual resources for the public benefit, by helping to solve Hong Kong's complex social, economic, scientific, commercial, and technological problems, and by contributing to the enrichment of its cultural life. The present Section discusses a number of ways in which the public service responsibility of The Chinese University is currently being discharged.

### **The "Open Door" Policy**

The entrance of the University has no gate, but an impressive pylon with four stone pillars, which can be traced back to the Han Dynasty. It is symbolic of the University's "open door" policy. The magnificent campus is open all year long to the public, regularly attracting numerous visitors at weekends. The Art Gallery is especially kept open during Saturday and Sunday afternoons for those who cannot attend the exhibits and view their priceless collections during office hours. The University Library System serves not only the members of the University but also the community at large. Within the University there are approximately 6,000 registered borrowers. In addition, readers tickets have been issued to a large number of visiting scholars and to members of the community who can demonstrate a legitimate need for the use of the facilities. As a good example, the continued availability of the Chung Chi Library to church workers reflects its respect for traditional ties. In this way, the University Library System makes a substantial contribution to Hong Kong and the scholarly world.

### **Personal Participation**

The most direct form of community service is through the participation of the University's individual staff members on various governmental, semi-official, and private committees, bodies and organizations. A faculty member serves in the Hong Kong Government as an Unofficial Member of its Legislative Council. Many members of the Faculty of Business Administration render their service to organizations such as the Hong Kong Chamber of Commerce, Hong Kong Productivity Centre, Hong Kong Management Association, etc. Members of the Faculty of Science serve as members of Committee for Scientific Coordination, Hong Kong Training Council, Hong Kong Examination Authority, etc.

Furthermore, the Science Faculty has organized summer courses for secondary school science teachers. These courses either deal with the revised syllabus for Matriculation Examination or update the teaching by introducing new developments in the various sciences.

### **Applied Research**

As discussed in Section VII above under Research Institutes and Publications, there are many projects on applied research going on at this University either commissioned by the Hong Kong Government and various agencies or voluntarily by the University's own staff. They all have direct bearing on the development of the community and are relevant to the future growth of Hong Kong. There is no need to repeat the whole list here but it may be pertinent to cite the Kwun Tong Project completed by the Social Research Centre which is now carrying on a new Shatin Project, the Project on Projecting the Economic Growth of Hong Kong by the Economic Research Centre, the Hong Kong TV Audience Habit Project by the Centre for Communication Studies, the Chinese Herb Medicine Project and the Protein and Mushroom Projects under the Institute of Science and Technology, and various applied research projects in the Science Centre.

### **Cultural Activities**

Members of the University have contributed substantially to the advancement of the cultural activities of Hong Kong throughout the years. Members of the Music Board have helped to write musical programmes and notices, to be accompanists to visiting musicians and to perform for audiences and broadcasting stations. The Chairman of the Hong Kong Committee of the International Society through Art is a member of the Fine Arts Board, whose members have often held individual or group exhibitions of their works either locally or abroad. The Curator of the Art Gallery serves as a member of the "Antiquities Advisory Board" and as a consultant to community organizations sponsoring exhibitions on art and archaeology. In 1971 members of the University initiated and organized the Hong Kong Translation Society which now has 125 members, while a number of comparatists organized the Hong Kong Comparative Literature Association in early 1978. Many of the University staff were founding members of the Hong Kong Arts Centre, of which the Vice-Chancellor had been its patron and the first Chairman of its Board of Governors. It would not be an exaggeration to say that CUHK has considerably enriched the artistic and cultural scene of Hong Kong. Consequently, students have also taken part actively in various youth activities related to literary, artistic and other cultural events.

### **School of Education**

There is a great need of in-service professional training for graduate teachers if secondary education in Hong Kong is to be expanded and improved. The Diploma in Education used to be offered to in-service

graduates teachers, in either the one-year full-time Day Course or the two-year part-time Evening Course. It was realized that many teachers would like to attend the part-time Evening Course but could not spare three evenings a week on campus to do so. It was found that in March 1975, when the number of graduate teachers in local secondary schools was 6,230, only 1,706 (or 27.4%) of them had received professional training. Thus a two-year part-time Day Course was introduced in 1976-77. As shown in the table below, the community response to this programme was enthusiastic.

Course \ Year	One-year Full-time DAY Course	Two-year Part-time EVENING Course		Two-year Part-time DAY Course		Total	Full-time Equivalent (2 part-time = 1 full-time)
		1st Year	2nd Year	1st Year	2nd Year		
1974/75	50	122	77	—	—	249	149½
1975/76	35	87	155	—	—	237	136
1976/77	71	88	83	86	—	328	199½
1977/78	101	103	84	101	79	468	284½

It must be pointed out that less than one third of the applicants were admitted to the three courses for Diploma in Education. To meet the challenge of the Government plan for expansion in secondary school education, an increase in outlay for such courses would be necessary.

## Research in Public Education

Another important public service is the research in elementary and secondary education in Hong Kong conducted by Faculty members of the School of Education. During 1975/76 and 1976/77, 9 and 11 research projects were carried out respectively. Among the projects still in progress are "The Relative Effectiveness of Chinese and English as Media of Instruction in Secondary School Learning", "The Teaching of Mathematics in Secondary Schools", and "A Retrospective Study of the Impact of a Foreign Sojourn". In March 1977, the School organized a full-day on-campus Conference on Recent Developments in Education, which was attended by 440 educators, mostly secondary school teachers. The proceedings of this Conference were published in the new *Educational Journal* which replaced the former *Studium*.

## LIBA

Public service to the business sector of Hong Kong is provided largely by the Lingnan Institute of Business Administration. The Institute was established in 1966 as one division of the Graduate School with generous donations from the Lingnan University Board of Trustees in New York.

### **Training Government Administrators**

In 1976, the Lingnan Institute was invited by the Government Training Division to design a part-time programme in managerial and behavioural sciences tailored to the needs of administrative and executive officers of the Hong Kong Government. In cooperation with the staff of the Government Training Division, the Institute developed a programme of eight courses to be offered on Saturday mornings at the rate of two courses per semester over a two-year period. The programme is conducted at the post-graduate level by the faculty of the Lingnan Institute under the sponsorship of the Department of Extramural Studies of The Chinese University of Hong Kong. The Diploma in Management Studies is awarded by the Department of Extramural Studies of The Chinese University of Hong Kong to participants who have completed the eight courses successfully. During 1977 two groups, representing more than twenty departments of the Hong Kong Government, began the programme.

### **Local Programmes and Support**

The Institute frequently cooperates with other organizations in sponsoring and conducting educational programmes and training activities for practising managers in Hong Kong. Faculty members of the Institute are encouraged to teach or participate in courses offered by the Hong Kong Management Association, the Hong Kong Productivity Centre, the Chinese Manufacturers' Association, and other organizations engaged in management education in Hong Kong. The Institute also encourages its faculty to engage in consultancy and to conduct seminars and "in-plant" training activities for banks, manufacturing companies and other business organizations. Summer employment projects and plant visits are also included in the regular programme.

Many of the activities of the Lingnan Institute in the fields of business and industry have been made possible by grants from interested corporations and foundations. Because of its positive contribution to the Hong Kong community and the continuous donations from Lingnan University Board of Trustees in New York, more donations were attracted and LIBA was most grateful to the following donors: (1) the B. Y. Lam Foundation Lecturership since 1968; (2) the Lee Foundation Lecturership since 1972; (3) the Lee Wing-Tat Lecturership since 1972 and (4) the IBM Visiting Professor of Information Systems since January 1975. LIBA is perhaps the best illustration of how an institute has grown from an internationally financed concern to become a completely integrated East-West effort to promote the application of the latest theory and practice from the West to enhance local commerce and industry in a better competitive position.

### **Three-Year MBA Programme**

In March 1977, the University launched the Three-year MBA Programme in management for executives in business and industry in Hong Kong. The generosity and efforts of two prominent business leaders,



Mr. Fung King-hey and Mr. Cheng Yu-Tung made the Programme possible through the establishment of an Endowment Fund with a sizable initial donation. Continued contributions from their friends and other local business leaders maintain the Programme.

### **Relation with LIBA**

The curriculum is similar to the regular Two-year Programme at LIBA. The courses are offered over a period of 3 calendar years with 3 trimesters of thirteen weeks and two evenings per week at down town central Hong Kong. Thus, for the first time, an opportunity is provided for practising managers with good educational background and recognized managerial potential to improve their capabilities through part-time graduate study at the MBA level.

### **Warm Response**

The response to the Programme was enthusiastic. At first, it was proposed to admit 30 students for the first year. After the announcement, however, 750 people applied for a place in the Programme for 1977-78. A large proportion of the applicants held responsible executive and managerial positions in local commercial and Government organizations, and some possessed Master's degrees. Under the circumstances, the number of places was raised to 45. These 45 students, after a series of tests and interviews, began classes in September 1977, which were conducted twice a week from 6:30 to 9:30 p.m. Feedback from participants indicated that the courses were informative, challenging, and useful. Faculty members engaged in the Programme, on the other hand, have found the students knowledgeable, mature, and responsive.

