

The First Six Years

1963-1969

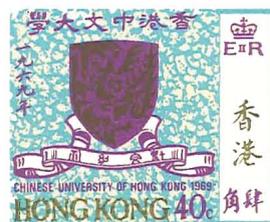
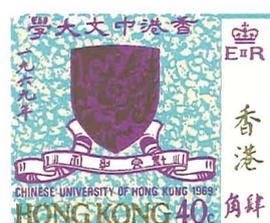
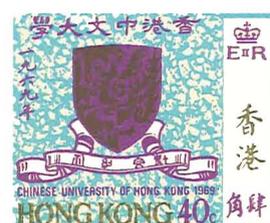
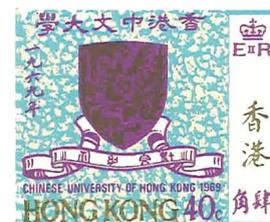
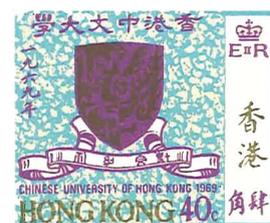
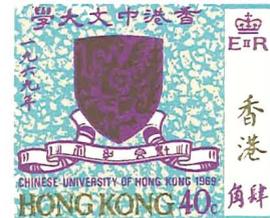


The Chinese University of Hong Kong

THE FIRST SIX YEARS 1963-1969

The Vice-Chancellor's Report

The Chinese University of Hong Kong



香港中文大學

開辦的六年

Report of The Chinese University 1963—1969

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Introduction

The evolution of The Chinese University of Hong Kong began in June 1959 with the announcement by Government that it was considering the establishment of a new university in which Chinese would be the principal language of instruction. The next four years were devoted to making a detailed analysis of the various considerations bearing on this undertaking. This preliminary period of study culminated in the appointment in 1962 of a distinguished panel of educators headed by the Rt. Hon. Lord FULTON of FALMER, then Sir John Scott FULTON and Vice-Chancellor of the University of Sussex. The *Report of the Fulton Commission* was published one year later and was used by Government as the blueprint for the establishment of the University under the federal concept of organization on October 17, 1963.

In the case of a new and rapidly developing institution such as The Chinese University, enough time must be allowed to permit a discernible pattern to emerge before attempting to compile a formal progress report. Six years have now elapsed and the direction which the University will take is reasonably clear. It therefore appears appropriate at this time to review what the University has accomplished to-date and inform the public accordingly. That which follows is an attempt to summarize the whole: to give a brief sketch of the historical development of The Chinese University, to present in capsule form the main features of this institution's growth over the past six years and to provide a frame of reference indicating the probable course which the University will pursue in the foreseeable future.

The six-year period of The Chinese University's existence has unquestionably been one of the most exciting and crucial periods in the history of Hong Kong. Twenty years ago, when the trade pattern with China was upset, many people thought that the future of the Colony was dim. Contrary to this pessimistic forecast, however, Hong Kong in the past two decades has made astounding social and economic progress and is now a thriving community of over 4 million people, compared with its population of 2,857,000 in 1959. Its products are sold all over the world. Its currency is one of the world's soundest. Furthermore, the Colony balances its budget each year while at the same time supporting enormous public works projects, particularly in the areas of education, medical services and low-cost housing. Money for investment flows into the Colony from other areas of Asia in ever-increasing amounts. More and more foreign firms are establishing regional headquarters and manufacturing facilities in Hong Kong.

It is a source of wonder that the Colony could survive, let alone grow prosperous, with such meager natural resources and such an abnormally swollen population. There are, however, several sources of strength. It is a free port, dedicated to the precepts of free enterprise and the right of the individual to make his own way in life. It enjoys stability under a forward looking administration and the rule of law. Hong Kong is above all the product of a dynamic, progressive people whose resourcefulness, boundless energy and resilience have enabled them to overcome the many difficulties inherent in the economic system and political change characteristic of Asia. Hong Kong has indeed come a long way, particularly in the past five years. Previously identified as an entrepôt, a manufacturer of low-grade products made possible by cheap labour and a bargain centre for shoppers, it is now known as a highly industrialized society whose sophisticated, quality products easily rank with the best in the world. At the same time, Hong Kong has overcome critical internal disturbances and a serious revaluation crisis and in the process has gained more self-confidence than ever. It may well be said that Hong Kong is fast reaching maturity.

Education has played an important part in the community's development. As in commerce and industry, the Hong Kong people, with the aid of their Government, are constantly working for expansion of educational facilities and opportunities to ensure a better tomorrow. The establishment of The Chinese University is a direct example of this constant quest for improvement.

Historical Background

The Chinese University of Hong Kong originated in three post-secondary colleges established to carry on the Chinese tradition of learning in Hong Kong after the change in the political scene on the Mainland. Prior to that time, most Chinese students from Hong Kong, as well as from other parts of the world, returned to Mainland universities for their higher education. After 1949, many scholars and teachers from these universities left China. Some of them founded new institutions in Hong Kong, including:

New Asia College—Founded in 1949 by scholars from the national universities of China

Chung Chi College—Founded in 1951 by scholars from the Christian universities in China

United College—Founded in 1956 by scholars from five small, locally-oriented colleges first established in Canton.



Installation of the First Vice-Chancellor, September 9, 1964. His Excellency the Chancellor Sir David Trench presenting the Ordinance of the University to Dr. Choh-Ming Li. (top)

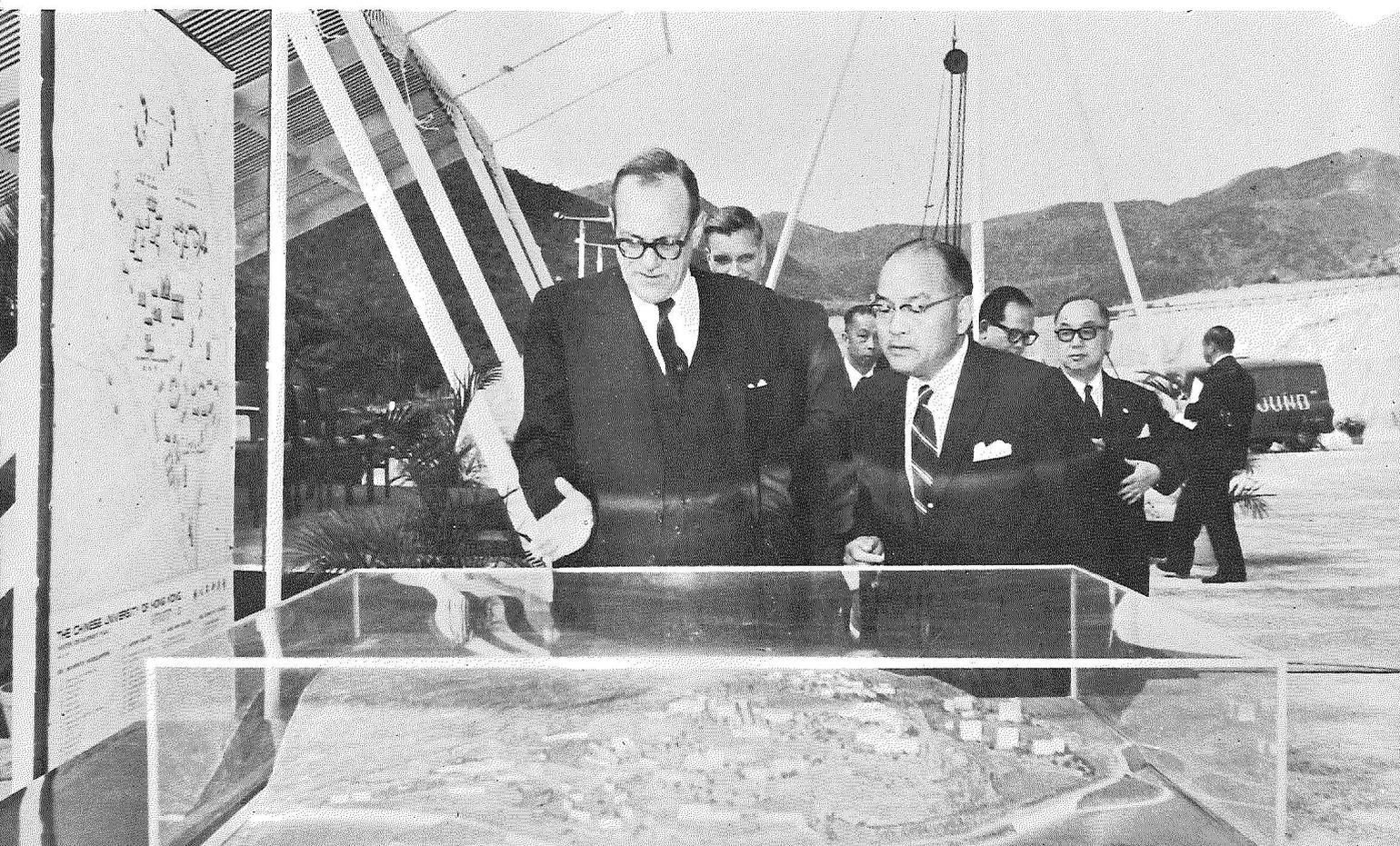
AAPC Meeting in Vice-Chancellor's Office in Kowloon, March 1969, just before moving to Shatin. From left to right: Mr. T. C. Cheng, President of United College; Mr. H. T. Wu, University Registrar; Dr. C. T. Yung, President of Chung Chi College; Mrs. E. J. Fehl, University Deputy Registrar; Dr. T. C. Ou, President of New Asia College; Dr. Choh-Ming Li, Vice-Chancellor of the University. (bottom)





Mr. I. M. Pei, internationally famed architect, made a special trip to Hong Kong to advise the Vice-Chancellor on site planning for the University campus in November, 1966. From left to right: Mr. I. M. Pei, Vice-Chancellor Choh-Ming Li, the Hon. W. Szeto, University Architect. (left)

His Excellency the Chancellor Sir David Trench and Vice-Chancellor Choh-Ming Li at the Ground-Breaking Ceremony of the University Site, December 9, 1967. (bottom)



In 1957, these three Institutions petitioned the Hong Kong Government for the authority to award degrees. This petition was sympathetically received and public funds were provided to the three Colleges to improve staff, standards and facilities. Meanwhile, the Government pressed forward with its plans to create a university in which these Colleges could be incorporated as Foundation Colleges, assuming that the Fulton Commission found them ready for university status.

In 1963, the Commission recommended:

“That a federal university should be established in Hong Kong, incorporating as Foundation Colleges, Chung Chi College, New Asia College, and The United College of Hong Kong.” (*Report of the Fulton Commission*, 1963, p. 19) The *Fulton Report* was divided into five parts and covered in detail various aspects of the proposed university. Among the subjects it discussed were: Review of the academic record and standards of the three Colleges; Recommendation for the establishment of a federal university; Functions and nature of the University; Proposed division of academic responsibilities within the University; The government, organization and procedures of the University; Draft Ordinance and Statutes; Size of the University and its Colleges; Teaching, examinations and degrees; Date for conducting the first final examination of the University and for the awarding of degrees; University site; Finance, Machinery for review of grant; Interim and transitional arrangements, etc.

Based on this *Report*, the Government of Hong Kong passed the Chinese University of Hong Kong Ordinance in September 1963 under which The Chinese University of Hong Kong became a legal entity on October 17, 1963 with its own University Council and administrative officers. The University will always owe much to the members of the Fulton Commission for the comprehensive and erudite manner in which it paved the way for its creation.

The first Vice-Chancellor of the University assumed duty in February 1964 and was formally installed on September 9, 1964. On October 16, 1964, the University conferred its first degrees. In a matter of a few years, therefore, the University came to life and quickly acquired administrators, faculty, students, campus—and alumni! The resources which The Chinese University brings to serve the Hong Kong community are, however, unique. Never before have the diverse streams of Chinese education—the national universities with their Confucian background, the Christian universities with their Western outlook, and the locally-oriented colleges with their deep interest in community problems—been brought together in a single institution. The result is a strong, rich and challenging educational environment.

It is especially challenging since these divergent streams must be built into a giant reservoir of Chinese culture and Western learning that students may tap in preparing for service to the local community as well as the world of learning at large. With Chung Chi College at Shatin, New Asia on the Kowloon Peninsula and United College on Hong Kong Island, the three Foundation Colleges are separated by distances ranging from five to fifteen miles over congested roads and the Hong Kong harbour. Initially, the Central Offices of the University were located in leased quarters on Nathan Road in downtown Kowloon. It was immediately apparent that a means of overcoming these geographical barriers must be found if the components of the University were to be effectively integrated, unnecessary duplication avoided and the three Foundation Colleges made mutually complementary. While it is essential for the three Foundation Colleges to maintain their own individuality, the University must define its own character and chart its academic course. To postpone decisions on these basic matters and see how the pieces fall into place would be to allow the University to grow without direction or purpose.

Name and Nature

A burgeoning population inescapably presses for educational opportunity at all levels. The economic well-being of a developing community is dependent upon higher education. In this modern technological age, a university education is no longer a luxury restricted to a privileged few but rather a necessity for all aspiring individuals. The increasing demand in Hong Kong for a university education can be seen from the following statistics reflecting the number of candidates who sat for the Hong Kong Certificate of Education Examination over the last decade:

No. of candidates sat

<i>Year</i>	<i>C.E.E. (English)</i>	<i>C.E.C. (Chinese)</i>
1959	3944	2316
1960	4491	2377
1961	4644	2334
1962	5181	2284
1963	6334	2732
1964	8153	2964
1965	9675	6990*
1966	13977	5854
1967	18792	6817
1968	25279	7560
1969	30947	8556

* In 1965 many Chinese School Certificate participating schools were operating both Senior Middle III and Middle V.

The problem of numbers versus standards of quality in undergraduate programmes has become a world-wide preoccupation. To expand undergraduate education without regard to its quality would undoubtedly complicate and retard efforts toward improvement. A large class is not by definition worse than a small class. It depends on the teacher, the students and the subject taught. In general, increased numbers tend to detract from quality unless careful provision is made. The Chinese University is determined not to become a diploma mill. A gradual increase in admissions is programmed but safeguards have been established to ensure that no extreme measures are taken to accommodate additional students at the expense of quality. The table below indicates the growth of the student enrolment since the establishment of the University:

<i>Year</i>	<i>Faculty of Arts</i>	<i>Faculty of Commerce and Social Science</i>	<i>Faculty of Science</i>	<i>Total</i>
1964/65	541	580	565	1686
1965/66	639	653	579	1871
1966/67	549	793	586	1928
1967/68	576	790	594	1960
1968/69	623	803	626	2052
1969/70	623	844	637	2104

The projected student enrolment over the next four years is:

1970/71	2120
1971/72	2275
1972/73	2470
1973/74	2550

The total number of students for 1973/74 does not include the 80 students attending the School of Education and 240 students in the Graduate School. The total student enrolment is expected to reach 3,000 by 1976/77. The slow and steady growth in student numbers reflects the policy of the University to equate the needs of the community with the ability of the University to maintain a high standard of undergraduate education.

A corollary to the population explosion in Hong Kong is the clamour for more technical rather than liberal education. The commercial and industrial nature of Hong Kong's rapidly expanding economy prompts the community to look at liberal education with reservation and ask the institutions of higher education to turn out more doctors, engineers, architects and accountants who can readily be absorbed by various sectors of the community to relieve the acute shortage of technically trained manpower.

Liberal education is thus considered a luxury. Following this line of reasoning, it is further argued that the present and primary task of a university is to train specialists and not to flounder in the residue of Western élitism. There can be no doubt that more highly trained professional people are needed to run Hong Kong's sophisticated economy which has reached formidable dimensions. But the community needs leaders as well as highly competent technicians. While professional education provides technical competence, liberal education develops leadership qualities. For the future vitality of the community, it is essential to strike a proper balance between the number of students trained professionally and the number majoring in the liberal arts. In fact, The Chinese University believes that the liberal arts should be part of everyone's education and should therefore be included in the educational programmes of all students at all levels.

The concept of liberal education is not necessarily a foreign one. It has grown from the native soil of Chinese culture and has always been a part of the Chinese philosophy of education. The name of The Chinese University, in Chinese, may mean the use of Chinese as the principal language of instruction. It may also mean a university with a firm background in Chinese culture. Being the only Chinese institution of higher learning in the community and one of the few major universities in the free world in which Chinese is a principal medium of instruction and research, the University has a unique mission to fulfil. In addition to the twin aims of achieving excellence in teaching and research in the sciences and liberal arts and enriching the Chinese cultural tradition in a modern academic setting, the University strives to become a major centre of research and teaching for regional studies, particularly studies of China. Both the history and the location of the University provide unique conditions for this development, which will be inter-disciplinary in character and will bring together scholars and students of diverse backgrounds and interests. The goal will be the application of modern methods of investigation and analysis, particularly in the social sciences, to the study of the development of China and East Asia. More specifically, the University encourages its students and scholars to cultivate a new "sensitivity" and "methodology" in order to secure a fresh vision of the fundamental values of traditional cultural heritage as well as the problems that are uniquely regional in nature. Those values, furthermore, are to be explored and assessed in relation to the modern world and expressed clearly and forcefully as part of the entire scene of cultural interaction. Thus, The Chinese University should be a two-arched bridge between the past and the present, the East and the West.

The University therefore will not only serve its progressive community, but will be a centre of intellectual activity for Eastern Asia and a source of knowledge of Chinese and Asian affairs for the academic world. Just as it is now attracting scholars and teachers from overseas, the University will, in turn, be an “exporter” of scholars and scholarships to universities throughout the world.

Organization

The three Foundation Colleges of The Chinese University were established long before The Chinese University came into being in October 1963. The University, therefore, could not be organized as a unitary institution. Instead, it was organized under the federated concept but with a mandate to eliminate duplication in administration and to ensure maximum complementarity among the teaching departments of the Foundation Colleges.

The highest governing body of the University is the Council, which consists of officers of the University, members elected from the Board of Governors of each of the Colleges, members of the Senate, residents of Hong Kong and four persons from overseas universities or educational organizations. While the Council “exercises a general supervision of the affairs, purposes and functions of the University”, the Senate oversees the academic aspects of the University: “instruction, education and research”. The Senate is fully representative of the teaching staff of the Colleges. Under both Council and Senate are a number of committees that deal with various functions of the University.

This type of structure is common to all universities. What is unique in The Chinese University is the Administrative and Academic Planning Committee (AAPC) which was organized to carry on the business of the University and to achieve closer integration. The AAPC forms the hub of the whole University. Its composition and duties are set forth in the amended Statutes adopted by the University Council in October 1965. Specifically, the AAPC is chaired by the Vice-Chancellor with the Presidents of the three Foundation Colleges as members and the University Registrar as Secretary. In its weekly meetings, every aspect of university and college operations is considered in detail. Its duty, as defined by the Statutes, is as follows:

- (a) to assist the Vice-Chancellor in the performance of his duties;
- (b) to initiate plans of University development;
- (c) to assist the Vice-Chancellor in reviewing and co-ordinating the annual and supplementary estimates of recurrent and

capital expenditures of the Colleges and those for the central activities of the University, before transmitting them to the Finance Committee of the Council;

- (d) to review all proposed academic and administrative appointments by the Colleges and the University that are at and above the level of Tutors and Demonstrators or their equivalent (except College Presidents and Vice-Presidents) before these appointments are made by the appropriate authorities;
- (e) to be informed of all clerical and technical appointments by the Colleges and the University;
- (f) to deal with other matters referred to it by the Council.

In practice, the AAPC is the body to which suggestions flow and from which decisions and recommendations emanate. It reports to the Council through the Vice-Chancellor.

An Academic Planning Committee (APC) was established under the Senate on May 20, 1969 to develop academic plans. The Committee consists of the Vice-Chancellor as Chairman and the three College Presidents, three Faculty Deans and three elected staff representatives as members. This Committee devotes its entire attention to policies, ideas and suggestions on academic programmes, and reports to the Senate through the Vice-Chancellor.

When the Central Office was moved to the new campus site at Shatin in March 1969, the University acquired a home-base in the physical sense. Two important decisions relating to the administrative structure of the University were made to meet urgent needs. First, the Finance and Business Sections of the Central Office were separated from the University Registry and a University Bursar's Office was established on July 1, 1969. The University Bursar is responsible for budgeting, accounting, expenditure control of recurrent funds and other business affairs.

Development of The Chinese University campus represents a monumental task. The need to establish a central agency to oversee, adjust and co-ordinate the development efforts in accordance with the Master Development Plan was immediately apparent. To meet this need, the Physical Development Division was established and a Director appointed on September 1, 1969, to serve also as Comptroller of the Building Expenditures Unit. The University Buildings Office was placed under the jurisdiction of the Division Director. The task of ensuring that the building programme over the next several years proceeds according to schedule and within the approved capital budget rests with the Director of the Physical Development Division.

Complementing the Colleges, which conduct undergraduate teaching in accordance with academic programmes approved by

the Boards of Studies, the University provides central activities to serve the entire University. According to the Statutes, the terms of reference of the Central Activities are as follows:

- (a) the administrative headquarters of the University;
- (b) the University Library and laboratories;
- (c) Programmes of advanced studies or research leading to certificates, diplomas, or higher degrees of the University;
- (d) such other buildings, institutes and organized activities as shall be determined by the Council.

In addition to the central administration, the Central Activities now include:

- Four Institutes
- Seven Research Centres
- Inter-University Relations
- The Graduate School
- The School of Education
- The University Library
- The University Science Centre
- The Department of Extramural Studies
- The University Health Service
- The Publications Office
- The Appointments Service
- The Benjamin Franklin Centre.

The Research Institutes and Centres and the Graduate School draw their personnel almost entirely from the teaching staff of the three constituent Colleges.

Two organization charts (*see pages 12 and 13*) show policy-making and planning bodies and the administrative structure. They reflect the evolution in organization which has occurred over the past six years as the result of innovation and experiment which The Chinese University has applied in its administration.

University Grants Committee

After the establishment of the University, the Hong Kong Government made grants to the University for the three Colleges and the University-wide activities on a deficit basis. Separate grants were made for equipment based on detailed justification. These grants were negotiated directly between the Government and the University.

In 1964, after consultation with University of Hong Kong and The Chinese University of Hong Kong, the Government invited Sir Edward HALE, former Secretary of the University Grants Committee in Great Britain, to visit Hong Kong with a view to advising on the feasibility and relative merits of establishing a UGC here. Sir Edward arrived in January 1965, and held consultations with academic and administrative groups in both Universities and with Government officials. The Hale report, entitled *The Financing of Universities in Hong Kong*, was widely circulated and agreement was soon reached between the Government and the Universities on the conclusion that “the Government of Hong Kong should be advised by an expert and an impartial committee on the financial needs of university education in Hong Kong and its development, and the resources made available for meeting those needs should be allocated between the universities by such a committee.” It was also decided that the Chairman of the UGC would be a resident of Hong Kong and that a permanent Secretary would be appointed.

The UGC was initially composed of three local members:

M. A. R. HERRIES, Esq.,
Chairman
Jardine, Matheson & Co. Ltd.

T. K. ANN, Esq.,
Deputy Chairman
Soco Textiles (H.K.) Ltd.

Patrick S. S. YU, Esq.,
Barrister.

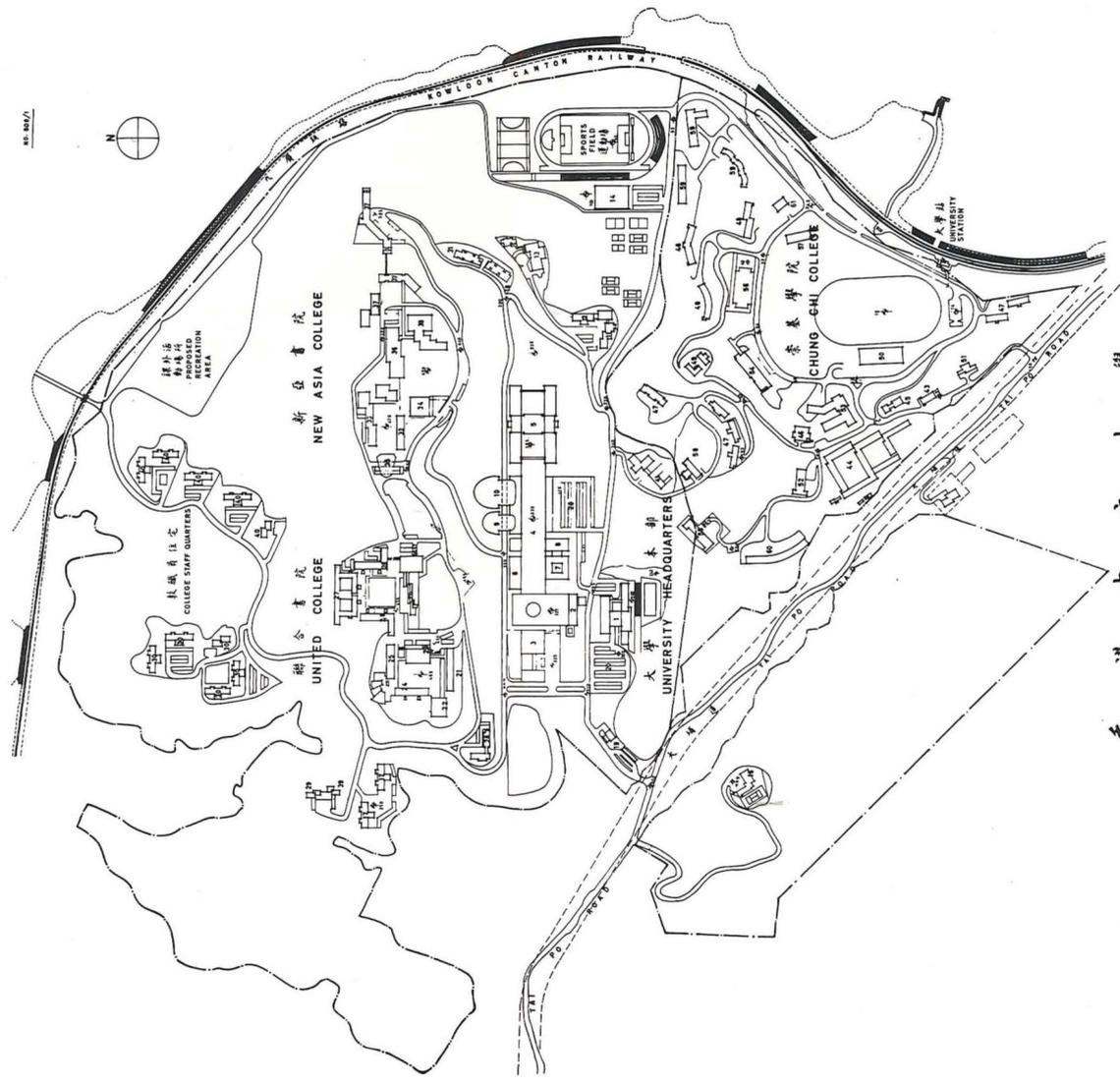
and six overseas members:

Professor W. Melville ARNOTT,
Professor of Medicine,
Queen Elizabeth Hospital,
Birmingham.

