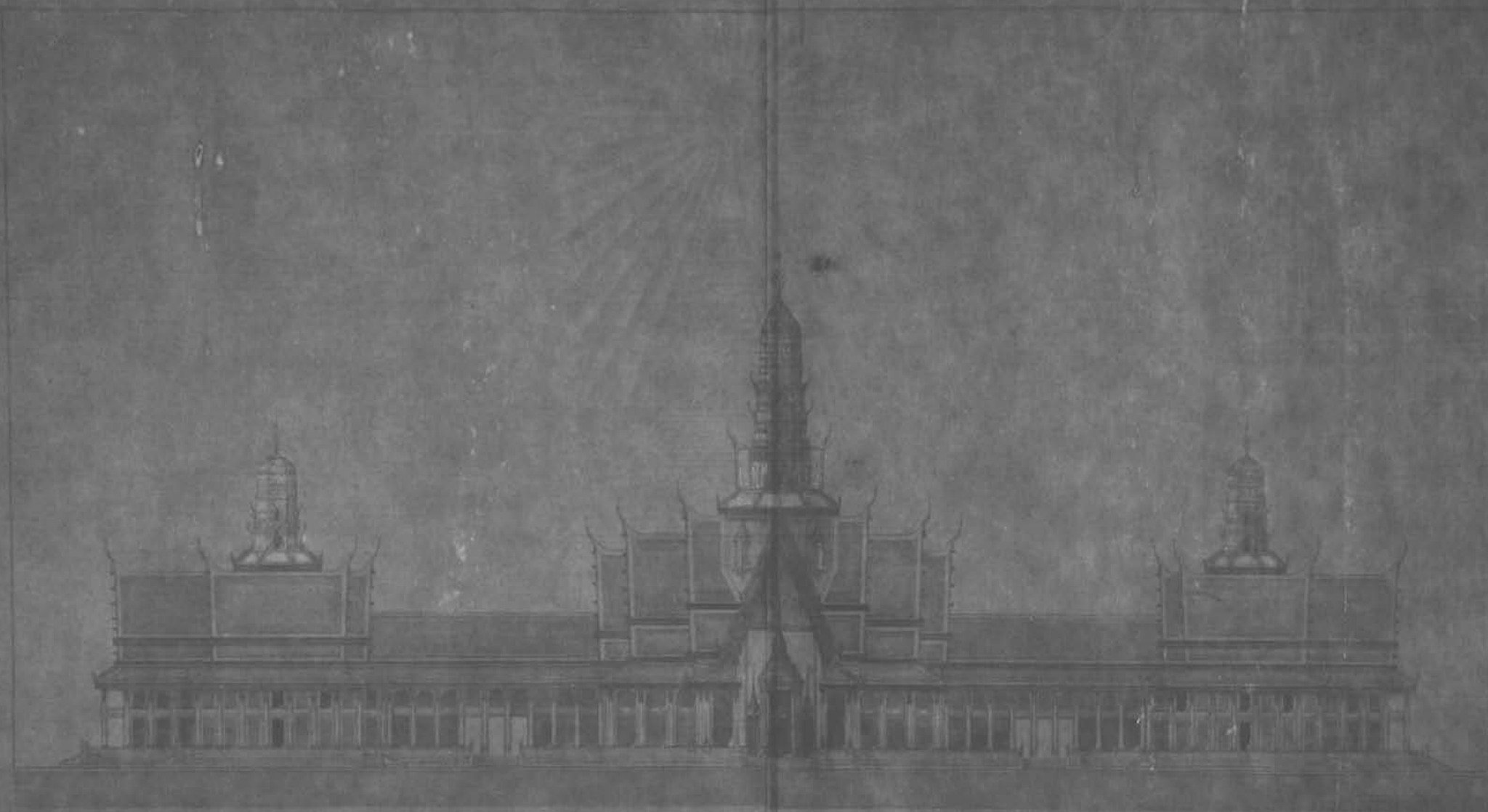


*A Pillar of the Kingdom
The Birth of Chulalongkorn University*

UNIVERSITY OF SIAM
AT BANGKOK





A Pillar of the Kingdom
The Birth of Chulalongkorn University

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Front Cover:

In the foreground is a statue of King Chulalongkorn by a French sculptor. In the background is the Administration Building, the first main building in the university, designed by a British architect by royal command of King Vajiravudh.



