



中文大學校刊
CHINESE
UNIVERSITY
BULLETIN
Winter 1977



Chinese University Bulletin

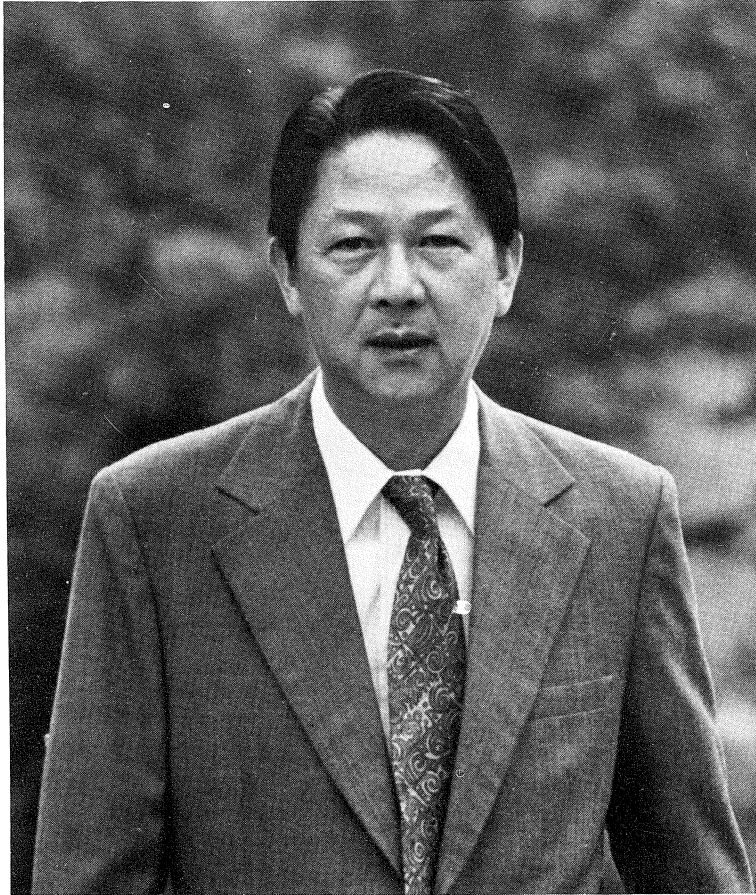
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Contents

The Next Vice-Chancellor	1
Interview with Professor Ma Lin —Vice-Chancellor-Designate	2
Eighteenth Congregation	6
International Recognition Comes to The Chinese University of Hong Kong	18
Gifts to the University	19

Cover: Eighteenth Congregation

The Next Vice-Chancellor



The Council of the University has announced the appointment of Professor Ma Lin, B.Sc., Ph.D., currently Professor of Biochemistry at the University, to succeed Dr. Choh-Ming Li as Vice-Chancellor from 1st October, 1978 upon Dr. Li's retirement.

Professor Ma Lin comes from a family of distinguished scholars. Educated at King's College, Hong Kong, he went on to study Chemistry at the West China Union University and graduated with a Bachelor of Science degree in 1947. He then went to England to pursue post-graduate studies at the University of Leeds and was awarded the Ph.D. degree in Protein Chemistry in 1955. A career in research and teaching followed. After spending a year in England as post-doctoral fellow at University College Hospital (London) and St. James' Hospital (Leeds), he returned to Hong Kong in 1957 and was appointed to the lecturing staff of the University of Hong Kong. Professor Ma joined the Chinese University in 1965 as Senior Lecturer and was instrumental in establishing the Biochemistry Programme. During his sabbatical

year in 1969, he worked at the Hormone Research Laboratory of the University of California. He was promoted to Reader in 1972 and Professor of Biochemistry in 1973.

Professor Ma, who has taken a leadership role in university administration, has been a member of the University Council, Chairman of the Senate Committee on Staff-Student Relations and Dean of the Faculty of Science.

Professor Ma has many publications to his credit. The results of his scholarly research on clinical biochemistry and hydatidiform mole have appeared in many academic journals of international repute.

Professor Ma's abiding interest in local community work is well-known. He is a member of the Committee for Scientific Coordination and the Medical Development Advisory Committee of the Hong Kong Government.

Professor Ma is 52 years old and married, with three children. His wife, Dr. Chan Meng-hua, is a medical practitioner.

Professor Ma Lin — Vice-Chancellor-

Q. Professor Ma, when you become the new Vice-Chancellor of the University, it will be necessary to put aside your teaching and research work, signifying a sharp turning point in your life. What makes you go for this change?

A. I started my career of research and university teaching almost immediately after my doctoral studies at Leeds. Scientists, who tend to bury themselves in study and confine themselves to the laboratory for their whole life, usually lead a comparatively quiet, though ambitious life. I say ambitious because we aspire to solve the amazing riddles of nature. Vice-Chancellors lead quite a different life. As academic-cum-administrator, they are responsible for the institution's overall development, and it is their duty to meet people, make contacts and deal with problems beyond their academic pursuit. I am well aware that to take up the Vice-Chancellorship, I have to put aside to a large extent my present teaching and research, entailing a complete change of my way of life.

Dr. Choh-Ming Li, our Vice-Chancellor, has laid a solid foundation for the Chinese University in the past fourteen years, and formulated a sound policy for its development. The work of consolidation and continuous development has to be taken up by someone after his retirement, and I am the one they have chosen. Though the nature of work of a scientist and a vice-chancellor is different, I am convinced that their work is of equal importance—to help the society to train its youth is of no less significance than to contribute to knowledge itself. I am also convinced that my educational ideals, so close to those of the Chinese University, may be realized through the planned development of the University. Therefore I decide to accept this new challenge and I hope I shall be able to adjust to this change.

Q. Your educational ideals, if I am not mistaken, are the training of the younger generation and the promotion of Chinese culture and of the

interflow of eastern and western cultures.

A. Yes, these are my ideals, and also this University's ideals. All institutions of higher learning have the same dual responsibilities: towards the local society and their country, and towards knowledge and culture. For the latter, our University has taken upon itself in particular the promotion of Chinese culture and cultural interflow between the East and the West. I believe this is a special mission of every Chinese to-day; and the Chinese University, with its large Chinese community and its resources, is ideal for carrying out such a mission.

Q. How does the Chinese University go about this task?

A. A deep understanding of one's own cultural heritage is essential for the blending of two completely different cultures. To ensure that all our students have an adequate knowledge of Chinese culture, only those who pass Chinese at matriculation level are admitted to the University, and all freshmen are required to take General Chinese in their first year. Our teaching staff with their mixed educational background are eminently suited to help the process of cultural cross-fertilization. We have also in Hong Kong a great reserve of data in both Chinese and English, readily available to our bilingual teachers and students.

The Chinese University has taken advantage of this bilingualism and bi-culturalism in designing the curriculum and formulating research and publication projects. To cite a few examples, we are offering courses in translation and comparative literature; research on Chinese medicinal herbs is being carried out; we have published English translations of some famous Chinese classics, a Chinese-English translation magazine—*Renditions*—and *Renditions Books*, as well as Chinese translations of western social science readers.

Besides, the exchange programmes between our University and various overseas institutions

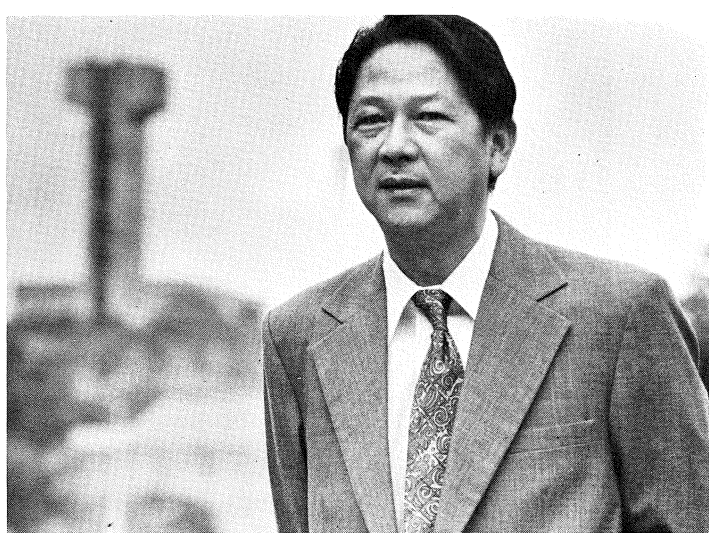
Designate

have also played a part in promoting cultural interflow and international understanding.

Finally, I would like to add that cross-fertilization in culture will go a long way in enriching the native culture, which would wither under any closed-door policy. The most fascinating aspect of Chinese culture is its capacity for new elements and what we should do now is to assimilate other cultures.