Professor N. S. BAYLISS,
Professor of Chemistry,
The University of Western Australia.

Professor W. G. BEASLEY,
Professor of the History of the Far East,
School of Oriental and African Studies,
University of London.

Dr. M. R. GAVIN,
Principal,
Chelsea College of Science & Technology.



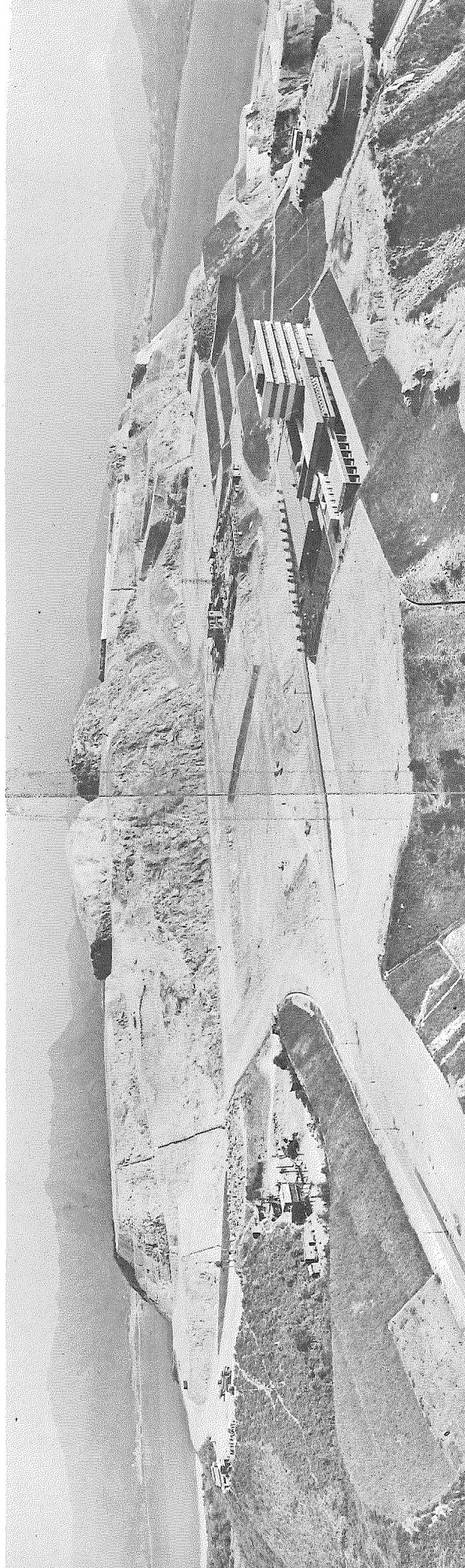
香港中文大學
THE CHINESE UNIVERSITY OF HONG KONG
建築計劃全圖
MASTER DEVELOPMENT PLAN

SCALE IN FEET
比例尺

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| 1. UNIVERSITY HEADQUARTERS 大學本部 | 2. BENJAMIN FRANKLIN CENTRE 范克廉樓 | 3. UNIVERSITY ADMINISTRATION BUILDING 辦事處 | 4. UNIVERSITY LIBRARY 圖書館 | 5. UNIVERSITY MALL 庭園 | 6. UNIVERSITY SCIENCE CENTRE 科學館 | 7. BUSINESS ADMINISTRATION AND ECONOMICS 中國文化研究所 | 8. CHINESE STUDIES 中國文化研究所 | 9. EDUCATION, SOCIAL SCIENCE AND HUMANITIES 研究院(教育, 社會, 人文) | 10. UNIVERSITY DRAMATIC CENTRE 戲劇研究所 | 11. UNIVERSITY AUDITORIUM 禮堂 | 12. INTER-UNIVERSITY HALL 博文苑 | 13. POST-GRADUATE HALL 研究生宿舍 | 14. UNIVERSITY HEALTH CENTRE 診所 | 15. SPORTS CENTRE 體育館 | 16. VICE-CHANCELLOR'S LODGE 校長住宅 | 17. SENIOR STAFF QUARTERS 高級教職員住宅 | 18. PROFESSORS' AND SENIOR STAFF QUARTERS 高級教職員住宅 | 19. MINOR STAFF QUARTERS 員工宿舍 | 20. BUS TERMINUS AND TRANSFORMER ROOM 交通車站及變壓器室 | 21. CAR PARKS 停車場 | 22. UNITED COLLEGE 聯合書院 | 23. ADMINISTRATION AND ARTS TEACHING BUILDING 辦事處及文學院 | 24. COLLEGE HALL 禮堂 | 25. LIBRARY 圖書館 | 26. SCIENCE BUILDING 理學院 | 27. COMMERCIAL AND SOCIAL SCIENCE BUILDING 商科及社會科學館 | 28. STAFF AND STUDENT AMENITIES AND GYMNASIUM 教職員及學生服務處 | 29. JESUIT-MARYKNOLL HOSTELS 學生宿舍 | 30. STUDENTS' HOSTELS 學生宿舍 | 31. PRESIDENT'S HOUSE 院長住宅 | 32. STAFF QUARTERS 教職員住宅 | 33. MINOR STAFF QUARTERS 員工宿舍 | 34. NEW ASIA COLLEGE 新亞書院 | 35. ADMINISTRATION AND FINE ARTS BUILDING 辦事處及美術館 | 36. ARTS AND COMMERCE BUILDING 文商館 | 37. LIBRARY 圖書館 | 38. COLLEGE HALL 禮堂 | 39. SCIENCE BUILDING 理學院 | 40. STUDENTS' HOSTELS 學生宿舍 | 41. STAFF AND STUDENT AMENITIES 教職員及學生服務處 | 42. PRESIDENT'S HOUSE 院長住宅 | 43. STAFF QUARTERS 教職員住宅 | 44. YALE-IN-CHINA CENTRE 雅禮總會 | 45. MINOR STAFF QUARTERS 員工宿舍 | 46. CHUNG CHI COLLEGE 崇基書院 | 47. ADMINISTRATION BUILDING 辦事處 | 48. TEACHING BUILDINGS 禮堂 | 49. LIBRARY 圖書館 | 50. STAFF CENTRE 教職員聯誼會 | 51. STAFF QUARTERS 教職員住宅 | 52. STUDENTS' HOSTELS 學生宿舍 | 53. CLINIC 診所 | 54. STADIUM 運動場 | 55. PRESIDENT'S HOUSE 院長住宅 | 56. COLLEGE CHAPEL 教堂 | 57. ARTS BUILDING 人文館 | 58. LIBRARY 圖書館 | 59. SEMINARY 神學院 | 60. STUDENTS' DINING ROOM 膳堂 | 61. MUSIC 音樂館 | 62. STAFF QUARTERS 教職員住宅 | 63. STUDENTS' HOSTELS 學生宿舍 | 64. FUTURE EXTENSION 擴建地盤 | 65. MINOR STAFF QUARTERS 員工宿舍 |
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The record of progress of site formation of the University campus, November 30, 1967 (top) and November 21, 1969 (bottom).



PROFESSOR A. G. LEHMANN,
*Professor of French,
Faculty of Letters,
The University of Reading.*

PROFESSOR M. J. WISE,
*Professor of Geography,
The London School of Economics and Political Science.*

From the composition it will be seen that the Committee consists partly of non-academic but mainly of academic members drawn from other universities and covering a wide range of disciplines and experience. Equal attention could thus be given to community needs and educational development.

In setting up the Committee, valuable advice and assistance were given by Mr. R.C. GRIFFITHS, the Deputy Secretary of the UK University Grants Committee, who visited Hong Kong in January 1966, to help the local Committee to start operation. In March 1966, the Committee made its first visitation which included visits to the new site of the University at Shatin, Chung Chi College, New Asia College and United College. During these visits, senior administrative and academic staff were afforded the opportunity to discuss matters informally with members of the UGC.

Preparation of the Triennial Financial Estimates (1967/1970) involved planning consultations among the academic and administrative staff, students' representatives and student welfare staff of the entire University. The Vice-Chancellor prepared two main memoranda on academic development and building proposals. Based on these memoranda and a second meeting in Hong Kong with the Vice-Chancellor, the UGC negotiated with the Hong Kong Government for the funds necessary to carry on the work of the University during the triennium 1967/1970.

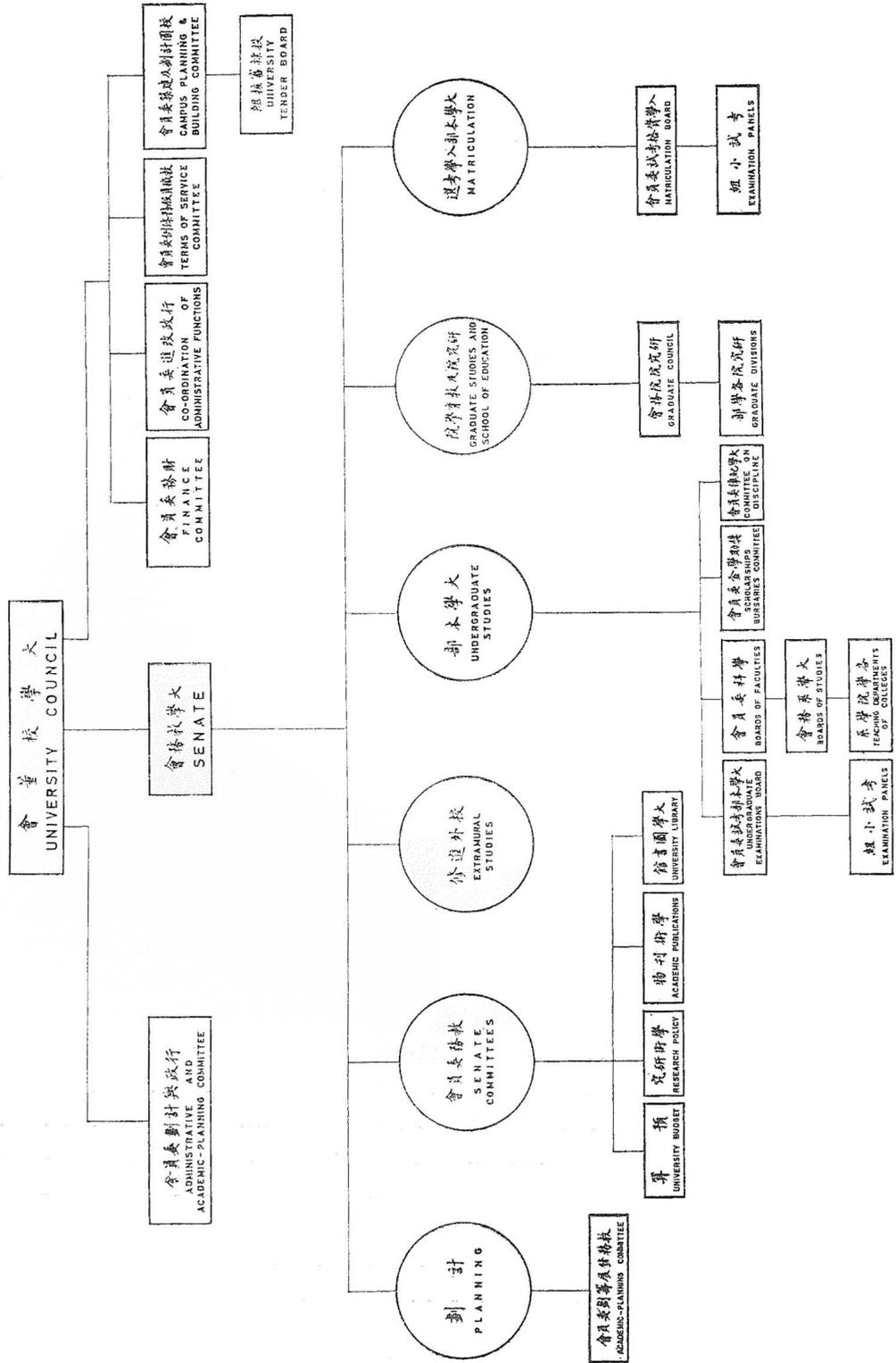
Meanwhile, The Chinese University Ordinance was amended in June 1967, to implement the understanding reached between Government and the University concerning withdrawal of Government representation on policy making bodies of the University as soon as the UGC system came into effect. In December 1967, the Council amended the University Statutes to reflect the new situation arising from the establishment of the University Grants Committee.

In 1967, a tenth member was invited to sit on the University Grants Committee, namely:

MR. R. C. GRIFFITHS,
*Deputy Secretary,
University Grants Committee,
United Kingdom.*

香港中文大學 THE CHINESE UNIVERSITY OF HONG KONG

計劃與策機構 POLICY-MAKING AND PLANNING BODIES



Mr. S.F. BAILEY was appointed as permanent Secretary to the UGC in June 1967. From then on, the University dealt directly with the UGC in all financial matters, recurrent and capital. The UGC is responsible for the control of University building programmes with regard both to the buildings themselves and the scales and standards to which they shall be built. Detailed planning began as soon as a capital programme for 1968/1971, phase I, had been agreed upon.

Members of the University Grants Committee made their second visitation to the University in March 1969. Professor W.G. BEASLEY resigned in January 1969, and his place was taken by:

Professor D. DAICHES,
Department of English,
University of Sussex.

During this visit, members of the UGC held direct meetings with all strata of the University members including student representatives.

The Vice-Chancellor prepared a memorandum to review the Triennium 1967/1970, and to outline the development programme for the Quadrennium 1970/1974. This memorandum was to be used as a basis for further discussions at a later date.

While the UGC has played a vital role in the field of higher education in Great Britain for some years, the UGC in Hong Kong has only recently begun to assume its role as an impartial advisory body to the Universities as well as the formal channel of communications between Government and the Universities on financial matters. To those unfamiliar with the UGC system, it can best be described as the equivalent of the Ministry of Higher Education, only the Minister is without portfolio. A very pleasant working relationship has been established between the UGC and the University. The University relies on the impartial and expert advice offered by the UGC and is encouraged by the interest and support that the UGC has evidenced in the development and growth of the University.

Campus

Land has traditionally been at a premium in Hong Kong. It is often considered in terms of square feet. Fortunately, the Government at the onset committed itself to provide a suitable campus for the University and subsequently offered a tract comprising about 189 acres at Shatin. This site was chosen from several possible locations and was capable of accommodating the initial buildings required to house the Central Offices and New Asia and United

Colleges. However, there was little room for future expansion and it was separated from Chung Chi College by five miles. These two disadvantages were considered major obstacles to the formation of a closely integrated and viable University programme.

A 273-acre tract contiguous to the 57-acre campus of Chung Chi College was being used by Government to obtain fill for the gigantic Plover Cove Dam Project. Application was made to Government for this alternate site and after long negotiation, approval was received. Thus, The Chinese University became a physical reality. The Fulton Commission described the Chung Chi College campus as "impressive". It would not be an exaggeration to term the present University site as "magnificent". It consists of a series of plateaux varying in elevation from 14 feet to 450 feet overlooking the beautiful Tolo Harbour. When construction and landscaping are completed, it will indeed constitute one of the most eye-catching and impressive campuses in this part of the world.

Once the site was obtained, the Vice-Chancellor invited Mr. I.M. PEI, an internationally famed architect, to come to Hong Kong in November 1966 to advise him on the design and layout of the campus. Among Mr. PEI's artistic creations, to name a few, are the new East Building of the National Gallery of Art, Washington, D.C.; the National Center for Atmospheric Research in Colorado; the National Airlines Terminal at the John F. Kennedy International Airport in New York City; the East-West Center of the University of Hawaii; the Tunghai University Chapel in Taiwan; the University Plaza at New York University and the John Fitzgerald Kennedy Library in Cambridge, Massachusetts. He was recently commissioned as architect for several major urban redevelopment plans in the United States, especially in the downtown areas at Boston, Los Angeles, Oklahoma City, Cleveland and Philadelphia. During his visit, he inspected the site and worked closely with the University Architect and the Chairman of the University's Campus Planning and Building Committee. The Vice-Chancellor took full advantage of Mr. PEI's valuable advice in formulating the Master Development Plan for the campus.

Planning the University campus presented a unique challenge and represented a monumental task. It had to take into consideration the following factors: (1) the existing Chung Chi campus; (2) the urban development plan of Hong Kong; (3) the building of an individual campus for each Foundation College; and (4) the integration of the Foundation Colleges into an organic whole in accordance with the overall development plan for the University.

The task of designing the campus and its major building projects was given to the University Architect and the Campus Planning and Building Committee of the Council. An *ad hoc* committee

was appointed for each major building project to advise the Vice-Chancellor on the layout, schedule of accommodations and related matters pertaining to each project.

It is significant that international cooperation as well as local participation is represented in the essential building projects of the University. While the Hong Kong Government will provide at least half of the building costs, significant support is expected to come from outside sources. The first building on the new campus, the Benjamin Franklin Centre, was a gift from the people of the United States of America. It was completed in December 1968 and officially opened by His Excellency the Governor, Sir David TRENCH, on April 2, 1969. It will provide a social centre for the students and staff of the University as a whole. As a temporary measure, it is being used to house the Central Offices of the University pending completion of the Administration Building, scheduled early in 1971.

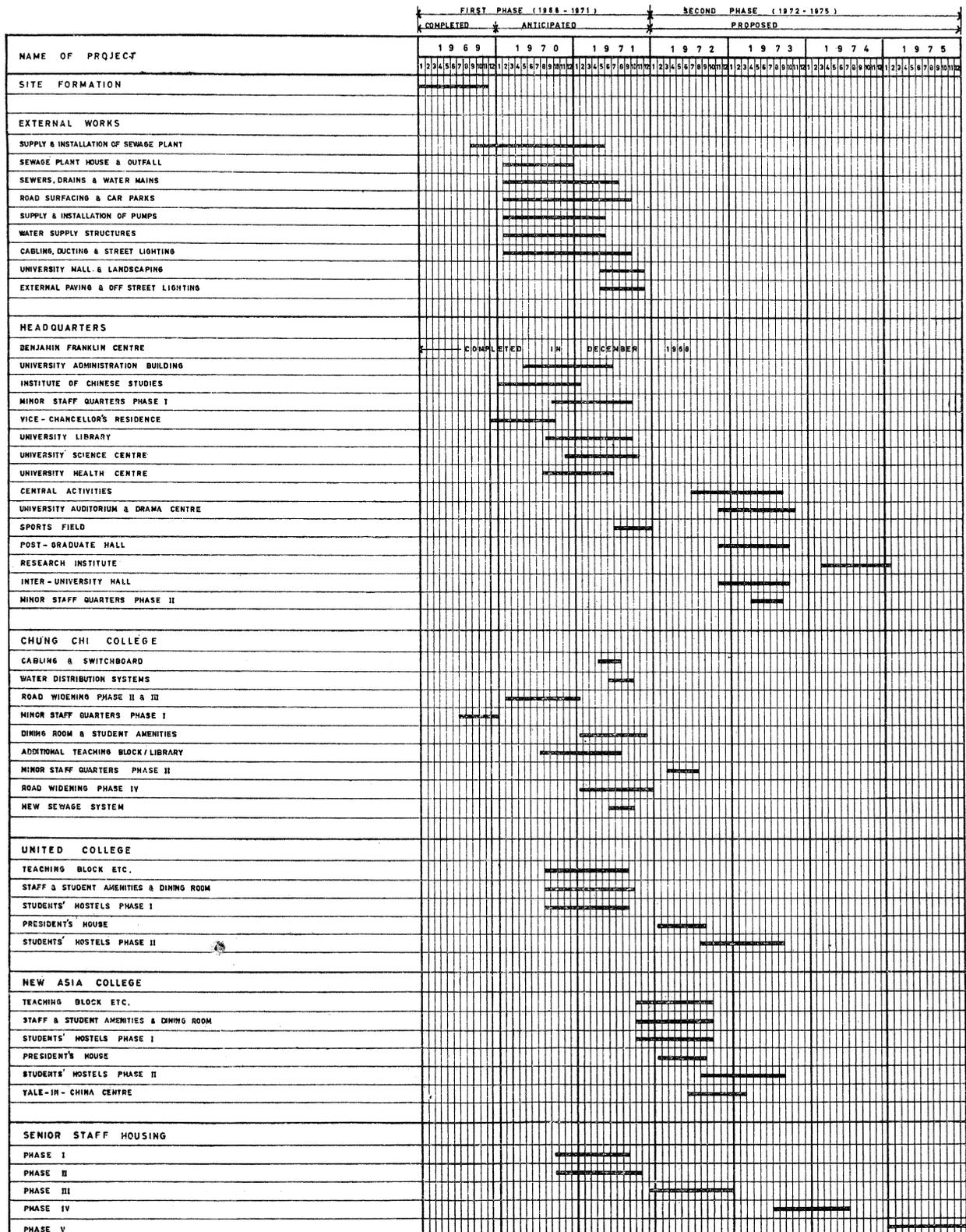
The building costs of the University Health Centre were contributed by the Yale-in-China Association Inc., New Haven, Connecticut, U.S.A. The costs of the Central Science Building were partially met by the Colonial Development and Welfare Fund of the U.K. Government. Lee Hysan Estate Co. Ltd., a local corporation, made a generous contribution to meet the construction costs of the Institute of Chinese Studies Building. A substantial part of the costs of the University Library Building was donated by Dr. the Hon. P.Y. TANG, a prominent local resident, in memory of his late father. Funds to construct the University Sports Centre have been pledged by the Royal Hong Kong Jockey Club. Pledges have also been received to underwrite a major share of the costs of the University Hall and the Social Science Building. This enthusiastic support from both overseas donors and the local community has materially assisted in getting construction of these vital projects underway.

At this point a brief resumé of the Master Development Plan will enable a better conception of the new campus layout to be formed. The future campus buildings will be so grouped that the three Colleges will be sited around a central University headquarters complex at mid-level with New Asia and United Colleges located on the upper level to the north and Chung Chi College on lower ground to the south. United College will occupy a site near Taipo Road, while New Asia College will be facing the sea. Variation in architectural style for each College complex will be employed without destroying overall harmony of design. The development plan is functional and at the same time preserves aesthetic features, particularly in respect to integration of landscaping, utilization of natural beauty and effective display of buildings.

THE CHINESE UNIVERSITY OF HONG KONG

BUILDING PROGRAMME

(PROGRESS CHART)



The Central Activities of the University will be sited in a square around a 260-foot long and 115-foot wide paved and tree lined Mall which will form one of the outstanding features of the University complex. The Central Library Building will be located on the western side of the Mall, facing the Science Centre on the eastern side. The Business Administration, Economics and Public Administration Building and the University Auditorium will be located on the northern side of the Mall, balanced by the Administration Building, Institute of Chinese Studies and the School of Education, Social Science and Humanities to be erected on the southern side. The Benjamin Franklin Centre will be directly across the road from the Administration Building. This road provides direct access to Taipo Road, one of the main highway arteries through the New Territories.

A large flat area close to the railway is designated for the University Sports Field. It will have sufficient space for three soccer pitches, a 400-metre track and a number of tennis and basketball courts. A Sports Centre for indoor games capable also of seating large audiences will be built on the solid ground west of the Sports Field.

An Inter-University Hall was constructed on the present Chung Chi College campus in 1966 as an interim measure to house a number of research offices and visiting scholars from overseas. This building will revert to Chung Chi College when the permanent Inter-University Hall is completed in 1972.

Chung Chi College has made considerable progress in expansion of the facilities within its own site. The athletic field was rebuilt and the Lingnan Stadium was added in 1968. A Theology Building, donated by supporting churches in Hong Kong and abroad, was officially opened in October 1969. A minor staff quarters building was completed the same year. A new Library/Teaching Block and a Student Centre and Dining Room are now under construction.

Site formation work for the University campus is virtually completed. Major external works are now in progress concurrent with several building projects. In all, twenty-five separate projects are scheduled to be started prior to the end of 1971. It is anticipated that the Institute of Chinese Studies Building will be ready by November 1970 and the University Administration Building in February 1971. The University Library Building will be completed by August 1971. United College is scheduled to be relocated on the new campus in August 1971 and New Asia College will move to the new campus one year later. By then, The Chinese University will be a much more closely integrated institution.

Advisory Bodies and Visiting Scholars

With the organization streamlined, financial arrangements set up and a central site for a new campus secured, The Chinese University has an excellent opportunity to become a great university in this part of the world. No effort is being spared in achieving this objective. One of the most effective measures toward this end is to enlist the help of experts and specialists from all available sources. The Chinese University has benefited greatly from the advice of a number of eminent men in their fields on teaching methods, campus planning, the library, extra-mural studies, courses in electronics, publications, examination system, and many other projects. Whether they are British, American or Chinese does not matter, as long as they are right for the special assignment. This is in line with the original concept and the international character of The Chinese University.