### **Department of Extramural Studies**

The Department of Extramural Studies (EMSD) has always been a major University resource for service to the Hong Kong community. Unlike its early days, when the Department offered elementary courses in the humanities and social sciences, which can no longer satisfy the desire for advancement of a more demanding population, the following titles found in the catalogue of Spring 1978 suggest the current range and nature of the courses:

Copy-writing for Print Media  
Psychology for Nurses  
The Social Worker and Interpersonal Communication  
Sales Forecasting  
Sea Transportation  
Salesmanship  
Law of Contract  
Economic Geography of Hong Kong  
Printmaking—Intaglio Method  
Freehand Paper Cutting

The following certificate courses reveal the same concern for occupational advancement:

Hotel Management  
Nurse-Teacher in Schools of Nursing  
Kindergarten Teaching  
Advanced Translation (from Chinese to English)

### **Serving the Suburbia**

The Extramural Studies programme has expanded in pace with the Hong Kong economy. Its population is no longer concentrated in the former residential areas, but spread out to suburbs and newly developed satellite towns. Courses were started in Mei Foo Sun Chuen in Autumn 1973, as part of the expanding North Kowloon area project. This was followed by courses given in the industrial town of Kwun Tong in 1977, in Shatin in Spring 1978, and in Quarry Bay, Hong Kong, in early Summer 1978. Though the majority of the courses are still offered in the central districts of Kowloon and Hong Kong, people are no longer forced to travel to these locations to satisfy their desire for knowledge; knowledge now goes to where they live.

### **Town Centre**

In 1976, an important step was taken—the acquisition of a town centre in Kowloon. Two floors in the Oriental Centre, with a total space of 7,000 sq. ft., were purchased on instalment and it is expected that by 1982 all instalments will be paid off. This timely purchase has enabled the Extramural Studies Department to avoid rapidly rising rental costs and thus to hold its fees at reasonable levels.

### **Reading Television**

While the Extramural Studies Department has always devoted a great deal of time and energy to the promotion of distance education which is done through post (correspondence courses) or on air, supplemented by printed materials, tapes or films, the University's participation in instructional television has enormously increased the number of participants.

The Commercial Television (CTV) had agreed in its licence application to reserve air time for educational programmes on week days between 9:30 to 11:30 p.m. (prime time) and these programmes were to be run in collaboration with an "institutional partner". Subsequently invited to be a partner, the EMSD had run the following programmes since September 1975:

Interior Design (Certificate Course)  
Basic Accounting (Certificate Course)  
Mandarin  
Basic Drawing  
Chinese Painting  
Practical English

Japanese  
Career English  
Guten Tag (German)  
Zarabanda (Spanish)  
Commercial Design, etc.

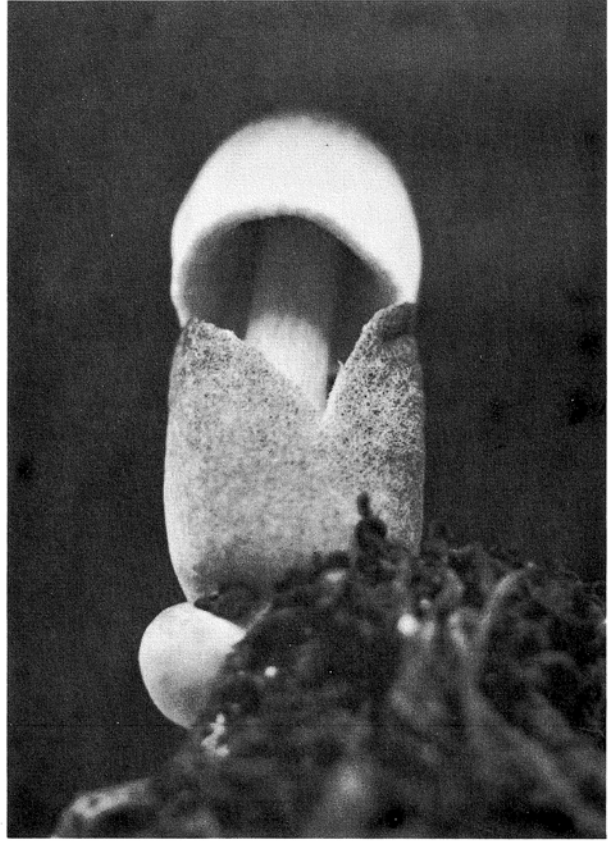
A number of courses were run by other institutions under the general supervision of the Hon. Controller who was the Senior Staff Tutor of the Department. They were:

Auto Mechanics  
Beginners' French  
Secretarial Practice  
Business Accounting & Administration, etc.

The collaboration with CTV might be described roughly as follows: the University contributed manpower for the planning, production, promotion and administration of the courses; CTV contributed studio facilities, programme directors, production assistants and the studio floor crew. Authors, markers, presenters, part-time producers were paid from the income from enrollment fees. The total enrollment reached 6,713 in the summer of 1978 and the project began to generate income after defraying the cost. Although the CTV ceased operation in September 1978, the collaboration arrangement may well serve as the pattern for later educational television projects.

As the academic resources and expertise of The Chinese University continue to grow, so will the University expand the scope of its public service to the Hong Kong community.

Cultivation of straw  
mushroom at CUHK in  
a quicker and cheaper way



## X The Chinese University and the International Academic World

During the years covered by this Report, The Chinese University not only maintained, but expanded, those activities and relationships which had given the University a truly international character, such as previously described in *The Emerging University*. These include active participation in the affairs of regional and international associations of universities; cooperative projects with foreign governments and with individual institutions and organizations in various parts of the world; continuing productive relationships with international foundations; sponsorship of international conferences and workshops; frequent visits by distinguished scholars and various specialists; and, finally, a well-structured student exchange programme.

### World-Wide Associations

During the past quadrennium, The Chinese University continued its active participation in regional and world-wide associations of universities, which were fully described in *The Emerging University, 1970-1974*. Among these organizations, mention may be made of the following: The Association of Commonwealth Universities, The Institute of International Education, the International Association of Universities, the Inter-University Council for Higher Education Overseas, and the Association of Southeast Asian Institutions of Higher Learning. A recently formed International Committee for the Study of Student Educational Exchange gives promise of fruitful relationships with other universities.

### Foreign Government Contributions

The international character of The Chinese University has been significantly enhanced by contributions from foreign governments, primarily for instruction in their respective languages and literatures. The governments of Japan, France, West Germany, and Italy have provided visiting faculty members and have made available some student scholarships. These governments have also donated books to the University Library, as have other governments, specifically Austria, Belgium, Egypt, Korea, the Netherlands, Pakistan, Singapore, the United Kingdom, and the United States.

Very recently plans have been made for widening the scope of the cooperative relations with the Government of France. In May 1978, an eight-member delegation, led by the Vice-Chancellor, visited universities and other institutions in France as guests of the French Government. In the many official discussions, a number of areas of potential cooperation were explored, and certain understandings were reached concerning

cooperative undertakings, among them are joint publication projects between the Chinese University Press and various institutions in France, and arrangements for two French scholars to conduct research in the Institute of Chinese Studies and for two Chinese University scholars to pursue research projects at French institutions. The International Asian Studies Programme at The Chinese University would be open to French students.

### International Conferences and Workshops

During the past quadrennium, The Chinese University sponsored an increased number of international conferences and workshops. Briefly described, these conferences in chronological order are as follows:

- (1) *Symposium on Paintings and Calligraphy by Ming I-min*, co-sponsored by the Institute of Chinese Studies and the Harvard-Yenching Institute, 31st August to 3rd September, 1975. About sixty scholars, collectors, and artists participated. The Symposium, supported by a special exhibition in the Art Gallery, was designed to promote a better understanding of the art of a critical period in Chinese cultural history. A fully illustrated bilingual catalogue of the exhibition was prepared by the Art Gallery, and the proceedings of the Symposium were later published as a special issue of the *Journal of the Institute of Chinese Studies*, Vol. 8, No. 2.
- (2) *Workshop on the Training for Communication Research*, co-sponsored by the Centre for Communication Studies and the Lutheran World Federation in Geneva, 8th to 13th January, 1976. Participants came from Malaysia, India, Ethiopia, Japan, England, Nigeria, France, and Switzerland.
- (3) *Conference on Women and the Media*, held 6th to 10th April, 1976. Discussion focused upon Asian women, their legal and social problems, their problems and opportunities in the communications field. About 50 Asian representatives participated in the conference.
- (4) *The Fourth Asian Conference on Art Education*, jointly sponsored by The Chinese University and the International Society for Education Through Art, 28th to 30th December, 1976. About 150 participants from Hong Kong, India, Japan, Malaysia, the Philippines, Singapore, and Taiwan participated in the discussions which were focused on the theme: "Oriental Art in the Changing World".
- (5) *A Training Course on the Cultivation of Edible Fungi (Mushrooms)*, cooperatively sponsored by The Chinese University, UNESCO, the United Nations Environmental Programme, the International Cell Research Organization, and the Hong Kong Committee for Scientific Co-ordination from 27th June to 16th July, 1977. Participants included representatives from West Germany, Japan, the U.S.A., the Philippines, Korea, Thailand, Singapore, Indonesia, Malaysia, and Hong Kong. (See Section VII)

(6) *The ASAIHL Seminar on Postgraduate Education in Southeast Asia*, sponsored by the Association of Southeast Asian Institutions of Higher Learning, 3rd to 6th April, 1978. The 49 participants came from universities and colleges in Southeast Asia, Australia, and the United Kingdom.

(7) *The Consultation Meeting on Medicinal Plant Research in Southeast Asia*, jointly sponsored by UNESCO Regional Network for Chemistry of Natural Products, The Institute for Advanced Research in Asian Science & Medicine, U.S.A., and The Chinese University, was held from 20th to 22nd April, 1978. The Meeting aimed at working out regional programmes of cooperation in the research of medicinal plants and was attended by over 40 local and overseas scientists.