- Q. Professor Ma, I think we may say you are in fact a local of Hong Kong, with a clear idea of the demands of society on higher education. Do you think the Chinese University has been successful in meeting the needs of the local community?
- A. Having lived in Hong Kong for scores of years, I may very well consider myself a local of Hong Kong. Since the late 50's, the demand for post-secondary education here has been ever-increasing: on the one hand, the number of secondary school graduates has been rising rapidly every year; on the other, the rapid expansion in local commerce and industry has called for an increased supply of better qualified and professionally-trained talents. It was under these circumstances that The Chinese University of Hong Kong came into being.

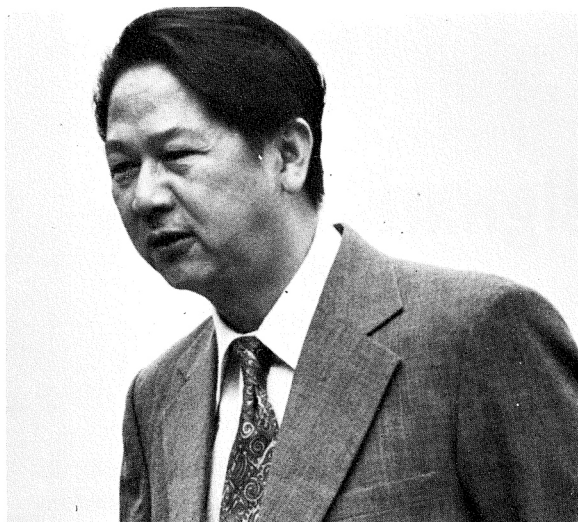
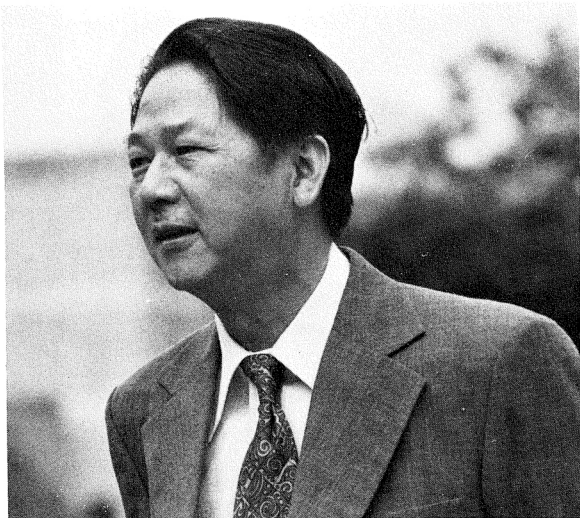
The Chinese University has always taken into consideration the development of the local society, with new demands at every turn, in formulating its own development plans. A look at some of our recent plans will show you how we have charted our development to meet the needs of society. We established the Faculty of Business Administration in 1974 to train more leaders for the commercial and industrial world; and a 3-year M.B.A. programme has just been initiated to enable serving managers to further their studies. A new medical school is being planned and its first batch of graduates will join the medical profession in nine years' time. The School of Education has expanded to accommodate more serving graduate teachers, by



offering a 2-year day course leading to the Diploma-in-Education. Other new professional training offered at the graduate level includes social work and communication studies. Another obvious example is the 5-year work-study programme in Electronics: graduates of this department have already made great contributions to one of the most important local industries.

- Q. Let us turn now to the education system in Hong Kong. I believe you are concerned with this not only because you will be the head of a university but also because you are a parent. I understand that your three children are attending schools in Hong Kong.
- A. Critics of the Hong Kong education system are many, most of whom find it extremely examination-oriented, conducive to learning-by-rote, and lacking in moral, physical, social and aesthetic education. Most of the students trained under this system are inadequate in powers of thinking, judgment and problem-solving, as well as in the command of both the Chinese and English languages. On the whole, I agree with these criticisms and am very anxious over this state of affairs, both as an educator and as a parent.

Many educators have expressed their views on how to improve the present system, to which I would like to add my own. As long as the standards of Hong Kong's schools continue to be unequal as a result of different levels of teaching strength and facilities, the demand for places in the "good" schools will continue to be great. Admission into schools, especially the limited number of "good" schools, has inevitably to depend on examination results, and



the keener the competition, the more complicated and difficult the examinations become. The heavy burden of examination has induced schools to be extremely examination-oriented, even kindergartens. To rectify this lamentable situation, I think we should in the first place help to raise the standards of the less privileged schools, otherwise, any proposal to do away with examinations will be like putting the cart before the horse.

Of course, higher education is a completely different matter and all we can do is to try to convince the Government to increase the number of places at the universities.

Q. You have been with this University for twelve years. What do you think of its organization, staff and students?

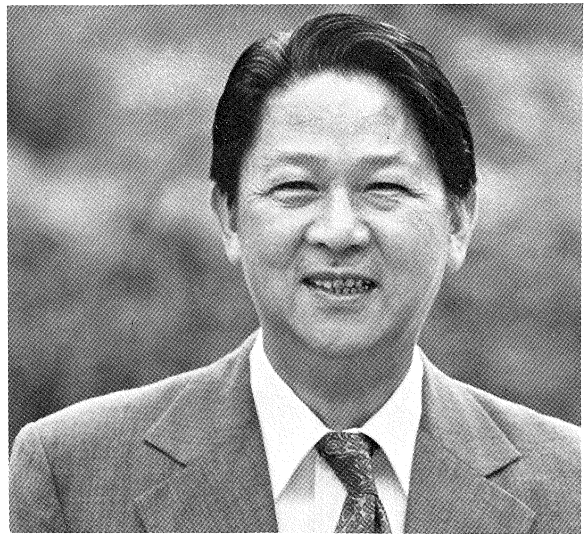
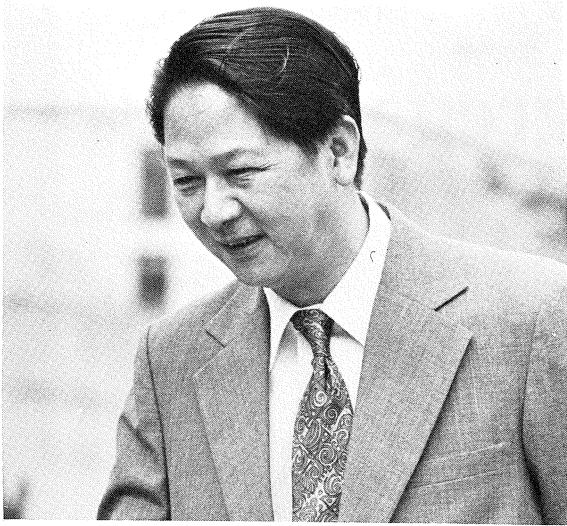
A. The Chinese University is a young university, with the strength and weaknesses characteristic of youth. It has drive, liveliness and open-mindedness; at the same time, it is inexperienced and prone to make mistakes. In these fourteen years, members of the community have from time to time voiced criticisms—a heartening fact, because criticisms are an indication of concern. It is also gratifying that this University has taken with an open mind all well-intentioned and reasonable criticisms and has in fact made improvements with the help of the critics.

Before I proceed to give my opinion on various aspects of the University, I would like to point out that my close association with the Chinese University may prevent me from having detached and really objective views, but this may be compensated by my “inside” know-

ledge of the institution with which I have lived for twelve years. The Chinese University has since its establishment adopted the federal system, which is ideal for a university with three constituent colleges. United, New Asia and Chung Chi were previously located respectively on Hong Kong Island, Kowloon and the New Territories. With this geographical separation, the Colleges were compelled to have their own administration and to carry out their teaching duties independently in the early years, with the Central Units as the coordinator. However, the duplication of work, both administrative and teaching, was later found to be a great waste for an integrated university on a unified campus, i.e. after United and New Asia had moved to the Shatin campus. The University therefore decided to accept the recommendations of the second Fulton Commission, and was re-organized in 1977-78. It can be seen that re-organization under these circumstances was absolutely necessary.

As for the Chinese University’s staff and students, I notice that they are really proud of being members of the University and identifying themselves with it. Our history is still too short for a character of our own to emerge, but it will come about as long as we have a common objective and a strong sense of belonging to the University.

The majority of our teachers joined the University with the intention of serving the Chinese community in Hong Kong; therefore, they are most willing to do their best for the students as well as the University. Our students, mostly coming from not very well-off families, treasure very much their chance of receiving higher



education, and make it their duty to be conscientious and to show deep concern for the society, to which they owe their gratitude. Our students no longer shut themselves up in the ivory tower and will have much to contribute to the society.

- Q. At the present stage, what is the major thrust of the University's development?
- A. At the beginning the Chinese University was basically a liberal arts college, but as the years go by, more and more practical and professional subjects have been added to the curriculum. In order to attain a more balanced development, we still have to put the thrust on practical fields.

In the next few years, establishment of the medical school will be our primary concern. For existing programmes of studies, Computer Science, Psychology and Anthropology will become major subjects; and a new minor subject, Statistics, will be introduced. The Graduate School will also establish new divisions in professional subjects while the School of Education will expand to cater for more students in the 2-year day course for the Diploma-in-Education, a development to cope with the future expansion in secondary education as proposed by the green paper on Hong Kong education.