There are four prominent overseas educators serving on the University Council. In addition, three Advisory Boards on Academic Matters have been formed utilizing the services of overseas scholars, especially those of Chinese descent with world renown, from the United Kingdom, the United States of America, Sweden and Italy. Frequent use of these Boards is made in deciding questions of academic policy. The Chairmen of these Boards include one Briton, one American and one Chinese:

Board on Natural Sciences

Prof. F. G. YOUNG (Chairman)	<i>Professor of Biochemistry, University of Cambridge.</i>
Prof. Shiing-shen CHERN	<i>Professor of Mathematics, University of California, Berkeley.</i>
Prof. Tsung-dao LEE	<i>Professor of Physics, Columbia University. Nobel Laureate.</i>
Prof. Choh-hao LI	<i>Professor of Biochemistry and Medical Science, Director of Hormone Laboratory, University of California, Berkeley.</i>
Prof. Saw-pak THONG	<i>Department Head and Professor of Physics, University of Malaya.</i>
Prof. Chien-shiung WU	<i>Professor of Physics, Columbia University.</i>
Prof. Chen-ning YANG	<i>Professor of Physics, State University of New York. Nobel Laureate.</i>

Board on Humanities

Prof. Yuen-ren CHAO (Chairman)	<i>Professor Emeritus of Oriental Languages and Literature, University of California, Berkeley.</i>
Prof. Fang-kuei LI	<i>Professor of Linguistics, University of Hawaii.</i>

Prof. C. H. PHILIPS	<i>Director of the School of Oriental and African Studies, University of London.</i>
Prof. Lien-sheng YANG	<i>Professor of Chinese History, Harvard University.</i>

Board on Social Science and Business Administration

Prof. Simon KUZNETS (Chairman)	<i>Professor of Economics, Harvard University.</i>
Sir Sydney CAINE	<i>Director of the London School of Economics and Political Science, University of London.</i>
Prof. Carlo M. CIPOLLA	<i>Professor of Economics, University of Pavia.</i>
Prof. Franklin L. HO	<i>Professor Emeritus of Economics, Columbia University.</i>
Prof. Kung-chuan HSIAO	<i>Professor of Political Science, University of Washington.</i>
Prof. Seymour M. LIPSET	<i>Professor of Government and Social Relations Harvard University.</i>
Prof. Ta-chung LIU	<i>Professor of Economics, Cornell University.</i>
Prof. Erik LUNDBERG	<i>Professor of Economics, University of Stockholm.</i>

The Chinese University also relies on the services of external examiners for undergraduate and postgraduate examinations. These examiners are professors from universities in Taiwan, U.S.A., U.K., Canada and Singapore and play an important part in maintaining the standard of the University degrees. A large number of visiting professors from overseas also share in and enrich the educational work of the University. Their services are obtained through the many exchange programmes sponsored by governments, foundations and other institutions of higher education. The extensive influence and the deep impact that these professors have been able to contribute toward creating the right academic atmosphere in the instructional departments and research centres of the University over the past 6 years can best be appreciated by a review of their names (*see Appendices IV and VI*).

Staff Development Programme

It is apparent that the recruitment of faculty on either a permanent or a visiting basis is not enough if The Chinese University is also to serve as a cultural bridge between the East and the West. Corresponding steps have been taken since the establishment of the University to send its own faculty abroad. A generous grant from

the Ford Foundation made it possible for the University to initiate a Staff Development Programme in 1965 which enables selected staff members to go abroad for further training and advancement. The Staff Development Programme is essential in raising the potential of the academic staff and their ability to cope with the exacting task of building up a new institution of higher learning. Although this Programme has benefited all ranks, major emphasis has been placed on affording opportunities to junior teaching staff for further study in accordance with the needs of the University. Combined with the opportunities offered by the Educational Exchange Programmes with the University of California, the Leverhulme Trust Fellowships, the Sino-British Fellowship Trust, British Council Scholarships, The Asia Foundation Grants, etc., the Staff Development Programme has enabled a number of senior academic and administrative staff to do post-doctoral research in overseas universities and reacquaint themselves with scholars and academic developments abroad. It will have a profound effect on the University's continuing effort to improve the quality of its teaching staff. A complete list of staff who have benefited from study leave/tour in the years 1963/1969 is attached on the following pages.

List of Staff on Study Leave/Tour Abroad in the Years 1963/69

Staff	College*	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
Theowin SOO	C.C.	Mathematics	Lecturer	Lecturer	8/62	7/64	Dartmouth College, U.S.A.		WUS Staff Training Fellowship
Y. K. CHAU	C.C.	Chemistry	Resigned 1/9/1968	Lecturer	8/63	11/65	U. of Liverpool, U.K.	To study for Ph.D.	British Council Scholarship
S. P. LI	C.C.	Physics	Resigned 5/2/1968 (Lecturer)	Assistant Lecturer	8/63	11/65	U. of Colorado, U.S.A.	To study for Ph.D.	United Board Fellowship
C. S. LIANG	C.C.	Geography	Lecturer	Lecturer	8/63	7/64	U. of California, U.S.A.	To study for M.A.	United Board Fellowship
H. M. CHANG	C.C.	Chemistry	Senior Lecturer	Lecturer	9/63	8/64	U. of Wisconsin, U.S.A.	Post-doctoral research	WUS Staff Training Fellowship
Jimmy W. P. TANG	C.C.	Chemistry	President	Assistant Lecturer	1964	to return	U. of Guelph, U.S.A.	To further study	WUS Staff Training Fellowship
T. C. CHENG	U.C.			President	2/64	4/64	Universities and colleges in U.S.A.	Visit as a guest of the U.S. State Department	
Samuel C. K. CHAN	C.C.	Biology	Resigned 4/12/1967	Lecturer	8/64	7/65	Penn. State U., U.S.A.	To study for Ph.D.	United Board Fellowship
Jennie HUIE	U.C.	English	Resigned 1/7/1969	Lecturer	8/64	2/65	U.K.	To examine latest methods of teaching English as a second language and make a comparative study on methods of teaching English	
P. Y. Lo	C.C.	Business Administration	Lecturer	Lecturer	8/64	7/65	Harvard Business School, U.S.A.	To study for a certificate	Lingnan Trustees Scholarship and WUS Staff Training Fellowship

* CC=Chung Chi College
NA=New Asia College

UC=United College
CO=Central Offices

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
Olive YUEN	C.C.	Social Work	Resigned 1/2/1968	Assistant Lecturer	8/64	4/66	U. of Toronto, Canada	To study for B.S.W.	Social Welfare Training Fund Scholarship
Ho Pung	C.C.	Chinese	Lecturer	Tutor	9/64	2/66	Kyoto U., Japan	To study for a certificate	Japanese Government Scholarship
K. K. YUE	C.C.	Registry	Assistant Bursar	Assistant Registrar	9/64	2/66	Columbia U., Teachers' College, U.S.A.	To study for M.A.	United Board Fellowship
Hua-shen LEO	U.C.	Library	Librarian	Librarian	1/65	5/65	Libraries in U.K.	Visit on a program arranged by the British Council	
H. T. WU	C.O.	Registry	Registrar	Registrar	3/65	5/65	Universities in U.K. & U.S.A.	To study university administration	British Council & U.S.A. State Department
S. K. FANG	U.C.		Resigned 14/7/1968	Vice-President	5/65	8/65	Universities and colleges in U.S.A.	Visit as a guest of the U.S. State Department	
George WONG	C.C.	History	Senior Lecturer	Lecturer	8/65	6/66	Fletcher School, Tufts U., U.S.A.	Post-doctoral research	Asia Foundation Travel Grant
T. Y. CHEUNG	C.C.	Mathematics	Resigned 31/8/1965	Tutor	8/65	—	U. of Wisconsin, U.S.A.	To further study	WUS Staff Training Fellowship
TAO Chen-yu	N.A.	Dean of Students' Office	Dean of Students	Dean of Students	9/65	12/65	U. of Utah, U.S.A.	To attend the Multi-area Project in Faculty-Student Relations	U.S. Government Grant
T. C. LAI	Extra-mural Studies		Deputy Director	Deputy Director	10/65	12/65	U.S.A.	University Adult Education	Carnegie Corporation

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
C. T. YAM	C.C.	Chemistry	Technician	Technician-in-charge Training	10/65	9/66	U. of Sussex and Brighton Tech. College	Technical training	Inter-University Council Technician Scheme
Philip Fu	C.C.	Accounting	Lecturer	Tutor/Temporary Assistant Bursar	1/66	1/68	U. of Illinois, U.S.A.	To study for Ph.D.	Staff Development Programme
TANG Chun-i	N.A.	Philosophy	Professor	Professor	4/66	6/66	Columbia U. and U. of Illinois, U.S.A.	To conduct some sessions of Ming Seminar and to participate in the conference of Ming Thought	Columbia University Grant
C. K. Ho	C.C.	History	Resigned 31/7/1966	Tutor	6/66	—	Fletcher School, Tufts U., U.S.A.	To study for M.A.	Asia Foundation Grant
S. T. CHANG	C.C.	Biology	Senior Lecturer	Lecturer	7/66	6/67	Harvard U., U.S.A.	Post-doctoral research	Staff Development Programme and travel and subsidy from WUS
WU Chen-hsiung	N.A.	Economics	Lecturer	Lecturer	8/66	7/68	Southern Illinois U., U.S.A.	To study for Ph.D.	Staff Development Programme
M. CHIU	U.C.	Physics		Demonstrator	8/66	to return	U. of California, U.S.A.	To study for Ph.D.	Staff Development Programme
A. WANG	U.C.	English		Tutor	8/66	to return	U. of California, U.S.A.	To study for Ph.D.	Staff Development Programme
L. S. CHUANG	C.C.	Physics	Lecturer	Lecturer	9/66	8/67	Tokyo U. of Educ., Japan	To study for D.Sc.	Staff Development Programme

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
SHIAO Shih-yen	N.A.	Philosophy	Resigned 1968	Part-time Lecturer	8/66	7/67	U.K.	Post-doctoral research	Leverhulme Trust Fellowship
SUTU Hsin	U.C.	Business Management	Senior Lecturer	Senior Lecturer	9/66	2/67	To attend seminars at U. of Penn. and Harvard and research at U. of California at Berkeley	To visit	Guest of the D.A.A.D.
K. S. WONG	C.C.	Chinese		Tutor	9/66	to return	Universities and factories in West Germany	To visit	Guest of the British Council
F. M. WONG	C.C.	Sociology	Lecturer	Assistant Lecturer	9/66	8/69	U. of Tokyo, Japan	To further study	Japanese Government Scholarship
N. H. YOUNG	U.C.	Registry	Academic Registrar	Academic Registrar	10/66	2/67	U. of California, U.S.A.	To study for Ph.D.	Staff Development Programme
							Institutes of higher education in West Germany	To visit	Guest of the D.A.A.D.
							University and colleges in U.K. under arrangements of IUC	To visit	At own expenses
							Universities and colleges in U.S.A.	To visit	Guest of U.S. State Department
S. T. TSOU	U.C.	Mathematics	Senior Lecturer	Senior Lecturer	1/67	4/67	Universities and colleges in U.S.A., U.K. and France	To visit	Staff Development Programme

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institution Attended	Purpose	Financial Source
					from	to			
T. C. CHENG	U.C.		President	President	2/67	4/67	Universities and Gov't Ministries in U.K. To visit universities and meet with prominent leaders of Chinese descent in U.S.A.	To visit	Guest of British Council Asia Foundation Grant
K. Y. YEN	N.A.	Biology	Senior Lecturer	Senior Lecturer	3/67	7/67	American Museum of Natural History	To do research work	Staff Development Programme
J. ESPY	C.C.	Chemistry		Lecturer	5/67	to return	Harvard Business School, U.S.A.	To further study	At own expense and a Lingnan Trustees Subsidy
S. K. FANG	U.C.		Resigned 14/7/1968	Vice-President	7/67	8/67	Computing centres of some Canadian universities	To visit	Computer Centre Training Fund
Jennie HUIE	U.C.	English	Resigned 1/7/1969	Lecturer	7/67	—	U.K. and U.S.A.	To do research work	Harvard Visiting Scholar
D. Y. LEE	U.C.	History	Resigned 1/9/1969	Senior Lecturer	7/67	1/68	Library of Congress in Washington, D.C., U.S.A.	To do research work	Staff Development Programme
C. K. PAN	N.A.	Institute of Advanced Chinese Studies & Research	Senior Lecturer	Senior Lecturer	7/67	11/67	Overseas universities	To visit	Staff Development Programme
P. T. NG	C.C.	Sociology		Tutor	7/67	to return	Harvard U., U.S.A.	To further study	United Board Fellowship
S. W. TAM	C.C.	Chemistry	Senior Lecturer	Lecturer	7/67	1/69	Cambridge U., U.K. and M.I.T., U.S.A.	Post-doctoral research	Sino-British Fellowship Trust

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institution Attended	Purpose	Financial Source
					from	to			
M. KITAMURA	C.C.	Physics	Lecturer	Lecturer	9/67	8/68	U. of Birmingham, U.K.	Post-doctoral research	Staff Development Programme
C. C. Lo	C.C.	History	Lecturer	Assistant Lecturer	8/67	7/68	U. of London, U.K.	To further study	Leverhulme Trust Fellowship
Y. Y. LEE	N.A.	Physics	Lecturer	Lecturer	9/67	7/68	U. of California, U.S.A.	Post-doctoral research	Staff Development Programme
S. Y. Lo	U.C.	Library	Cataloguer	Cataloguer	9/67	1/69	Simmons College, U.S.A.	To study Library Science	Study grant by the Mary Elizabeth Wood Foundation
W. S. YUK	C.C.		Senior Technician	Senior Technician	10/67	9/68	London U., U.K.	To study for M.Sc.	
S. H. So	C.O.	Registry	Assistant Registrar	Administrative Assistant	1/68	10/68	Columbia U., Teachers' College, U.S.A.	To study for M.A.	Staff Development Programme
C. Y. CHAO	N.A.	Biology	Senior Lecturer	Senior Lecturer	1/68	9/68	U. of California, U.S.A.	Post-doctoral work	Staff Development Programme
T. C. CHENG	U.C.		President	President	1/68	2/68	France	To visit universities	Guest of the French Government
N. H. YOUNG	U.C.	Registry	Academic Registrar	Academic Registrar	4/68	5/68	U.S.A.	To attend Deans Institute in Chicago	At own expense and a subsidy from the College Endowment Fund
S. S. HSUEH	U.C.	Public Administration Library	Professor	Reader	5/68	7/68	U.S.A., U.K. and Asia	To visit universities	Staff Development Programme
Cecelia Lo	C.C.			Cataloguer	6/68	to return	U. of California, U.S.A.	To further study	U. of California Exchange Programme
F. C. CHEN	U.C.	Physics	Lecturer	Lecturer	6/68	8/68	CERN in Geneva, Switzerland	As visiting scientist	Staff Development Programme

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institution Attended	Purpose	Financial Source
					from	to			
S. C. LOH	U.C.	Electronics	Professor	Reader	6/68	12/68	Germany	To visit universities & factories To do research	Guest of D.A.A.D. Computer Centre Training Fund
H. W. CHIU	C.C.	Biology		Demonstrator	7/68	to return	U. of California, U.S.A.	To further study	U. of California Exchange Programme
BAU Yun-shen	N.A.	Biology	Lecturer	Lecturer	7/68	7/69	U. of London, U.K.	Post-doctoral research	Sino-British Fellowship Trust Fund
WANG Chi	N.A.	Registry	Registrar	Registrar	8/68	10/68	U.S.A.	To visit institutes of higher learning and to attend conferences	Staff Development Programme
Kuo-tung SUN	N.A.	History	Lecturer	Lecturer	9/68	6/69	U.K.	To do research	Staff Development Programme
C. C. YU	N.A.	Fine Arts	Senior Lecturer	Senior Lecturer	7/68	9/68	U. of Kansas, U.S.A.	To visit	Staff Development Programme
Louise Ho	C.C.	English		Tutor	8/68	to return	U. of East Anglia, U.K.	To further study	Sino-British Fellowship Trust Fund
W. P. LAY	C.C.	Chemistry		Lecturer	8/68	to return	U. of Bristol, U.K.	To study for Ph. D.	Staff Development Programme
P. SHEN	C.C.	Religious Knowledge & Philosophy	Lecturer	Lecturer	8/68	7/69	Oxford U., U.K.	Post-doctoral research	Leverhulme Trust Fellowship
WANG Ning	N.A.	English	Lecturer	Lecturer	9/68	1/69	U. of California, U.S.A.	To do research	Staff Development Programme

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
H. L. TSCHANG	C.C.	Geography	Lecturer	Lecturer	8/68	7/69	Louisiana State U. and Southern Illinois U., U.S.A.	To do research	United Board Fellowship
Ho Kam-fai	U.C.	Social Work	Lecturer	Lecturer	9/68	to return	Columbia U., U.S.A.	To study for Ph.D.	Staff Development Programme
L. O. TSE	C.C.	Mathematics	Lecturer	Lecturer	9/68	to return	U. College of Swansea, U.K.	To study for Ph.D.	Staff Development Programme
T. R. LIU	U.C.	Registry	Deputy Registrar	Deputy Registrar	10/68	12/68	U.K. U.S.A.	To visit universities	Guest of British Council Guest of U.S. State Department
N. N. CHAN	U.C.	Mathematics	Senior Lecturer	Senior Lecturer	10/68	7/69	London U., U.K.	To further study	Commonwealth University Interchange Scheme Travel Grant
John LAM	U.C.	Library	Sub-Librarian	Assistant Librarian	10/68	7/70	London U., U.K.	Higher studies in Librarianship	Commonwealth Scholarship
T. B. LIN	N.A.	Economics	Lecturer	Assistant Lecturer	11/68	8/69	Freiburg U., Germany	To study for Ph.D.	Staff Development Programme
CHI Hsiu	N.A.	Chemistry	Lecturer	Lecturer	11/68	11/69	Tokyo Kyoiku U., Japan & U. of Duquesne, U.S.A.	To study for Ph.D.	Staff Development Programme
W. H. NG	C.C.	Electronics	Senior Technician	Senior Technician	1/69	6/69	U. of Leeds, U.K.	Technical training	I.U.C. Council Technician Scheme and C.U. partial subsidy
MA Lin	U.C.	Chemistry	Senior Lecturer	Senior Lecturer	3/69	10/69	Hormone Laboratory, U. of California, U.S.A.	To do research	Staff Development Programme and Hormone Research Fellowship

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
S. T. CHANG	C.C.	Biology	Senior Lecturer	Lecturer	6/69	9/69	Institute of Applied Microbiology, U. of Tokyo, Japan	To do research	Staff Development Programme
H. M. CHANG	C.C.	Chemistry	Senior Lecturer	Senior Lecturer	6/69	6/69	National Tsing-hua U., Taiwan	To study neutron activation analysis	Joint grant from Asia Foundation and C.U.
S. C. LOH	U.C.	Electronics	Professor	Reader	6/69	8/69	Computing centres in U.K. Europe	To visit To study the management & administration of computing centres	Guest of the British Council Staff Development Programme
HO TUNG Te-hing	N.A.	Sociology		Lecturer	6/69	to return	Smith College, U.S.A.	To do graduate work	Staff Development Programme
KUEH Yak Yeow	N.A.	Economics		Lecturer	7/69	to return	Harvard U., U.S.A.	Post-doctoral work	Harvard-Yenching Grant
SU Ling-Kuan	N.A.	Physics		Lecturer	8/69	to return	U. of California, U.S.A.	To do research in applied electrophysics	Staff Development Programme
C. S. LIANG	C.C.	Geography		Lecturer	8/69	to return	London U., U.K.	To study for Ph.D.	Staff Development Programme Leverhulme Trust Exchange Programme
J. B. GANNON	U.C.	English		Lecturer	8/69	to return	Cambridge U., U.K.	To further study	
H. M. LEE	C.C.	Social Work		Lecturer	8/69	to return	U. of Toronto, Canada	To further study	C.U. Travel Grant
FONG LEE Mo-kwan	U.C.	Geography		Lecturer	9/69	to return	U. of British Columbia, Canada	To do graduate work	Staff Development Programme

Staff on Study Leave/Tour Abroad (Continued)

Staff	College	Department	Present Position	Position at Grant	Period		Countries Visited/ Institutions Attended	Purpose	Financial Source
					from	to			
Lyon LEE	C.C.	Registry		Acting Registrar	9/69	to return	Columbia U., Teachers' College, U.S.A.	To study for M.A. in Educational Administration	Staff Development Programme
H. S. HU	C.C.	Economics		Lecturer	9/69	to return	Vanderbilt U., U.S.A.	To study for Ph.D.	Staff Development Programme
K. L. KWOK	U.C.	Physics & Electronics		Lecturer	7/69	to return	Institute of Computational Sciences, U. of Nebraska, U.S.A.	To do research	Staff Development Programme

Under-graduate Programme

After the establishment of the University, Boards of Faculties were set up to coordinate the activities of the Boards of Studies under the Senate. The Chinese University now has three Boards of Faculties:

Faculty of Arts
Faculty of Commerce & Social Science
Faculty of Science

and sixteen Boards of Studies:

Biology
Chemistry
Chinese Language and Literature
Commerce
Economics
Electronics
English Language and Literature
Geography
History
Journalism
Mathematics
Philosophy and Fine Arts
Physics
Religious Knowledge and Music
Social Work
Sociology

and one Committee on French, German, Japanese and Italian Studies. These Boards decide the curricula and set academic standards. In addition, they serve as the media for implementing new methods of teaching. As early as March 1964, a Committee on Teaching Methods was appointed by the Vice-Chancellor to examine in detail the existing teaching system and to devise a workable programme which would incorporate in itself the best features of various teaching systems that could be adopted to meet the needs of The Chinese University. Great significance was attached to the work of the Committee and its members were advised that: "Revision of university teaching methods is of great import. Such a study has never been attempted before in the universities of Asia. The report of the Committee will have a great deal to do with the course of development of this University". Altogether thirteen meetings of the Committee were held and a report was submitted in September 1964.

Subsequently, Professor A.G. LEHMANN, Professor of French at the University of Reading, and Dr. J.V. LOACH, Registrar of the University of Leeds, visited Hong Kong to advise the University on teaching methods. They used the report of the Committee on Teaching Methods as the basis of their enquiry. Their comments and recommendations were set forth in a report submitted in March 1965.

In May 1965, the Senate not only enthusiastically endorsed both Reports, but also gave full support to the Colleges in their effort to map out carefully the steps to be taken, beginning in September 1965, to implement the proposals in an orderly manner.

Unanimous agreement was reached on:

- (1) Introduction of small-group teaching
- (2) Reduction of lecturing hours
- (3) Reduction of course-content and introduction of new syllabuses
- (4) Streamlining of College curricula
- (5) De-emphasis of examinations.

Considerable progress has been made since implementation of the new teaching methods and continuing review and evaluation of the effectiveness of the new system are being conducted. In the 1965/66 academic year two papers were presented to the Senate: (1) "Crucial Questions on Teaching Method" and (2) "Teaching Method: Further Steps in Implementation" recommending, *inter alia*, that the basis of undergraduate education be broadened, that the first-degree standard should be for a general degree, and that the teaching load of the academic staff should be reasonably reduced to give them time to do research. To achieve this aim, it was proposed:

- (1) to reduce the number of course examinations
- (2) to reduce the number of courses
- (3) to streamline the course contents
- (4) to increase the number of courses given on an inter-collegiate basis.

The Senate also resolved that the Boards of Studies should work out "core" programmes for major as well as minor subjects. The aim of the "core" programmes was to reduce the number of required courses in each subject field to a minimum, thus freeing the teachers for tutorial work and more research, and also giving the students greater freedom to exercise their intellectual curiosity. The "core" programmes were mapped out by each Board of Studies and submitted to the Senate for approval before August 1966.

Together with the implementation of new teaching methods, parallel steps were taken to de-emphasize examinations. It has been found necessary to institute an Intermediate Examination at the end of an undergraduate's second year in the University as a test of his general education, his ability to benefit from his course of studies in the University, and his working knowledge of the basic principles of his chosen field. The Intermediate Examination has two sections, with a language test on Chinese and English and a subject test consisting of one paper on his major subject, one on his minor and one in an elective field of studies. It is not an additional course examination. The purpose of the Intermediate Examination, on the contrary, is to give the Colleges as much flexibility as possible even to the extent of doing away with course examinations. The Intermediate Examination was held for the first time in 1967. In January 1969, the Senate decided to eliminate the elective paper of section II of the Intermediate Examination following the principle that the University examination system should not be regarded as rigid and should be kept under constant review.

To reduce the work load of the students in the final year, it was decided to allow the final examination leading to the degree to be taken in two parts, one at the end of the third year and the other at the end of the fourth year. In 1968, a decision was made to reduce the total number of papers for the Degree Examination from a minimum of nine to seven.

Since 1963, a number of new subjects have been introduced into the undergraduate studies programme: Music at Chung Chi College in 1965; Journalism at New Asia College in 1965; and Electronics at United College in 1964. The first two offer major degree courses, while the latter became a minor degree course in 1967.

Foreign language courses have been offered by the Foundation Colleges for several years. French has been offered by New Asia College since the founding of the University. This programme was reinforced in 1968 by the assignment under the auspices of the French Government of a Visiting Programme and a visiting lecturer. German was first offered at United College in 1964 with a part-time visiting lecturer obtained through the German Academic Exchange Service (Deutscher Akademischer Austauschdienst-DAAD). In 1969, the German Academic Exchange Service contributed two visiting lecturers to this programme in addition to one lecturer already assigned to United College. Japanese was first introduced at Chung Chi College in 1967 and the service of a visiting professor and two visiting lecturers was made available through the Japanese Government. In 1968, the Senate approved a proposal to introduce French, German and Japanese as minor

degree courses and to set up an Inter-disciplinary Committee to promote studies in these fields. In 1969, Italian studies were offered through the services of a visiting lecturer contributed by the Italian Government. This course was also placed under the cognizance of the Inter-disciplinary Committee.