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Message from the President

Knowledge is mankind's most important heritage and a country's most valuable asset. Thus, the university--the seat of knowledge--is a nation's most cherished institution. King Chulalongkorn (Rama V) understood this well and paved the way for his son, King Vajiravudh (Rama VI), to realize his vision for higher education in Thailand. To these far-sighted Kings and to those distinguished personages who took the first vital steps toward the development of higher education in Thailand, we owe a great debt of gratitude. To honour their remarkable accomplishments, we have published *A Pillar of the Kingdom: The Birth of Chulalongkorn University*, a book that traces not only the origin of Thailand's first university, Chulalongkorn University, but the origin of higher education in this country as well.

This publication represents the first time that important primary sources documenting Chulalongkorn University's precursors have been translated into English. To this end, extreme care has been taken in preserving the substance of the original Thai documents that date back to more than nine decades ago. A high degree of sensitivity and effort was required to complete this task, and the final product is the result of the dedication and hard work of all involved.

On behalf of Chulalongkorn University, may I express my sincerest appreciation to the committee members and to all who took part in the book's creation. I hope that the book will serve as an important source of knowledge on the history of Thai higher education and that it will also offer insights into the thoughts held by the nation's leaders and intellectuals, who blended Thai qualities with Western concepts in well-balanced harmony.

Professor Charas Suwanwela M.D.
President

Preface

On the occasion of the 75th anniversary of King Vajiravudh's elevation of the Civil Service College to become Chulalongkorn University in 1992, an editorial committee was formed to research and publish a book on the origins and evolution of institutions of learning leading to the establishment of Chulalongkorn University.

The book is now completed and has been divided into three sections that cover a thirty year period before, during, and after Chulalongkorn University's establishment. The source for the book's name, *A Pillar of the Kingdom: The Birth of Chulalongkorn University*, was a report delivered by Prince Damrong Rajanupab before King Vajiravudh in 1916 on the occasion of the laying of the foundation stone for the Civil Service College building.

Of special value in this book are the primary sources on the origins of Chulalongkorn University, which reflect ideas on founding institutions of higher learning in Thailand as well as processes and stages of the formation of Chulalongkorn University. The documents range from 1899, the year which saw the first primary documents related to Chulalongkorn University, through 1917, the year of the formal foundation of Chulalongkorn University, to 1950, the year King Bhumibol conferred degrees upon Chulalongkorn graduates for the first time during his reign. These documents have been carefully translated into English with the express intention of preserving the tone and substance of the original Thai text. At the same time information on the origins, evolution, and identity of Chulalongkorn University are also presented through stories, pictures, and a chronology of important events. Each of these elements bears a relation to the primary sources, showing the significance of the latter.

These documents represent an important page in the history of a nation's struggle to modernize its educational system in a way

that would not compromise traditional or national values. The foresight of King Chulalongkorn and his son, King Vajiravudh, led to the founding of a university that was uniquely *Thai* in form and substance and that would pave the way for the future development of tertiary education in Thailand. Despite a severely limited budget, few qualified teachers, and even fewer potential students, King Vajiravudh persevered in his efforts to fulfill his father's wish for the creation of an institution of higher learning. With the untiring assistance of some members of the royal family as well as high ranking government officials, King Chulalongkorn's dream became a reality with the founding of Chulalongkorn University in 1917. Since those early days, tertiary education in Thailand has experienced tremendous growth, and the kingdom has seen the founding of numerous other prestigious institutions of higher learning within its boundaries. In fulfilling his father's dream, King Vajiravudh laid a solid educational foundation upon which Thailand would build its future.

Almost 70 years ago, Prince Mahidol of Songkla stated that a university is the intellect of a nation. In these days of uncertainty, this role of the university as the country's intellectual center is more important than ever. Perhaps, as we explore, in this text, the thoughts of the founding fathers on higher education in Thailand, we will be reminded of a university's mission, of the obligation a university has to the society it seeks to educate, and of the vision that is responsible for the development of higher education in Thailand.

The committee hopes that this book will be useful to those who are interested in the birth and evolution of Chulalongkorn University, which offers a clear reflection of the history of higher education in Thailand.

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Phra Keow, the emblem of Chulalongkorn University. The emblem is derived from a head ornament of high-ranking members of the royal family and was used as the personal emblem of King Chulalongkorn. Later on King Vajiravudh permitted it to be used as the emblem of the Civil Service College which subsequently became Chulalongkorn University.



*A Window on the Past :
A Brief History of Chulalongkorn University's
Formative Period*

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Chulalongkorn, who originated the concept of Chulalongkorn University.