Research is another area for development. The Institute of Business Management Studies will be established as the fourth research institute of the University; a Public Affairs Research Centre is to be established under the Institute of Social Studies and the Humanities; a Centre for Chinese Art and Archaeology under the Institute of Chinese Studies; and the Centre for Translation Projects will be re-organized as the Compara-

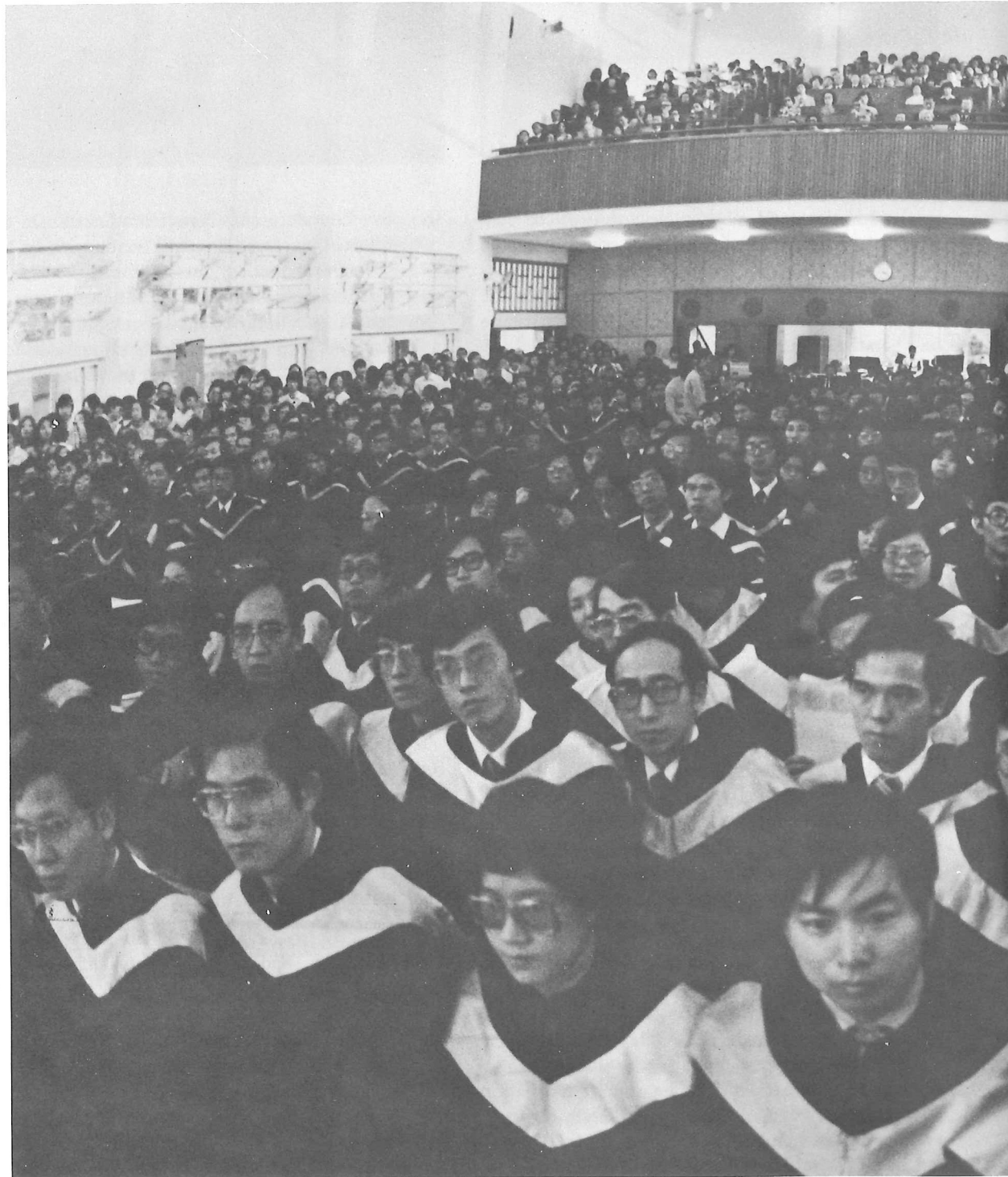
tive Literature and Translation Centre. On the whole, Chinese studies will continue to be the main thrust, not only in the humanities and the social sciences but also in the natural sciences, as can be seen from the rapid development of the Research Unit on Chinese Medicinal Material under the Institute of Science and Technology.

To re-inforce our service to the society, we will also be attaching much importance to the Department of Extramural Studies and the Chinese University Press.

- Q. Finally, how will you lead the Chinese University to attain its educational goals and to raise its international standing?
- A. The Chinese University has by now established itself and is progressing along the right lines. Having a common goal, staff and students will work together for it, with or without a leader; and all I can do is to foster solidarity among ourselves, for unity is the key to success. I am very familiar with the University members at grass-roots level, and appreciate very much the virtue they all possess: forbearance. This is a quality which allows different ideas to co-exist, and is essential for the development of all mature institutions.

Unity is what we should aim for within the University, and in our external relations, an open mind. You may have heard me reiterate time and again that the absence of walls and gateways at the entrance of the University is a manifestation of our wish not to be cut off from the local community. I have full confidence in myself, and members of the University as well, that we will continue to strive to be one with society and exert ourselves for our ideal.

Eighteenth Congregation





The Chinese University of Hong Kong held its Eighteenth Congregation for the conferment of honorary degrees and other degrees on the University campus on 3rd November, 1977, at which His Excellency Sir Murray MacLehose, Chancellor of the University, presided.

The degree of Doctor of Laws, *honoris causa* was conferred on two eminent persons: Dr. Pao Yue-kong, a shipowner of international status; and Professor Yü Ying-shih, a scholar and teacher of rare distinction, and Professor of Chinese History at Harvard University. Professor Yü addressed the congregation on behalf of the Honorary Graduates.

The Public Orator was Professor Te-k'un Cheng, Pro-Vice-Chancellor of the University.

This year, 833 graduates received their Master's and Bachelor's degrees, including 52 Masters of Philosophy, 20 Masters of Business Administration, 4 Masters of Arts, 1 Master of Arts (Education), 183 Bachelors of Arts, 141 Bachelors of Business Administration, 194 Bachelors of Science and 238 Bachelors of Social Science.

CITATIONS ON

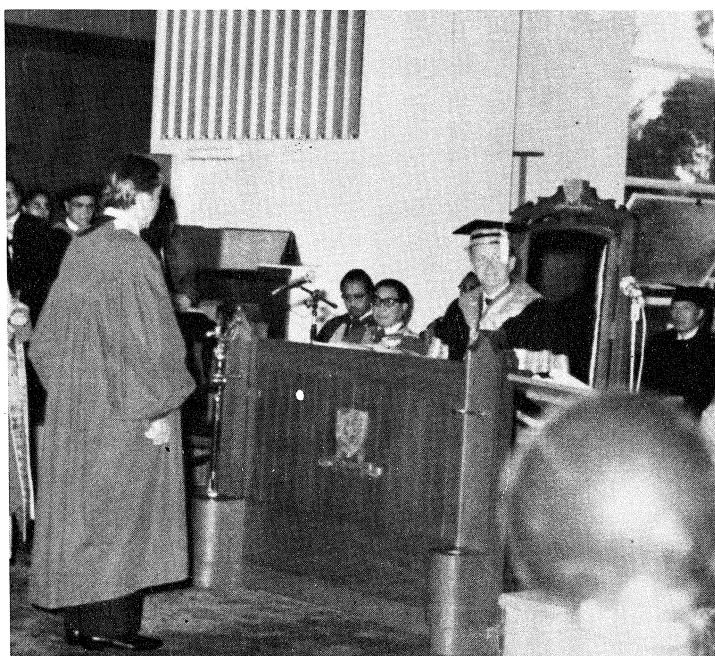
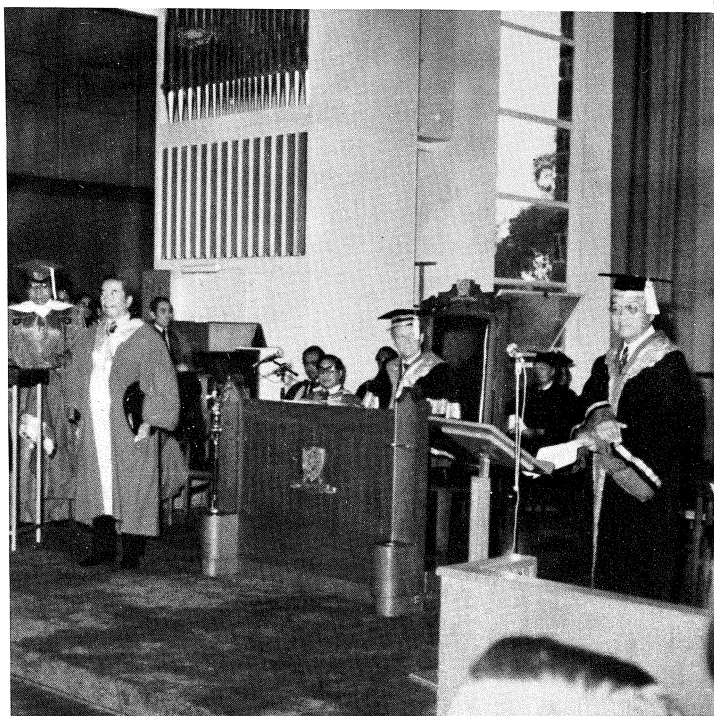
Dr. Pao Yue-kong,
C.B.E., LL.D. (H.K.), J.P.