Another distinctive and important feature of the undergraduate programme of the University is its plan for inter-collegiate teaching. In March 1964, concurrent with the formation of the Committee on Teaching Methods, a Committee on Inter-Collegiate Teaching was appointed to examine the practical problems of employing inter-collegiate teaching for 3rd and 4th year courses. The scheme of inter-collegiate teaching is to provide certain courses that will be taught in one class for students from the three Colleges. This is the best possible means of pooling and sharing the specialised knowledge of the staff for the benefit of all students of the University, thereby reducing the teaching load of some members of the teaching staff and releasing them for more tutorials and research. For example, in 1967/69, students from the three Colleges have met together for the courses in Inorganic Chemistry, Physical Chemistry, and selected topics in Chemistry. One teacher has been responsible for instruction instead of three teachers, while the laboratory sessions have been conducted separately in the Colleges. The following table presents a picture of the expansion of inter-collegiate teaching:

An Analysis of Inter-Collegiate Teaching, 1964/69

<i>Academic Year</i>	<i>No. of Courses according to Faculties</i>			<i>Total</i>
	<i>Arts</i>	<i>Science</i>	<i>Commerce & Social Science</i>	
1964-65	0	4	3	7
1965-66	1	10	10	21
1966-67	3	13	11	27
1967-68	8	16	7	31
1968-69	9	20	15	44
1969-70	20	29	46	91

It is gratifying to note that not only has the number of inter-collegiate courses increased but the numbers registering for these courses have also risen from 1,563 in 1968/69 to 3,845 in 1969/70. Movement of the Colleges to the new campus will remove existing geographical barriers and facilitate further expansion of inter-collegiate teaching. This, in turn, will enable greater emphasis to be placed on research.

Research

(I) Institutes

Teaching is the basic purpose of the university for the 1970's even more than for the first university in the 1170's. Research is not only a prerequisite for good teaching, but it transcends the confines of the institution and conducts a dialogue with the wider community of learning. That is why a premium has been placed on research from the inception of The Chinese University.

Here, research projects are conceived and implemented by individual faculty members. The University is ready to act on new ideas whenever suitable equipment, facilities and academic leadership are available. All research proposals must therefore be realistic in terms of available resources. In principle, the development of a research field is encouraged but not hurried. Projects that centre around work or ideas that have been "fermenting" for some time generally produce the best results. The concept that research can properly be regarded as intrinsically valuable and self-contained, although romantically pure in intent, is no longer meaningful. Neither should a project be judged on the merits of the subject alone but rather on the merits of the subject and the researcher jointly.

The University recognizes the close link between research and graduate education. Indeed, it considers that advanced teaching programmes cannot be developed properly and soundly without continuous research activity. Two institutes of advanced studies were, therefore, established as early as March 1965, namely: the Institute of Social Studies and the Humanities and the Institute of Science and Technology. These Institutes serve as important vehicles for cooperation with universities abroad. They also promote and guide individual faculty research into broader, interdisciplinary group projects from which a research unit, centre or independent institute can be formed, especially when outside financial support is obtainable. Research units and centres work within the Institutes with maximum flexibility and largely on their own initiative. Within broad guidelines established by the Institutes, these units and centres plan and carry out research projects with their own administrative and research staff. The existence of the research groups does not, however, preclude the engagement of teachers in their own individual research projects.

The institutes and centres within the University serve many purposes, of which the coordination of research across college and departmental lines is one of the most important. They further the vital process of integration. In The Chinese University, this coordination of research is accomplished through close cooperation with the Senate. All matters relating to the development of research, the publication of research reports and the initiation of graduate training are recommended to the Chairman of the Sen-

ate. Each Institute has an Advisory Committee that gives advice to the Institute on policy and budget matters. This facilitates the planning and implementation of graduate programmes with a sound research base.

*Institute of Social
Studies and the
Humanities*

The function of the Institute of Social Studies and the Humanities is two-fold: (1) to promote and encourage faculty research in various fields; and (2) to assist in postgraduate training. Special encouragement is given to scholars of bicultural capacity who can apply modern scientific methodology in mastering pertinent Chinese and regional materials.

The Institute embodies the following subjects:

- (1) Economics
- (2) Public Administration
- (3) Geography
- (4) Mass Communications
- (5) Sociology
- (6) Social Welfare
- (7) World History
- (8) Modern Languages.

With the assistance of a Board of Advisers, the Director of the Institute recommends grants for faculty members who have applied for financial aid on individual projects. To date, more than 45 research projects have been carried out by the Institute of Social Studies and the Humanities with grants from the Government of Hong Kong, The Asia Foundation and other sources. Many of these have been brought to a successful conclusion.

*Institute of Science
and Technology*

The Institute of Science and Technology was established for the same purpose of promoting faculty research, thus preparing the ground for and contributing to postgraduate training in relevant fields.

Initially, the allocation of research grants to The Institute of Science and Technology from various sources, including the Government of Hong Kong, and the Ford and Asia Foundations, embraced the following subjects in both their pure and applied aspects:

- (1) Biology
- (2) Chemistry
- (3) Mathematics and Statistics
- (4) Physics.

The Institute is under the administration of a Director. A Board of Advisers recommends the award of research grants for projects which are acceptable to the University and within available resources. The University is striving to make the Institute of Science and Technology an important vehicle for cooperation with universities abroad in scientific research and teaching. More than 64 research projects have been supported by grants since the Institute was established and a number of the research reports were subsequently published.

*Institute of
Chinese Studies*

Since its founding, The Chinese University has received repeated requests from institutions of higher learning in India, Japan, the Philippines, Thailand and other countries for assistance in developing their programmes of Chinese Studies. Many scholars from all over the world have, in one capacity or another, visited the University for consultations, advice and other forms of help in their work in this field. It is quite obvious that academic institutions and scholars in both Asia and the West look to The Chinese University for assistance in developing material and human resources in Chinese Studies.

Accordingly, the University established the Institute of Chinese Studies in November 1967. This action is consistent with the basic philosophy of the University to emphasize its international character and status. It also reflects the determination of the University to develop Chinese Studies as a major field, in which it can claim distinction and make an important contribution to the world of scholarship.

The Institute is based on a broad but unified concept of Chinese Studies. It includes what is traditionally identified as Sinology, but emphasizes the application of the social science disciplines, characterized by quantitative and comparative approaches. Equally important, the concept followed by the Institute stresses the development of methods and techniques implicit in Chinese classical works as a contribution to modern scientific methodology. Chinese Studies thus conceived is inspired by the search for continuity from early to contemporary periods and for a synthesis between the Chinese and Western viewpoints and methodology.

The Institute has, therefore, the following objectives:

1. To promote scholarship in Chinese Studies in Hong Kong and overseas (especially Asia and the West) by serving as an international centre for Chinese Studies capable of effectively assisting other academic and research institutions and scholars in the field

and maintaining close and continuing cooperation and interchange with them;

2. To develop a well-integrated programme of teaching and research in Chinese Studies viewed within the context of Asian and world developments;

3. To provide interested local and visiting academic members of the University with the necessary facilities for training in order to help them strengthen their teaching and research abilities; and

4. To encourage the exchange of knowledge and experience in Chinese Studies through an effective programme of publication, academic conferences and research seminars.

The great importance that the University attaches to the Institute is reflected by the fact that the Vice-Chancellor is acting as its first Director. The Institute has the following research divisions under the supervision of a senior academic staff member:

- (1) Early and Medieval History
- (2) Modern History
- (3) Chinese Intellectual History
- (4) Chinese Linguistics and Literature
- (5) Relations with South East Asia
- (6) Special Projects
- (7) Contemporary Studies.

Each division has its own research programme and is expected in time to develop into a research centre within the general framework of the Institute. In the pursuance of its objectives, the Institute is guided by a Research Board composed of the heads of the research divisions. Among the main functions of this Board are the examination of research proposals and the encouragement of younger faculty members to participate in the research work of the Institute. An Editorial Board takes charge of the publication programme of the Institute.

The results of research projects under the auspices of the Institute are published as books, monographs or articles through the University Publications Office.

The Institute concentrates initially on the following main activities:

(1) Research—

Numerous research projects have been submitted and approved. Some of these have been completed, others are in progress, and new proposals are under consideration. One important research project undertaken by the Institute is the production of *Chinese-English Dictionary of Modern Usage*. Dr. Lin Yutang, Research

Professor of the University, is in charge of this pioneering task, which is expected to be completed by the end of 1970. Further details concerning the Dictionary Project are included in the Publications chapter. A number of the research projects are supported by grants from the Harvard-Yenching Institute and The Asia Foundation.

(2) Publication—

The Institute has a journal of its own: *The Journal of the Institute of Chinese Studies of The Chinese University of Hong Kong*, which contains articles and book reviews concerning Chinese Studies, published initially on an annual basis. The first volume was published in September, 1968, and the second volume issued in two numbers was published in September 1969.

In memory of the late Mr. LEE Hysan, the Hong Kong firm of Lee Hysan Estate Co., Ltd. has donated the entire construction cost of the Institute of Chinese Studies Building. Work on this structure, begun in August 1969, is expected to be completed in November, 1970. In addition to offices, lecture rooms and ancillary facilities capable of supporting all its research divisions and special projects, it will provide a 5,000 square foot teaching art gallery, a unique feature of the Institute. This facility will assist the University immeasurably in making a substantial contribution to the field of Chinese Studies.

(II) Centres

*Economic
Research
Centre*

The first research centre, designated the Economic Research Centre within the Institute of Social Studies and the Humanities, was established in April 1965. The first project undertaken actually began before the Centre was formally constituted. In July 1964, The Chinese University signed a contract with the United States Department of Agriculture to conduct a study and make a 15-year projection of the quantities of agricultural products that Hong Kong would require and how much of these it could produce. The object of the study was to assess the agricultural self-sufficiency of Hong Kong, taking into consideration past imports, long-term trends in local development, population growth and the related increase in national income.

The present study, based on economic analysis and standard statistical forecasting procedures, tempered by explicitly stated assumptions and exercise of judgment, provides an excellent example of the kind of dispassionate and apolitical economic research to which the Centre is devoted. *Long-Term Economic and Agricultural Commodity Projections for Hong Kong, 1970, 1975, and 1980*, completed

in 1968 and published in November 1969, is a detailed study not only of the principal agricultural commodities consumed by Hong Kong's industry and people, but also of the economy as a whole taken both as an entity and by sectors. It is a record of Hong Kong's economic history since World War II, documented by both available and independently estimated socio-economic time series, as well as an analysis of its enviable experience in growth and development. It also affords a systematic look at the future. The work, though technical in parts, is one that should have a broad appeal to all who are interested in the economic development of Hong Kong and Southeast Asia.

It is hoped that this study will stimulate continuing international cooperation to the benefit of the economics faculty in general and the researchers who participated in the project in particular.

Besides undertaking outside research projects, the Economic Research Centre also facilitates the research of individual scholars and graduate students at the University. Together with the Lingnan Institute of Business Administration, it has established a joint research library with emphasis on the collection of leading learned journals on economics and business administration extending back to 1950 or earlier, and of advanced reference works and research materials relevant to Hong Kong and the neighbouring countries.

Among the projects undertaken by individual faculty members and overseas scholars are studies on various aspects of the economies of Hong Kong, Mainland China, the Far East, as well as theoretical and applied economics. Two monographs will soon be ready for publication, namely: (1) *The United States Balance of Payments, 1946-1968*; and (2) *China's Grain: Output, Procurement, Transfers and Trade*.

Special studies on the Hong Kong textile industry are being initiated. These will entail cost, productivity, efficiency and demand analyses. Each industrial establishment will be analysed department by department and process by process over a definite period of time.

*Mass
Communications
Centre*

The Mass Communications Centre, established in June 1965 with a grant from The Asia Foundation, works closely with the undergraduate professional Department of Journalism which was set up in September of the same year. The Director of the Centre serves concurrently as Visiting Professor of Journalism. The efforts of the Centre and Department are directed toward raising the standard of journalism, in ethics, journalistic proficiency, and in general cultural levels and language usage which are essential to

the growth and development of journalism and mass communications media in Hong Kong and other East Asian communities. While the Centre focuses its attention primarily on Hong Kong, it also covers other areas where there are overseas Chinese communities.

The Centre has completed the following research projects:

- (1) "Characteristics of Chinese Newspapers In Hong Kong", sponsored by the Hong Kong Advertisers' Association;
- (2) "A Blueprint for Journalism in The Chinese University of Hong Kong", which includes: (i) a review of the progress of The Chinese University in journalism; (ii) a study of current and future personnel requirements of all Hong Kong communications media; and (iii) a suggested schedule for long-range development of the Journalism Department and the Mass Communications Centre over a 10-year period;
- (3) "The Chinese Drama as a Means of Mass Communication", a study of drama reform during the Cultural Revolution; and
- (4) "Chinese Typesetting in Hong Kong", which includes the education and social development of the typical typesetter in Hong Kong, time and motion studies of typesetting, and recommendations for mechanical improvement and possible reduction in the number of Chinese characters for newspaper use.

In the area of service to the press, the Centre conducted a "Seminar on the Press and Social Changes" in April 1969. It was designed as a pilot project for a continuing programme of education for journalism. About 20 fellows, actual working members of the Hong Kong Chinese language press or holders of responsible positions in other institutions, were the main members of the Seminar. There were nine lectures given by members of the University faculty and prominent community leaders who are considered experts on various aspects of social conditions in Hong Kong, four panel discussions and six reporting workshops. Each fellow wrote a report on the social aspects of Aberdeen, where the fishing population of Hong Kong is concentrated. In the final summing-up session, a lengthy critique of these reports was conducted. The Seminar succeeded in bringing representatives of the academic and the practical sides of journalism together for the first time to identify problems and discuss methods for improvement.

Recent research projects conducted by the Centre include the following:

- (1) "Study of Newspaper Reading on the Day of Publication";
- (2) "Study of Radio Listening Habits in Hong Kong";

(3) "Study of Television Viewing by Educational Attainment", which interviewed segments of the population with (i) no education, (ii) primary school education, (iii) secondary school education and (iv) post-secondary education. Results of this survey are now being tabulated.

The Centre is currently conducting a "Study of Communication Patterns in Hong Kong" which entails interviews of 3,000 Chinese residents and 500 non-Chinese residents and is expected to be completed by the summer of 1970.

Social Research Centre

The Social Survey Research Centre was established in February 1966 with a grant from the Ford Foundation. Invaluable advice and cooperation have been received from the Survey Research Center and the Center for Chinese Studies of the University of California at Berkeley in the subsequent development of the Centre.

The purposes of the Centre were to provide research and training opportunities for students and staff, to conduct basic research on the Hong Kong population, as well as overseas Chinese communities in South-East Asia and to meet the applied research needs of the community. The Centre was also prepared to assist scholars in other countries who wish to conduct *bona fide* academic studies on Hong Kong.

Sampling, interviewing, data-processing, and other methodological and technical resources were developed by the Centre in the course of conducting several major studies:

1. The Hong Kong Urban Family Life Study – This first major basic social science study of the Hong Kong population, sponsored by a grant from the Government Lotteries Fund to the Department of Social Welfare and the Council of Social Service, investigated the social welfare implications arising from the rapid industrialization and urbanization of the community. Three separate monographs have been prepared:
 - 1) *Family Life in Urban Hong Kong*
 - 2) *Pupil, Parent and School, A Hong Kong Study*
 - 3) *Levels of Emotional Strain in Southeast Asian Cities.*
2. Under a grant from the Ford Foundation to the Institute for International Studies of the University of California, Berkeley, the Urban Family Life Study was extended to Bangkok, Singapore, Taipei, and the six major cities of Western Malaysia. Selective attention in these studies was given to patterns and problems of inter-group relations, as well as the concepts of citizenship that are developing in the area.

In 1969 the Centre faced a turning point in its development and was reorganized as the Social Research Centre in November. A new Director was appointed and a plan of restructuring was carefully mapped out, incorporating the Rural Studies Centre and Urban Study Centre as part of the overall programme. The Rural Studies Centre was established in September 1965 at Chung Chi College with a grant from The Asia Foundation. Its emphasis was on field survey, through which the students were able to study various aspects of village life first hand. The Urban Study Centre was established in October 1966 with a grant from The Asia Foundation. United College was responsible initially for the administration of the Centre. Besides instruction, the Urban Study Centre also conducted a series of research projects, such as Kai-fong, Neighbourhood and the Chinese Family. By incorporating the two Centres with the Social Research Centre, the base was broadened to serve as an inter-disciplinary research facility to be utilized by the members of the entire Social Science Faculty of the University. For the first time, there is a wholly integrated research programme to complement the educational commitment of the new Centre.

In its research programme, the Centre undertakes studies of social change in Hong Kong. This means that various aspects of the evolving societal scene in Hong Kong are investigated from the viewpoint of both the dynamics of their history and the dynamics of their future directions. The Centre is particularly interested in research which permits not only an assessment of a given situation, but also an analysis of alternative future developments coupled with a capability to observe the actual future developments as they occur.

In this regard, the programme is one of basic research through which the Centre seeks to advance social, scientific, and particularly sociological knowledge of both secular and induced processes of change.

Since the programme is firmly grounded in the needs of the community, the Centre prefers to undertake studies which not only contribute to the advancement of basic knowledge, but which also have practical policy implications for the Government, the various voluntary organizations, and the people of Hong Kong.

Whenever possible, the Centre helps other interested organizations in the formulation of research programmes, in research design, field work and analysis of data. In effect, it acts as consultant on relevant aspects of research studies which are being carried out by other private or Governmental organizations.

In fulfilling its educational commitment, the Centre seeks to develop a cadre of expert researchers whose abilities and skills will

contribute to the Hong Kong community in whatever future position they may occupy. At both the undergraduate and graduate levels, the educational function is coordinated with the Boards of Studies of the relevant fields. Undergraduate students not only receive training in field work, interviewing, and other aspects of social research but actively participate in the research efforts of the Centre.

The following studies are under way or in process of development in the current academic year:

- (1) Rural Research Programme
- (2) Urban Research Programme
- (3) Hawker Study Programme, which includes (i) A Study of the Hawker's Family in Hong Kong; (ii) The Consumption Behaviour of the Hawker Population in Hong Kong; (iii) Education Practices among the Hawkers; (iv) A Study of the Temporal Variation of the Hawking Population in Hong Kong; (v) Medical Behaviour among the Hawkers; (vi) Spatial Problems of Hawking Activities in Hong Kong; (vii) The Psycho-Cultural Analysis of Life History Materials of Selected Hawkers; (viii) The Process of Inflow to the Hawker Population; (ix) Communication and Information Network among the Hawkers; and (x) A Study of the Organizational Pattern and Behaviour of the Hawkers
- (4) Kwun Tong Health Services Study
- (5) An Evaluational Study of Methodist Social Services
- (6) Industrial Community Study (being developed).

All individuals participating in research at the Centre work on a voluntary basis. The majority of these are members of the University academic staff. Opportunity is given to staff members to pursue their academic interest and at the same time utilize their working time fully. The field work supervisors of the Centre are tutors who train students in field research programmes. The Centre is therefore both a research and a training and teaching centre where the undergraduate programme can best be developed. Instructional unity, a basic characteristic, facilitates the blending of theory and practice, instruction and research into one integral whole.

The Geographical Research Centre

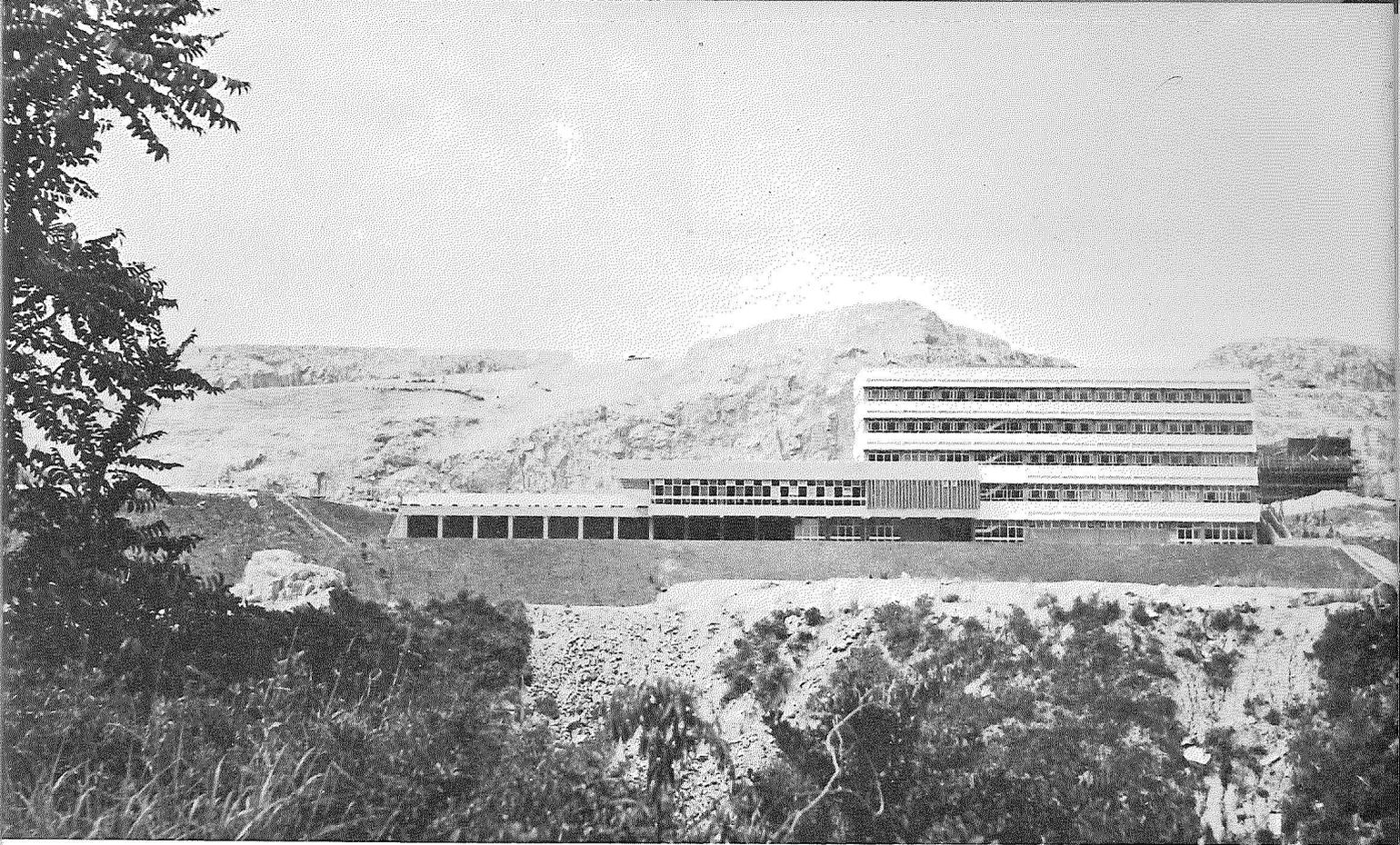
The Geographical Research Centre was established in January 1966. Its principal research projects are closely related to the teaching in the Geography Division of the Graduate School. Students of the Geography Division are eligible to use the facilities and outstanding students are encouraged to continue their research at the Centre after graduation.

Current research work falls into two broad categories: geographical studies of China and geographical studies of Hong Kong. The studies of China are, in turn, divided into two branches: (1) Historical and cultural geography of China and (2) Contemporary Chinese geographical studies. In doing research on the historical and cultural geography of China, local gazettes, *The Twenty-five Histories*, famous travels and other historical records are studied. If practical, historical facts are presented through mapping. To date, the Centre has completed about 90 historical maps, including those showing the political divisions, the population distribution of each dynasty, the building dates and sizes of the walled-cities and the birth-places of Chin-shih or persons of advanced scholarship equivalent to the modern Ph.D. Because the collection of classic books in the libraries of Hong Kong is limited, much of the required information must be obtained from the leading libraries in Japan. The ultimate aim of this research is to define the cultural regions of China and to produce a set of historical and cultural maps.

Another facet of the research on China is the annotation of "Selected Famous Chinese Travels". In preparing these annotations, modern geographical concepts and methods are used. The Geographical Research Centre has already published three reports on this topic and work is under way on other famous travels. The research on contemporary Chinese geographical studies stresses the changes in the geography of China which have occurred in the past 20 years. Research progress in this field is inhibited by the difficulty in obtaining current and authoritative information. At present, five reports have either been published or are in the process of being printed.

The Centre has also undertaken two comprehensive research projects involving both historical and contemporary geographies of China. One is "The Development of Cartography in China". Many rare maps of China, including the world's only hand-drawn copy of "The Map of The Great Wall", are reproduced in this article. The second is "The Study of Place-names of China", which is well under way.