(8) *The World Health Organization Uterotonic Assay Workshop* was held at The Chinese University from 24th to 28th April, 1978, following the UNESCO Consultation Meeting on Medicinal Plant Research in Southeast Asia. Nine experts in Physiology and Pharmacology from Australia, Brazil, England, Nigeria, South Korea, Sri Lanka and U.S.A. attended the Workshop.

(9) *Regional Seminar on Recent Developments in Medical Education*, co-sponsored by The Josiah Macy Jr. Foundation, U.S.A. and the Faculty of Medicine of The Chinese University of Hong Kong, was held from 6th to 7th July, 1978 on the campus. Representatives from various medical schools in Southeast Asia discussed recent developments in medical education in their respective countries.

(10) *Symposium on Trade Pottery in East and Southeast Asia* was held from 4th to 8th September, 1978, with a special grant from the Institute of Chinese Studies. Participants included 32 archaeologists and historians from Asian countries, Europe and America, and also 68 observers from abroad and Hong Kong. The topics ranged from historical sources on trade pottery in East and Southeast Asia from the 7th to 16th centuries to studies of actual finds of trade ceramics from archaeological sites in Asia. Special emphasis was given to the identification of various types of Chinese wares with regard to both dating and provenance and to the relationship between Chinese and Southeast Asian ceramics. Altogether 28 papers were presented over 5 days of meetings allowing ample time for discussions. A special exhibition on trade pottery in Southeast Asia was mounted in the Art Gallery in connection with the Symposium. The proceedings of the Symposium will contain basic knowledge for archaeologists and historians.

## **International Foundations**

Within the international academic world, various foundations have played important roles in the emergence of The Chinese University, by making timely grants for innovative projects, particularly those related

to the distinctive educational mission of the University. Most of these grants, made during the past four years, are specifically acknowledged in appropriate places in this Report. The Chinese University is most grateful for the continuing interest in and support of its educational goals by these international foundations.

### **The Luce Scholars**

An important cooperative undertaking with international foundations is the Luce Scholars programme, financed by the Henry Luce Foundation, and administered by The Asia Foundation. Since 1974 The Chinese University has served as the institutional base for the Luce Scholars, providing a series of orientation lectures and seminars for these highly-selected Americans whose professional fields range from architecture to economics to theology.

### **Student Exchange Programmes**

From the early years, student exchange projects have contributed to the international character of The Chinese University. Under an agreement made in 1965, The Chinese University and the University of California have maintained a formal student exchange programme. The University of California Study Center, established in 1967, is administered by a full-time Director and Associate Director, who also participate in the instruction programme, both undergraduate and graduate. The exchange arrangements enable junior instructors in The Chinese University to pursue advanced degrees at the various campuses of the University of California. In 1978, the agreement was extended for another five years.

For many years the Yale-China Association conducted a Chinese language instruction programme in cooperation with New Asia College. In 1974 The Chinese University assumed financial and administrative responsibility for this instruction, placing it in the Chinese Language Centre. This Centre offers classes in Kuoyu (Mandarin) to large numbers of freshmen whose native dialect is Cantonese. The Centre also offers courses in Kuoyu and Cantonese for foreign students in the California programme and in the rapidly expanding International Asian Studies Programme. As described in Section XI, the Centre will soon have a new building to accommodate its expanding activities.

### **International Asian Studies Programme**

The various student exchange programmes increased so greatly in recent years that The Chinese University found it necessary to establish a formal organization to administer or coordinate all such exchange activities. Accordingly in 1977, the International Asian Studies Programme was established. It will have exclusive responsibility for the admission of foreign students and scholars who wish to pursue Chinese or Asian studies in the University. The needed expansion reflects the rapidly growing interest in Asian studies in Western universities. The Programme involves the cooperation of the Yale-China Association, and



has received generous support from a number of international foundations—the Lilly Endowment, the Kresge Foundation, the Andrew W. Mellon Foundation, the General Service Foundation, and the Chase Manhattan International Foundation.

Unlike some “study abroad” programmes, the IASP is not an independent foreign studies operation, but is fully integrated into the regular academic, administrative, and social fabric of The Chinese University. IASP participants and their Chinese counterparts live in the same hostels. They are enrolled in courses in Asian and Chinese studies, some taught in English, as part of the regular University curriculum for both IASP participants and local Chinese students. Courses are planned and offered by the relevant Boards of Studies and the Chinese Language Centre. A Director and two Associate Directors have administrative responsibility for the Programme.

The Mall viewed from the University Library and the Science Centre



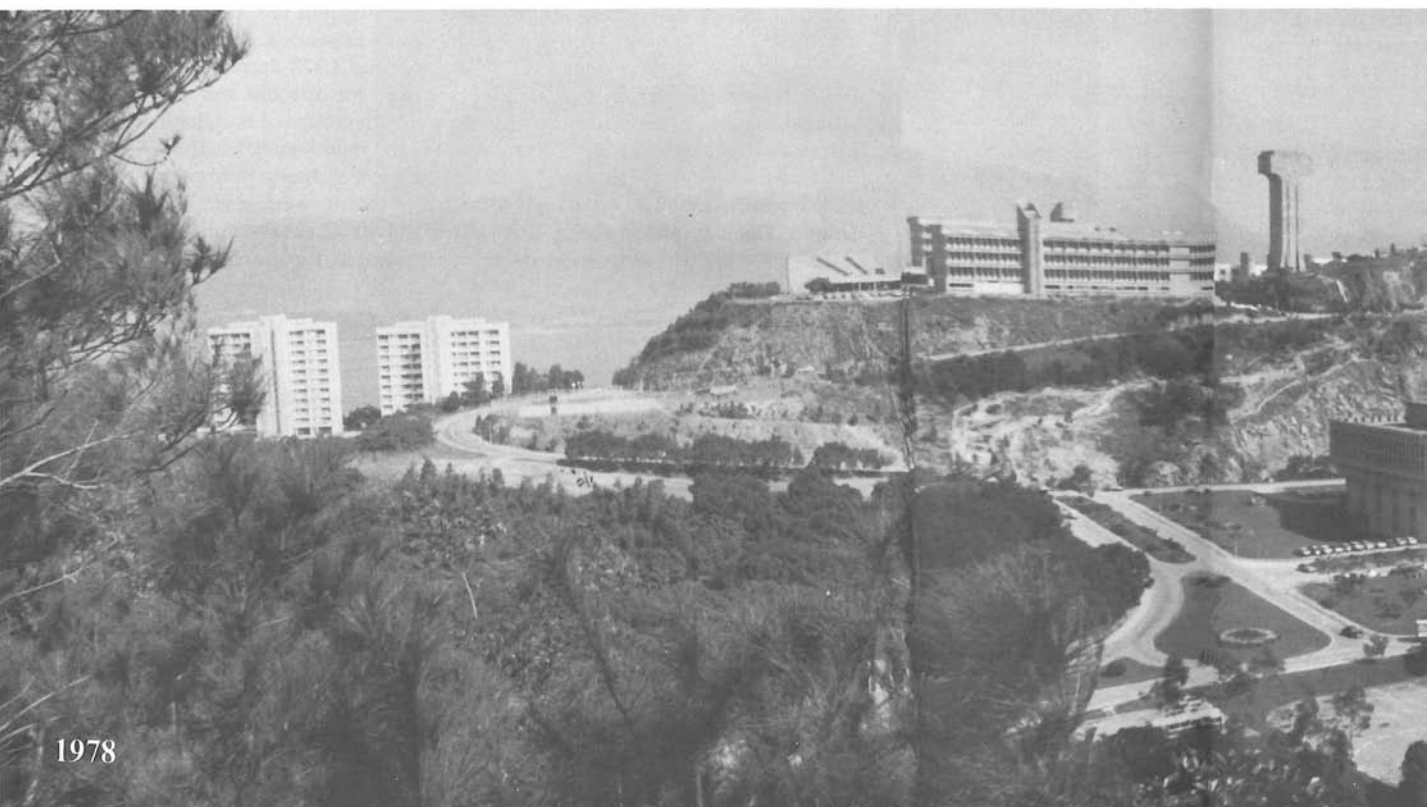
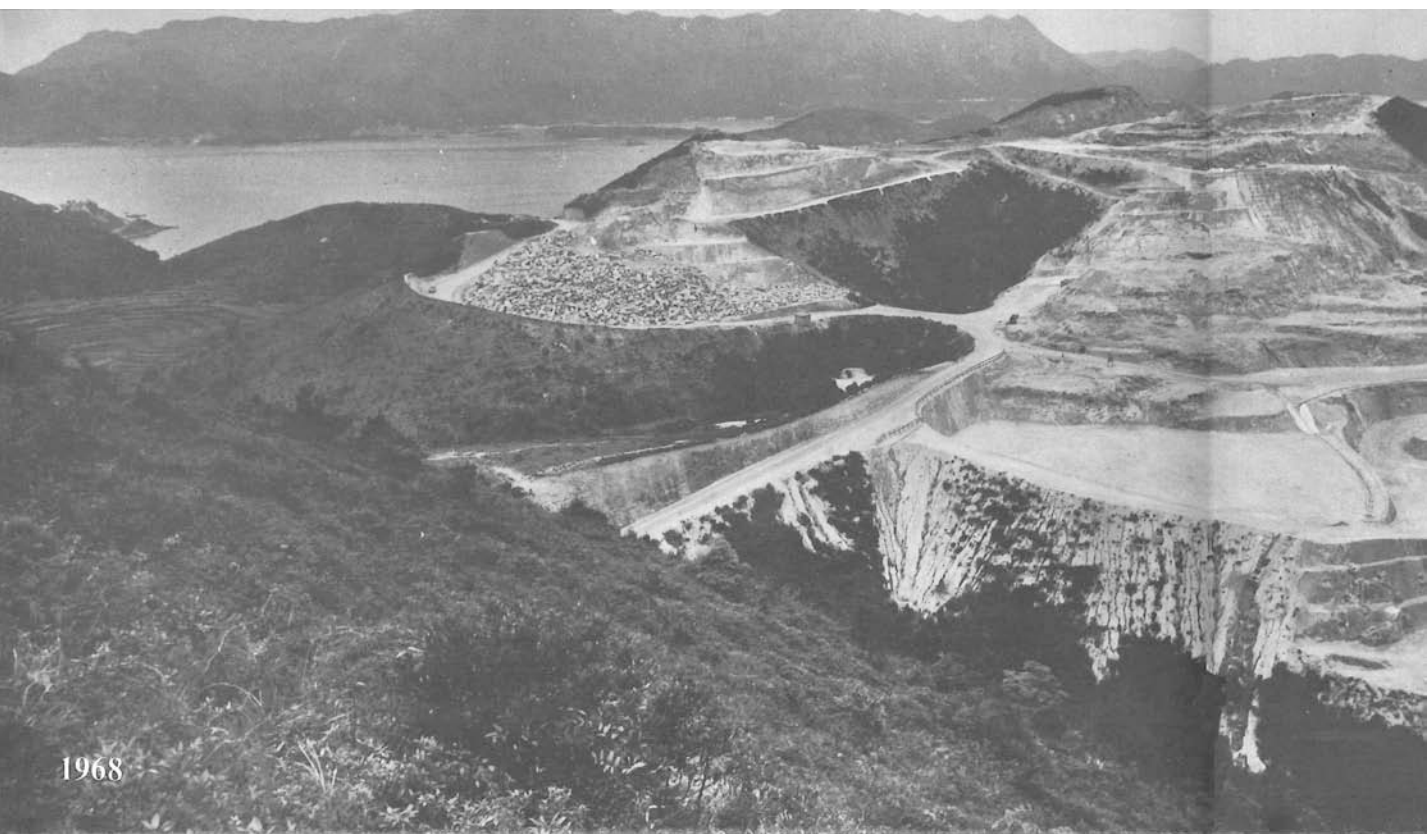
## XI The Mountain Is Transformed: The Campus