Dr. Pao Yue-kong is a shipowner of international status. With over 160 vessels to his name plying the seven seas at this very moment, Dr. Pao enjoys the distinction of being the leading shipowner in the world. The present day operations in his company, the World-Wide Shipping Group, are as its name suggests world-wide in scope. But like so many human success stories it had a modest beginning.

It all started twenty-two years ago in 1955 when young Pao Yue-kong, who began his career in banking in Shanghai, bought his first vessel in Hong Kong and launched his own shipping company. With no previous experience in shipping, but with an abundance of fine business judgment and excellent enterprising skill, Dr. Pao has steered the World-Wide Shipping Group through troubled water and calm. Today Dr. Pao's labour has been richly rewarded. Aside from being chairman of World-Wide Shipping, Dr. Pao is also the Chairman of World Finance International Ltd. and IBJ Finance (HK) Ltd. His business interest is by no means confined to Hong Kong alone, for he is also on the board of numerous shipping and banking establishments in Japan, in the United Kingdom, and in the United States.

Dr. Pao has been closely associated with education and educational institutions in Hong Kong since the mid-sixties when he founded the World-Wide Sea Training School. He served on the University and Polytechnic Grants Committee from 1972-74 and has made generous donations to both our University and the University of Hong Kong.

In recognition of his immense contribution to the world of shipping, to the business community of Hong Kong and his abiding interest in the education of the young, I now ask you, Mr. Chancellor, to confer on Dr. Pao Yue-kong the degree of Doctor of Laws, *honoris causa*.



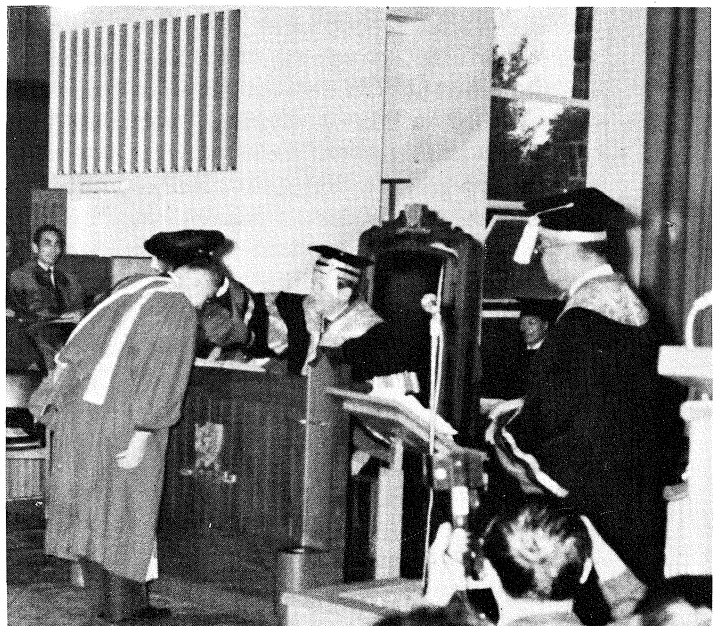
HONORARY GRADUATES

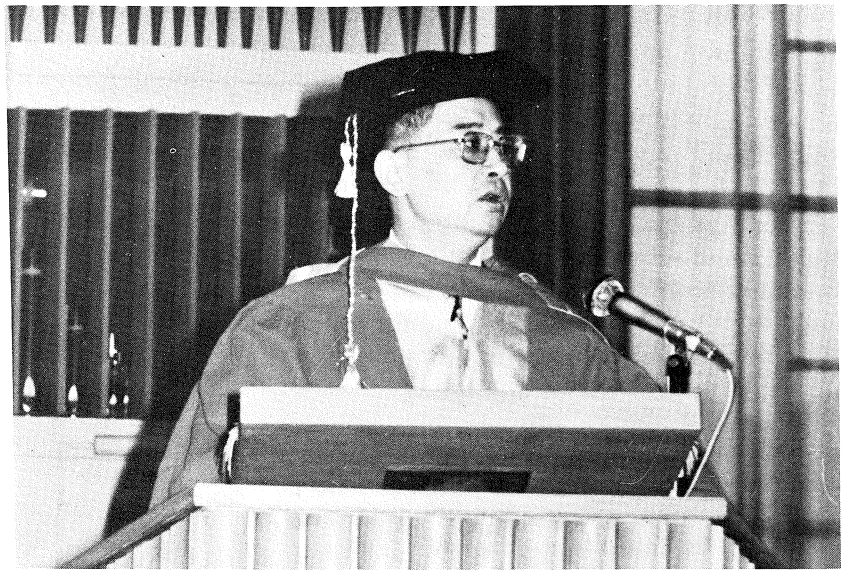
Professor Yü Ying-shih, Dip. (*New Asia*),
Ph.D. (*Harvard*)

Professor Yü Ying-shih is a scholar and teacher of rare distinction. A graduate of New Asia College of this University, Professor Yü went on to pursue further studies in the United States and obtained his doctorate from Harvard University in 1962. Seven years later, he was made Professor of Chinese History by the same University. He was then only thirty-nine years of age. In 1973, on leave from Harvard, Professor Yü returned to his *alma mater* to serve as President of New Asia College and was concurrently Pro-Vice-Chancellor of our University until 1975, when he resumed his teaching at Harvard. Earlier this year Professor Yü was further honoured by another appointment. He was invited to serve as Charles Seymour Professor of History at Yale University.

Although his field is Chinese History, Professor Yü is a scholar whose interests extend far and wide. Aside from being the author of the widely-acclaimed *Trade and Expansion in Han China*, he has also published numerous treatises on Chinese philosophy and Chinese literature. One of his favourite subjects is *The Dream of the Red Chamber*. As Pro-Vice-Chancellor of the University between 1973 and 1975, Professor Yü was instrumental in starting numerous projects in the broad field of Chinese studies. He himself provided the living link between the various academic disciplines. As Chairman of the 1974 Working Party on Educational Policy and University Structure, he helped formulate a number of the recommendations which were subsequently taken by the Fulton Commission of 1976 as major points of reference.

In recognition of his outstanding academic achievements and his invaluable contribution to the development of The Chinese University of Hong Kong, I now ask you, Mr. Chancellor, to confer on Professor Yü Ying-shih the degree of Doctor of Laws, *honoris causa*.





The University as an institution of higher learning has a unique place in Chinese history. Tradition has it that the university had its beginnings around 2000 B.C. under the Hsia "dynasty" whose historicity, however, remains to be archaeologically confirmed. Recently, the Chinese character *hsüeh* (學) in the sense of a "school" has been identified in Shang oracle inscriptions, although the nature of the "school" in such cases is difficult to determine. The modern term for "university" (*ta-hsüeh* 大學) first occurred in late Chou texts, according to which young members of the aristocratic class between fifteen and twenty were required to receive advanced training in the university. The existence of the university in the Chou times is now generally accepted as a historical fact, for the institution under its classic name *P'i-yung* (辟雍) has been authenticated by several bronze inscriptions of Chou date. It is safe to say that the origins of the university in China can be traced to a time no later than the Academy of Plato in ancient Greece.

Early History of Chinese Education

If we define the university in terms of its modern features such as a central location, a faculty, a student body, lecture halls, dormitories, examinations, degrees, etc., then the university is clearly a Han institution. The founding of the Imperial Academy (*T'ai-hsüeh* 太學) in 124 B.C. is therefore an event of singular importance in the history of Chinese education and learning. At its height the Han Academy had an

enrolment of over 30,000 students and 240 buildings with a total of 1,850 rooms. It was indeed a large university even by our modern standards. One contemporary account describes the Academy as a completely self-sufficient community, consisting of not only a market but a law enforcement system as well. To borrow the famous distinction of Clark Kerr, it was already a "town", if not yet a "city".