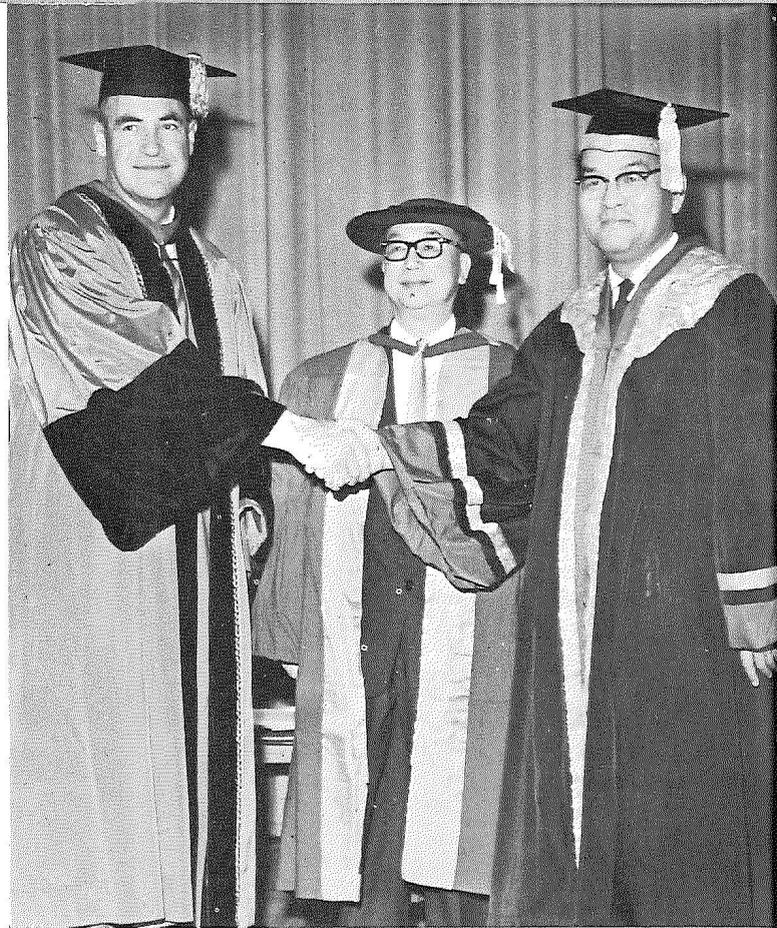
The Centre had to begin its geographical studies of Hong Kong by preparing a series of Socio-Economic Maps of Hong Kong because of the lack of any previous systematic research. At present, 30 sheets of maps have been produced from data obtained mainly from field survey. This series of maps is a useful source of reference for those who want to understand the socio-economic conditions of Hong Kong. Four have been published, one of which, *The Functional Land Use of Urban Areas in Hong Kong*, is reproduced in 16 colours. A Population Study of Hong Kong, one of the current research



Benjamin Franklin Centre, the first building erected on the University site. In the foreground is a rare specimen of "Ailanthus fordii", being the fifth variety of the "Ailanthus" family, found in Hong Kong and New Territories only. (top)

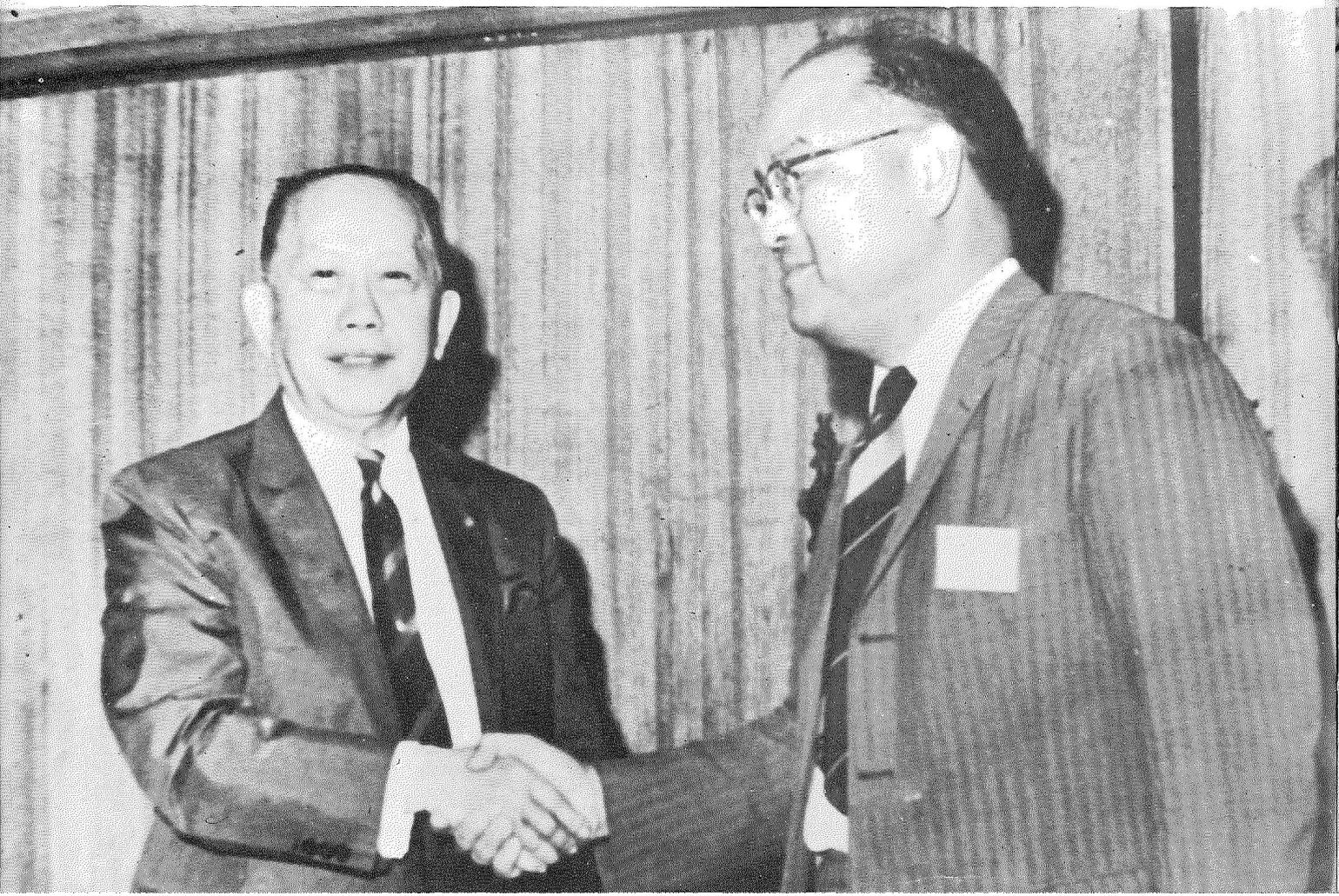
The Chung Chi College campus. (bottom)





Inauguration of the Co-operative Programme between the University of California and the Chinese University of Hong Kong, August 26, 1965. From left to right: Chancellor Vernon I. Cheadle, Chief Representative of University of California; Dr. the Hon. C. Y. Kwan, Chairman of the Council of the University; Dr. Choh-Ming Li, Vice-Chancellor of this University. (right)

General Carlos P. Romulo, past president of ASAIHL, congratulates the new president, Dr. Choh-Ming Li, Vice-Chancellor of this University, December 6, 1968. (bottom)



projects, is being carried out with the financial support of the Rockefeller Foundation.

The Centre has a small reference library which consists of about 22,000 books and periodicals pertaining to geography, including several complete sets of leading geographical journals in languages other than Chinese and English.

*The Chinese
Linguistics
Research
Centre*

Since its establishment in the autumn of 1966, the Chinese Linguistics Research Centre has focused its research effort on the following areas:

- (1) The study of phonetics in Ancient and Archaic Chinese. One tabulated chart, three articles and a Chinese translation of Bernhard Karlgren's *Compendium of Phonetics in Ancient and Archaic Chinese* have been published to date.
- (2) The study of Chinese Grammar. Grammatical studies on oracle bone inscriptions of the Yin period and bronze inscriptions of the Chou period are being conducted.
- (3) The study of Cantonese as spoken in Hong Kong. Most inhabitants in Hong Kong speak Cantonese, but so far as phonology, grammar and vocabulary are concerned, Cantonese as spoken in Hong Kong differs from that spoken in Canton. For example, borrowings from English are increasing in Hong Kong, while in Canton, the opposite is true. Findings from this study indicate a need for a comprehensive Cantonese grammar based on structural linguistics and an up-to-date Cantonese dictionary based on everyday speech.

In the academic year 1969/70, studies will be concentrated on Cantonese as spoken in Hong Kong. Materials will be collected from everyday speech. Broadcasts in colloquial style will be recorded. It is hoped that a grammar and a lexicon will be compiled within two years.

- (4) The Study of Ancient Chinese Bronze Inscriptions. The Centre is engaged in the compilation of a Dictionary of Chinese Bronze Inscriptions of the pre-Ch'in period. This will be a comprehensive and "summing-up" work, incorporating all available materials. Over one hundred books and articles will be condensed into the proposed work, with additional examples and annotations to the existing collections and catalogues. When completed, the manuscript will be approximately 10,000 pages.

Computing Centre

The Computing Centre was established in February 1967. Its facilities now include an IBM 1130 Computing System and a set of

IBM Unit Record Machines. The main purposes of the Centre are to assist faculty research and administrative work and to organize the teaching of computer science within the University.

Starting in the academic year 1968/69, the Centre has served various programming and data processing needs of the three Foundation Colleges, the Institute of Science and Technology, the Institute of Social Studies and the Humanities, the Social Research Centre, the Lingnan Institute of Business Administration, the School of Education, the Urban Study Centre, the Department of Extramural Studies, and other institutes of the University. After recruiting more staff members and gaining several months' experience in the 1130 Computing System, the Centre extended its programming services to the administrative departments of the University.

In addition to the research and training services that are being provided to the University, the Centre has extended its programming and data processing services to include several meaningful research projects on problems of concern to the community of Hong Kong, such as:

- (1) The Hong Kong Urban Family Life Study: This is the first major basic social science study of the Hong Kong population, conducted by the Social Survey Research Centre of the University and sponsored by a grant from the Government Lotteries Fund.
- (2) A Study of Fertility and Family Planning: This project is sponsored by The Church World Service of Hong Kong.
- (3) Evaluation of a Family Planning Programme: The Hong Kong Family Planning Association and The Hong Kong Church World Service are co-sponsors of this research.
- (4) Social Survey of Chai Wan: Support for this project is furnished by the Hong Kong Council of Social Services.
- (5) The Study of Kaifong Associations in Hong Kong: This study was conducted by the Urban Study Centre of The Chinese University of Hong Kong under a grant from the Harvard-Yenching Institute.
- (6) Survey of Labour Youth in Hong Kong and a Survey of Building Management in Hong Kong: The Hong Kong Survey Research Associates are sponsors of these projects.

The computer has had a tremendous impact on commerce and in industry world-wide over the last three decades. Hong Kong, although slow in making a start, is now strongly computer oriented.

In April 1968, four one-day programming courses were conducted on an experimental basis to determine the response of

secondary school students in Hong Kong to the use of the computer for instructional purposes. The material for these courses was specially prepared to introduce and popularize computer programming at the secondary school level. Selected Form VI students from 38 Chinese and English schools attended these presentations. Student reaction was predominantly favourable. The most frequently expressed complaint was that the course was too short.

In August of 1968, the University of Hong Kong and this University set up a Joint Computer Committee to advise the Vice-Chancellors on the planning and development of computing activities at the two Universities.

Some short intensive programming courses for faculty members were conducted by the Centre in the summer of 1969 to introduce computer programming techniques to those who were not already familiar with the 1130 System. It also organized an undergraduate course in "Computer Concept and Programming" in the Colleges and co-sponsored the extramural certificate course in "Systems Analysis".

Graduate Studies

(I) Graduate School

Indispensable to any university is the collection in its libraries of the knowledge contained in books and all other forms of written records. But one of the basic functions of a university is to refine this knowledge through the minds of good teachers and communicate it in a meaningful way to the students. This is the educational function of a university. Further, it must classify the fund of knowledge available, test it and continuously contribute to it. This is the research function. When the educational function and the research function converge, the logical and most productive next step is to develop a programme of graduate studies.

This programme of graduate studies must provide a solid foundation for a successful undergraduate programme. One ensures the excellence of the other. With a graduate school in operation, scholars of established reputation, who are able teachers as well as productive researchers, are more readily attracted to the university because of the additional opportunities afforded for advanced study and research in their fields of special interest. The chance to become part of a purely undergraduate educational institution, no matter how new and exciting, frequently does not prove to be a sufficient lure. A programme of graduate studies was, therefore, accorded a high priority in the overall scheme for development of The Chinese University.

Soon after the establishment of the research institutes at the University in 1965, action was initiated to set up the Graduate Council, which came into being in March 1966. The Graduate Council consists of the Vice-Chancellor (Chairman), the three College Presidents, the three University Deans, the Director of the School of Education, the University Librarian, and those Professors and Readers nominated by the Vice-Chancellor. Although the Council was formed to deal primarily with matters of policy related to graduate studies, it was also directly responsible for the initial planning which enabled the Graduate School to open in academic year 1966/67.

The Graduate School was composed initially of only five divisions: Chinese History, Philosophy, Chinese Language and Literature, Geography and Business Administration. This relatively small beginning is in keeping with a basic policy of the Graduate Council, which is to introduce programmes in any given discipline only when the required academic leadership is available, significant progress in research has been achieved, suitable library and other facilities exist and the probability of producing a high quality product is thus reasonably assured. On this basis, the University was able in 1967/68 to introduce the Division of Chemistry and in 1969/70 the Division of Biology.

There is generally a desire in a new institution such as The Chinese University to take full advantage of the freedom from preconceived patterns to engage in imaginative experimentation and thereby develop new approaches, particularly at the graduate level. On the other hand, a newly-established graduate school must also win the confidence and respect of other reputable institutions at an early date if its degrees are to be accepted by internationally recognized universities on their own merits. The initial structure of the Graduate School, therefore, was patterned along more or less conventional lines. To ensure the desired high quality in its graduates, some rigorous requirements were imposed. Candidates for a graduate degree in the Arts are required to be well conversant in the Chinese language, as many subjects in this field are taught in Chinese. Candidates in Chinese History and Chinese Language and Literature, in addition, must pass an English test as part of the entrance examination, since effective bilingualism is a prerequisite for advanced studies in the field of "Sinology". The interests of future flexibility, however, are kept in mind in establishing entrance requirements. All governing regulations are regarded as provisional and open to progressive modification as experience and requirements dictate.

When the Library and Science Centre are completed and the new campus is in full operation, several additional graduate divi-

sions can logically be expected to evolve and contribute to the orderly growth of a programme of graduate studies embracing most of the major disciplines. As the graduate studies programme expands in scope, enrolment is expected to increase correspondingly. The Graduate School opened with a modest enrolment of 31 students. The enrolment figure for the current academic year is 51. By academic year 1973/74 this figure is expected to reach 240. In the past, universities in South East Asia have concentrated on undergraduate teaching and have normally relied upon the leading universities in the U.K., Holland, France and U.S.A. to provide graduate studies and research opportunities leading to more advanced degrees. These days are over. A university in the sixties must provide its own research and graduate studies, which are its *raison d'être* and the means of adequately discharging its obligations to the community. The Chinese University considers both research and graduate studies as the heart of its academic objectives as well as the basis for receiving early recognition as a full-fledged university. The initiation of graduate studies and research during the formative stages of the University's development reflects the conscious effort which is being made to realize its full potential.

Realizing the vital role that the Graduate School will play in welding the component parts of the University into a cohesive whole, a comprehensive plan for development of the graduate programme is being implemented. A Working Party of the Graduate Council was formed in 1967. It is an *ad hoc* administrative body on which some members of the Graduate Council nominated by the Vice-Chancellor together with all of the Division Heads are eligible to participate. Its function is to give advice to the Vice-Chancellor on the managerial and policy problems of the Graduate School. A Dean of the Graduate School will be appointed in the near future to coordinate the graduate programme and relate it to research, the undergraduate programme and the physical development plan. Since research and graduate studies are viewed by the University as a coordinating force second to none, facilities for these activities and a Post-graduate Hall have top priority in the Capital Programme after the basic facilities required by the Colleges are completed.

(II) Lingnan
Institute of
Business
Administration

The Lingnan Institute of Business Administration (LIBA), which is substantially supported by the Lingnan University Board of Trustees in New York, was established in 1966 as one of the divisions of the Graduate School. Impressed with the potential of Hong Kong as a world centre for manufacturing and distribution,

and aware of the need for qualified personnel to meet this challenge, the Lingnan University Board of Trustees financed the establishment of the Institute as a means of providing graduate business education to future managers of Hong Kong. The formal inauguration of LIBA took place on September 23, 1966.

The establishment of LIBA is considered timely from all angles. At The Chinese University, student enrolment in the departments of business management, economics, and accounting and finance constitutes about one quarter of the total undergraduate student body. It is to be expected that outstanding graduates in these fields will pursue their studies further. To be most effective, these studies should contain the proper degree of local application. The community is intensely aware of the fact that the future growth and prosperity of Hong Kong depend in large measure on the commercial skills of its people. On the other hand, the people must be made fully conscious of the fact that victory in the race for business is no longer being won by those who work the longest and hardest, but rather by those who utilize most skilfully the latest techniques available in the production, marketing and financing of commercial and capital goods. It is fortunate, therefore, that LIBA, with its international affiliations, is in a position to bring academicians from other progressive areas to Hong Kong and thereby further the future interests of the community.

In addition to graduates whose first degrees are in the fields of economics and business administration, LIBA tries to attract applicants in other fields, such as engineering or the natural and social sciences. By bringing together students with varied undergraduate backgrounds, a broader base of knowledge is available which, through the normal cross-fertilization and synthesis that occur during the graduate programme, will produce potentially better business managers. For those students who did not major in business, a special curriculum is provided to remedy any deficiencies that may exist because of their different undergraduate preparation. During the 2-year course, case studies are utilized to develop the skills of decision-making through a blending of business disciplines with the behavioural sciences in the context of both actual and simulated business situations. In addition to lectures and seminars, the academic activities of LIBA also include plant visitations. In the second year, students are afforded the opportunity to concentrate on areas of their own special interest and to write a master's thesis on a topic which requires them to make a personal field investigation and, in the process, gain a better understanding of the inner working of the Hong Kong economy.

The first week-long Advanced Management Programme was held in June 1969, when twenty-two executives from various com-

mercial institutions and government departments participated, representing a cross-section of the local community. The faculty for this Programme included many distinguished scholars from universities in America, Taiwan and Thailand. The Advanced Management Programme was designed mainly for executives at the top or divisional-management levels and had the following objectives:

- (1) to introduce fresh and helpful ways of tackling business problems;
- (2) to discuss strategies for enterprise growth in Hong Kong; and
- (3) to broaden the understanding of management problems.

To achieve these objectives, various instructional methods were utilized: lectures, speeches, seminars on individual and group problems, class discussions, case discussions, group presentations, business simulation, and readings. The innovative nature of the Programme and the fact that it was applied to actual local enterprises are a good illustration of the significant contributions LIBA can make to the needs of Hong Kong.

One of the most valuable assets of LIBA is its Advisory Board chaired by:

The Hon. S. S. GORDON

Senior Partner, Lowe, Bingham & Matthews, Chartered Accountants,

and composed of prominent local and overseas leaders and scholars, including

Mr. Yorke ALLEN, Jr.

President of the Board of Trustees of Lingnan University, New York.

The task of making LIBA the dynamic institute it is intended to be is greatly facilitated by having such a distinguished group of advisers.

(III) School of Education

The School of Education was established in September 1965, in accordance with the recommendation of the Fulton Commission. It offers a one-year postgraduate course leading to a Diploma in Education. The Registrar of the University was appointed to serve concurrently as Director, with the assistance in academic affairs of visiting professors. For the academic year 1969/70, Dr. C. T. HU, Professor of Comparative Education at Teachers' College, Columbia University, is serving as Visiting Professor. In addition to the full-time staff of three lecturers, there are a number of part-time lecturers from the University and the Government, including members of the inspectorate of the Education Department.

Selected principals of local secondary schools, invited to serve as the School's Honorary Supervisors, give personal guidance to the students in their teaching practice. The Honorary Supervisor System is not only of invaluable assistance to the student as he gains practical experience in the classroom, but also serves as a good link between the School and the local secondary school system.

In 1967/68, the School of Education introduced a two-year part-time evening course leading to a Diploma in Education for the advancement of those who are already engaged in teaching in the secondary schools. This conforms to the policy enunciated in the "Report on School of Education" that the programme will be designed to satisfy the needs of the community, the employers and the students.

In the curriculum, emphasis is placed on teaching practice, which occupies ten weeks of the academic year and provides for strong subject matter specialization. Theoretical studies are concentrated in four months from December to March each year with the exception of a short introductory course of about five weeks which is given at the beginning of the academic year. In line with the practice of other units of the University, the diploma examination is conducted not only by the staff of the School, but also by external examiners to maintain the necessary high academic standard.

The Advisory Board on policy matters is chaired by Dr. the Hon. P. C. Woo, a member of the University Council and the Government Legislative Council. Members of this Board include two from overseas, namely, the Director of the Institute of Education of the University of London and Professor George BEREDAY of Columbia University. The Hong Kong Government Education Department is represented by its Director.

The School of Education has its own reference library with some 3,370 Chinese and Western books on education and related fields. In addition, the library subscribes to more than 70 periodicals.

Although limited in resources and personnel, the School of Education is keenly aware of the critical need for research in the field of primary and secondary education in Hong Kong. This need is reflected by the constant criticism of the present system registered by parents, teachers and the community at large. The Vice-Chancellor feels very strongly that the University has a major responsibility to propose improvements in the educational process and is personally negotiating with outside sources to obtain funds for research on specific educational projects. Among those selected for urgent attention are the curriculum in secondary schools and the teaching of Chinese Language and Literature.

Publications

In May 1967 the University invited Mr. Philip E. LILIENTHAL, Associate Director of the University of California Press, to come to Hong Kong as a consultant in connection with the establishment of a University Publications Office. Following discussions with members of the academic and administrative staff of the three Foundation Colleges and the University, Mr. LILIENTHAL expressed the view that the University would need a University Press in the course of the next decade; meanwhile, he suggested that publishing activities be centralized in a Publications Office organized to serve the present needs of the University with sufficient flexibility to respond readily to growth.

The Publications Office was established in January 1968 in consonance with Mr. LILIENTHAL's recommendation. It operates in accordance with the directives of the Vice-Chancellor, who is advised by the Senate Committee on Academic Publications. The Publications Office publishes and distributes academic works which have been approved by the Committee, in addition to numerous administrative publications of the University. Its services are also made available to the component Colleges, schools and various research centres and institutes within the University. While the Publications Office generates revenue toward its own support, it will of course require several years to become financially self-supporting.

Since its inception, the Publications Office has published over twenty titles, including research papers, journals and texts in the fields of Chinese studies, education, history, geography, linguistics, physics, economics and English literature, as well as a number of administrative publications.

The chief administrative publications are:

University Bulletin (Monthly)

University Calendar (Annual)

University Handbook (Annual).

The academic works published to-date include:

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

Textual Criticism on the T'ang Complete Manuscript of Chieh Yun—Wang Jen Hsu's Edition

Experimental Modern Physics

Loess Environment and the Origin of Chinese Agriculture

Drama Reform in Mainland China.

In addition, a major Dictionary Project, *Chinese-English Dictionary of Modern Usage*, under the directorship of Dr. LIN Yutang, is making steady progress. This Project was started in 1967

with the enthusiastic support of Butterfield & Swire (Hong Kong) Ltd., Lee Hysan Estate Co., Ltd. and Sin Poh Amalgamated (H.K.) Ltd. Each of these firms contributed \$100,000 to help underwrite expenses in connection with this scholarly and intricate undertaking. The final draft of the manuscript in clean typed copy is expected to be ready towards the end of 1970.

Dr. LIN is a writer of world renown and also a linguistics expert. He studied linguistics at Harvard and Leipzig in his student days and was Professor of Linguistics in the National Peking University in the nineteen twenties and Research Fellow in Linguistics in the Academia Sinica in the thirties. He is the inventor of the Chinese index system and has been a collaborator in the Official Romanization.

Dr. LIN is uniquely qualified to direct the Dictionary Project. He conceives the Dictionary in terms of "words" which are ordinarily treated as "characters". To Dr. LIN, the "word" may contain several characters according to current Chinese usage and a "word" may be marked LL (Literary Language), Colloquial, Dialect, Slang, MC (Middle Chinese taken from Sung lyrics, Yuan drama and Ming and Ching novels), etc. Such indications of different usages of "words" will be one of the distinctive features that will make this dictionary different from all of its predecessors. Dr. LIN has personally determined what "words" will be included, and has also translated them into idiomatic English.

The Dictionary will contain about 7,000 characters and more than 100,000 entries or "words". The first draft will consist of over 13,000 manuscript sheets. All of the Chinese characters are written by hand. After the first draft is ready, there will be a long process of meticulous checking and rechecking, to be followed by the preparation of an introduction on Chinese language, grammar and levels of usage. Dr. LIN himself calls the Dictionary "a stitch-by-stitch work", to be carried out steadily, patiently and painstakingly. The final draft of the Dictionary will be ready around the end of 1970. By then, to use Dr. LIN's own words, "the Chinese language will have received a linguistic treatment for the first time".

A Translation/Publication Project is also under consideration. The objectives of this Project are twofold: to introduce modern Western thought in the social sciences and humanities, and to demonstrate modern methodology in research. To begin with, selections will be made from authoritative publications in English which reflect original research and provide a basic and comprehensive coverage of the subject matter. The selection, editing and translation into Chinese will be undertaken by bilingual scholars among the visiting professors, the teaching faculty in the Univer-

sity and outstanding scholars from outside. All printing and business details will be handled by the Publications Office.

During the past two years, operating services have been rendered to the School of Education, Lingnan Institute of Business Administration, Asian Workshop on Higher Education, Economic Research Centre, Institute of Chinese Studies, Hong Kong Economic Association, Appointments Service and the University Registry.

In addition to its usual publishing activities, the Publications Office organized an exhibition of American University Press publications in conjunction with the United States Information Service in April 1968. It also participated in the book exhibition of the International Biennale of Scientific Publications of Universities and Academies of Science, University of Bologna, Italy, in September 1969.

Publication does much to establish a young university. It promptly establishes dialogue with other academic institutions of the world and the public at large. Because the Publications Office has taken on the monumental task of printing and publishing the *Chinese-English Dictionary of Modern Usage*, proposes to initiate and actualize major Translation/Publication Projects and has begun planning on several other projects, the establishment of a University Press has become a practical necessity and is under serious consideration at present. Thus, events have caused the idea of setting up a University Press to grow from a remote possibility to an imminent reality in a few short years. Aside from providing valuable operational facilities, the University Press will also stimulate and meet the needs of more publications as the Graduate School and the research centres expand and develop more projects.