...All of our subjects, from our royal children down to the lowest commoners, will have the same opportunity to study—be they royals, nobles, or commoners—

A BRIEF HISTORY OF CHULALONGKORN UNIVERSITY'S FORMATIVE PERIOD

Chulalongkorn University, Thailand's first institution of higher learning, officially came into being in March, 1917. The groundwork and preparation for it in terms of planning and development, however, took place more than a century ago. These acts of thinking and planning were the results of adaptation and improvement of the level and standard of pre-college education already existing generations before, in order to lay a strong foundation of higher education in the country.

FROM TEMPLE TO UNIVERSITY

The Development of Formal Education in Thailand

Before 1871 education in Siam* was in its traditional form. It came from three sources¹—the house, the temple and the palace. The house was the place for apprenticeship where skills and crafts such as the arts, music, folk dramas, traditional medicine, pharmacy, and martial arts were taught. The temple was mainly the place for book learning. However, some temples also included craftsmanship as well as medicine, pharmacy, and martial arts in their



Education in the old days took place in palaces, temples and homes. In this picture a boy is studying with a monk in a temple.

* "Siam" became "Thailand" in the year 1939.

curricula. Finally, the palace was the source of education in letters, government, law and military science, as well as arts and craftsmanship for boys, while girls were taught the domestic arts and house keeping.

The worldwide economic, social and political changes in the late nineteenth century contributed to Siam's decision to adapt herself in order to avoid being colonized by the Western powers. Thus King Chulalongkorn (Rama V) had a royal policy to strengthen and improve government so that the country could successfully resist the tide of colonialism. One of the major parts of the policy, which would later prove to be deep-rooted and highly effective, was to improve the Siamese educational system so as to produce capable personnel to work in both the public and private sectors. As a result, a school was founded in 1871² at the Royal Pages Barrack within the Grand Palace compound. Disciplines taught at this school at first consisted of Thai and English languages, mathematics and official protocol. Textbooks were used and pupils were given examinations. The pupils consisted of sons of the members of the royal family and government officials, and they were given clothing and lunch money from the King. When these pupils finished from the school they would serve in the palace or in other government jobs.

The school at the Royal Pages Barrack was Siam's first attempt at modern education. There was a group of personnel directly appointed for the task and all the other factors of a modern schooling system, such as separate buildings, curricula, schedulings, evaluation methods, and professional teachers. Later on, in 1882, King Chulalongkorn developed this school and gave it the name of "Suankularb". In the same year, the King also established other



Formal general education started at Suankularb School within the Grand Palace.



The Cartographic School, one of the first specialized training institutions, founded in 1882. Prince Damrong Rajanupab, manager of the school, was photographed with the first group of students.

schools, namely the Army Cadet School, the Cartographic School, the School for Princes, and the School for Dharma Studies. With the sole exception of the School for Princes, which was reserved for royal sons of the King himself and members of the royal family, all the newly established schools were specialized in nature.

After setting up these schools, the King resolved to found schools for children of ordinary citizens. This can be seen from one of his speeches given at the award presentation ceremony of Suankularb School graduates in 1884:

*"...All of our subjects, from our royal children down to the lowest commoners, will have the same opportunity to study –be they royals, nobles or commoners..."*³

This speech showed that the King did not forget common citizens. He had a policy to set up schools throughout the kingdom, together with institutions of higher learning. He insisted: *"...Education in this country is the first priority, which I am determined to develop..."*⁴

In order to persuade more parents to send their children to the already existing schools, the King issued an announcement concerning learning. An excerpt follows:

"...Letters is more than the other disciplines the source of progress of this country. If anybody is diligent enough to become thoroughly steeped in the subject, he will be given royal favor and promotion in government service, no matter from what type of family he comes..." ⁵

Besides, the King was far-sighted enough to see that well trained personnel in the civil service was the first and foremost factor in the overall development of the kingdom, as could be seen in his speech to Suankularb School graduates in 1884:

"...At this time it is requisite that anyone aspiring to government service has to be well literate. We have the intention that in the near future we must stipulate that anyone who does not pass the literacy requirement cannot serve in our government. However, nowadays there exist some officials of ours who are not quite literate, so the requirement cannot be implemented yet. We have to wait for the new graduates to become models for the future, so we intend to develop general education throughout our kingdom rapidly..." ⁶

Consequently, King Chulalongkorn ordered the Wat Mahan Napharam School--a school for ordinary citizens--to be established in 1884. The royal idea of setting up a modern school in a temple showed the King's insight in maximizing already existing resources, for temples had always been the font of learning in Siam and the idea greatly facilitated setting up modern schools. Wat Mahan became the first "temple school" in the country and became the model for numerous other such schools. In 1887 there were 21 schools in Bangkok, 61 teachers, and 1,506 students. In the surrounding provinces there were 34 schools, employing 81 teachers who looked after 1,994 students. Primary and secondary education in Siam was thus given a strong foundation and progressed steadily until today. ⁷



The Civil Service Training School

Pursuant to the royal policy concerning the reform of the country's administration system in 1892, the ministerial system used in Western countries was adopted, with the consequence that twelve separate ministries were established. Expansion of the government created a need for knowledgeable personnel, especially for the Ministry of Interior, which was responsible for "eliminating suffering and promoting welfare" of the people.