The operation of the Imperial Academy was seriously interrupted during the period of disunity between the fall of Han in the third century and the T'ang re-unification in the early seventh century. It was only natural that in the great age of the T'ang, which is marked, among other things, by its vitality in institutional development, the Imperial Academy was rehabilitated with new vigour and vision. The T'ang Academy departed from the Han model in several significant ways. In the first place, the Academy in the Han period was subject to the jurisdiction of the Minister of Ceremonies (*T'ai-ch'ang* 太常), a chief priest in the government. Under the T'ang it was placed under the supervision of a new office known as the Directorate of Higher Education (*Kuo-tzu Chien* 國子監). This is a clear indication of the secularization of education and learning in medieval China. In the second place, during the Han the Academy was only occasionally open to one or two "hostage princes" from the Hsiung-nu. But it was the policy of the T'ang Academy to admit foreign students from neighbouring countries in large numbers as well as on a regular basis.

As a result it became a cosmopolitan institution of learning in the East Asian world. In the third place, unlike its Han predecessor, which was confined to Confucian studies, the T'ang Academy was greatly expanded into a university system to include professional schools such as law and mathematics. Thus we see the emergence of a prototype of what Abraham Flexner called the "modern university".

The Sung Academy

The T'ang system was further perfected under the Sung dynasty, which unfortunately was also the last dynasty to take the Imperial Academy seriously as an institution of higher learning. A medical school and an art (painting) school were added to the system. With the spread of printing, library facilities were also improved markedly. Not only the Academy developed its own library but the Imperial Library (*Pi-shu Sheng* 秘書省) was also within easy reach. In fact the Directorate of Higher Education and the Imperial Library were such two closely related agencies that the latter relied on the former for supplies of printed works of authorized editions. The campus of the Sung Academy had every reason to claim to be the best in traditional China. For it was designed by and constructed under the supervision of one of China's most brilliant architects, Li Chieh (李誠), in 1102.

I must not be mistaken to suggest, however, that the greatness of the Sung Academy lies primarily in its material improvement, which is unprecedented and tremendous indeed. In fact, the material improvement is only an expression of the new cultural spirit of the Sung times consisting in a clear recognition of the intrinsic value of education and learning combined with a sensitivity to the needs of society. The intellectual development of this period does lend much support to the famous Naitō hypothesis that the modern age in China began with the Sung dynasty. Never in Chinese history did the Imperial Academy have so many distinguished educators among its faculty and produce so many outstanding scholars, thinkers, as well as public servants among its alumni as in the Sung times. The early Sung leaders in government and education also considered it the Academy's responsibility to include practical studies for the new age then facing difficulties of various kinds both externally and at home. Under the direction of Hu Yüan (胡瑗 993-1059) a revolutionary new step was taken to divide the curriculum of the Academy into two major categories: basic studies of the Confucian classics and practical studies of current affairs. The latter category included frontier defense and irrigation.

Obviously, the Sung Academy was already profoundly conscious of its mission to be "in the nation's service". By common consent, teaching, research, and public service have come to be regarded as the three missions of the modern university. The last one — public service — is also the latest assignment to the university, and it is largely an American contribution. Aren't we justified to say, then, that in spirit but not in scale or technological competence the Sung Academy somewhat anticipated this most recent American development?

The Sung *shu-yuan*

I cannot leave Sung China without a word about the *shu-yuan* (書院), private or semi-private local academies, as they were developed by great Neo-Confucian masters. The *shu-yuan* is such a unique Chinese institution that it would be in vain to look for its exact equivalent in the West. Its methods of instruction may sometimes remind us of the Socratic dialogue, its emphasis on personal education may bear a vague resemblance to the British collegiate system; and yet it is neither. The contribution of the *shu-yuan* to the growth of early modern Chinese culture can hardly be over-estimated. With the decline of the Imperial Academy since the end of Sung, it became in fact the sole torch-bearer of higher education and learning in China. Throughout the Sung-Yuan-Ming period, it provided the elixir for the rejuvenation of Chinese society through transmission and dissemination of knowledge in the broad field of Chinese humanities. I believe, no one in his right mind would deny that it has always been a most cherished Chinese dream to extend education to the children of all, regardless of social and economic background. But not until the rise of the *shu-yuan* and its rapid growth in virtually all parts of China, did this dream come close to reality. For example, among Lu Hsiang-shan's audience were common people as well as soldiers; the social composition of the T'ai-chou (泰州) school, the radical wing of the Wang Yang-ming school, included a woodcutter, a potter, a stonemason, an agricultural worker, clerks, and merchants. True, according to Han Yü (韓愈 768-824), sons of artisans and merchants already found their way into the T'ang Imperial Academy. There is also evidence that some students in the Sung Academy came from rather obscure origins. But these are exceptional cases and therefore cannot be taken as indication of a social change of profound historical significance. It was through the *shu-yuan* system that the popular character of higher education and learning was developed to its fullest extent in traditional China.

Student Movement

Political activism of university-based intellectuals (especially students) is rather a recent phenomenon in the West. It probably cannot be traced much further back than to the Russian intelligentsia in the closing decades of the 19th century. A vivid example may be found in the "Going to the People" movement of the 1870's. In China, however, student movement on a large scale began as early as the second century when the student body of the Imperial Academy joined the outer court officials in the heroic struggle against the corrupt eunuch clique then in power. At the end of the Northern Sung, hundreds of students of the Imperial Academy filed no less than ten organized protests with the emperor, condemning the non-resistance policy of the court towards the invading Jurcheds. In one of their mass demonstrations, they were able to arouse more than 100,000 sympathizers among the people and soldiery to join them. Thus, like university student bodies in many parts of the Third World today, they took on the special role of the bearer of the idea of nationality when the survival of their country was seriously threatened.

After the Sung, the *shu-yuan* functioned in the place of the Imperial Academy. The well-known political and social protest of the Tung-lin (東林 "East Forest") intellectuals in the early 17th century began quietly in a local academy in Wusih, but spread almost immediately to the entire country like forest fire. It has remained to this day the model for Chinese intellectual dissent.

Tradition and Modernity

I have so far stressed the "modernity" in the Chinese tradition of higher education and learning. I am quite convinced that tradition and modernity need not be interpreted as radically contradictory, that is to say, absolute alternatives. It is by no means inconceivable that congenial elements of the old society, when creatively turned to constructive use, can suit the needs of the new. In fact, sometimes tradition may turn out to facilitate rather than hinder modernization. The readiness with which late Ch'ing reformers of education accepted the modern university both as an idea and as an institution makes better sense only if we also take into account the long Chinese tradition of learned institutions. It is interesting to note that when the Imperial University (*Ching-shih Ta-hsieh-t'ang* 京師大學堂) was first founded in 1898, its core programme was exclusively Neo-Confucian oriented. It was in essence a mixture of the Im-

perial Academy and the *shu-yuan*. The curricular reform plan of 1896 for the provincial *shu-yuan* was no more than an expansion of Hu Yuan's model. But it didn't take long for these schools, especially the Imperial University, to become sufficiently modernized to play a vital role in the fermentation of new thought.

We can even detect forces of tradition at work in the intellectual revolution centered at Peking National University (the Republican successor to the Imperial University) during the May Fourth period, which, paradoxically enough, was radically anti-traditional in nature. The very fact that this "new thought" movement was university-based reminds us of the close connection between the growth of new ideas and the *shu-yuan* system in the Sung and Ming times. By contrast, it may be pointed out, in Enlightenment France the work of the *philosophes* was conspicuously unconnected with universities. Furthermore, one can hardly fail to recognize the remarkable family resemblance which student movements dating from the May Fourth period bear to those at the close of the Northern Sung dynasty.

Although much has been said in favour of the Chinese tradition of higher education and learning, I am nevertheless tough-minded enough not to fall a prey to nostalgia. The university is, as Flexner once said so well, "an expression of the age, as well as an influence operating upon both present and future". Therefore, it is to the present and future, not the past, that our attention must now be directed.

Traditional University

In the Chinese case, what really distinguishes the modern university from its pre-modern precursors (including both the Imperial Academy and the *shu-yuan*) is the attitude toward knowledge. The Imperial Academy and *shu-yuan* were after all traditional universities deeply embedded in a traditional society. It was characteristic of the traditional university to be constantly subject to state interference and ideological control. One or two examples will suffice to illustrate our point. Ideological control first caused great confusion to the Imperial Academy during the turbulent period of Wang An-shih's reform in the early Sung and then completely destroyed its intellectual vitality in the early years of the Ming dynasty. As for state interference, the most notorious case was the imperial confiscation of all private *shu-yuan* in China in 1579. Under such circumstances, it was extremely difficult for the traditional university to maintain either intellectual autonomy or institutional

continuity to any meaningful degree. The traditional university was, of course, also preoccupied with knowledge, but its function as a learned institution was restricted to a transmission of old knowledge rather than a search of the new. Within the traditional value system, knowledge was denied its independent status; it must of necessity be subservient to official ideology of a politico-ethical kind.