Library

The heart of a university is its library. No university can properly develop its academic and research programmes without providing an efficient library that meets the demands of its students and academic staff. In 1962, before the founding of the University, Mr. J.D. PEARSON, Librarian of the School of Oriental and African Studies, University of London, was invited to visit the three Foundation Colleges for the purpose of determining the best course to follow in establishing the University Library. He summarized his findings in a *Report on Library Development in the Proposed Chinese University in Hong Kong*.

In 1964, Professor R.C. SWANK, Dean and Professor of the School of Librarianship at the University of California, Berkeley

and Mr. Eugene Wu, Curator of East Asian Collection, the Hoover Institution of Stanford University, came to Hong Kong to work out a basic programme for developing a University library system. Their conclusions are contained in a *Report on the Central Library of The Chinese University of Hong Kong*.

The recommendations of these experts have been of great benefit to the University in its continuing efforts to establish an adequate library. The difficulties involved in this undertaking can be imagined in the light of the prediction that before 1980 there will be issued worldwide over one million volumes annually besides the 50 million volumes now estimated to be extant. A further complication is the fact that the three College Libraries were in existence long before action to establish a Central Library was started. The need for close coordination, the adoption of a sound acquisition policy, the equitable division and proper accommodation of staff among the four Libraries, the recruiting of professionally trained personnel and many other problems posed a formidable task.

The University Library was established in April 1965 and was housed initially in four leased floors of an office building in downtown Kowloon. It was moved to the basement floor of the Benjamin Franklin Centre in August 1969. The floor space available in the Centre is barely sufficient to accommodate the Library's growing collection until the completion of the new Library Building in 1971.

Following appointment of a University Librarian in September 1966, vigorous steps were initiated to achieve closer coordination and formulate a dynamic programme for development. In selecting its materials, the Library works closely with the Boards of Studies in the various subject fields. This ensures that only publications which satisfy the teaching and research needs of the faculties are acquired. The allocation of the book budget among the different disciplines and the acquisition of special collections and subscriptions to journals are decided by the Central Library Committee. Further coordination of the University library system is effected by a Library Administrative Committee consisting of the University Librarian and the three College Librarians. This Committee studies, formulates and recommends to the Central Library Committee a university-wide library policy and technical procedures for implementing this policy.

Differentiation of emphasis among the four Libraries has been worked out satisfactorily. The University Library is primarily a research library for use of the faculty, staff and graduate students of the University. It does not duplicate or usurp the functions of the three College Libraries. It concentrates on assembling materials covering selected graduate fields and areas of professional re-

search. The College Libraries, on the other hand, provide for the needs of the undergraduate programme. Besides the books required for students taught by the Colleges, these Libraries maintain a collection of elementary reference and bibliographical works.

The policy governing book acquisition is briefly that the University Library collects in depth the publications required by the specialist while the College Libraries collect in breadth the material required by the generalist. Such a policy is logical since the College Libraries are designed to serve the needs of the undergraduates during their introductory and formative years while the University Library is designed to provide the rare books and material required for more advanced study and research. The Central Library complements the College Libraries which in turn complement one another.

The University Library has taken appropriate steps to acquire valuable collections of Chinese classical books in traditional format of silk-stitched fascicles for research use by faculty and graduate students in Chinese culture. Contacts were established with the descendants of famous scholarly families in Kwangtung province and, as a result, five such collections were acquired in 1966/68. Among these are 3 Yuan (1280-1368), 168 Ming (1368-1644), and 289 early Ch'ing (1644-1795) editions. There are also 50 17th and 18th Century Japanese woodblock editions of Chinese classical works.

In the summer of 1969, the Library acquired with private funds a major addition to its growing collection of rare books—the Korean *Tripitaka*. This publication is printed from woodblocks cut in A.D. 1200-1250. It consists of 1,341 volumes of $15\frac{1}{2}'' \times 11\frac{1}{2}''$ with 100 to 110 leaves to a volume. This great Buddhist Tripitaka, printed in Korea during the Sung Dynasty (A.D. 960-1279) of China, is entirely in Chinese and is a most important document for research in the philosophy, religion, history, art and archaeology of the Far East.

In the field of Chinese Studies (Sinology), many important Western and Japanese journals have been acquired during the last three years.

The following statistics show the number of titles and volumes of books in various languages in the Library.

Library Book Holdings as of December 31, 1969

<i>Language</i>	<i>Titles</i>	<i>Volumes</i>
Chinese	31,236	67,287
Japanese	4,266	6,904
Western	13,505	18,387
Total	49,007	92,578

Library Journal Holdings as of December 31, 1969

<i>Language</i>	<i>Titles</i>
Chinese	346
Japanese	875
Western	957
Total	2,178

The progress being made in developing the University Library is illustrated by the fact that only 10,090 volumes (8,938 titles) of books and journals were on hand as of December 31, 1966.

At the present time, the Chung Chi College Library has a total of 100,542 volumes of which 61,958 (12,855 titles) are in Asian languages and 39,854 (30,631 titles) are in other languages. The New Asia College Library holds 114,352 volumes, of which 86,613 volumes are in Asian languages and 27,739 volumes are in other languages. The United College Library has a collection of 80,600 volumes, of which 50,860 volumes are in Asian languages and 29,740 are in other languages.

The four Libraries are presently separated at four locations throughout Hong Kong. This necessitates close coordination to ensure an effective overall library system. One important means of coordination is the central union card catalogue which includes data on all the books and journals in the three College Libraries and the University Library. The central union catalogue is divided into two card files: (1) An author and title combined catalogue of Chinese, Japanese and Korean cards filed according to Wong's "Four-corner numeral system" and (2) An author and title combined catalogue of cards covering Western language volumes. The existence of a book in any one or more of the Libraries in the University can readily be determined by reference to the central union catalogue.

A book-form *Union Catalogue of Serials in the Central and College Libraries of The Chinese University of Hong Kong* was published by the University in May 1969. This *Catalogue* lists 2,281 scholarly and general journals with complete holdings in the various libraries of the University.

With more and more specific subject matter emerging in the world of knowledge today, the coverage of the Dewey Decimal Classification Scheme, originally adopted by the Libraries in the University, has proven inadequate. Inconsistency also exists in the numbers designated for the same title by the different Libraries. The system of book classification which was developed and is used by the Library of Congress in Washington, D.C. has therefore been introduced in the centralized cataloguing of publications in

Western languages, thus enabling the Libraries of the University to take advantage of the tremendous cataloguing economies available through the Library of Congress. In this way also, a close relationship can be established between the University's Libraries and the Library of Congress as well as the large number of libraries around the world which make use of this system.

The classification scheme of the Library of Congress is broader, more flexible and yet more precise. The Library of Congress acquires, by direct purchase and through the Copyright Office, a very high percentage of books and journals published world-wide in all languages. A *National Union Catalogue* of printed books and journals is published by the Library of Congress both currently and cumulatively. The University Library has acquired the *Cumulative Catalogue* from its very beginning and subscribes to its current *Catalogue*. These catalogues are used for reference primarily by the Library of Congress Classification Unit of the University. This unit consists of a supervisor and eight staff members, two from the University Library and two from each College Library. The Unit, which is under the supervision of the Chung Chi College Librarian, started its cooperative effort at the Benjamin Franklin Centre on October 1, 1969.

The future University Library will have an area on the new campus at Shatin of approximately 72,500 square feet. The five-storeyed building with a mezzanine on the first floor will be sited on the western edge of the University Square, facing the main entrance to the University complex.

Working drawings for the University Library are virtually complete. The building is expected to be ready for occupancy in the summer of 1971.

When United College and New Asia College move to the new campus in the New Territories, which is scheduled to occur in Autumn 1971 and Autumn 1972 respectively, each will have its own new Library Building with adequate facilities. Site formation for a new Library and Teaching Block Building at Chung Chi College has been completed and construction of this building is under way. The Chung Chi Library is expected to be ready for use by February 1971.

This, then, is a brief resume of the library situation at The Chinese University. What has been done, particularly with respect to the selection of books and journals for inclusion into the Library, provides a sound basis upon which to plan the future million-volume Library. The present sound acquisition and cataloguing policies and procedures will greatly facilitate the establishment of such a Library to serve the needs of the University, as well as the community.

International Cooperation

At the inception of The Chinese University, it was pointed out that the University is “not just a Chinese institution with British affiliation, but a Chinese institution of international character”. No university can be an island in the world of learning. The Chinese University is no exception. As soon as it was inaugurated, it applied for membership with the Association of Commonwealth Universities (ACU), which subsequently undertook to advertise for and assess some of the senior academic staff. In August 1968, the University sent a delegation of four to attend the Quinquennial Conference of Commonwealth Universities held at Sydney, Australia.

In 1964, the University became a member of the Inter-University Council for Higher Education Overseas (IUC) in Britain. Through this Council, the University has had many of its senior staff assessed and has otherwise benefited greatly from various schemes sponsored by the Council, including the services of many experts as advisers and external examiners. The Vice-Chancellor has been elected to the Steering Committee since April 1969 for the Conference of Overseas Vice-Chancellors and Principals sponsored by IUC that meet every 18 to 24 months, to review the effectiveness of the various IUC-managed assistance schemes.

In 1967, the University secured corporate membership in the Society for Research into Higher Education, set up in 1964 in London, through which the University is able to obtain direct knowledge and information concerning contemporary educational problems and developments.

In 1965, the Leverhulme Trust Fund of the United Kingdom offered a grant to establish an academic interchange programme between The Chinese University and British universities for a period of five years. Under this programme, the Vice-Chancellor can invite each year a senior academic from the United Kingdom to visit the University for a period of four months and also second a junior member of the University's staff to a British institution for an academic year.

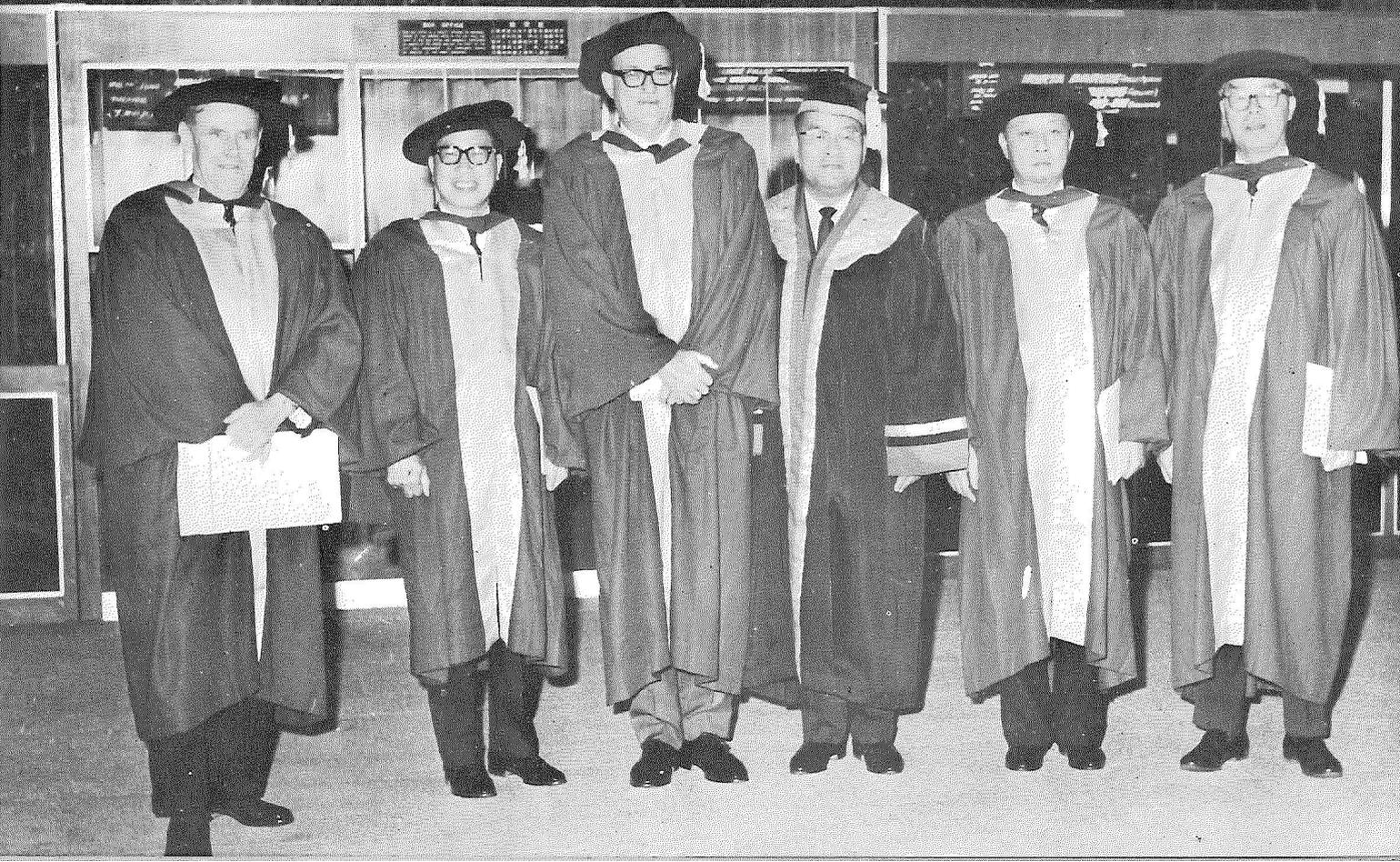
Since establishment of the University, the British Council has been most helpful in providing books to the Libraries. It has also provided facilities and scholarships for staff visits to Britain and has arranged for placement of post-graduates in British universities.

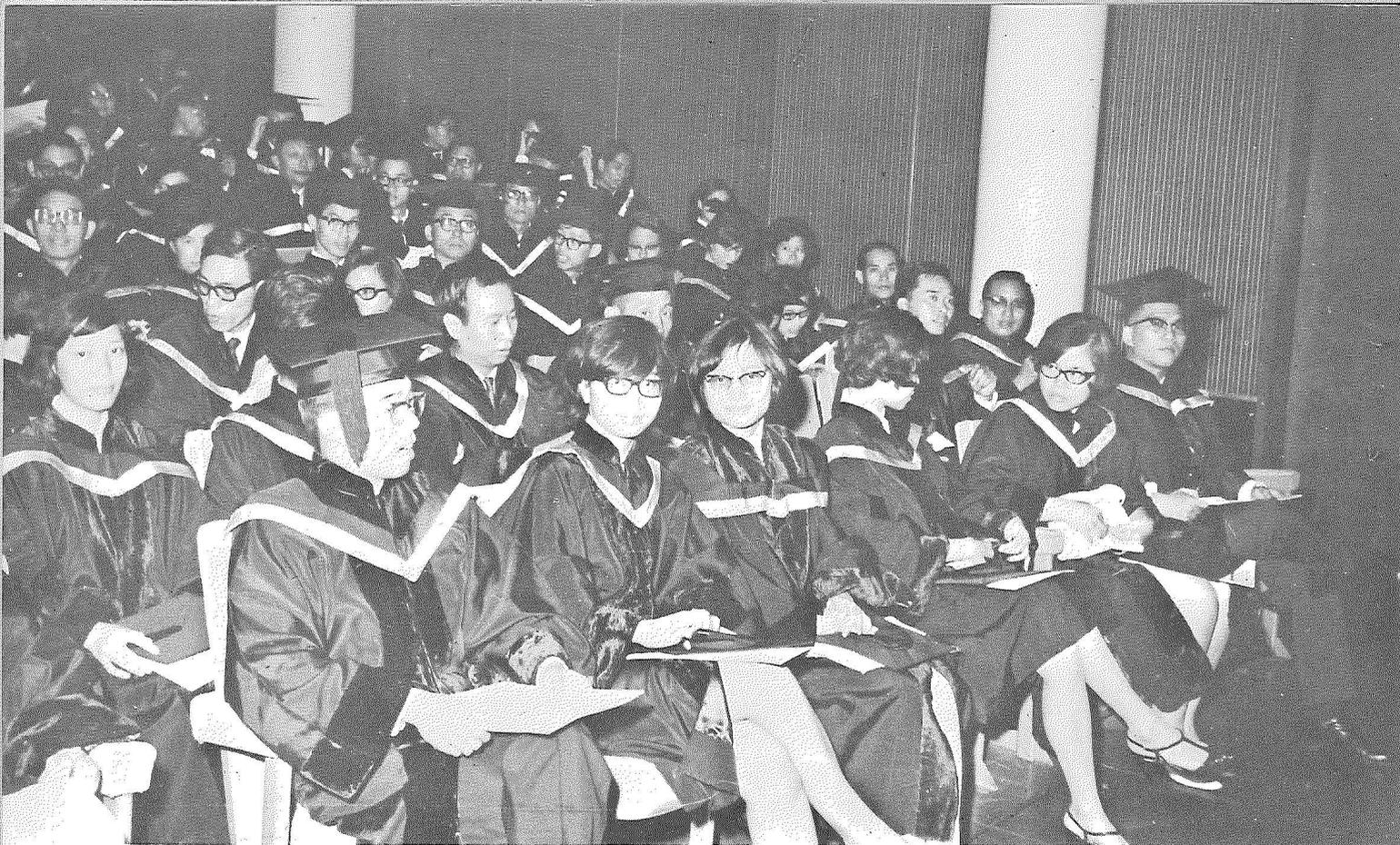
In addition to these British affiliations, the University participates in several other international cooperation schemes offered by a number of countries throughout the world. The Governments of France, West Germany (through the German Academic Exchange Service), Japan and Italy have contributed substantially to the development of foreign language courses at the University. The



Vice-Chancellor's Reception for New Students on April 25, 1964. (top)

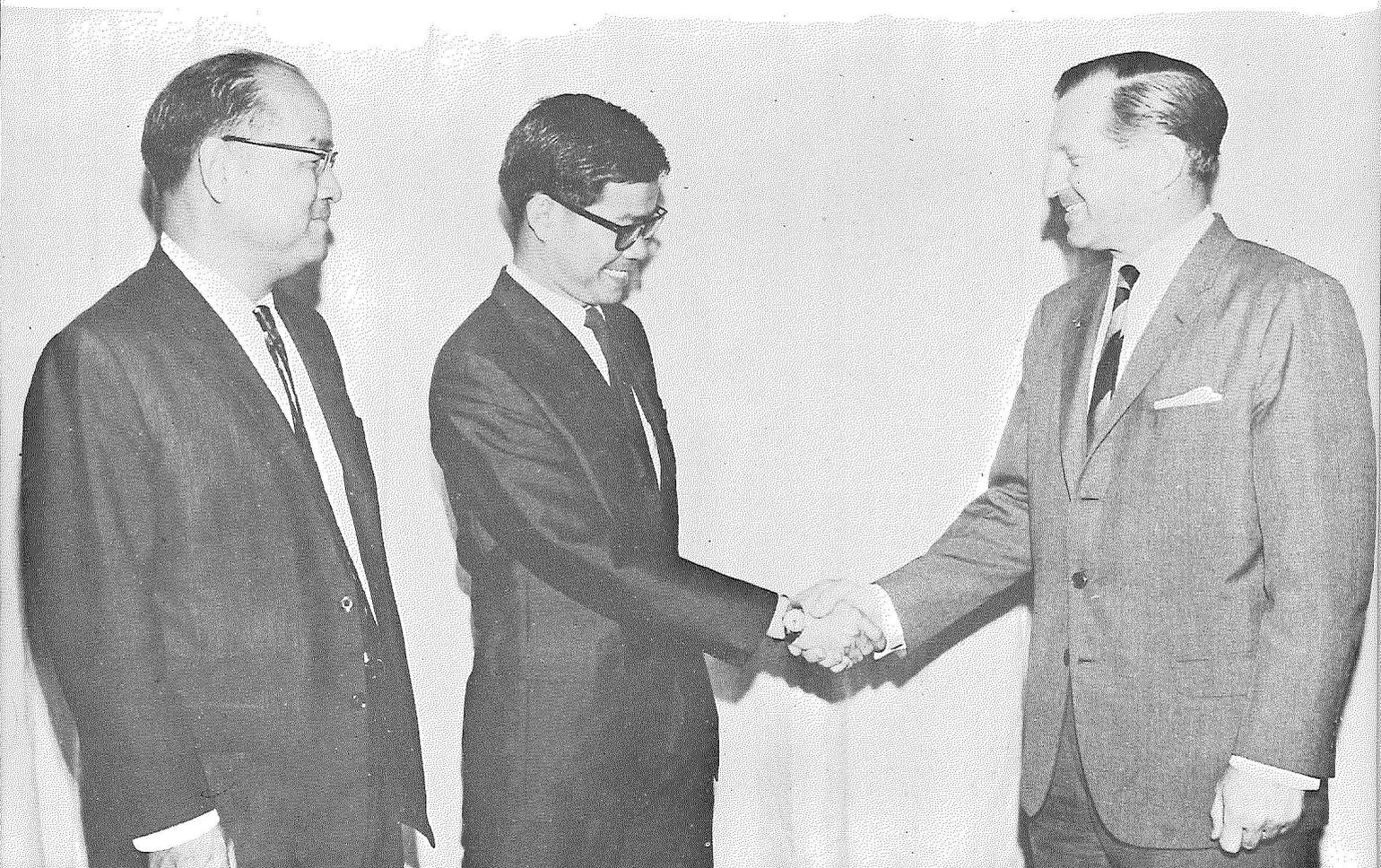
The Honorary Graduates with the Vice-Chancellor at the Seventh Congregation, June 27, 1968. From left to right: Sir Christopher Cox, Dr. the Hon. Kan Yuet-Keung, His Excellency the Chancellor Sir David Trench, Vice-Chancellor Choh-Ming Li, Dr. the Hon. Fung Ping-Fan, Dr. the Hon. Tang Ping-Yuen. (bottom)





Graduates of this University at the Sixth Congregation, October 17, 1967. (top)

Mr. Tse Fu-Yuen, a 1965 geography graduate, was awarded the Shell Scholarship in 1966 and went to London School of Economics and Political Science as the first Shell Scholar of this University. He came back to his Alma Mater in 1968 to serve as Assistant Lecturer after he received his M. Sc. in Economic Geography from London. From left to right: Vice-Chancellor Choh-Ming Li, Mr. Tse and Mr. D. Campbell, General Manager of The Shell Company of Hong Kong Ltd. (bottom)



United States Government provides opportunities for staff to visit American universities and Fulbright Grants have been obtained from time to time to bring eminent scholars to The Chinese University.

The Ford Foundation, the Rockefeller Foundation, the Carnegie Corporation, The Asia Foundation, the Lingnan Board of Trustees in New York, the Harvard-Yenching Institute, the Yale-in-China Association, and the Josiah Macy, Jr. Foundation have all contributed to the general activities of the various research centres as well as to specific research projects. This support has played a vital role in making The Chinese University an active member of the world of learning.

The University also benefits from the contacts that the Foundation Colleges have with particular international organizations. New Asia College has a close relationship with the Yale-in-China Association. Chung Chi College is affiliated with the Dartmouth-Project-Asia, the Wellesley-Yenching Committee, the Princeton-in-Asia Committee and Redlands University. United College participates in the "Williams-in-Hong Kong" programme and a student exchange programme with Indiana University. The Chinese University entered into an exchange agreement with the University of California in June 1965 which enables undergraduates and graduates of the University to attend the University of California under a full tuition waiver. Undergraduates and graduates of the University of California receive the same consideration from The Chinese University. In addition, faculty members from the University of California are invited periodically to come to teach, supervise research or assume administrative responsibilities at The Chinese University. This exchange programme with minor modifications was renewed on a year-to-year basis since its inception and, with the establishment of the University of California Study Centre in 1967, it became part of the regular programme of the University.

A preliminary plan for an exchange programme between the University of Pittsburgh and The Chinese University was mapped out in 1967. The working relationship between the two Universities dates back to 1965 when two prominent Pittsburgh sociologists were invited to come to advise The Chinese University on the development of its programme in Sociology. The exchange programme was later broadened to include the exchange of teachers and graduate students and the development of courses and joint research projects.

In this part of the world, The Chinese University enjoys a very close working relationship with the University of Hong Kong. Before The Chinese University was founded, the University of

Hong Kong was assisting the post-secondary colleges that later became the Foundation Colleges of The Chinese University. Advice was freely given at several levels by both the administrative and teaching staff. Since 1964, each Vice-Chancellor has served on the Council of the other University and they have jointly held informal discussions at regular intervals. The two Universities have formally established a Joint Salaries Committee, a Joint Universities Committee on Student Finance, and a Joint Computer Committee with a view toward establishing a Joint Computer Centre in 1971.

The University is also a member of the Association of South-east Asian Institutions of Higher Learning (ASAIHL) and actively participates in its administrative planning and academic conferences. The Vice-Chancellor was elected President of this Association in 1968 and continues to hold this office. The University hosted the ASAIHL seminar: "Recent Trends in University Administration" which was held on the new University campus in December 1969.

In November 1968, a Planning Committee was convened in Hong Kong, under the auspices of the Council of Protestant Colleges and Universities of the U.S.A. to discuss the idea of a workshop on liberal arts education for Asian institutions of higher learning. The Asian Workshop on Higher Education resulted from this planning session and was held from August 18 to 30, 1969 at The Chinese University. The Vice-Chancellor was elected Director of the Workshop which was entitled: "A New Man for A New Society in Asia: Universities and Colleges as Agents of Change". Altogether, 20 universities and colleges from India, Indonesia, Japan, Korea, Malaysia, Philippines, Ryu-Kyu Islands, Singapore, Taiwan, Thailand, Vietnam and Hong Kong participated in the Workshop. This assembly marked the beginning of a new era in higher education in this region, in the sense that those attending became keenly aware of the important role that Asian universities and colleges must play as agents of change. The *Proceedings* of the Workshop were recorded and published in December 1969.