In 1899 Prince Damrong Rajanupab, a younger brother of King Chulalongkorn who was the Minister of Interior at the time, submitted a



Prince Damrong Rajanupab, the originator of both general and specialized formal education, was one of the most important contributors to the evolution of Chulalongkorn University since its inception.



Chao Phraya Phrasadej Surendradhibodi (M.R. Pia Malakul), the country's leading thinker, educator and planner, and the first who proposed the idea of a university, which he entitled "Rattanakosin Sakol Vidhyalai."

proposal to found the Civil Service Training School with Phraya Wisutsuriyasak (M.R. Pia Malakul--who later assumed the title of Chao Phraya Phrasadej Surendradhibodi) as the Principal.⁸ However, since the students of the school had to work as royal page trainees in their third year of study before graduation, the name of the school was changed to the Royal Pages School in 1902.



The Royal Pages School in the Grand Palace was founded to train male students for civil service. The school later became the Civil Service College, and subsequently Chulalongkorn University.

The Royal Pages School

The Royal Pages School admitted three categories of students. The first category consisted of students who had graduated from secondary schools and were certified by respectable persons to have good manners. The second type was children of high ranking families who were given over to the court according to tradition to work as pages; these children should have acquired at least a primary level of education. The third category consisted of special students to whom the King particularly gave royal permission to study in the school.

Candidates had to pass a series of examinations in such disciplines as oral reading, free hand writing and calligraphy, spelling, grammar, composition, and mathematics. Each student had to be free of disease or handicaps which would prevent them from serving, and had to be of good moral standard. The major objectives of the school were: (1) to train the students to become sincerely loyal to the monarch, (2) to train them to become gentlemen who were capable of enduring all kinds of hardship and who possessed a strong *esprit de corps* and (3) to train them so that they would promote the reputation of the school and preserve its honour.⁹

The curriculum of the Royal Pages School was divided into three terms of one year each. The first year was general education to acquaint the students with court manners, court language, royal page department regulations, clerical studies, calligraphy, typing, oral reading, composition, police training,



King Vajiravudh, the founder of Chulalongkorn University.

...I, as his heir, feel it is one of my immediate duties to carry out the royal project, knowing that once completed, the university will serve not merely as a commemorative monument to the glory of H.M. King Chulalongkorn, our country's most beloved monarch, but also as an enduring educational institution for our country...

cartography, geography, history, accounting, finance, etc. The second year focused more on specialized training consisting of such specific disciplines as law and government. The course of study did not comprise only theories; the students also had to undergo field studies at provincial branches of government as well as at various government agencies. In the third year, the students practiced as royal page trainees in the Grand Palace, and trained in the ministries where they would enter as officials.

Moreover, they had to study more specialized subjects so as to equip them with necessary qualifications to govern in the remote provinces. These were also called "gentlemanly subjects," and included trekking, obstacle clearing, horsemanship, military training, shooting, training for bravery, perseverance, keeping the living quarters clean and orderly, serving as sentinels, land surveying, and cartography, as well as patrolling and suppression of criminals.¹⁰

The Civil Service College of King Chulalongkorn

The Royal Pages School progressed steadily and produced an increasing number of graduates for the government each year. However, one unexpected consequence ensued. More and more graduates applied to work in the Ministry of Interior because they wanted to assume the positions of "inspector," which were very popular. Each of the sixteen regions had two such positions, totaling 32 positions overall. Apart from these, there were many higher positions of "district board," which were commissioned positions. The result was that the positions for inspectors became vacant often, and the other ministries had a problem of manpower shortages.¹¹



Phraya Sriworawongse (M.R. Chit Sudasna), the Director of the Public Administration School and the first Principal of the Civil Service College of King Chulalongkorn.