Modern University

It was highly significant that when Ts'ai Yuan-p'ei delivered his inaugural address as Chancellor of Peking National University in January 1917, he defined the university, above everything else, as "a place where advanced research work is to be carried out". He then went on to strike the note that knowledge must be sought from no exterior motives. Thus, with a totally modern notion of knowledge, he began the modernization of that great institution. His vision of the modern university as a research-oriented institution probably reflected his personal experience in Germany where he studied philosophy for four years. As we all know, the idea of a research-oriented university originated in 19th century Germany.

We mentioned earlier that teaching, research, and public service are the three missions of the modern university. In his book, *The University in Transition*, James A. Perkins points out that these three missions correspond exactly to the three attributes of knowledge — its acquisition, transmission, and application. Thanks to this ingenious formulation, the identity of the modern university with knowledge is now complete. In fact, in our modern life of ever-increasing specialization, knowledge has become the monopoly of universities. In the West, science and scholarship are no longer the works of amateurs as they once were until the 19th century. In China the traditional idea of leisure-time scholarship is also dead. Natural sciences, social sciences, and humanities have all fallen within the almost exclusive jurisdiction of universities. To a large extent, this development may be viewed as determined by the nature of modern knowledge, which has outgrown its traditional crust. Today acquisition of knowledge not only requires university-operated facilities such as research libraries and laboratories but often involves university-based interdisciplinary collaborations as well.

In a world full of hostilities and crises like that of today's, knowledge is increasingly playing a key role — if not the key role — in the national survival of all countries. This is especially true for the so-called

"underdeveloped" as well as "developing" countries in their different stages of modernization. In view of the nature of knowledge, described above, modernization without the modern university is inconceivable.

The development of the modern university is easier said than done. Physical facilities alone seldom, if ever, make a university modern. Our own modes of thinking are also involved. It is in the nature of knowledge to grow and flourish in an environment in which relative academic autonomy and relative intellectual freedom are tolerated. I used the word "relative" advisedly. For I do not believe that there can be absolute academic autonomy and absolute intellectual freedom in any type of society. I am even prepared to concede that it is the responsibility of each state and society to set a general direction for its academic institutions, if a higher national purpose can thus be better served. But there is a fundamental difference between general guidance and operational intervention. As far as the operation of the university is concerned, direct intervention from outside would inevitably reduce academic autonomy and intellectual freedom to nonentity and thereby make the campus not hospitable to knowledge.

In closing, I wish to add, with all my emphasis on the role of knowledge in modern life, I am far from suggesting that knowledge as a value must be placed above all other values. Nor, in my plea for relative academic autonomy and relative intellectual freedom, am I trying to resuscitate the "ivory tower" image of the university, now long dead. As long as we can strike a dynamic balance between the three attributes of knowledge, and, correspondingly, between the three missions of the modern university, we are steering a safe intellectual course toward modernization. Some sixty years ago, long before modernization had become a central intellectual concern, A. N. Whitehead already warned us, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed." In reading these words today, one cannot help feeling chilly. At the same time, one also cannot help asking the question: Where can intelligence be better trained than in the modern university?

With all its imperfections, the Chinese tradition of higher learning and education ranked next to none in the pre-modern societies. It has demonstrated its usefulness by providing the development of the modern university with a solid foundation in the initial stage of China's modernization. Hopefully, it will continue to do so in the decades to come.

VICE-CHANCELLOR'S SPEECH

At these Congregations I do not normally give a formal address. Today, however, I am making an exception in response to the requests of faculty members and students. I have agreed to make some remarks about a matter that has long been on my mind and in my heart — The Chinese University of Hong Kong, its character and its aspirations.

It was my great privilege and honour to participate in the Congregation at which The Chinese University of Hong Kong conferred its first degrees upon its own graduates. That was indeed a momentous occasion — momentous for higher education in Hong Kong; momentous for the Chinese people of Hong Kong, particularly their young men and women; momentous for me as the first Vice-Chancellor of the Chinese University. I well remember how deeply moved I was to see the very first graduate stand before the Chancellor for the formal conferment of the degree. And as I watch here today the same ceremonial proceedings, I am again deeply moved, realizing that the University has now reached the ripe age of fourteen.

A Young University

The Chinese University is indeed a young university. Compared to the centuries-old universities of other countries, it is a mere infant. This comparison might suggest that the Chinese University suffers some undefined disadvantages because of its tender years. Quite the contrary, in my view. The youth of the Chinese University is a great asset, a source of strength and flexibility to grow and to adapt to rapidly changing conditions of our present-day world. Moreover, we associate youth with high aspirations, with creative energy, and with determination. These are the qualities, I think, that characterize this young Chinese University.

The need for adaptability and creativity in institutions of higher learning is apparent in virtually all countries of the world. The second half of this century has been marked by two monumental explosions — the explosion of population and the explosion of knowledge. Countless new countries have come into

being. Scientific and technological knowledge has been expanding exponentially. More new knowledge is produced in a single decade than was produced in past centuries. The mere processing of information has become a science in itself. Both of these explosions present great challenges to universities, which have by definition the primary responsibility to deal with knowledge in all its forms and functions, and thereby to serve the needs of their respective societies. In developing countries, universities are rightly regarded as major instruments of social, economic, technological, and cultural advancement. To meet these complex demands, universities must have the kind of organization and programme that can respond effectively to those demands.

Long established universities with rigid structures reflecting societies long since gone, encrusted with irrelevant traditions, and burdened by vested interests — these venerable institutions all too often find themselves out of touch with present-day realities and unable to respond effectively to the needs of their respective societies. In most countries, and particularly in Asia, such institutions are seeking with great difficulty to break out of their inherited moulds, or to introduce new ideas and methods into outmoded forms. The struggle for self-renewal among such universities will continue for years, because the inertia of the past is formidable, making responsive change difficult, if not impossible. Thus we, as a young university, respect and venerate our long established sister institutions, but we do not envy them.

Like all universities, The Chinese University of Hong Kong was established to meet certain needs of its society — in this case, a dynamic and intellectually free society, in which a huge Chinese population reflecting a five-thousand-year-old culture constructively interacts with a Western population to produce one of the world's most flourishing business and industrial societies. From this bi-modal society, this East-West interdependence, the Chinese University derives both its conventional educational objectives and its distinctive educational mission. These two inter-related goals or purposes have shaped the character and develop-

ment of this University during its first fourteen years of existence, and, I trust, will continue to shape its development in the years ahead. I should like to take a few minutes to comment on each of these major purposes which have inspired and guided my personal efforts from the beginning and which continue to be close to my heart.

Two Major Goals

As to the first major educational goal or purpose, the Chinese University endeavours to meet Hong Kong's need for young men and women with highly specialized or professional competence to play important roles in its advanced social and economic structure. It does so by being a modern university — a complex institution of various organizational units, offering undergraduate instruction in the humanities and the arts, in the natural sciences and mathematics, and in the social sciences. It provides graduate and professional education in selected fields. Through its various research institutes and centres, and its publications, it contributes to the advancement of knowledge. Finally, it makes its expertise available to organizations and individuals as a public service to Hong Kong. In all these functions, the Chinese University is committed to the highest international standards of excellence. What I have described is, of course, the established model of the modern university found in many parts of the world. It represents the institutionalization of the first and basic educational goal of the Chinese University.

However, as I indicated previously, this basic model represents just one of the two major educational goals, the other being a profound concern for Chinese learning and culture, which constitutes the distinctive mission of the Chinese University. These two major goals are inter-dependent, continuously interacting, and together define the true character of the Chinese University. I want now to say a few words about this distinctive mission.

At the very beginning, the Chinese University established as its special objective the promotion of the interflow and integration of Chinese and Western intellectual and cultural traditions. This obviously requires of each student a deepened understanding of his own Chinese intellectual heritage as well as a mastery of Western empirical methods and scientific knowledge. Bilingualism is an indispensable tool of understanding and communication. The Chinese University expects each of you, its graduates, to move between these two great cultures and to interact effectively with each.

If the University is to carry out this distinctive instructional mission effectively, it must assume an institutional responsibility for preserving and enriching the Chinese intellectual and cultural tradition. This responsibility is directly embodied in the functions of various organizations, and in the extensive research, translation, and publication programmes in Chinese Studies. And, of course, this institutional responsibility becomes the personal responsibility of individual members of the faculties, finding appropriate expression in their teaching and research.

Local and International Interest and Assistance

As I have said, a university derives its character and its purposes from the society it serves. In this regard, the Chinese University is most fortunate. Established in an intellectually free society, serving a community which exemplifies the dynamic and productive interaction of Chinese and Western cultures, enjoying the encouragement and generous support of Government, The Chinese University of Hong Kong is uniquely situated to carry out its distinctive mission. For this we are deeply grateful to the Hong Kong Government and its far-sighted leaders. In serving its own society, the Chinese University serves Chinese culture generally and the intellectual needs of its sister universities throughout the world.

To my good friends here in Hong Kong who have so warmly supported this young University, and given so generously of their time and money to nourish its growth, I express my heartfelt thanks.