From the foregoing, it can readily be seen that while The Chinese University of Hong Kong basically serves the Hong Kong community, its scope extends considerably beyond that of a purely local institution. For Asia, The Chinese University is a significant new institution of higher learning, which works closely with universities in the West and in other parts of the world to bring the most modern concepts and methods of teaching, research, academic organization and facilities into its academic programmes. It aims at becoming a world centre for Chinese and East Asian studies. The time has come when Asians need to adopt a regional rather than a national perspective. The Chinese University may well serve

this need by becoming an exciting model for other developing institutions in Asia to emulate. The achievements to date, at least, hold great promise for the future.

Department of Extramural Studies

No matter how young a university is, it must strive to be a member of the world of learning. It must also serve its community to the best of its ability. The interaction between the university and vital sectors of the community plays an important part in academic as well as social progress. If the society changes too slowly, the university must assume the initiative; if the university is too slow in responding to social needs, the society must stimulate the additional impetus needed.

High on the list of the initial objectives adopted by The Chinese University are the attainment of broad international ties and the establishment of close identity with the community. These objectives automatically ensure against the University's becoming an insular institution which would eventually wither in its own rarefied academic atmosphere. The Chinese University serves the community through its various research centres and their research projects, its various faculties and their active participation in community affairs and the direct participation of its individual staff members on various committees and bodies. One of the most significant links between the University and the community is the Department of Extramural Studies.

Over the last several centuries, educational policy has been based on the assumption that an individual should acquire in his youth the bulk of the knowledge and skill required for him to live adequately throughout his adult life. Accordingly, our educational effort has been concentrated almost exclusively on youth. Universal educational thought today, however, recognizes a different premise, i.e., that adults as well as children must continue to learn if they are to keep pace with the rapid technological changes which characterize our modern world. Learning, like breathing, is an essential requirement of living.

The concept of adult education is in itself not new. In ancient times organized education was for adults, not youth. Most of the great teachers in history such as Confucius, the Hebrew prophets, Aristotle, Plato and Jesus devoted their energies not to the development of the immature, but rather to the improvement of the mature man.

The current precept that learning is a lifelong process is based on a new fact of life: the accelerating pace of social change. For the

first time in the history of civilization, the time span of drastic cultural change has been telescoped into less than the normal life-time of an individual. The present generation of mature adults represent the first generation faced with managing a culture substantially different from the one they originally inherited. One major consequence of this new way of life is to cause the well-educated youth of today to become an obsolete man of tomorrow unless he keeps abreast of new developments.

Obsolescence occurs visibly in regard to knowledge. The set of facts that the present adult generation learned in their youth about nature, the human personality, the arts and the ordering of human affairs has today been supplanted by a more complete and extensive set. In regard to skills, obsolescence is even more apparent. The rapid rate of technological change today requires that adults adopt new methods of work and often even new vocations. There are other ways of becoming obsolete, which are less visible, but more tragic. The increasing necessity for maintaining mobility coincident with concentrated urban living now requires adults within their life-time to learn new patterns, values, affiliations and ways of personal identification with their environment.

The Department of Extramural Studies is not only conceived as an arm of the University, but also as an instrument to take the pulse of the community and thereby diagnose its strengths and weaknesses. Not only does the Department of Extramural Studies open the gates of learning to outsiders, but it also pushes the walls of the campus far beyond its physical site to encompass the whole community.

As early as March 1964, an Extramural Studies Committee was appointed by the Vice-Chancellor to examine the possibility of instituting Extramural Studies for The Chinese University and to propose a workable programme. The Committee was chaired by the President of United College, who submitted a report on behalf of the Committee to the Vice-Chancellor in June of the same year recommending that a Department of Extramural Studies be established as soon as possible. The Department launched its first programme in April 1965 by offering a course in Modern Mathematics to acquaint school teachers with the teaching of this new mathematical concept. From then on, the expansion of the Extramural Department has been most impressive.

The President of United College was appointed concurrent Director of the Extramural Studies Department and the services of a full-time Deputy Director were secured. A Provisional Board was formed in 1966, which was changed into an Advisory Board in 1967. Mr. K.S. Lo assumed the chairmanship of this Board, whose members include two members of the University Council and other

prominent members of the community. The Advisory Board meets frequently to advise the Vice-Chancellor on general policies and ways of promoting the Extramural Studies programme. Behind the Department and the Board, however, is an underlying philosophy that mirrors the trend of modern educational development and the specific needs of the local community. The following aims of the Extramural Department reflect this basic philosophy:

- (1) to interpret to the people the society in which they live;
- (2) to train people for higher competence;
- (3) to effect beneficent changes in attitude, outlook and behaviour; and
- (4) to enrich aesthetic experiences and to broaden sympathies.

The increase in enrolment and the number of courses offered during the first four years of operation reflects the remarkable progress made by the Extramural Department. Enrolment figures during this period were:

<i>Year</i>	<i>Enrolment</i>
65-66	4,717
66-67	7,764
67-68	7,710
68-69	9,771

It must be pointed out that the participation of The Chinese University in the Extramural Studies programme has substantiated a basic assumption, which still holds true, that the need for such training far exceeds existing facilities and resources and that this situation will continue to exist for the foreseeable future. This is evidenced by the fact that the enrolment figures of the extramural courses of the Hong Kong University also rose steadily even after The Chinese University initiated its programme. It should also be noted that the standard of educational offerings has not suffered as a result of the spectacular growth in enrolment.

The composition of the Extramural Student-body is as follows:

Clerical	22%	Secretarial	4%
Educational	21%	Supervisory	4%
Student		Semi-skilled	2%
(Post-Secondary)	16%	Housewife	1%
Business Owners	6%	Journalistic	1%
Professional	6%	Missionary	1%
Social Work	5%	Others	5%

The above composition reflects that all sectors of the community are included and that the Extramural Department answers a de-

finite need of the community. The fact that post-secondary students comprise a significant part of the entire student body indicates that the Department is supplying continuing education to the student after he completes secondary school as well as to those adults who believe in learning on a continuing basis.

In the strict British Commonwealth tradition, Extramural Studies are restricted to the offering of courses pertaining to liberal education only. The Chinese University has deviated from this practice by including both liberal and vocational studies in its programmes. This provides a better balanced programme and is responsive to the change that Hong Kong is undergoing from a commercial to an industrial society. The course distribution shown below gives a good idea of the broad spectrum of the Extramural Department's involvement in overall education:

General Courses

<i>Category</i>	<i>No. of courses</i>	<i>Category</i>	<i>No. of courses</i>
Anthropology	1	Housing Management	1
Art and Design	35	Mathematics	10
Astronomy	1	Music	9
Banking	2	Natural Sciences	8
Chinese Studies	44	Physical Sciences	6
Economics	32	Applied Sciences	23
Education	25	Philosophy	19
English	37	Psychology	9
Geography	3	Social Work	12
History	7	Sociology	4
Journalism	3	Librarianship	1
Law	5	Miscellaneous	24
Business Management	17	Various (by Correspondence)	23

Certificate Courses

Advanced Translation
 Applied Design
 Chinese Literature
 General Banking Administration
 Teaching of Modern Mathematics in Secondary Schools (II)
 Tourism: Promotion and Techniques (2nd Series)
 Hotel Operation
 Three Dimensional Design
 Certificate Course for Teachers of Primary Mathematics
 Teaching of Modern Mathematics in Secondary Schools (III)
 Advanced Translation (II) (planned)
 Graphic Design (II) (planned)

In 1966, the Department was advised by Dr. Alexander A. LIVERIGHT, Director of the Center for the Study of Liberal Education for Adults at Boston University. Among his recommendations were that steps be taken to provide for more professional staff, that additional part-time degree courses be planned and that more classroom space be rented in convenient areas.

In 1966, the Tsuen Wan programme was started and received solid response from the residents of this industrial satellite town in the New Territories. It later became a separate unit but continues to progress along with the entire programme. The Department has also organized and sponsored many conferences and seminars, including an Assembly on University Adult Education in 1966; a Seminar on the Press and Social Changes in Hong Kong, in collaboration with the Mass Communications Centre in 1969; and a Seminar for Civics Teachers and a Seminar on Management and Labour Relations, in association with Rotary Club of Hong Kong Island West, in 1969. The most important of all, perhaps, was the Translation Symposium held in February, 1969. Ten renowned translators, specialists and scholars from Australia, Manila, Taipeh and the U.S.A. delivered talks in their special fields at this three-day Symposium. Translation has assumed a more and more important role in this bi-lingual and international city. The Symposium, therefore, reflected and tried to meet an urgent need of the Hong Kong community.

In April 1969, the Department of Extramural Studies established its own Town Centre at Star House, Tsimshatsui, Kowloon. Prior to this, classes had been held at the Department's own headquarters, the School of Education, the City Hall, the U.S.I.S. Lecture Theatre, British Council Libraries and the Foundation Colleges. The Town Centre is, in effect, the result of an accommodation crisis. The amount of public space available by borrowing was shrinking and the leasing of space became the only feasible and expedient alternative. Unfortunately, the general rise in office rentals now being experienced is complicating the space situation anew.

The Extramural Department has shown itself able and willing to adjust its plans and policies to meet the overall needs of the community. There is no reason why this policy should not continue to be followed in the future. The Department is, in fact, looking ahead to the future with confidence. One important aspiration of the Extramural Department is the inclusion in its work of a number of part-time degree programmes. This will remain an important aspect of its long-range planning. The Department will also introduce a series of TV programmes some time in early 1970, after months of preparation. Although a relatively simple operation, this

effort is the first of its kind to be attempted in Hong Kong. Its long-range plans and the fulfillment of immediate requirements combine to make the Extramural Department a dynamic enterprise.

Students

Within the short period of six years, The Chinese University has worked diligently to gather together the components necessary for recognition as a full-fledged university. A central campus site has been acquired, an ambitious building programme is under way, a solid undergraduate programme backed by research and a Graduate School is well advanced, a coordinated library structure is in operation, the promotion of international cooperation has met with gratifying response, an effective Extramural Studies programme has been launched and other essential activities are in various stages of development. All of these are focused on the University's prime responsibility—students.

In this modern world, a student must be endowed not only with technical competence and professional excellence but above all with high qualities of leadership. Leadership connotes the ability of an individual to make quick and important decisions in a highly complex society. Ideally, a student should be a well rounded person with a commitment to society which transcends his own immediate interests and welfare. To produce students of this calibre, the adequacy of the educational facilities of an institution is important. Mere physical facilities, however, are not enough. The development of character is as much the task of the University educational programme as the development of intellectual power. This has always been accepted as a guiding principle by the University and its constituent Colleges in the organization of student activities.

Students in Hong Kong are frequently labelled apathetic. They are said to be too reserved and passive. This is not so. Cognizance must be taken of the fact that the secondary schools in Hong Kong, with few exceptions, have no residence facilities at all. The competition for student placements often forces these schools to adopt the expedient of dividing students into morning and afternoon class groups. It is not unusual for a student to spend more of his day-time hours at home than at school. Under these conditions he cannot enjoy extra-curricular activities as fully as he would like, even though some schools have ample facilities for athletics and other pursuits.

It should also be recognized that first year students in the Foundation Colleges come from years devoted solely to preparation

for school-leaving and matriculation. They are largely oriented toward passing the required examination and have worked on a curriculum which places major emphasis on memorization. The University is therefore faced with the immediate task of reorienting these students to a situation which is established on the principle of academic freedom. Once acclimated in this new environment, the freshmen find ample opportunity to engage in extra-curricular activities. Each College has its own Student Union representing the entire student body. The Current Affairs Committee of the Student Union plays a major role in promoting topical cultural activities. In addition, there are independent societies of two types: those formed on a departmental basis and those organized on an entirely voluntary basis. There are, in fact, so many clubs, societies, and committees, all striving for student interest, that the students often find it difficult to decide which ones to join. The following list gives a representative idea of the scope of student activities in the constituent Colleges:

Bridge Club	Forensic Club
Catholic Student Association	Judo Club
Chess Club	Life Guard Club
Chinese Music Club	Music Club
Choral Society	Oratorical & Debating Society
Christian Fellowship	Photography Club
College Students Social Service Team (College Branch)	Rotaract Club
Drama Club	World University Service (College Branch)
Fencing Club	

The Benjamin Franklin Centre was completed on the new University campus in December 1968 at a cost of \$2.5 million. The complete cost of this facility, which has a total floor area of 44,000 sq. ft., was donated by the people of the United States of America. It is designed as a central meeting place for students on a university-wide basis. At present, the Centre is being occupied by the Central Offices of the University pending completion of a permanent Administration Building now projected in February 1971. Immediately thereafter, the Centre will be released for the purposes originally intended. It will become the community centre of the University family including students, faculty, administrative staff, alumni, and guests.

The Benjamin Franklin Centre is more than a building; it is also an organization and a programme. As an organization, it is the "living room" of the University that will not only provide ser-

vices, conveniences and amenities to its members but even more importantly will afford them opportunities to get to know and understand one another better. As a programme, it serves as a laboratory of citizenship where students will receive training in social responsibility and assume leadership in the community. Centre activities will give maximum opportunity for self-realization and growth in group effectiveness. It will serve as a unifying force in the life of the University by cultivating in the students an identity with and enduring regard for the University.

A Manager of Benjamin Franklin Centre Activities was appointed in March 1969 to look after the activities of the Centre. His first task, however, was to get acquainted with the students and to cooperate with the existing College student welfare personnel. By the autumn of 1972, when New Asia College is scheduled to move to the new site, the final geographical gap that now separates the Foundation Colleges will have been bridged. Meanwhile, the formation of a University Student Union has been considered and a constitution for such a Union has been drafted. This constitution is expected to take effect before the end of 1970.

The students generate many publications on their own initiative. The various student bodies at the three Colleges produce a variety of publications, some on departmental basis. Each College, of course, has its own official organ of the Student Union. On October 3, 1969, the staff of the three College Student Union publications—Chung Chi's *The Student Bi-weekly*, New Asia's *New Asia Student* and United College's *United Student*—joined together to publish the first issue of the *Chinese University Student*. The significance of this joint publication will increase considerably with the formation of the University Student Union.

The Colleges have always encouraged their students to manage their own affairs and to keep channels of communication with the College administration open. Until recently, Hong Kong students seldom became involved in matters beyond their own immediate family and personal interests. In the past few years, however, a growing number of students have exhibited a keen interest in group identification and open discussion of issues. This is perhaps the result of the University's emphasis on small group teaching and informal seminar discussions in lieu of lectures to enhance the students' ability to see issues and express themselves rationally. Student representatives serve on various committees at all three Colleges as well as the Appointments Board and Student Welfare Committee of the University.

The summary of practices recently set forth by New Asia College is a good reflection of what has been going on in the other

two Colleges. In February 1969, an *Ad Hoc* Committee was formed by the Student Union to conduct a public opinion survey on student participation in College administration. Based on the results of this survey, the Student Union submitted a proposal to the College for consideration. The New Asia College Council gave this proposal serious and judicious study and finally agreed in September 1969 to student representation on the Rules and Regulations Committee, *New Asia Life* Editorial Committee, Health Committee, General Affairs Committee, Scholarship and Bursaries Committee, and the Library Committee. It also approved student participation as observers on the Academic Board, Board of Faculties and Student Advisory Committee. The procedure is a good illustration of how dialogue between students and the administration has been effectively maintained. Since it has proved so conducive to the promotion of mutual understanding, it will continue to be followed in future negotiations.

Unfortunately, at present, there is sufficient accommodation among the Colleges to house only 500 resident students—380 at Chung Chi and 124 at New Asia. The hostels authorized in Phase I of the Capital Programme for development of the new campus will provide 250 places at United College and 250 places at New Asia College. This, together with the 380 places at Chung Chi College, will accommodate about 35% of the planned student enrolment for academic year 1973/74. The University strongly endorses the position of the Student Welfare Committee that a much larger proportion of the undergraduate students should be in residence. In support of this position, the University will submit proposals for construction of additional student hostels during Phase II of the development programme (1972/75). An important part of university education is gained from living together and participating jointly in the social and cultural activities of the institution. The acquisition of additional resident facilities will enable more students to benefit from this aspect of university life.

The financial needs of the students are met through an extensive scholarship and student aid programme offered by the University and its three Foundation Colleges. For the year 1968/69, over 60% of the student body received financial aid in one form or another. This includes scholarships and bursaries donated by private sources as well as the Hong Kong Government. The annual stipend for scholarships or bursaries varies from \$300 to \$5,000.

An analysis of the financial aid provided to students during academic year 1968/69 is shown in the following table:

	<i>Enrolment</i>	<i>Government Awards</i>	<i>University Awards</i>	<i>College Awards</i>	<i>Other Awards</i>	<i>Total</i>
Chung Chi	730	189	19	219	57	484
New Asia	677	117	25	253	26	421
United	612	106	19	150	72	347
Total:	2,019	412	63	622	155	1,252
Percentage:		20.4%	3.1%	30.8%	7.6%	61.9%

For the year 1969/70, the number of awards increased considerably as shown below:

	<i>Enrolment</i>	<i>Government Awards</i>	<i>University Awards</i>	<i>College Awards</i>	<i>Other Awards</i>	<i>Total</i>
Chung Chi	787	388	21	238	26	673
New Asia	683	300	27	146	58	531
United	610	285	19	131	52	487
Total:	2,080	973	67	515	136	1,691
Percentage:		46.8%	3.2%	24.8%	6.5%	81.3%

It is pertinent to record that some 71% of the undergraduates come from families with incomes of less than \$1,000 per month. There is, therefore, an obvious and broad need for financial assistance. The increase from 61.9% to 81.3% indicates that this need is recognized and that adequate measures are being taken to meet the requirement. Approximately HK \$1 million from College Endowment Funds, Government subsidies and private contributions are made available to undergraduates during 1969/70.

The University tries to avoid the necessity for students to undertake extensive part-time work, such as coaching, in order to sustain themselves during their university years. The Government was asked to provide a sizable loan fund for those students who have a reasonable expectation of paying their way on a deferred basis. The sympathetic support given by the UGC and the Government to this request is most gratifying. A HK \$3 million fund for loans to students of the two Universities in need of financial assistance was established by Government in 1969/70 with provision for annual increases over the succeeding 5 years in proportion to the growth of student enrolment. This does not mean that all part-time jobs are ruled out. In fact, the Colleges and the Appointments Service keep track of part-time and summer job opportunities and assist students who apply in gaining such employment.

The Appointments Service was established in May 1968, with the object of bridging the gap between the graduates and the community. It serves primarily as a coordinating centre of student ser-

vices and a clearing house of employment information. The students, the employers and the community all benefit from this service. This does not include individual student counselling, which is the responsibility of the counselling staff of the respective Foundation Colleges.

A series of pre-employment lectures were planned and given for 3rd- and 4th-year students of the University from December 1968 to March 1969. A Pre-Employment Workshop for graduating students, organized by the University Appointments Service, was held in February 1969. The two-day Workshop consisted of seminars, role-playing, discussion groups and demonstrations on various aspects of student preparation for a successful career upon graduation. Thirty-six community leaders, representing a cross-section of Government, Trade, Industry, Social Work and Public Service, participated in the Workshop as would-be employers. They worked closely with the Appointments Service staff to prepare the students for future employment. This Workshop proved of such value to the moderators as well as the students that Workshops of similar nature will be featured annually as a permanent part of the Appointments Service programme.

At present, the Foundation Colleges are maintaining their own separate health services. In June 1969, the Trustees of the Yale-in-China Association, Inc., New Haven, Connecticut, U.S.A., donated a sum of US \$200,000 to The Chinese University for the construction of a University Health Centre, which is expected to be completed during the summer of 1971. A University Health Programme Committee was appointed to work out a detailed health programme for implementation when the Health Centre becomes available and United and New Asia Colleges move to the new campus. In accordance with the Committee's recommendation and with the financial assistance of the Josiah Macy, Jr. Foundation, a Director of the University Health Service has been appointed to assume duty on January 1, 1970. The designated Director is planning and coordinating an overall health programme, which will make more comprehensive medical benefits available to the students and staff.

All three Colleges conduct physical education and sports programmes despite the fact that the present athletic facilities at two of the Colleges are very limited. Only Chung Chi College has its own sports field and a stadium donated by Mr. CHAN Tak-tai, a local businessman. Games are played for enjoyment, to satisfy the desire for competition and to acquire skills which can continue to be used and enjoyed by the student after graduation. Emphasis is placed not on just a few major sports but on participation in a wide variety of games.

The present shortage of facilities will be overcome by the end of 1972 when the University Sports Field is completed. In April 1969, the Hong Kong Jockey Club (Charities) Ltd. pledged HK \$1½ million for the construction of a University Sports Centre. This new facility will enable a much broader and more active intramural athletic programme to be initiated. The University will provide the staff for teaching and coaching the athletic teams participating in this programme. Life on the new campus will be made much richer and more enjoyable for the students when the opportunity to engage in physical exercise and to witness competitive games becomes available.

The Colleges encourage their students to take part in international conferences and programmes, such as the Far-East Student Leader Project, the International Students' Conference, the Association of Commonwealth Students Conference, etc. The Colleges also encourage and their students have shown a marked interest in undertaking projects and operations sponsored by local organizations which are designed to overcome major social problems in the community. These activities impress upon the student his obligation to humanity and the necessity for him to blend knowledge with purpose in the course of learning.

In the process of acquiring a higher education, a university student inescapably undergoes change. This is as it should be and is not necessarily limited to intellectual change. Physical and moral as well as mental changes are to be expected. It is the responsibility of the university to influence these changes to the benefit of the individual and society. The Chinese University is very conscious of this responsibility and constantly strives to include in its overall programme those activities which over time have proven most effective in moulding a mature and responsible graduate.

Conclusion

There is a Chinese saying that: "It takes ten years for a tree to grow up. It takes a hundred years for the fruits of education to ripen." To train and nurture potential leaders of a community is a long-range undertaking. Indeed, it may require the total span of a life time. In this sense, the first six years of The Chinese University are but a preview of the immense possibilities that lie ahead. In another sense, however, the first six years represent a critical period of initiation, consolidation, innovation and direction which merits a pause for examination and assessment.

In the report of the Meeting of the Continuation Committee for Educational Exchange, held in Italy during December 1966,

entitled "The University's Responsibility in International Educational Exchange: a Rationale", it is pointed out that: "The traditional role of universities has, until recently, been conceived of as being principally two-fold: first, teaching, and secondly, research. . . . Increasingly, especially after the Second World War, universities have become concerned with another dimension, the international one. . . . The universities must, therefore, accept and welcome a commitment to this international frame of reference, and they must do so consciously as a means of realizing their fullest potential. . . . A university that does not look outward to wider horizons of the international community is not, in the true sense of the word, a university in the second half of the twentieth century." These remarks are self-explanatory and need no elaboration. They describe precisely the direction which The Chinese University with its three-fold dedication to teaching, research and international commitment has pursued from the beginning. Admittedly, the road ahead is a long and arduous one, but having made a start, the University looks forward to its journey with confidence and expectation.

In pausing to reflect on past accomplishment, the close relationship, founded on mutual trust and cooperation, which has been established between the constituent Colleges and the University Headquarters is particularly noteworthy and gratifying.

There were and probably still are skeptics who doubt the wisdom and feasibility of forming The Chinese University and advocate the adoption of a highly structured and integrated organization as a means of achieving maximum efficiency, standardization and uniformity. The apparent advantages of complete centralization, however, are frequently offset by the disadvantages characteristic of large, systematized organizations which sacrifice the personal element in the interests of efficiency. This tends to alienate the individual and eventually leads to divisive and disruptive influences.

Other opponents of the federated system question the necessity for creating a large institution at all. They ask: "Why not hold the Colleges to a size which would permit the entire academic and administrative community to function on a face-to-face basis?" They reason that it would not then be necessary to adopt impersonal systems and procedures which tend to dehumanize and alienate the individual.

At face value, this is a tempting thought. Unfortunately, however, a small college cannot hope to attract the academic expertise or marshal the academic resources necessary to keep abreast of the state of the art in this complex and dynamic age of science and technology. Students want to be able to participate

in and to choose from a wide variety of courses and programmes. The academic staff and scholars want the opportunity to engage in original research, supported by adequate, up-to-date equipment and facilities. They want to associate with productive colleagues and students of demonstrated interest, aptitude and originality. The large university, by virtue of its size and attendant relative economy, can obviously support a greater variety of programmes and justify the need for more equipment and facilities than a small independent college. This, in turn, attracts the more able scholar and the better student.

For these reasons, therefore, the founders of The Chinese University rejected these two extremes and adopted the federated form of organization which gives the University the more important advantages of size without sacrificing its ability to deal with the faculty and students as individuals. Each College will retain its own character. Each College will have its own teaching Library, and enjoy university-wide research facilities and other resources well above the level that a small independent college can normally afford. Each will constitute a vital part of and contribute to the overall objectives of the University. The University, in turn, will support the Colleges by providing common facilities and services.

To the extent feasible and practical, resources will be pooled. There is no fixed pattern nor absolute solution for this pooling of resources. It must be accomplished in a spirit of mutual trust and cooperation. Experience has shown that management of things—money, books and buildings—can best be accomplished on a centralized basis. By the same token, the teaching and personnel administration are best accomplished on a decentralized basis. Adjustments will be necessary on a continuing basis under procedures designed to allow maximum latitude and flexibility. Changes should only be made gradually after careful study and experimentation. Uniformity and standardization are desirable only when proven to be in the best interests of the whole.

The Chairman of the University Grants Committee in an address to the Council of The Chinese University in March 1969, summarized the basic concept under which the University was founded by quoting from the *Fulton Report*:

“The lesson of successful federal universities is simple. There must be a strong individual life pulsing through each of the Colleges; there must be powers of regulation, coordination and control exercised by the university.”