King Vajiravudh (Rama VI) saw that the original intention of his father, King Chulalongkorn, was to establish an institution of higher learning. In the beginning, the course of study was focused on government, but as time passed the curriculum should be expanded to include more disciplines so as to meet the expanding needs of the kingdom. Such disciplines included law, international relations, commerce, agriculture, engineering, medicine and teacher education. Thus King Vajiravudh ordered that the Royal Pages School become an institution of higher education and gave it the name the " Civil Service College of King Chulalongkorn" on January 1, 1911. He established the College Council. Prince Damrong Rajanupab was the Chairman of the council and Phraya Sriworawongse was the first Principal of the new institution and the Secretary of the College Council, whose responsibility included administration of the college and making decisions before reporting to the King, who was the patron of the college. ¹²

The Civil Service College received its original funding from the remaining sum of the money which had been contributed by members of the royal family, government officials and ordinary citizens to erect a statue of King Chulalongkorn the Great. After the statue was completed, about eight hundred thousand baht remained in the Royal Treasury Ministry; with interest the sum totalled 982, 672 baht. King Vajiravudh gave this sum as the original capital of the college. Furthermore, he graciously donated the palace of his brother, the late Crown Prince Vajirunhis, as the site of the college. He also gave a large plot of land adjacent to the palace in the Patumwan district measuring about 523 acres in area, for its present use and future expansion. Later the Administration Building (Faculty of Arts Building I today) was constructed as the first building which belonged to the college from the beginning. ¹³



The statue symbolized the loyalty of the Thai people for their beloved King.



Some disciplines were studied at the palace of Prince Maha Vajirunhis, Stam's first Crown Prince.

The Civil Service College consisted of 8 departments in 5 schools located on 5 separate campuses. Medicine was studied at the Royal Medical School (Siriraj Hospital at present). Education was studied at the Teachers' Training School (Sueksanaree School today). Law was studied at the Law School at the foot of Pan Pipop Leela Bridge. Public administration and government were studied in the old Royal Pages School in the Grand Palace, and engineering was studied at the palace of Prince Vajirunhis.¹⁴

There were three types of students: royally-sponsored students received fellowship from the College Council, government-sponsored students received their funding from the various ministries, and private students paid their own way. In addition they were also divided into two levels. One, the lower level, was the senior secondary level students. These were those who passed the preliminary examination of the college and studied elementary subjects for a certificate. The other was the matriculated students, who had already passed the first level and studied in the higher curriculum in order to become graduates of the college.¹⁵

There were eight departments as previously mentioned: government, law, diplomacy, engineering, medicine, agriculture, commerce, and education. Graduates of the college would be given royal permission to wear academic gowns according to the disciplines. As for those who finished with the lower certificate, if they had worked in the government for three years and were approved of by their seniors, they would be given royal permission to wear an academic pin in form of Phra Keow (a head ornament of high

ranking members of royal family, used as the personal emblem of King Chulalongkorn) on their right chest. Those who graduated with a diploma wore their pin on their left chest. ¹⁶

Chulalongkorn University

After the Civil Service College had been in operation for some time, King Vajiravudh considered that it had achieved a level of readiness. Therefore, he declared that it should become Chulalongkorn University, in honour of King Chulalongkorn, on March 26, 1917.¹⁷ The newly founded university was under the supervision of the University Affairs Department, Ministry of Education. Phraya Anukijwithoon was the first Principal (the title was changed to Rector in 1935). There was a University Council, which was responsible for policy making, planning, and advising on the affairs of the university. Prince Damrong Rajanupab was the Chairman of the Council and the Principal of the university was the Secretary.



Phraya Anukijwithoon (Suntad Devalastin Na Ayudhya), the first Principal of Chulalongkorn University (now the position is President).

When it was first founded, the university had 380 students taking classes in four faculties which were located in 2 campuses. The Faculty of Medicine was located at Siriraj Hospital, while the Faculties of Public Administration and of Engineering were at the Administration Building and the Faculty of Arts and Science was located at Prince Vajirunhis' palace. The latter three faculties were in Patumwan district. The Law School was under the responsibility of the Ministry of Justice until the university was ready to take over, and the Teachers' Training School was handed over to the Ministry of Education. The categories of students were the same as in the old Civil Service College.

In 1923, the university accepted high school graduates to study in the Faculty of Medicine, which was being supported by the Rockefeller Foundation to organize a Bachelor's Degree program. Five years later the first group of 18 graduates finished their studies, the first to be awarded degrees in the kingdom.