I remarked some 14 years ago that the Chinese University would be international in character. In its establishment it received wise counsel from distinguished persons from all parts of the world, and it continues to receive such counsel. It has received substantial assistance from international foundations for innovative projects; foreign governments have supported programmes of study. Outstanding scholars, including overseas Chinese, from famous universities throughout the world have joined our faculties; and students from many countries come annually to our campus. For all this diversity of international interest and assistance, I am most grateful.

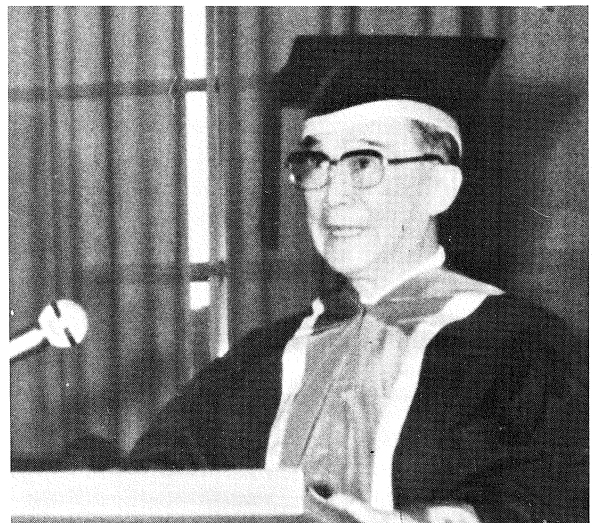
And to you who have received your degrees here today, I give congratulations and best wishes for the future. I hope that in the years to come you will remember with pride and appreciation your years spent in this young university, as I myself will remember.



H. E. the Chancellor met by Sir Yuet-Keung Kan, Council Chairman, Dr. C. M. Li, Professor T. K. Cheng, and Mr. T. C. Cheng



Dr. C. M. Li addressing the Congregation

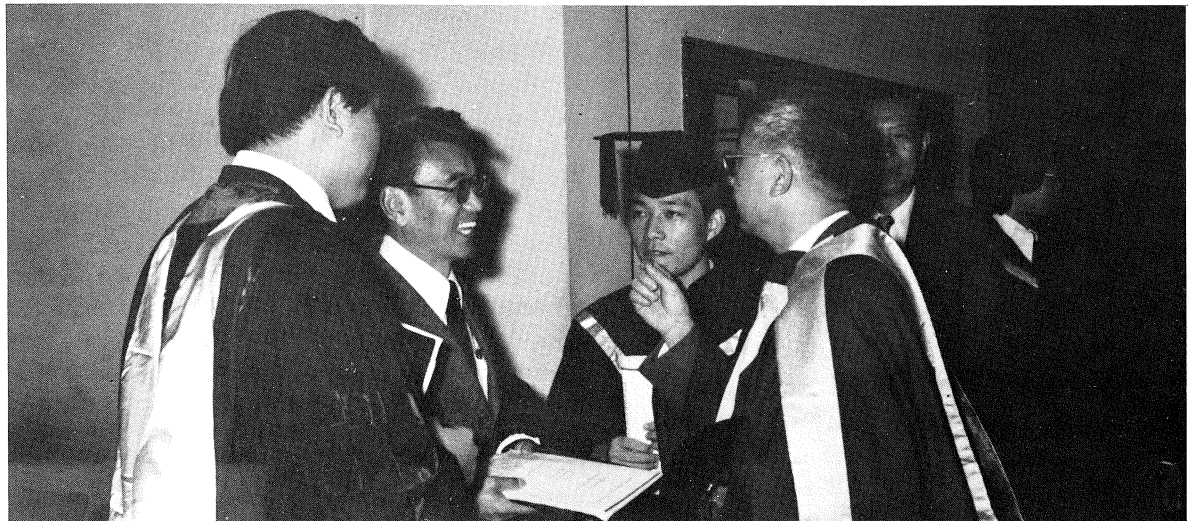


Professor T. K. Cheng reading the citations.





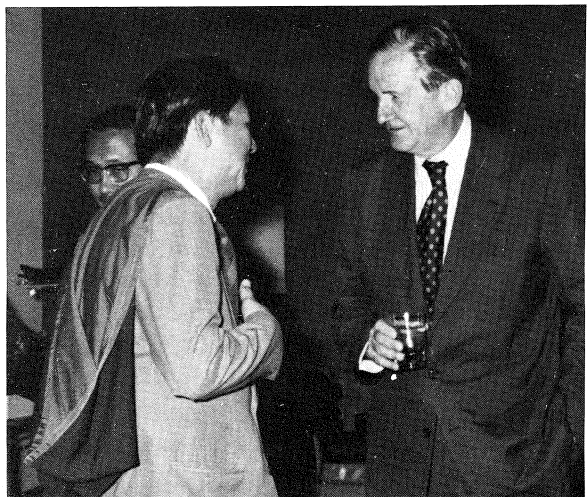
(From Left) Mr. T. C. Cheng, Sir Yuet-Keung Kan, Professor Yü Ying-shih, Sir Murray MacLehose, Dr. Pao Yue-kong, Dr. R. C. Lee, Dr. C. M. Li and Professor T. K. Cheng



At the reception after the Congregation



H. E. the Chancellor with Dr. and Mrs. C. M. Li



H. E. the Chancellor with Professor Ma Lin

International Recognition Comes to CUHK

(Summary of a speech given by Professor Ma Lin, Professor of Biochemistry and Vice-Chancellor-Designate of the University, at a Rotary Club Luncheon on 9th December, 1977)

The character of the Chinese University, as has been pointed out by Vice-Chancellor Dr. C. M. Li, ever since its inception, is to be international. To be an international university, the Chinese University must have a profound concern for Chinese learning and culture. This concern enables the interflow and integration of Chinese and Western intellectual and cultural traditions. The University expects its staff and students to be well versed in both cultures and contribute to them. This specific objective is now bearing fruit.

Recently, following previous grants the World Health Organization (WHO) gave The Chinese University of Hong Kong a grant of US\$140,000 for two years to do research on "the isolation of active principles from plants for fertility regulation". This further grant is made primarily because WHO has now chosen 6 centres from research centres all over the world to form a "Task Force on Indigenous Plants for Fertility Regulation", namely: London, Chicago, Seoul, Brazil, Sri Lanka and Hong Kong. The Research Unit on Chinese Medicinal Material in the Institute of Science and Technology of CUHK has been named to represent Hong Kong. It is the first time in the history of medicinal plant research that there has been such systematic and methodological experimentation. Not only is it a great honour to CUHK, but it has also put Hong Kong on the map of international scientific research.

The second grant came from Rockefeller Brothers Fund and The Asia Foundation, who have jointly pledged a sum of US\$70,000 for the next two

years to the Centre for Translation Projects of CUHK for research, translation, publication and teaching of translation. They have indicated that they would only take into serious consideration aid to the development of translation projects in Japan and Hong Kong. Because of its past performance, the Centre for Translation Projects has been chosen to represent Hong Kong. Since 1973 the Centre has published *Renditions*, a biannual journal devoted to the translation of the best and most enduring in Chinese writings into readable English. Being the first and perhaps the only one of its kind, *Renditions* has achieved international distinction with a world-wide circulation among students of Chinese language and literature. Another undisclosed institute has granted US\$50,000 to the Centre in the next three years for the compilation of a "New Dictionary of Chinese Idiomatic Usage". These grants represent the many and various on-going research projects in CUHK which have received similar financial aids and won recognition outside of Hong Kong.

The latest gift received by CUHK was a photorepeater for the production of industrial-quality masks used in integrated circuit fabrication. This equipment, donated by Fairchild Semiconductor (H.K.) Ltd., is capable of reproducing continuously and automatically up to 2,000 patterns in a photomask and its total cost is around US\$140,000. This is the first and the only photorepeater in Hong Kong. Prior to this donation, the Department of Electronics and Hong Kong electronics industry used to produce photomasks which had to be sent to U.K. or U.S.A. for the final step of

Gifts to the University

As a manifestation of their confidence in this University's developments, local and overseas individuals and foundations have donated generously to support our physical development programmes, research projects, fellowship and scholarship schemes, etc.

completion. Now the whole process can be done at CUHK. It goes without saying that the equipment will greatly enhance the teaching and research facilities at CUHK. It will also render direct service to the electronics industry of Hong Kong by completing the photomask process here. Indirectly, however, CUHK is training its students to assemble and manipulate the equipment and will produce skilled technicians to handle the photorepeater which will eventually be adopted by the local industry. In this way CUHK is training personnel for the future demand of the electronics industry.