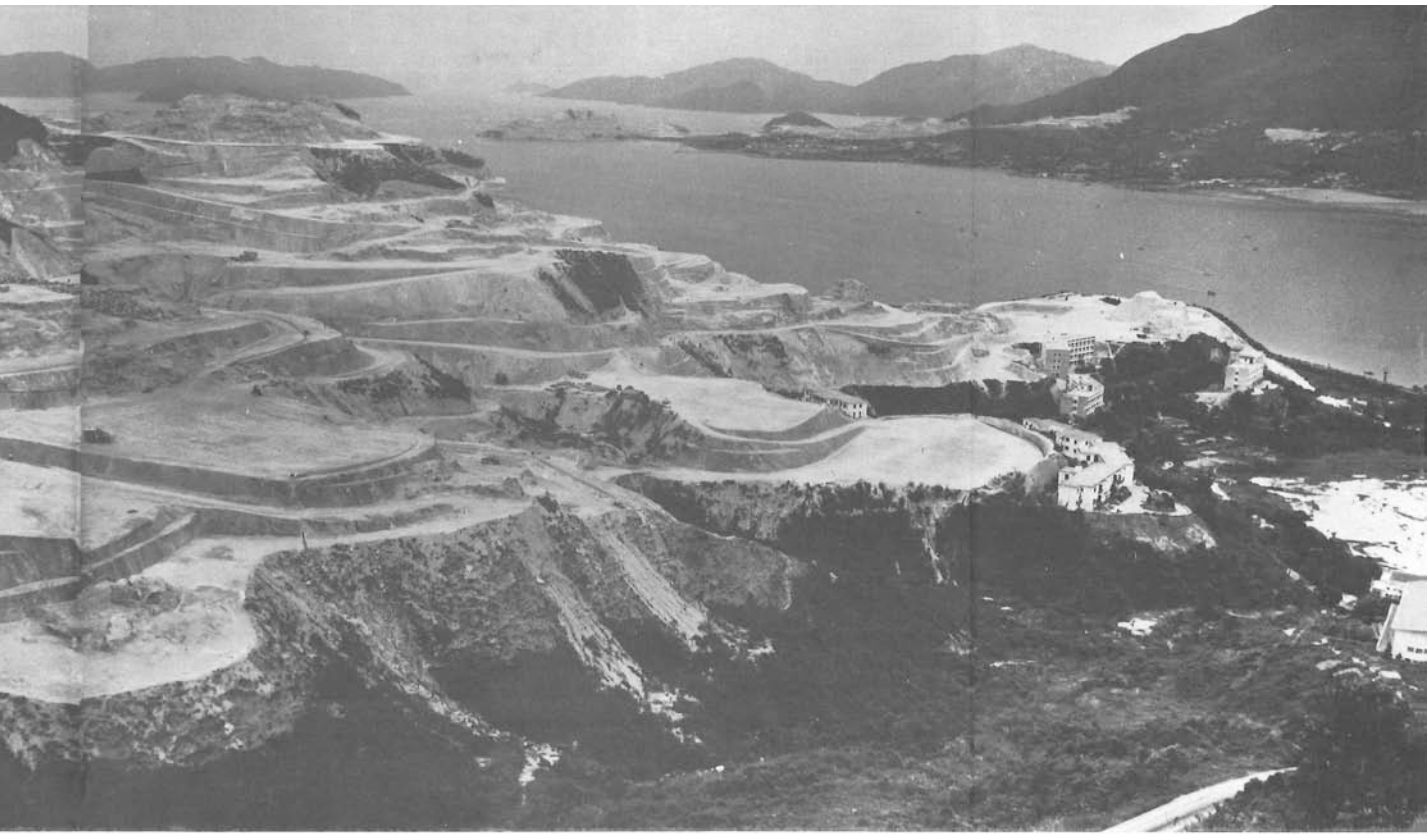
Perhaps the campus of the University, especially the physical development programme of the last four years, tells the story of the University's growth more eloquently and vividly than anything else. People who once travelled past the empty and bare plots of mountains and rocks at the campus site in 1968 and then returned to Hong Kong in 1978 would not believe their eyes when they saw a new and complete university community on the same barren site. The spectacular development of the last four years proceeded despite the fact that Hong Kong was affected by the world-wide recession. Its continuing progress during this period was due as much to the contributions of private donors as to Government support. We must not forget, of course, that buildings are not mere "bricks and mortar", but expressions of particular educational goals and functions.

There is a Chinese saying: "The mountain and the sea are moved" (移山倒海) to describe the ability of man to overcome nature. The original site of the campus was a mountainous tract used by the Government to remove rocks and soil to fill the gigantic Plover Cove Dam project. The University chose it because it was contiguous to Chung Chi College and its 273 acres allowed room for future expansion. A look at the two photos of the campus taken at 1968 and 1978 dramatically reveals the spectacular transformation. A barren lot of rocks and soil has now become a magnificent campus dotted with groups of buildings, surrounded by trees, which remain green in the mild winter weather. The flowers bloom all the year round. It has now virtually become a public park, attracting thousands of visitors during weekends. The Campus Planning and Building Committee and its Chairman and the University Architect are to be warmly commended for creating and carrying out the master plan.

### The Central Activities Complex

The construction history of the Central Activities Complex on the middle level along the Mall provides a significant example of the University's determination to forge ahead and the timely assistance of private individuals in continuing to support the campus development during periods of economic stringency. The completion of the Central Activities Complex was essential to the implementation of the integration of various other disciplines other than the Faculty of Science. The University has, therefore, decided to move forward in spite of the world-wide recession.





## **Pi-Ch'iu Building**

The Pi-Ch'iu Building, representing the first phase of the planned project, was completed just before the end of the economic recession in Hong Kong. Determined to push on in face of adversities, the University made an appeal for financial support and found the community sympathetic and responsive. The Ho Tim Charitable Foundation came forward to underwrite the entire cost of the 4-storey Pi-Ch'iu Building with HK\$2.3 million. The Building has an area of 23,000 square feet, accommodating at the present the following units: The Chinese University Press, the Centre for Communication Studies, the Institute of Social Studies and the Humanities, the Computer Science Department, the offices of the Faculties of Arts, Business Administration and Social Science, as well as the University Media Services Unit. On the ground and first floors is a TV broadcasting studio of professional standard for the training purposes of the Board of Journalism and Communication.

The opening of the Pi-Ch'iu Building in April 1977 by Sir Y. K. Kan marked a new era in the academic development of The Chinese University. Together with the Sui-Loong Pao Building and the Lecture Hall Complex and the remaining half of the Building under construction, it will form a Central Activities Complex to serve the Faculty of Arts, Business Administration and Social Science just as the Science Centre has served the various Boards of Studies of the Faculty of Science since 1972. In these buildings, various centres/units/programmes function as parts of an organic institution, sharing facilities and maintaining daily contacts, thus enriching instruction and research programmes of one another. As stated above, the Pi-Ch'iu Building is being constructed in two phases, and the Block B will be ready for occupancy in autumn 1979. The Building is one of the largest on campus.