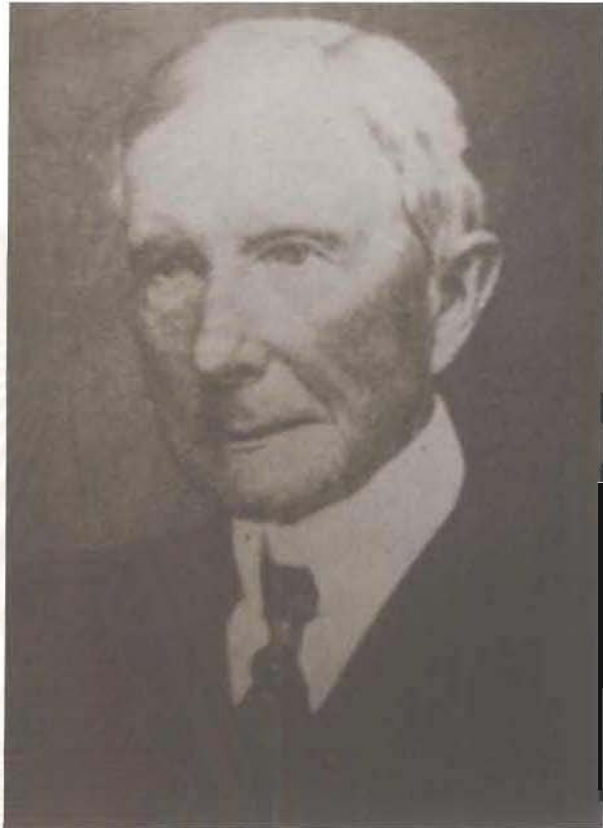


The Administration Building, the first main building in the university, was designed by a British architect—Mr. Edward Healey—in the traditional Thai architectural style.



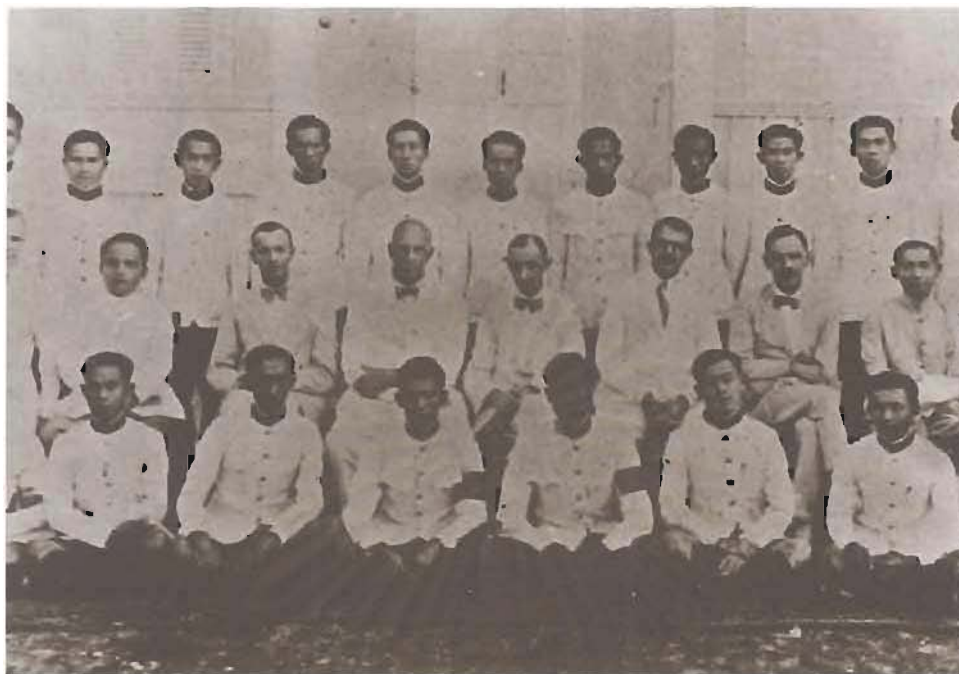
King Prajadhipok, who presided over the country's first commencement ceremony at Chulalongkorn University.

...I am most delighted to have this opportunity to present today, for the first time ever, the University's degrees. This is a historic day for the university and for our country—Siam—since the advancement of a country is measured, among others, by its educational progress...



Mr. John D. Rockefeller, the founder of the Rockefeller Foundation, which supported medical education at Chulalongkorn University.

Since its inception, when Chulalongkorn University had only four faculties in 1917, it has steadily progressed. In 1929 there was a problem stemming from a change in the civil administration law, resulting in a proposal by the Civil Service Commission that the Faculty of Public Administration be dissolved because of a decline in the number of applicants and the level of curriculum, which was below that of Bachelor's degree. Since the Ministry of Interior still needed a large number of graduates from this faculty, however, the university responded by improving the curriculum, adding more law and government subjects, as well as English. The faculty then became the Faculty of Law and Political Science. In 1933, after the establishment of constitutional monarchy in 1932, the government transferred this faculty to Thammasat University, which was established in 1934. The result was that Chulalongkorn University had only three faculties during that time.¹⁸



Prince Mahidol of Songkla, (second row, first at right), in a group photograph taken with faculty members and the first class of medical graduates, 1928.