The Chairman pointed out further that The Chinese University was intended to be “. . . a federal university. This is something more than three Colleges on one site. It means—and the Committee has chosen these words with deliberation—not only that

there must be many relatively strong centralized functions and that for a while these may have to continue to grow, but that the nature of the Colleges themselves has changed from the days when they were independent isolated post-secondary Colleges. They are now parts, integral and essential parts, of a much greater whole.” He continued:

“The Committee believes that the present central administrative structure, the health of which is essential to University growth, is understaffed in relation to its responsibilities.”

Even with this strong recommendation to strengthen the staff of the central administrative structure, the University has acted with deliberation and caution, keeping in mind that the temporary physical separation of the Colleges imposes limitations on the speed and effectiveness with which changes can be accomplished. Proper timing is essential in the process of making an orderly transition from three previously independent Colleges to a fully integrated and viable federal university.

With the generous support received from the Government, the community, other institutions of higher learning and cultural organizations, The Chinese University has emerged in the relatively short span of six years with a distinct individuality of its own. We might well derive satisfaction from the progress made to date; however, this should not become self-satisfaction nor give rise to complacency or vacillation. Rather, our past achievements should encourage us to keep looking ahead for new ways and means of further accomplishment.

Six years from now, some three thousand students will literally share the same roof at Shatin. New physical facilities costing approximately two hundred million dollars will be in use. Hundreds of young trees will begin to cast their leafy shadows over the new 330-acre campus. The three Colleges will be functioning within an integrated whole, while retaining their own individual identity. What an inspiring and impressive situation this will be. The Chinese University will continue to proceed towards its original goals steadily and firmly. “Steadily” does not infer sluggishness, nor does “firmly” connote stubbornness.

The Chinese University will proceed deliberately and without deviation in its purpose of enriching Chinese culture, promoting cultural exchange between the East and the West, and developing the full potential of its students to serve their community. These are worthy objectives and toward the attainment of them The Chinese University has made a firm start in the past six years, is actively pursuing them now, and will relentlessly continue its efforts in the future.

APPENDICES

- (I) Membership of the Council
- (II) Officers of the University
- (III) Presidents of three Foundation Colleges
- (IV) Visiting Scholars
- (V) Honorary Graduates
- (VI) External Examiners

(I) Membership of the Council

1963-1964

The Hon. C. Y. KWAN (*Chairman*)
Mr. T. C. CHENG
Dr. CH' IEN Mu
The Hon. P. DONOHUE
Sir John Scott FULTON
The Hon. FUNG Ping-fan
The Hon. S. S. GORDON
Mr. J. S. LEE
Mr. Q. W. LEE
The Hon. R. C. LEE
Dr. Choh-Ming Li
The Hon. F. S. Li
Mrs. Ellen Li Shu-pui
The Hon. J. C. McDOUALL
Dr. S. H. PANG
Dr. Nathan M. PUSEY
Sir Lindsay RIDE
Dr. A. T. ROY
Mr. B. Preston SCHOYER
Mr. P. Y. TANG
Prof. Y. C. WONG
Dr. P. C. Woo
Dr. C. T. YUNG
Mr. H. T. Wu (*Secretary*)

1964-1965

Dr. the Hon. C. Y. KWAN (*Chairman*)
Mr. T. C. CHENG
Sir John Scott FULTON
The Hon. FUNG Ping-fan
The Hon. S. S. GORDON
The Hon. W. D. GREGG
The Hon. Y. K. KAN
Dr. Clark KERR
Mr. J. S. LEE
Mr. Q. W. LEE
Dr. the Hon. R. C. LEE
Dr. Choh-Ming Li
The Hon. F. S. Li
Mrs. Ellen Li Shu-pui
The Hon. J. C. McDOUALL
Dr. T. C. OU
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Sir Lindsay RIDE
Mr. B. Preston SCHOYER
The Hon. P. Y. TANG
Prof. Y. C. WONG

Dr. the Hon. P. C. Woo
Dr. C. T. YUNG
Mr. H. T. Wu (*Secretary*)

1965-1966

Dr. the Hon. C. Y. KWAN (*Chairman*)
Dr. CHANG Hson-mou
Mr. T. C. CHENG
Mr. Patrick S. K. FANG
Sir John Scott FULTON
The Hon. FUNG Ping-fan
The Hon. S. S. GORDON
The Hon. W. D. GREGG
The Hon. Y. K. KAN
Dr. Clark KERR
The Hon. W. C. G. KNOWLES
Mr. J. S. LEE
Mr. Q. W. LEE
Dr. the Hon. R. C. LEE
Dr. Choh-Ming Li
The Hon. F. S. Li
Mrs. Ellen Li Shu-pui
The Hon. J. C. McDOUALL
Dr. T. C. OU
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Mr. B. Preston SCHOYER
The Hon. P. Y. TANG
Prof. Y. C. WONG
Dr. the Hon. P. C. Woo
Dr. YANG Ju-mei
Dr. C. T. YUNG
Mr. H. T. Wu (*Secretary*)

1966-1967

Dr. the Hon. C. Y. KWAN (*Chairman*)
Mr. T. C. CHENG
Mr. Patrick S. K. FANG
The Rt. Hon. Lord FULTON of FALMER
The Hon. FUNG Ping-fan
The Hon. S. S. GORDON
The Hon. W. D. GREGG
The Hon. Y. K. KAN
Dr. Clark KERR
Mr. J. S. LEE
Mr. Q. W. LEE
Dr. R. C. LEE
Mr. Tsufa LEE

Dr. Choh-Ming LI
The Hon. F. S. LI
The Hon. Mrs. Ellen LI Shu-pui
The Hon. J. C. McDouALL
Dr. T. C. OU
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Mr. K. E. ROBINSON
Mr. B. Preston SCHOYER
The Hon. P. Y. TANG
Prof. Y. C. WONG
Dr. the Hon. P. C. WOO
Mr. N. H. YOUNG
Dr. C. T. YUNG
Mr. H. T. WU (*Secretary*)

1967-1968

Dr. the Hon. C. Y. KWAN (*Chairman*)
Mr. T. C. CHENG
Mr. Patrick S. K. FANG
The Rt. Hon. Lord FULTON of FALMER
The Hon. FUNG Ping-fan
The Hon. S. S. GORDON
The Hon. W. D. GREGG
The Hon. Y. K. KAN
Dr. Clark KERR
The Hon. J. D. LEACH
Mr. J. S. LEE
Mr. Q. W. LEE
Dr. R. C. LEE
Mr. Tsufa LEE
Dr. Choh-Ming LI
The Hon. F. S. LI
The Hon. Mrs. Ellen LI Shu-pui
Dr. T. C. OU
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Mr. K. E. ROBINSON
Mr. B. Preston SCHOYER
The Hon. P. Y. TANG
Prof. Y. C. WONG
Dr. the Hon. P. C. WOO
Mr. N. H. YOUNG
Dr. C. T. YUNG
Mr. H. T. WU (*Secretary*)

1968-1969

Dr. the Hon. C. Y. KWAN (*Chairman*)
Mr. T. C. CHENG
Mr. Patrick S. K. FANG

The Rt. Hon. Lord FULTON of FALMER
Dr. the Hon. FUNG Ping-fan
The Hon. S. S. GORDON
Dr. Clark KERR
Mr. LAM Chik-ho
Mr. J. S. LEE
Mr. Q. W. LEE
Dr. R. C. LEE
Dr. R. C. LEE
Mr. Tsufa LEE
Dr. Choh-Ming LI
The Hon. F. S. LI
The Hon. Mrs. Ellen LI Shu-pui
Dr. T. C. OU
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Mr. K. E. ROBINSON
Dr. the Hon. P. Y. TANG
Prof. Y. C. WONG
Dr. the Hon. P. C. WOO
Dr. YANG Ju-mei
Dr. C. T. YUNG
Mr. H. T. WU (*Secretary*)

1969-1970

Dr. the Hon. Sir Cho-Yiu KWAN (*Chairman*)
The Hon. H. J. C. BROWNE
Mr. T. C. CHENG
The Rt. Hon. Lord FULTON of FALMER
Dr. the Hon. FUNG Ping-fan
The Hon. S. S. GORDON
The Hon. Y. K. KAN
Dr. Clark KERR
Mr. LAM Chik-ho
Mr. J. S. LEE
The Hon. Q. W. LEE
Dr. R. C. LEE
Mr. Tsufa LEE
Dr. Choh-Ming LI
Dr. the Hon. Mrs. Ellen LI Shu-pui
Prof. C. H. PHILIPS
Dr. Nathan M. PUSEY
Mr. R. N. RAYNE
Dr. K. E. ROBINSON
Dr. Y. T. SHEN
Prof. TANG Chun-i
Dr. the Hon. P. Y. TANG
Prof. Y. C. WONG
Dr. the Hon. P. C. WOO
Mr. N. H. YOUNG
Dr. C. T. YUNG
Mr. H. T. WU (*Secretary*)

(II) Officers of the University

Chancellor

His Excellency Sir Robert BLACK

G.C.M.G., O.B.E.

(October, 1963–March, 1964)

His Excellency Sir David TRENCH

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

(April, 1964–present)

Vice-Chancellor

Dr. Choh-Ming LI

C.B.E., B.A., M.A., PH.D., LL.D., D.S.SC.

Pro-Vice-Chancellors

Dr. C. T. YUNG

(1963–65 and 1969–present)

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

Mr. T. C. CHENG

(1965–1967)

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

Dr. T. C. OU

(1967–1969)

Docteur de l'Université de Paris

Treasurer

The Hon. Q. W. LEE

O.B.E., J.P.

Registrar

Mr. H. T. WU

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

Librarian

Dr. Alfred Kai-ming CHIU

(1966–present)

A.B., DIP. IN LIB.SC., M.A., PH.D.

Bursar

Mrs. E. J. FEHL

(1969–present)

B.A.

Director of Physical Development

Mr. Duval S. ADAMS

(1969–present)

B.S., M.S.

(III) Presidents of the three Foundation Colleges

Chung Chi College

Dr. C. T. YUNG

New Asia College

Dr. Ch'ien Mu (*1963-1964*)

Dr. T. C. OU (*1964-1969*)

Dr. Y. T. SHEN (*1969-present*)

United College

Mr. T. C. CHENG

(IV) Visiting Scholars

<i>Year of Service</i>	<i>Name of Staff</i>	<i>Office/Subject</i>	<i>Institution Originally Engaged</i>	<i>Source of Finance</i>
1963-64	Dr. Pauline V. Young	Professor of Sociology & Social Work	—	The Chinese University
1963-67	Mr. J. L. Espy	Lecturer of Chemistry	—	American Baptist Mission
1964-65	Dr. J. Wing	Professor of Chemistry	Argonne National Laboratory University of Chicago	Fulbright (US Government)
1964-65	Dr. Y. M. Hsu	Professor of Biology	Nebraska Wesleyan University	American Methodist Church
1964-65	Dr. Bliss Wiant	Professor of Music	Scarritt College	American Methodist Church
1964-65	Dr. D. M. Maynard	Professor of International Relations	Foothills College	Scholar on leave from other university
1964-68	Dr. W. Sommer	Lecturer of German Studies	University of Hong Kong	Government of Germany
1965	Dr. J. W. Tarwater	Professor of Education	—	Asia Foundation
1965-66	Dr. C. C. Clayton	Professor of Mass Communications	Southern Illinois University	Asia Foundation
1965-66	Dr. C. W. Gordon	Professor of Education & Sociology	University of California, Los Angeles	University of California Exchange Programme
1965-66	Dr. J. Zeldin	Professor of English	Hollins College	Fulbright (US Government)
1965-66	Mrs. R. E. Finnerty	Lecturer at School of Education	—	Fulbright (US Government)
1965-67	Mr. A. J. Leary	Lecturer of Accounting	State University of N.Y. at Buffalo	United Church Board, USA
1966	Dr. Myer Katz	Professor of Social Work	McGill University	The Chinese University
1966	Dr. W. Boutell	Professor of Business Administration	University of California, Berkeley	Ford Foundation
1966	Dr. Nathan Cohen	Professor of Social Work	University of California, Los Angeles	University of California Exchange Programme
1966	Dr. S. H. Chou	Professor of Economics	University of Pittsburgh	Scholar on leave from other university
1966-67	Dr. L. A. Reid	Professor of Education	University of London	The Chinese University
1966-68	Dr. M. R. Smith	Professor of Mass Communications	—	Asia Foundation (1966-1967)
1966-67	Dr. J. Townsend	Professor of Political Science	University of California, Berkeley	The Chinese University (1967-68)
1966-67	Dr. P. Wienpahl	Professor of Philosophy	University of California, Santa Barbara	Rockefeller Foundation
1966-67	Dr. J. K. Morland	Professor of Sociology	Randolph-Macon Woman's College	University of California Exchange Programme
1966-67	Dr. N. Matsumoto	Professor of Japanese Studies	Keio University	Fulbright (US Government)
1966-67	Dr. R. G. Patterson	Professor of Religious Knowledge	Southwestern University at Memphis	Government of Japan
				Presbyterian Church, USA

Visiting Scholars (Continued)

<i>Year of Service</i>	<i>Name of Staff</i>	<i>Office/Subject</i>	<i>Institution Originally Engaged</i>	<i>Source of Finance</i>
1966-67	Dr. J. LEVENSON	Professor of History	University of California, Berkeley	Scholar on leave from other university
1966-67	Dr. B. L. HORMANN	Professor of Sociology	University of Hawaii	Scholar on leave from other university
1966-67	Dr. P. PEMBERTON	Professor of Sociology	Colgate-Rochester Divinity School	Scholar on leave from other university
1966-67	Dr. Helen POCHER	Lecturer at School of Education	University of Illinois	Fullbright (US Government)
1966-68	Dr. A. M. TANG	Professor of Economics	Vanderbilt University	Rockefeller Foundation
1966-68	Dr. M. MOONITZ	Professor & Founding Director of Lingnan Institute of Business Administration	University of California, Berkeley	Trustees of Lingnan University
1966-69	Dr. R. E. MITCHELL	Director of Social Survey Research Centre	University of California, Berkeley	Ford Foundation
1966-69	Dr. V. KRAMER	Professor of Mathematics	University of California, Riverside	University of California Exchange Programme
1966-69	Mr. H. KANI	Lecturer of Japanese Studies	Keio University	Government of Japan
1966-70	Mr. P. POURADIER-DUTEL	Lecturer of French Studies	Centre Cultural Francais de Turin	Government of France
1966-70	Dr. R. E. HILLILA	Lecturer of Music	Cuyahoga Community College	Lutheran Church, USA
1967	Dr. L. PRESTON	Professor of Business Administration	University of California, Berkeley	Ford Foundation
1967	Dr. Barbara E. WARD	Visiting Scholar of Sociology	School of Oriental & African Studies, University of London	Leverhulme Trust Fund
1967-68	Dr. D. H. LI	Professor of Business Administration	University of Washington	Ford Foundation
1967-68	Dr. M. A. WENGER	Professor of Psychology	University of California, Los Angeles	University of California Exchange Programme
1967-68	Mrs. M. B. NARDIN	Lecturer at School of Education	University of Hawaii	Fullbright (US Government)
1967-69	Dr. T. TOTOKI	Professor of Japanese Studies	Meiji Gakuin University	Government of Japan
1967-69	Mrs. M. NAKAHARA	Lecturer of Japanese Studies	Weseda University	Government of Japan
1967-70	Dr. U. C. FISHER	Lecturer of German Studies	—	Government of Germany
1968-69	Dr. George HOWIE	Reader of Education	University of Sydney	The Chinese University
1968-69	Dr. Frederick T.C. Yu	Professor of Journalism	Graduate School of Journalism, Columbia University	The Chinese University
1968-69	Dr. W. F. DUKES	Professor of Sociology & Social Work	University of California, Davis	University of California Exchange Programme

Visiting Scholars (Continued)

<i>Year of Service</i>	<i>Name of Staff</i>	<i>Office/Subject</i>	<i>Institution Originally Engaged</i>	<i>Source of Finance</i>
1968-69	Dr. S. D. TUTTLE	Professor of Geology	Iowa University	Fulbright (US Government)
1968-69	Dr. R. JOHNSON	Professor of Religious Knowledge & Philosophy	Wellesley College	Scholar on leave from other university
1968-70	Dr. C. K. YANG	Professor of Sociology	Pittsburgh University	The Chinese University
1968-70	Dr. H. A. STEINER	Professor of Journalism	University of California, Los Angeles	University of California Exchange Programme
1968-70	Mr. J. PIMPANEAU	Professor of French Studies	Langues Orientales Vivantes	Government of France
1968-70	Dr. P. NEWMAN	Lecturer of Theology	—	United Church, Canada
1968-70	Mr. W. K. K. CHAN	Lecturer of History	Harvard University	Harvard-Yenching Programme
1968-72	Mr. Lamp Li	Lecturer of Business Administration	National Chengchi University	B. Y. Lam Foundation
1968-71	Mr. W. D. HACKETT	Lecturer of Religious Knowledge & Philosophy	—	American Baptist Mission
1968-71	Dr. J. W. OLLEY	Lecturer of Sociology	University of Sydney	American Baptist Mission
1969	Dr. A. L. SRBICH	Professor of Business Administration	San Diego State College	The Chinese University
1969	Dr. W. F. O'DELL	Professor of Business Administration	University of Virginia	Trustees of Lingnan University
1969	Dr. Hugh BAKER	Visiting Scholar of Sociology	S.O.A.S., University of London	Leverhulme Trust Fund
1969	Madame B. GARUFI	Lecturer of Italian Studies	—	Government of Italy
1969-70	Mr. K. SCHLEUSSNER	Lecturer of German Studies	—	Government of Germany
1969-70	Dr. C. L. ALLEN	Professor of Journalism	Texas Technical University	The Chinese University
1969-70	Dr. Burkart HOLZNER	Professor of Sociology	Pittsburgh University	The Chinese University
1969-70	Dr. C. T. HU	Professor of Education	Teachers' College, Columbia University	The Chinese University
1969-70	Dr. S. Y. TENG	Professor of History	Indiana University	The Chinese University
1969-70	Dr. M. HIRAMATSU	Professor of Japanese Studies	—	Government of Japan
1969-70	Mr. S. KIMURA	Lecturer of Japanese Studies	Keio University	Government of Japan
1969-70	Mr. Haruo OKA	Lecturer of Japanese Studies	Keio University	Government of Japan
1969-70	Dr. R. M. MILLER	Lecturer of American History	—	Fulbright (US Government)
1969-71	Dr. B. GLASSBURNER	Professor of Economics	University of California, Davis	University of California Exchange Programme
1969-70	Dr. John GRAY	Visiting Scholar of History	University of Glasgow	Leverhulme Trust Fund

(V) Honorary Graduates

1964 (*September 9*)

Sir Robert Brown BLACK
Sir John Scott FULTON
Dr. Clark KERR
The Hon. KWAN Cho-Yiu
The Hon. R. C. LEE

1968 (*June 27*)

Sir David Clive Crosbie TRENCH
Sir Christopher William Machell COX
The Hon. FUNG Ping-Fan
The Hon. KAN Yuet-Keung
The Hon. TANG Ping-Yuan

1969 (*May 12*)

Dr. Shiing-Shen CHERN
Dr. Douglas James Smyth CROZIER
Mr. Kenneth Ernest ROBINSON
Dr. Chien-Shiung WU

(VI) External Examiners

<i>Name</i>	<i>Subject</i>	1964	1965	1966	1967	1968	1969	<i>Institution</i>	<i>Year Visiting Hong Kong</i>
Prof. WANG Su-ming	Chinese Literature	X	X	X				University of Singapore	1965; 1966
Prof. LI Tien-yi	Chinese History, History	X	X					Yale University, U.S.A.	
Prof. LIANG Shih-chiu	English Language & Literature	X	X					National Normal University, Taiwan	
Prof. HSEH Chiao-min	Geography	X	X	X				University of Leeds, U.K. (1964)	1964
Prof. Y. C. WONG	Mathematics	X						The Catholic University of America (1965)	
Prof. Wu Kang	Philosophy	X	X	X				University of Hong Kong	1965; 1966
Prof. YANG Ching-kun	Chinese Literature	X	X	X				National Taiwan University	
	Sociology	X	X	X				University of Pittsburgh U.S.A. (1964)	1964
Prof. THONG Saw-pak	Physics	X	X	X				University of Hawaii, U.S.A. (1965 & 66)	1964; 1966
Prof. J. MILLER	Chemistry	X						University of Malaya	
Prof. LI Hui-lin	Botany	X						University of Hong Kong	
Prof. WANG Yu-hsi	Zoology	X						University of Pennsylvania, U.S.A.	
Prof. TSIANG Shih-chieh	Economics	X	X					National Taiwan University	1964
Dr. Robert CHIEN I-nien	Business Administration	X						University of Rochester, U.S.A.	1964
Mr. H. J. SHEN	Accounting & Finance	X	X	X				G.D. Searle & Co., U.S.A.	1964
Miss Betty W. L. WONG	Social Work	X				X	X	H.K. & Shanghai Banking Corp., Hong Kong	
Rev. E. KVAN	Religious Knowledge	X						Social Welfare Department, Hong Kong (1964)	
Prof. YU Chun-chih	Fine Arts	X						Edmonton, Alberta, Canada (1968 & 69)	
		X						University of Hong Kong	1964
		X						National Taiwan University	1964

External Examiners (Continued)

Name	Subject	1964	1965	1966	1967	1968	1969	Institution	Year Visiting Hong Kong
Prof. Liu Wu-chi	English Language & Literature		X	X	X			Indiana University, U.S.A.	1965
Prof. Arthur Geoffrey WALKER	Mathematics		X	X	X			University of Liverpool, U.K.	1965; 1967
Prof. Thomé H. FANG	Philosophy		X	X	X	X		National Taiwan University (1965 & 68) University of Michigan, U.S.A. (1966 & 67)	
Dr. Rayson HUANG	Chemistry		X	X	X			University of Malaya	1966; 1967
Prof. WANG Chi-wu	Botany		X	X	X			University of Idaho, U.S.A.	
Dr. George W. CHU	Zoology		X	X	X			University of Hawaii, U.S.A.	1965
Dr. CHAN Kwan-wai	Business Administration		X	X	X			The Canton Trust & Commercial Bank Ltd., Hong Kong	
Mrs. LIN LEE Mei-chen	Social Work		X	X	X			Taipei Children's Mental Health Center (1965) Geneva, Switzerland (1966 & 67)	1965
Dr. C. H. HWANG	Religious Knowledge		X		X	X		Tainan Theological College, Taiwan (1965) Theological Education Fund, England (1967 & 68)	
Prof. HUANG Chun-pi	Fine Arts		X					National Central University, Taiwan	
Prof. Y. C. KOO	Business Management			X	X	X		International Monetary Fund, U.S.A. (1966) The Chinese Cultural Institute, Taipei (1967 & 68)	
Prof. CHIANG Yee	Fine Arts			X	X	X		Columbia University, U.S.A.	1966
Prof. Shu-chin YANG	Economics			X	X	X		Economic Development Institute, World Bank, U.S.A.	1968

External Examiners (Continued)

<i>Name</i>	<i>Subject</i>	1964	1965	1966	1967	1968	1969	<i>Institution</i>	<i>Year Visiting Hong Kong</i>
Prof. Chao-hswan LEE	Accounting & Finance				X	X		National Taiwan University	1967
Prof. Liu Ts'un-yan	Chinese Literature				X	X	X	Australia National University	1967
Prof. Paul WHEATLEY	Geography				X	X	X	London University College, U.K.	1968
Prof. Liu Ch'ung-hung	History				X	X	X	National Taiwan University	1967
Dr. TSENG Hsu-pai	Journalism				X	X	X	National Cheng Chi University, Taiwan	1967
Prof. H. Y. FAN	Physics				X	X	X	Purdue University, U.S.A.	
Dr. CHENG Ch'eng-k'un	Sociology				X			University of Hawaii, U.S.A.	
Prof. Shun-sheng LING	Sociology				X	X		Institute of Ethnology, Academia Sinica, Taiwan	
					(Assisted in marking scripts)				
Prof. Y. C. TING	Botany					X	X	Boston College, U.S.A.	
Prof. J. H. WANG	Chemistry					X	X	Yale University, U.S.A.	1969
Prof. James J. Y. LIU	English Language & Literature					X	X	Stanford University, U.S.A.	1968
Prof. A. L. CULLEN	Electronics					X	X	London University College, U.K.	
Prof. S. S. CHERN	Mathematics					X	X	University of California, U.S.A.	
Prof. A. J. B. HUTCHINGS	Music					X	X	Durham University, U.K.	
								(1968)	
								University of Exeter, U.K.	
								(1969)	
Prof. Harry WANG	Zoology					X	X	Loyola University, U.S.A.	1968
Mrs. CHEN LIU Mu-lan (Asso.)	Social Work					X		Social Welfare Department, Hong Kong	
Prof. CHAN Wing-tsit	Philosophy						X	Chatham College, U.S.A.	1969
Dr. C. S. SONG	Religious Knowledge						X	Tainan Theological Seminary, Taiwan	
Prof. Dr. H. J. SCHRIMPF	German						X	Ruhr-Universität Bochum, Germany	1969

External Examiners (Continued)

<i>Name</i>	<i>Subject</i>	1964	1965	1966	1967	1968	1969	<i>Institution</i>	<i>Year Visiting Hong Kong</i>
Prof. Wen FONG	Fine Arts						X	University of Princeton, U.S.A.	
Prof. Bi-li YANG	Business Management						X	National Cheng Chi University, Taiwan	1969
Prof. Anthony M. TANG	Economics						X	Vanderbilt University, U.S.A.	
Prof. William T. LIU	Sociology						X	University of Notre Dame, U.S.A.	1969
Prof. K. C. CHU	Accounting & Finance						X	National Cheng Chi University, Taiwan	1969