## **Sui-Loong Pao Building**

At about the same time the Pi-Ch'iu Building was built, on the same side of the Mall but nearer to the University Library, the Sui-Loong Pao Building was under construction. It was donated by Sir Y. K. Pao, a distinguished local businessman, in honour of his father. At one stage in 1975 the building had to be temporarily suspended because of economic recession. During this particularly difficult time, Sir Y. K. Pao demonstrated concern for the development of business education by making available HK\$3.29 million to cover the entire cost of the Building. It was completed in September 1977 and officially opened in January 1978 by His Excellency the Chancellor, Sir Murray MacLehose.

This four-storey building has a usable area of 14,000 square feet and provides much needed space for teaching purposes, particularly in Business Administration.

## **Lecture Hall**

Another addition to the Central Activities Complex is the lecture hall complex, costing one million dollars contributed by a warm friend of The Chinese University who wishes to remain anonymous. The



building will contain lecture halls of various sizes, which will serve the needs of the Faculties of the Arts, the Business Administration, and the Social Science.

### **Art Gallery Annex**

As an expression of its continuing support of the Institute of Chinese Studies, the Lee Hysan Foundation provided a grant of more than HK\$500,000 to construct and equip a new Annex to the Art Gallery, which was completed at the end of 1977 and officially opened by the Vice-Chancellor in April 1978. Its three split levels house the technical laboratories and workshops and photographic studio of the technical division of the Art Gallery.

### **Extensions to Marine Science Laboratory**

In order to facilitate the important work of the Marine Science Laboratory discussed in Section VII, expansion of its facilities became necessary. Interior extensions have been completed, and exterior work will be completed by the end of 1978.

### **The University Auditorium**

All modern universities have an inescapable need for a large-scale facility to accommodate public lectures, major student activities, academic conventions, and other activities important to an academic community. The Chinese University is no exception in this regard. After long delay and many discussions with the Hong Kong Government, the University Auditorium, a multi-purpose facility, is now in an advanced planning stage. It can house an audience of 1,500, with 500 movable seats on flat floor and partly on the balcony. Flanking both sides of the Auditorium will be dressing rooms, lavatories, scene shop, plant rooms and a large foyer. A garden with a bridge across a pebble creek will be incorporated in the scheme to link up the Auditorium and the Lecture Hall Complex. Construction work will commence before the end of 1978. Sir Run Run Shaw generously donated a sum of HK\$2 million towards the construction cost and pledged another 2 million, to meet the increased costs caused by the delays. The Auditorium will serve the cultural, artistic, recreational and entertainment needs of the University, and will make the University a really self-sufficient community.

### **Choh-Ming Li Building**

The first facility for the newly-established Faculty of Medicine will be the Basic Medical Sciences Building located at the east end of the existing University Science Centre. It will be an 8-storey building with a total floor area of approximately 80,000 square feet. The Department of Anatomy occupies the entire lower ground floor. The main entrance is at ground floor which contains administration offices, audio-visual room, common rooms, lecture theatre, etc.

The space on the first and second floors is to be used for multi-

disciplinary laboratories (M.D.L.) and ancillary facilities. The aim of the multi-disciplinary laboratories is to accommodate the students so that they can attend classes and conduct practical works at a central site where teaching staff from other disciplines will also visit and teach. The Departments of Physiology, Pharmacology and Biochemistry will be located on the third floor. Half of the fourth floor will be offices reserved for temporary use by members of clinical departments who will be participating in the basic medical instruction or others who may need laboratory space for basic research. The other half will include laboratories for animal experimentation, additional research laboratories, operating theatres, and X-ray room. The Animal House will be located on the top floors. Construction work is expected to begin in 1979.

The Choh-Ming Li Building (or the Basic Medical Sciences Building) reflects a wholly new development in professional education in The Chinese University, and constitutes the first facility in a future series of buildings, which will include a teaching hospital, to be constructed in October 1978.

The laying of the foundation stone took place on 7th July, 1978, and was officiated by Sir Yuet-keung Kan, the Chairman of the Council. The building is named after the University's first Vice-Chancellor in honour of his great effort to include medical education in the University.

## **The Mall**

The Mall, it is to be noted, now becomes the hub of the University. The University Library which supplies all stored knowledge to the University is at the west end of the Mall while the Choh-Ming Li Building and the Science Centre are at the east end, forming two impressive terminuses. Along the Mall, at one side are the Institute of Chinese Studies and the Art Gallery Annex. At the opposite side are the Central Activities Complex—the first and second phases of the Pi-Ch'iu Building, Sui-Loong Pao Building and the Lecture Hall Complex—and the University Auditorium. All the four Research Institutes with their Research Centres are housed in the various buildings. The multi-disciplinary laboratories at the Choh-Ming Li Building and the laboratories at the Science Centre, the TV-Broadcasting Studio at Pi-Ch'iu Building Phase I and the computing centre at Pi-Ch'iu Building Phase II provide the students opportunities to do practical work and receive professional training. Lectures and seminars are held at various sites near to the relevant units so that student and staff relationship can be further cemented. Most important of all, the instruction and research programmes of most, if not all, of the disciplines of the University are gathered in this centre. Functioning on the organic principle they stimulate, complement, and enrich one another.

## **Post Graduate Hall Complex**

The Post Graduate Hall Complex was formally opened on 16th March, 1976 by His Excellency the Chancellor of the University. The Complex comprises Sir Cho-Yiu Hall, Lady Ho Tung Hall and the Post-



graduate Hall. The capacity of the Complex is 365 residents. In the Sir Cho-Yiu Hall, located at the centre of the Complex, there are 64 single rooms, 32 double rooms, 11 guest/fellow suites, 8 common rooms and a dining hall. Friends of the late Sir Cho-Yiu Kwan raised a total of HK\$2 million towards the construction cost. The two-storey Lady Ho Tung Hall to its left houses students majoring in Business Administration, in 9 suites each with 2 to 4 single rooms and a large living/discussion room accommodating 30 people. Mr. Ho Shai-Lai contributed HK\$1 million towards its construction. The total cost of the two buildings, including equipment and furniture, amounted to HK\$7.7 million, the balance (\$4.7 million) being met by the Government which also bore the entire cost of the ten-storey Postgraduate Hall, amounting to HK\$5.3 million. The Hall is situated at the northern end of the Complex, with 112 single rooms, four suites for guests and fellows or married students and facilities for recreation and conference.

As mentioned in Section VI, the Post Graduate Hall Complex represents an important landmark in the development of graduate education. For the first time, the Graduate School has a residential base. The mixture of foreign and local students forms a stimulating community which gives the students a sense of belonging. The Chancellor's remark at the opening ceremony was very appropriate: "This sense of community can best be created through common purpose and common corporate life. And this in turn presupposes an organization in which teaching and learning and living and working and playing together are facilitated through the proper full and complementary functioning of all its many parts."

### **Spectator Stand and Tennis Courts**

Construction of the covered spectator stand at University Sports Field was suspended in mid-1975 for financial reasons. It was a project to be financed jointly by Government and the Royal Hong Kong Jockey Club (Charities) Ltd. The Royal Hong Kong Jockey Club indicated its willingness to take up the total construction cost of HK\$1.5 million in October 1975 and the construction resumed. This grandstand, seating 1,800 persons, was completed in December 1977.

During 1977-78 athletic facilities were considerably expanded. Government funds were made available in 1977 for construction of 5 tennis courts, 2 in front of the Postgraduate Hall and 3 in the Senior Staff Quarters Compound. The Shell Company of Hong Kong donated HK\$164,000 to construct another 3 tennis courts adjacent to the University Sports Field which were officially opened in May 1978 by Mr. S. M. Lawrence, the Managing Director of the Shell Company of Hong Kong. The eight new additions bring the total of tennis courts up to ten; this initiates a trend to tennis playing on campus, and more than 1,000 members have registered as players.

The two sports fields, the ten tennis courts, the swimming pool plus other indoor facilities are part of the University's physical education development programme, constituting an important part of the concept of "total education". The University is most grateful to the private

donors and the Government for making this possible.

### **Student Hostels**

Campus life is an essential part of the educational process of a university, and student hostels are necessary to this end. During recent years a new hostel project costing HK\$11 million and comprising four units is being completed. Three have recently been occupied: Madam S. H. Ho Hall at Chung Chi College, Xuesi Hall at New Asia College, and Bethlehem Hall at United College. Each of these hostels is a six-storey structure comprising 110 double rooms and providing residential accommodation for 220 students. These new hostels were formally opened by the Chancellor of the University, Sir Murray MacLehose, in June 1978.

The fourth hostel for 116 students under planning is similar to the one newly completed at Chung Chi College. In fact, its site is right next to the 220-place hostel ready for occupancy in September 1978.

Funds for the construction of these hostels have come from three different sources. The Bethlehem Company Ltd. provided a generous donation of HK\$4 million in 1974 in honour of Madam S. H. Ho. The Yale-China Association, which has a direct interest in providing more residential places for overseas students connected with the University's International Asian Studies Programme, contributed HK\$1 million. But the bulk of funds came from the Hong Kong Government, responsible for over one half of the total costs.