The development of Chulalongkorn University continued. From 1934 to 1958, the university emphasized improvement of undergraduate education; thus more faculties were established. However, whenever any department of any faculty was ready to open a graduate program, the university would fully support it to do so. In 1959 the university set up the Graduate School to be responsible for graduate level education. In 1961 the Graduate School became a faculty level entity. From 1962 on, the university started to focus on graduate education and began to set up research centers and institutes.

At present, the university consists of 17 faculties, a graduate school, 11 research institutes, 2 teaching institutes, 2 colleges and 4 service centers. There are 136 academic departments with 69 degree programs and 273 fields of study covering all degree levels from undergraduate to doctorate.¹⁹



List of Chulalongkorn University's Faculties, Colleges, Institutes and Centers at 25-Year Intervals

First 25 Years (1917-1942)

1. Faculty of Engineering
2. Faculty of Arts and Science
3. Faculty of Public Administration
4. Faculty of Medicine

First 50 Years (1917-1967)

1. Faculty of Engineering
2. Faculty of Science
3. Faculty of Arts
4. Faculty of Architecture
5. Faculty of Commerce and Accountancy
6. Faculty of Political Science
7. Faculty of Education
8. Graduate School
9. Faculty of Communication Arts
10. Faculty of Medicine
11. Faculty of Veterinary Science

First 75 Years (1917-1992)

1. Faculty of Engineering
2. Faculty of Science
3. Faculty of Arts
4. Faculty of Architecture
5. Faculty of Commerce and Accountancy
6. Faculty of Political Science
7. Faculty of Education
8. Graduate School
9. Faculty of Communication Arts
10. Faculty of Medicine
11. Faculty of Veterinary Science
12. Faculty of Economics
13. Faculty of Law
14. Faculty of Pharmaceutical Science
15. Faculty of Dentistry
16. Faculty of Fine and Applied Arts
17. Faculty of Nursing
18. Faculty of Allied Health Science
19. Petroleum and Petrochemical College
20. College of Public Health
21. Institute of Population Studies
22. Institute of Social Research
23. Institute of Health Research
24. Institute of Environmental Research
25. The Language Institute
26. Institute of Academic Services
27. Institute of Computer Services
28. Office of the Registrar
29. Sasin Graduate Institute of Business Administration
30. Scientific and Technological Research Equipment Centre
31. Institute of Asian Studies
32. Institute of Biotechnology and Genetic Engineering
33. Metallurgy and Materials Science Research Institute
34. Aquatic Resources Research Institute
35. Energy Research Institute
36. Merchant Marine Institute
37. Institute of Technology for Rural Development



PATRONS, PROFESSORS AND VISIONARIES

A Vignette of Chulalongkorn's Benefactors

King Chulalongkorn would very much have liked to see an institution of higher learning set up in his reign, but the limited budget had to be allocated to the more pressing tasks of developing the country, which included expanding primary education to ordinary citizens. Moreover, most students served in the government or worked in private firms, even after they had finished primary schooling only, with the result that few students wanted to further their education in college.

In addition, the work of the Royal Pages School was hindered by bureaucratic inefficiency. The King thus graciously allowed the school to become autonomous and be administered by an executive committee under his patronage. In other words, the Royal Pages School was granted a degree of autonomy. The royal page students were encouraged to govern themselves through organizing their own clubs and committees. This special characteristic continued when the school later became the Civil Service College, and eventually Chulalongkorn University.

The quality of higher education depends crucially on three factors: (1) the number and quality of faculty members, (2) the quantity and quality of equipment, and (3) the quality of the curricula. Since the Royal Pages School was created following King Chulalongkorn's policy of administrative reform and production of personnel for the government, the classes were geared toward such objectives, and emphasis was placed on lectures and practice, both within the school and in the field.

In King Chulalongkorn's Civil Service College the disciplines, apart from engineering and medicine, did not require much material and equipment. Special guest lecturers who were government officials were often invited to teach. In the case of engineering and medicine, however, there was a real need for experts, modern equipment and techniques, as well as constantly revised curricula to meet the pace of technology. This could only be accomplished with much difficulty since the government had a limited budget. Nevertheless, there was a continuing attempt to improve study within the budget constraints.