Finally, I would like to add that CUHK has, within the short span of 14 years, advanced to such a stage that it no longer serves as a bridge between East and West, but is "blending" Eastern and Western cultures to create a new synthesis, thus benefiting and enriching the two great cultural traditions. This comes as a result of the fullest support from the Hong Kong Government, aids and grants from foreign governments, institutions and foundations and the wholehearted backing of the local community, who has unfailingly given CUHK moral and financial support, advice and encouragement, without which CUHK would never have become what it is today. CUHK will, of course, rely on their continuous support so as to make steady progress in its teaching and research programmes, finally leading to the realization of its two distinctive objectives — to blend the Eastern and Western cultures and to render substantial service to the Hong Kong community.

Physical Development Programmes

- (1) From Lee Hysan Foundation Ltd. HK\$523,000 for the construction of the new Annex of the University Art Gallery
- (2) From The Shell Co. of Hong Kong Ltd. HK\$164,000 for the construction of three tennis courts
- (3) From The Ho Tim Charitable Foundation Ltd. an additional sum of HK\$122,000 for the construction of Pi-Ch'iu Building Extension
- (4) From The Yale-China Association US\$10,000 as an additional amount to the International Asian Studies Programme Building Fund

Equipment

- (5) From the Fairchild Semiconductor (HK) Ltd. to the Electronics Department a provisional industrial type step and repeat camera for reproduction of industrial semiconductor quality mask
- (6) From the Mary Wood Foundation US\$6,000 as a contribution towards part of the cost of the Recordak Micro Film Processor for the University Library
- (7) From Achelis (HK) Ltd. one Spectra Physics (USA) CW Dye Laser Circulating Dye Pump
- (8) From The Radio Television Hong Kong monochrome television equipment
- (9) From Mr. Lam Shau-wai HK\$14,400 as a contribution towards the purchasing of photographic equipment for the Art Gallery

Research Projects

- (10) From the World Health Organization (WHO) an initial grant of US\$49,200 in support of a project on *Leonurus artemisia*; and later a larger grant of US\$140,000 for a research project on the biological effect and chemical constituents of potential anti-fertility plants under the

supervision of the Research Unit on Chinese Medicinal Material

Fellowships and Scholarships

- (11) From The Asia Foundation US\$27,000, and from DOW Lepetit (Division of DOW Chemical Pacific Ltd.) US\$5,000 annually for two years (1977 and 1978), in support of research projects conducted by the Research Unit on Chinese Medicinal Material
- (12) From the Harvard-Yenching Institute US\$31,500 as grants for research projects and other needs
- (13) From Mr. Lee Wing Tat HK\$161,600, the Lee Foundation (HK) Ltd. HK\$62,000, and Tak Shing Investment Company Ltd., HK\$60,000 in support of biochemical research on acupuncture treatment of narcotic withdrawal
- (14) From the Trustees of Lingnan University US\$22,670 as the operating expenses of the first two years of a three-year research by the Social Research Centre on "The Commune and Social-Economical Development in Communist China"
- (15) From the International Development Research Centre US\$17,000 for the Social Research Centre on a research project on bureaucratic behaviour
- (16) From The Asia Foundation:
 - (a) US\$6,000, being the terminal grant in support of the Machine Translation Project
 - (b) US\$5,000 to begin a two-year research project on edible mushrooms, especially Chinese straw mushroom, *volvariella volvacea*
 - (c) US\$3,500 and US\$500 to help the Centre for Communication Studies over the cost of a Shatin New Town Communication Study and of a Radio Hong Kong public service programme
 - (d) HK\$9,600 in support of the Hong Kong phase of the international research on educational exchange
- (17) From The Asia Foundation and the Rockefeller Brothers Fund US\$12,000 for the Translation Centre to carry out its translation/publishing programme
- (18) From Mr. K. S. Lo HK\$24,000 in support of a research project on the "History of tea drinking and tea utensils in China"
- (19) From Mr. Henry Hsu a total of HK\$25,000 for research purposes
- (20) From Mr. Henry H. F. Cheng HK\$10,000 in support of research on the cultivation of mushroom
- (21) From the Trustees of Lingnan University US\$20,000 for the operating expenses of the Lingnan Fellowship Programme for Faculty Development
- (22) From the B. Y. Lam Foundation a scholarship of HK\$25,000 for the training of a Museum Assistant at the Art Gallery
- (23) From The Asia Foundation a grant of US\$2,400 for an Assistant Lecturer in Computer Science to study for a Master's degree at the London School of Economics and Political Science
- (24) From the Sing Tao Foundation US\$40,500 for the Fellowship-Scholarship Scheme for the International Asian Studies Programme
- (25) From Mr. Lam's family (林靄堂) HK\$200,000 for scholarship fund for students in the School of Education
- (26) From the Trustees of the HKSBP-Monsanto Scholarship Foundation Fund HK\$150,000 to help students who are in dire financial need due to unforeseen circumstances
- (27) From The Chase Manhattan Bank one annual scholarship of HK\$6,000 to a final-year MBA student starting September 1976
- (28) From San Miguel Brewery Ltd. an additional scholarship of HK\$6,000 making a total of four San Miguel Scholarships for 1976-77
- (29) From the Duty Free Shoppers one annual scholarship of HK\$6,000 to a student of the Lingnan Institute of Business Administration
- (30) From Dr. Lee Sheung Sun HK\$5,000 each year for the establishment of a number of awards to be given to residents of the Postgraduate Hall Complex, known as the "Lee Sheung Sun Academic Awards" from 1977
- (31) From Mr. Chan Kang Fout, Managing Director of Van Son Trading Co., Ltd., three scholarships each of HK\$1,750 for students of Accounting and Finance
- (32) From Madam Tsang Pik Shan, Supervisor of Sung Lan Middle School, two scholarships and from Mr. Wong Hok-Yiu, Managing Director of Fonson Co. Ltd., two scholarships, each of HK\$1,750, for students of the School of Education
- (33) From the Wing Hang Bank, Ltd. two annual scholarships of HK\$1,750 each to be awarded to needy and promising students at United College
- (34) From the University of Shanghai Hong Kong

Alumni Scholarship Funds Committee two bursary grants annually, of HK\$1,000 each, for a period of ten years from 1976-77

- (35) From the Mobil Oil Hong Kong Ltd. through the American Chamber of Commerce in Hong Kong one annual scholarship of HK\$5,000 for three years from 1976/77 in commemoration of America's bicentennial year; and from an anonymous donor HK\$5,000 as an additional donation for the Mobil/AMCHAM Bicentennial Scholarship for the academic year 1977/78
- (36) From Fairchild Semiconductor (HK) Ltd. an annual scholarship of HK\$3,000 for a student of Electronics
- (37) From T. S. Tong & Co. HK\$1,500 as awards for three years of HK\$500 each in the name of "T. S. Tong & Co. Scholastic Achievement Award"
- (38) From the Hong Kong Chapter of the Rho Psi Fraternity one annual scholarship of HK\$1,000 for an undergraduate majoring in Biology, Chemistry, Mathematics or Physics
- (39) From the Sales Marketing Executives Club HK\$1,000 for an SME Scholarship to a second-year student in the Lingnan Institute of Business Administration

Miscellaneous

- (40) From the Japan Foundation a grant of HK\$394,000 in three years for the Staff Expansion Project for Japanese Studies
- (41) From the Trustees of Lingnan University an annual grant of US\$20,000 for the operating expenses of the Lingnan Institute of Business Administration from 1976-77 to 1980-81
- (42) From The Asia Foundation and the Rockefeller Brothers Fund a grant of HK\$62,000 to initiate

a Certificate Course in Chinese-English Translation at the graduate level at the Department of Extramural Studies

- (43) From Rotary Club of Hong Kong Island West HK\$6,500 for the publication of a career guidance booklet *Career Prospects in Hong Kong* by the Appointments Service
- (44) From Mr. & Mrs. Raymond Chow and Mr. Heah Hock Meng HK\$2,500 for the purchase of books for the Lingnan Institute of Business Administration in memory of the late Mr. John C. Linker

Books/Antiques

- (45) From the Consul General of Switzerland books on Swiss culture and in German by Max Frisch
- (46) From The German Research Society (Deutsche Forschungsgemeinschaft) two hundred volumes of books on German literature, philosophy and music, phonograph records of German music and a tape-slide presentation kit about the Federal Republic of Germany
- (47) From Dr. J. S. Lee to the Institute of Chinese Studies *P'ei-wen yun-fü* (佩文韻府), *Tzu-chih t'ung-chien* (資治通鑑), *Chin-shih ts'ui-pien* (金石萃編), *Shih-san-ching chu-shu* (十三經注疏) and *Chiu-t'ung* (九通)
- (48) From Tai Po Normal School a set of Chinese Collectanea *Ssu pu pi yao* (四部備要)
- (49) From Min Chiu Society some jade flowers for academic research at the Art Gallery
- (50) From Mr. Lam Shau-wai to the Art Gallery a K'ang-hsi blue and white bowl
- (51) From Mrs. Lilian C. Lee a group of rubbings from 15 steles mainly of the T'ang period

Chinese University Bulletin

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Photographer

Mr. Lee Yuk-Chor

Address: The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong



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