### **Health Centre Extension**

Construction work on a three-storey extension to the University Health Centre was begun early in 1978 and completed in October of the year. The lower ground floor will be used as quarters for resident nurses. The other two floors will provide accommodations for two dental surgery units, nurses' residence, minor staff quarter, and multi-purpose area for medicine, such as rooms for health education, physiotherapy, specialist consultation rooms, etc. As the University grows, health care becomes more extensive and specialized. The University Health Centre, very efficiently run, will be able to render more comprehensive service to the University community.

### **Senior Staff Residences**

If The Chinese University is to achieve its desired standard of academic excellence, it must be able to attract and retain distinguished scholars and young faculty members of great promise. To compete with other universities for academicians of this kind The Chinese University must be able to offer attractive housing accommodations and generally agreeable living and working conditions. Senior Staff Residences, therefore, are absolutely essential to the achievement of the University's high aims. In the past quadrennium considerable progress has been made in the construction of three additional Senior Staff Residences, each with 20 flats and housing a total of 60 families. Priorities will be given to academic staff involved in teaching, especially the student-

orientated programme, in which constant contact among teachers and students is required. While the first residence will be ready before the end of 1979, the other two will be built on another site and is expected to begin construction sometime in 1979.

The proposed minor staff quarters for 100 bachelors will be so designed that the building can be readily assigned to married staff when the need arises.

### **Lion Pavilion**

A Chinese style circular pavilion on the islet in the Lily Pond will be built on the Chung Chi College campus. The total construction cost of the Pavilion was donated by the Lion's Club of Kowloon Central. The ceremony for unveiling of plaque of the Pavilion was held in June 1978 and the structure is expected to be completed before the end of 1979.

### **Fong Shu-Chuen Building**

The Fong Shu-Chuen Building will be built on a site near the Lily Pond at Chung Chi College. It is named for Mr. Fong Shu-Chuen in honour of his 80th birthday with a generous donation of HK\$1.5 million by his family. The 3-storey Building will be reserved for the exclusive use of the Chinese Language Centre with a liaison office for the IASP programme on the third floor. This Building will not only solve the space problem of the Centre once for all, but will greatly enhance the teaching of Chinese to foreign students under IASP and the California exchange programme. As the donor said: "The Chinese University would contribute more to the cultural interflow and international friendship." The construction of the Building is expected to be completed before the end of 1979.

### **Total Education for Students**

The above group of buildings, completed or under construction or under serious preparation, covered by the period of this Report, are focused on the students. The measure of the achievements of a university is its end-products—students, whether they possess the leadership quality or the ability to make quick and important decisions in a highly complex society. No effort has been spared by the University to give the students a "total education". Thus the spectator stand and tennis courts provide them with more athletic activities. More hostels create opportunities for students to live together and learn more about other people as well as themselves, enjoying the wholesomeness of community life. The extension of the Health Centre renders more health services. More staff quarters foster better and closer staff-student relationship, thus complementing the student-orientated programme.

### **Estate and Maintenance Building**

With the large increase of new buildings, it can be said that the physical development programme of the University has been largely realized. No major building is lacking for the time being, except for new

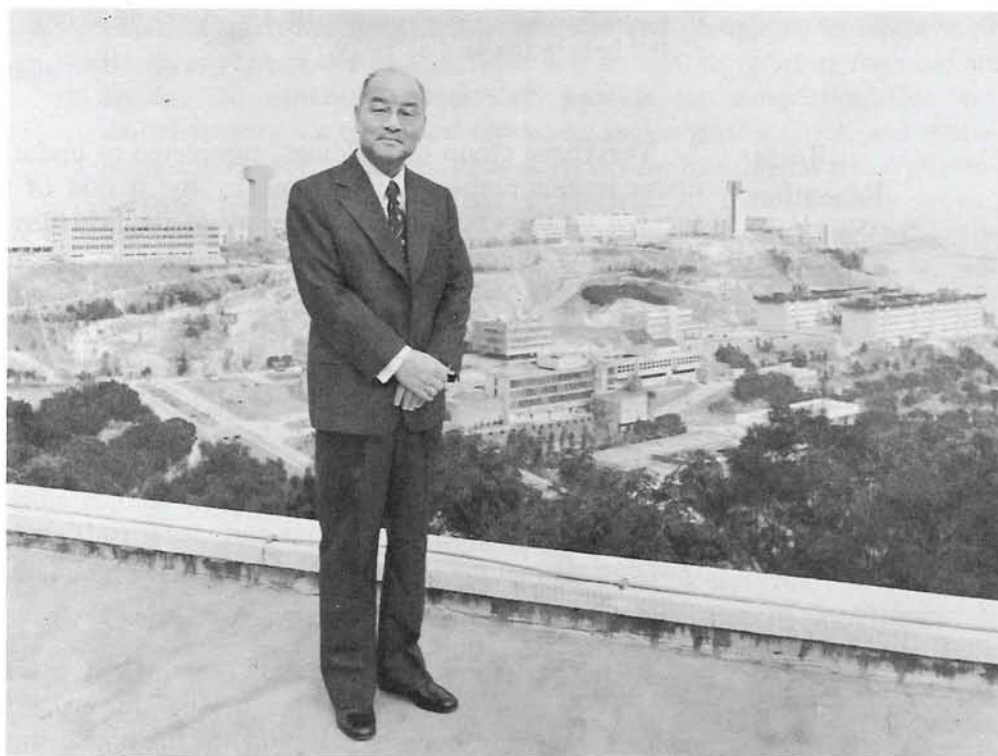
programmes introduced after the next triennium, 1978-1981. While it will take two to three years to complete the construction of all the buildings listed, it can be envisaged that the University will enter an age of consolidation. The emphasis may have to be shifted from new construction to maintenance and improvements.

To accommodate the staff concerned with the physical plant, an Estates and Maintenance Building will be constructed on the hillside between the Postgraduate Hall and the University Sports Field.

The Buildings Office will be located on the top floor of the 4-storey building. The rest of the space will be used as storage of furniture and other equipment. Carpenter, electrical and air-conditioning workshops will be situated on the ground floor. The garden section will be accommodated in a single-storey building to be erected on the opposite side of the main building. The project will be started in late 1978.

**“Many  
Hands  
Make  
Easy  
Lifting”**

In reviewing the development of the campus building programme, the University cannot but express a profound sense of gratitude to its friends and patrons, be they individuals or organizations, for a generous donations to help the young University to achieve within a short period of ten years what other institutions may take decades to accomplish. The mountain has indeed been transformed. This remarkable feat could not have been accomplished without the continuing staunch support of the Hong Kong Government, the UPGC, and the timely and generous assistance of interested friends.





## XII Epilogue: A New Era Begins

While this Report is entitled "A New Era Begins, 1975-1978," it is obviously concerned with the last four of the fifteen years just past, the four that have ushered The Chinese University of Hong Kong into a new era. Though the time period of fifteen years coincides with the term of office of the first Vice-Chancellor, there is no identification of era with administrative tenure. The New Era, as demonstrated in this Report, is defined by fundamental changes in organization and function, officially sanctioned by new statutes.

Before glancing ahead, it is of interest in this brief epilogue to cast a backward glance of the past fifteen years, noting some factors which were critical in the historical development of The Chinese University. In retrospect, it is clear that from the earliest years there were imperatives in the aspirations for The Chinese University of Hong Kong which were not, and could not be, encompassed in the original plan for a "federal-type" association of three undergraduate Colleges. This fact constituted an issue that was implicit in all the developments described in *The First Six Years, 1963-1969*.

If one looks for a specific turning point in the resolution of this implicit issue, it can be readily found in the acquisition of the 330.54 acre site, including the Chung Chi campus (the ceremony marking the land transfer from Government took place on 3rd July, 1970). This enabled the University to bring the three Colleges together on a single campus, and to begin to operate as a whole on the organic principle, which replaced the original principle of "we" and "they". From that turning point, one might note, again in retrospect, that the particular aspirations, the unified campus, and the organic principle dynamically combine to produce a complex, modern university with a distinctive character and educational mission. This development is fully described in *The Emerging University, 1970-1974*.

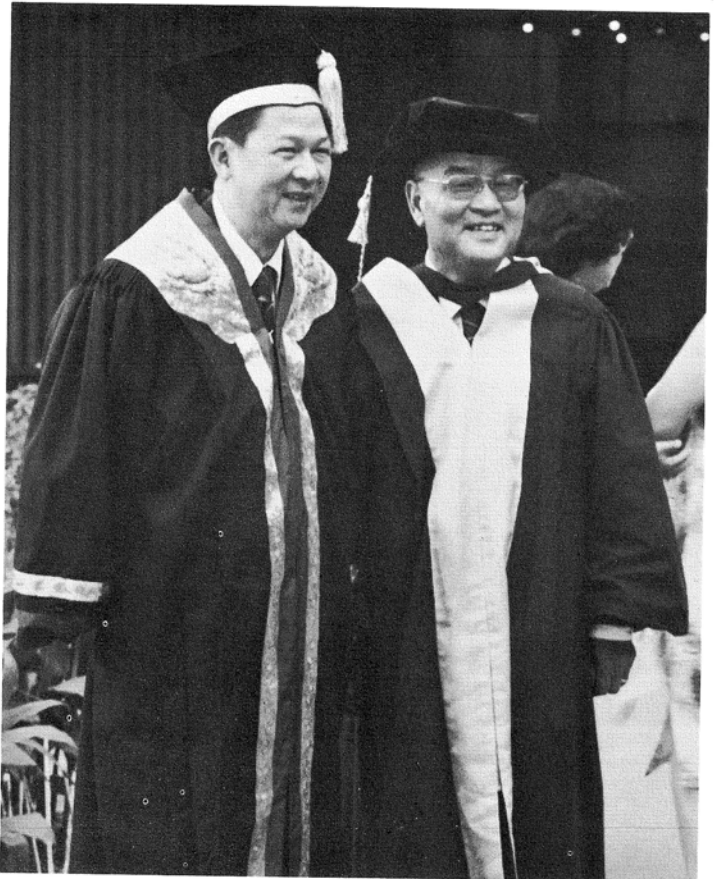
Though The Chinese University had indeed emerged in its essential form and character, certain fundamental problems of authority and organization, rooted in the original arrangement, remained to be solved. The solution of those problems, recorded in this final Report, brings to an end the developmental process of the first era of The Chinese University of Hong Kong and lays the foundation for a new era of growth.

Upon the announcement of the retirement of the first Vice-Chancellor, the University Council established a search committee, and on 9th November, 1977 appointed Professor Ma Lin, Professor of Biochemistry, Vice-Chancellor, effective 1st October, 1978. Professor Ma Lin has given outstanding service to the University, is highly respected

by his academic colleagues and by student leaders, and is personally committed to the enduring goals of The Chinese University of Hong Kong, as described in Section I. His administration will no doubt exploit to the full all the potentialities of growth in the new era for The Chinese University of Hong Kong.

It is perhaps not out of place here to quote the conclusion of Vice-Chancellor Ma's installation speech: "It is indeed a formidable yet challenging task. There is an old saying which goes, 'A journey of a thousand miles begins with one step', and another proverb says, 'A good beginning is half way to success'. As the University has confidently made its first step forward, we shall steadfastly continue the journey which is so well begun."

Vice-Chancellor Ma Lin with Dr. Choh-Ming Li after the installation ceremony on 2nd October, 1978



## *Addendum: An Interview with Dr. Choh-Ming Li* on the Eve of His Retirement

Q. As a member of the first Fulton Commission, which recommended the establishment of The Chinese University, did you have any inkling that you would be appointed the first Vice-Chancellor of the University? What was your reaction when you were offered the post? And what made you decide to accept the appointment?

A. What I was invited to be a member of the Fulton Commission, the only member of Chinese descent, I was remotely concerned that I could be later drafted to be the first Vice-Chancellor. I had been very happy with the University of California at Berkeley and at the time was deeply involved in research projects out of which I was able to publish one book every one or two years. Therefore I insisted that another member of Chinese descent, particularly from the Commonwealth countries, be also invited to be a member of the Commission. As a result, Professor Thong Saw-pak of Malaysia was invited.

When the Fulton Commission presented its Report, I did not sense any strong possibility that I would be invited to be the first Vice-Chancellor. When the post was offered to me, I declined and the negotiation went on for many months. What finally made me accept were: (1) the Hong Kong Government had decided to allocate the hills next to Chung Chi College to be the University site, instead of the original decision to locate the University at the valley below Shatin Heights, which is far away from Chung Chi College; (2) one of the three Foundation College Presidents flew in from Hong Kong to persuade me, on behalf of the three College Presidents, to accept the post; (3) the University of California, at the urging of London and Washington, agreed to give me an unusually long leave of absence of three years.

Q. Then what made you stay on for fifteen years?

A. Primarily the challenge of building up a new university in the latter half of the 20th century for the people. The understanding with the Hong Kong Government from the beginning that we would not be interfered with and that our academic autonomy would be completely respected convinced me that this tremendous challenge could be met. Then the warm support given by the community in the form of sincere encouragement and generous donations was another factor. And finally the growing pace of support among the teaching and administrative staff within the University as time went on, assured me that the challenge would be met.

- Q. To be the Vice-Chancellor of a new university is of course no easy task. What is the most difficult aspect of your job?
- A. For the first Vice-Chancellor of not only a new university but of a university of such nature as The Chinese University, the greatest difficulty was to get the three Colleges to work together as an integral part of an organic university for the sake of maximizing the utility of human, financial and material resources that were made available to the University by the community, in order to build up a first-rate university.
- Q. What gave you the most satisfaction during your tenure?
- A. Many different answers could be given, each with equal truth. For example, to see the three Colleges together on the new site for the first time in 1973 was very gratifying. But looking over the fifteen years I find the most satisfaction in the fact that the university community of the world has given us due recognition and respect and holds high expectation for our future.
- Q. We all know that you have an exceptional ability for raising funds for various projects of the University. What is the secret of your success?
- A. Raising funds abroad is generally less difficult than raising funds in the local community, for the simple reason that Chinese do not have the tradition of giving large sums to philanthropic enterprises. What has turned the trick in the case of The Chinese University is our fortune in gaining the confidence of the community in what we are doing and what we want to do.
- Q. Would you please comment on the present academic standard of The Chinese University?
- A. The academic standard of any university depends primarily on the teaching staff who must not only be good teachers but also serious research workers trying hard to advance the frontiers of knowledge. Nearly all of our recruits for various faculties have been Ph.D.'s, if we could use that as a convenient indication of their academic qualifications. But even more significantly, the results of various research centres and institutes in recent years have grown exponentially, and they are mostly published in learned journals of world standing. Another indication of the academic standard of the University is found in the many favourable reports from our External Examiners, who are generally prominent scholars in their own fields, and from the graduate schools of many overseas universities about the performance of our own graduates who have gone to study with them.
- Q. Do you think The Chinese University has been successful in playing a leadership role in the community?



- A. It is difficult to comment on the leadership role of The Chinese University in the community, for the comments could sound like self-glorification. But a few points of interest might be made. The tremendous emphasis placed on effective bilingualism by The Chinese University has begun to take effect in the community; even the secondary school system has now begun to consider the idea seriously. Then we are certainly the first to initiate Journalism, Fine Arts and Music as university degree subjects. The two-year MBA programme, followed recently by the introduction of the three-year part-time MBA programme, is another example. However, I do think that one of the unique roles The Chinese University plays in the world university community is found in its special mission to develop a Chinese dimension in all academic disciplines.
- Q. In your opinion, how successful is the University in realizing its objective and is it up to your expectations in its development?
- A. The University has already begun to carry out its special mission. To develop a Chinese dimension in arts and social sciences is not difficult; in fact our Social Research Centre and Economic Research Centre, and the Institute of Chinese Studies, for example, have done excellent work. It is gratifying to me to see that even in sciences, the development of the Chinese dimension has been out-



standing. Recently, the World Health Organization and UNESCO have designated this University as one of the six world centres in studying herbs and plants for anti-fertility. There is also a research project studying edible fungi, a study that has made this University one of the world centres, if not the centre, in this field of study.

- Q. Let's turn to less serious topics. I believe many colleagues and friends would like to learn more about their Vice-Chancellor outside the office. What are your hobbies and recreations?
- A. I have given the impression to people that I am a work-horse with little interest in anything other than my work. It is true that I have not much time for my hobbies and recreations. However, once a week, weather permitting and when I am not travelling, I play tennis. For my relaxation, Chinese calligraphy, reading and more recently compiling a Chinese dictionary, may be mentioned.
- Q. Finally, what is the advice you would like to give to your colleagues and students to make The Chinese University a better university?
- A. For my colleagues, I would like to stress the importance of research, for good teaching is something we take for granted for any university teacher as one of the qualifications for his appointment. For the students, through our dual teaching system I hope they would develop their power of analysis and judgment and also their adaptability to various life conditions. Aside from this, both teachers and students, I hope, will always dedicate themselves to the University's interests.

## APPENDICES

- (I) Membership of the Council
- (II) Officers of the University (*August 1974-September 1978*)
- (III) Presidents of the three Foundation Colleges (*1974-1977*)
- (IV) Honorary Graduates (*1975-1977*)



## (1) Membership of the Council

### 1st August, 1974-31st July, 1975

Dr. the Hon. Sir Yuet-keung KAN (*Chairman*)  
Dr. Kingman BREWSTER, Jr.  
Mr. T. C. CHENG  
The Rt. Hon. Lord FULTON of Falmer  
Professor HSING Mo-huan  
Dr. Rayson HUANG  
Dr. Clark KERR  
Dr. J. S. LEE  
Dr. the Hon. Q. W. LEE  
Dr. R. C. LEE  
Mr. Tsufa F. LEE  
Mr. LEE Yim  
Dr. Choh-Ming LI  
Dr. Ellen LI Shu-pui  
The Hon. LI Fook-wo  
Professor MA Lin  
Mr. D. L. MILLAR  
Sir Cyril Henry PHILIPS  
The Hon. Wilson WANG Tse-sam  
The Hon. P. G. WILLIAMS  
Professor Y. C. WONG  
Dr. the Hon. P. C. WOO  
The Hon. Alex S. C. WU  
The Hon. James WU Man-hon  
Dr. Ying-shih YÜ  
Dr. C. T. YUNG  
Mr. Nelson H. YOUNG (*Secretary*)

### 1st August, 1975-31st July, 1976

Dr. the Hon. Sir Yuet-keung KAN (*Chairman*)  
Dr. Kingman BREWSTER, Jr.  
Mr. T. C. CHENG  
Professor CHENG Te-K'un  
Mr. CHUAN Han-sheng  
The Rt. Hon. Lord FULTON of Falmer  
Dr. the Hon. Kenneth Ping-Fan FUNG  
Professor HSING Mo-huan  
Dr. Rayson HUANG

Dr. Clark KERR  
Dr. J. S. LEE  
Dr. the Hon. Q. W. LEE  
Dr. R. C. LEE  
Mr. Tsufa F. LEE  
Mr. LEE Yim  
Dr. Choh-Ming LI  
Dr. Ellen LI Shu-pui  
The Hon. LI Fook-wo  
Professor MA Lin  
Mr. D. L. MILLAR  
Mr. D. K. NEWBIGGING  
Sir Cyril Henry PHILIPS  
Mr. R. N. RAYNE  
Mr. P. G. WILLIAMS  
Professor Y. C. WONG  
Dr. the Hon. P. C. WOO  
The Hon. Alex S. C. WU  
The Hon. James WU Man-hon  
Mr. Nelson H. YOUNG (*Secretary*)

### 1st August, 1976-31st July, 1977

Dr. the Hon. Sir Yuet-keung KAN (*Chairman*)  
Dr. Kingman BREWSTER, Jr.  
Mr. T. C. CHENG  
Professor CHENG Te-K'un  
Mr. CHUAN Han-sheng  
The Rt. Hon. Lord FULTON of Falmer  
Dr. the Hon. Sir Kenneth Ping-Fan FUNG  
Professor HSING Mo-huan  
Professor S. S. HSUEH  
Dr. Rayson HUANG  
Dr. Clark KERR  
Dr. Ambrose Y. C. KING  
Dr. J. S. LEE  
Dr. the Hon. Q. W. LEE  
Dr. R. C. LEE  
Mr. Tsufa F. LEE  
Dr. Choh-Ming LI  
Dr. Ellen LI Shu-pui

The Hon. LI Fook-wo  
Professor MA Lin  
Mr. D. K. NEWBIGGING  
Sir Cyril Henry PHILIPS  
Sir Run Run SHAW  
Dr. Douglas G. SPELMAN  
Dr. S. W. TAM  
Mr. Edwin TAO  
Mr. P. G. WILLIAMS  
Mr. Wilfred Sien-bing WONG  
Professor Y. C. WONG  
Dr. the Hon. P. C. WOO  
The Hon. Alex S. C. WU  
The Hon. James WU Man-hon  
The Hon. Mr. Justice YANG  
Mr. Nelson H. YOUNG (*Secretary*)

**1st August, 1977-31st July 1978**

Dr. the Hon. Sir Yuet-keung KAN (*Chairman*)  
Dr. CHANG Hson-mou  
Mr. T. C. CHENG  
Professor CHENG Te-K'un  
Professor Gerald H. CHOA  
Dr. CHUNG Yu-to  
Dr. Philip FU  
The Rt. Hon. Lord FULTON of Falmer  
Dr. the Hon. Sir Kenneth Ping-Fan FUNG  
Mr. John B. GANNON  
Professor HSING Mo-huan  
Professor Bay-sung HSU  
Professor S. S. HSUEH  
Dr. the Hon. Rayson HUANG  
Dr. Clark KERR  
Dr. Ambrose Y. C. KING  
Dr. J. S. LEE  
Dr. the Hon. Q. W. LEE  
Dr. R. C. LEE  
Dr. Choh-Ming LI  
The Hon. LI Fook-wo  
Dr. Tzong-biau LIN  
Professor MA Lin  
Mr. D. K. NEWBIGGING  
Sir Run Run SHAW  
Dr. Douglas G. SPELMAN  
Dr. S. W. TAM  
Mr. H. C. TANG  
Mr. Edwin TAO  
Professor L. B. THROWER  
The Rt. Hon. Lord TODD of Trumpington

Mr. James Chi-yan WATT  
Mr. P. G. WILLIAMS  
Mr. Wilfred Sien-bing WONG  
Professor Y. C. WONG  
Dr. the Hon. P. C. WOO  
The Hon. James WU Man-hon  
The Hon. Mr. Justice YANG  
Mr. Nelson H. YOUNG (*Secretary*)

**1st August, 1978-30th September, 1978**

Dr. the Hon. Sir Yuet-keung KAN (*Chairman*)  
Mr. CHANG Chien-min  
Dr. CHANG Hson-mou  
Mr. T. C. CHENG  
Professor CHENG Te-K'un  
Professor Gerald H. CHOA  
Dr. Philip FU  
The Rt. Hon. Lord FULTON of Falmer  
Dr. the Hon. Sir Kenneth Ping-Fan FUNG  
Mr. John B. GANNON  
Professor HSING Mo-huan  
Professor Bay-sung HSU  
Professor S. S. HSUEH  
Dr. the Hon. Rayson HUANG  
Dr. Clark KERR  
Dr. Ambrose Y. C. KING  
Dr. J. S. LEE  
Dr. Q. W. LEE  
Dr. R. C. LEE  
Dr. Choh-Ming LI  
The Hon. LI Fook-wo  
Dr. Tzong-biau LIN  
Professor MA Lin  
Mr. D. K. NEWBIGGING  
Sir Run Run SHAW  
Dr. S. W. TAM  
Mr. H. C. TANG  
Mr. Edwin TAO  
Professor L. B. THROWER  
The Rt. Hon. Lord TODD of Trumpington  
Mr. James Chi-yan WATT  
Mr. P. G. WILLIAMS  
Mr. Wilfred Sien-bing WONG  
Professor Y. C. WONG  
Dr. the Hon. P. C. WOO  
The Hon. James WU Man-hon  
The Hon. Mr. Justice YANG  
Mr. Nelson H. YOUNG (*Secretary*)

**(2) Officers of the University** (*August 1974 - September 1978*)

**Chancellor**

His Excellency Sir Murray MACLEHOSE  
G.B.E., K.C.M.G., K.C.V.O., M.A.

**Vice-Chancellor**

Dr. Choh-Ming LI  
K.B.E. (Hon.), B.A., M.A., Ph.D., LL.D., D.S.Sc., J.P.

**Pro-Vice-Chancellors**

Dr. Ying-shih YÜ  
(1973-1975)  
M.A., Ph.D., LL.D.

Mr. T. C. CHENG  
(1975-present)

O.B.E., B.A., M.A., Dip. Ed., J.P.

Professor CHENG Te-K'un  
(1977-present)  
B.A., M.A., Ph.D.

**Treasurer**

Dr. the Hon. Q. W. LEE  
C.B.E., LL.D., J.P.

**Head of Chung Chi College\***

Dr. S. W. TAM  
(1977-present)  
B.Sc., M.Sc., Ph.D., F.R.I.C.

**Head of New Asia College\***

Dr. Ambrose Y. C. KING  
(1977-present)  
B.A., M.A., Ph.D.

**Head of United College\***

Professor S. S. HSUEH  
(1977-present)  
B.A., Doc. es Sc. Pol., Chev. de l'Ordre National du Merite

**Dean of the Graduate School\***

Professor M. H. HSING  
(1977-present)  
B.A.

\*designated as Officers of the University as from 1977

**Dean of the Faculty of Arts\***

Mr. John B. GANNON  
*(1977-present)*  
B.A., M.A.

**Dean of the Faculty of Business Administration\***

Dr. CHUNG Yu-to  
*(1977-July 1978)*  
B.Comm., M.B.A., D.B.A., F.C.A.  
Mr. CHANG Chien-min  
*(August 1978-present)*  
LL.B., M.A., M.S.

**Dean of the Faculty of Medicine\***

Professor Gerald H. CHOA  
*(1977-present)*  
C.B.E., M.D., F.R.C.P., F.R.C.P.E., F.F.C.M., D.T.M. & H., J.P.

**Dean of the Faculty of Science\***

Professor Bay-sung HSU  
*(1977-present)*  
B.Sc., Ph.D., F.Inst.P., F.I.O.P., F.R.S.A.

**Dean of the Faculty of Social Science\***

Dr. Tzong-biau LIN  
*(1977-present)*  
B.A., Dip.-Volkswirt, Ph.D.

**Secretary**

Mr. Nelson H. YOUNG  
B.A., Cert.Ed., J.P.

**Registrar**

Dr. John T. S. CHEN  
LL.B., Lic.Sc.Pol. et Econ., Docteur d' Université ès Lettres,  
Kt.C. (St.Syl.), Chev. de l'Ordre des Palmes Académiques

**Librarian**

Dr. Lai-Bing KAN  
B.Sc., M.A., M.L.S., Ph.D., A.L.A.A.

**Bursar**

Mrs. E. J. FEHL  
*(up to September 1975)*  
B.A.

Mr. D. A. GILKES  
*(October 1975-present)*  
M.A., F.C.A., F.H.K.S.A., J.P.

\*designated as Officers of the University as from 1977



**(3) Presidents of the three Foundation Colleges (1974-1977)**

**Chung Chi College**

Dr. C. T. YUNG (*up to 1975*)

Mr. R. N. RAYNE (*1975-1976*)

Dr. S. W. TAM (*1976-1977*)

**New Asia College**

Dr. Ying-shih YÜ (*1973-1975*)

Mr. CHUAN Han-sheng (*1975-1977*)

**United College**

Mr. T. C. CHENG (*up to 1977*)

#### (4) Honorary Graduates (1975-1977)

1975 (October 22)

Miss AW Sian

Professor Ping-ti HO

Professor D. C. LAU

1976 (December 21)

The Hon. ANN Tse-kai

Professor LI Fang-kuei

Professor YANG Lien-sheng

1977 (November 3)

Sir Yue-kong PAO

Professor Ying-shih YÜ







Cover:

The mythical Chinese bird feng (鳳) on the cover is the emblem of the University. It is a symbol of nobility, beauty, loyalty and majesty.