In 1911, the medical curriculum was expanded from four to five years. The curriculum was divided into two stages of two years and a half. Each student had to take examinations every six months, and in 1914 each had to sit for an examination in every subject in every term of study. In 1918 the curriculum was expanded again to six years. Students studied basic science during the first two years at the Faculty of Arts and Science, and then

proceeded to study clinical subjects at Siriraj Hospital on the other side of the Chao Phraya River for four more years.²⁰ Doctors from foreign Christian missions were invited to teach. Hence, it could be said that from its inception until 1920 modern medical studies in Siam were not of the highest level.

A significant change occurred in 1920. Dr. Victor Heiser, an inspector of the Rockefeller Foundation of the United States, was paying a visit to the Faculty of Medicine and presented the following report to King Vajiravudh:

"...I have visited several medical schools worldwide, East and West, but I have a deep regret to report Your Majesty that Siam's medical school is the poorest I have ever seen..." ²¹

This criticism prompted Siamese officials to find ways to improve the quality of medical education. Prince Rangsit of Chainad went to Manila to



Prince Rangsit of Chainad, the Director of the Royal Medical School and the first Director-General of the University Affairs Department, had an important role in the development of medical education and administration of the university in its formative stages.



Prince Mahidol of Songkla was a co-ordinator with the Rockefeller Foundation in their proposal to help develop the country's medical education and public health system.

study medical education administration, and **Prince Mahidol of Songkla** was the key person who, as a Siamese representative, coordinated with the Rockefeller Foundation to request its support for a program of improving Siam's medical education. The foundation then provided the support for a total of twelve years, from 1922 to 1934.

The Rockefeller Foundation cooperated with the government in providing funds for building construction, hardware and equipment acquisition and scholarship for Siamese professors and students in such disciplines as medicine, chemistry, biology and physics to study and attend workshops abroad. The funds for these scholarships were equally divided between the foundation and the government. Medical professors were also sent by the foundation to help with teaching. Seventy-five percent of the salaries of these professors was provided by the government, while the foundation was responsible for the rest.²²

Many members of the royal family greatly contributed to the program of improving the quality of education in the kingdom, especially Prince Rangsit and Prince Mahidol. The first served as the Director-General of the University Affairs Department, and the latter dedicated his tireless efforts and his own private funds to the task. Prince Mahidol proposed many useful and beneficial ideas, taught medicine and history himself and originated curriculum revision and effective teaching methods. He always prepared the necessary teaching materials such as frogs and other animals in his course on vertebrate anatomy. He invited special lecturers, both Thai and foreign, to help in teaching history. He arranged field trips to expand the horizons of his students, and always accompanied them in these trips to give lectures himself.²³ These are clearly indications of what a great teacher is like.

Apart from these tasks, Prince Mahidol also gave opinions and judgements concerning the selection of faculty members and students to study abroad. He proposed the disciplines and the foreign universities for the candidates. Such acts were highly beneficial in the development of the quality of medical education.

Prince Mahidol contributed his own funds as scholarships for students and faculty members to study abroad and to conduct research and inquiry in medicine, public health, and basic science. He also provided money for construction of buildings and acquisition of learning materials. He tried to teach his students to become good scholars and citizens. Some of his sayings are deeply rooted in the minds of all Chula students, such as:

"...The money you are using belongs to the people, so study hard to make yourselves worth their money..."

...Place your own interests second, and your fellow humans' first....

*...I don't want you to be only a doctor; I want you to be a man also..."*²⁴

Besides Prince Mahidol and Prince Rangsit, several other members of the royal family also contributed greatly to the development of the university, to all of whom every member of the university community owes deepest gratitude. Prince Damrong Rajanupab was the only senior member of the royal family who had worked at Chulalongkorn University since its origins as the Royal Pages School. He held the positions of Chairman of the Executive Committee and of the College Council. Thus he was one of the most important contributors to the evolution of the university.

Prince Chakrabongse of Bismulok, a full brother of King Vajiravudh, was the first one who proposed to his brother that the new university should



Prince Chakrabongse of Bismulok, a member of the University Council, who proposed that the university have full title to its land.

have full title to its own plot of land and that the separate campuses should be combined at Patumwan. Prince Rajani suggested that the university be autonomous in its administration and have its own independent source of income. Prince Dhani Nivat was a key person who revised the administrative system to meet modern standards and played an important role in planning the development of the university.

Chulalongkorn University is the oldest institution of higher education in Thailand. Its strong foundation is distinguished by a clear mission, a well-run organization, and insightful short and long term planning. This solid foundation was first laid down by the Committee on Planning and Development set up by King Prajadhipok (Rama VII) in 1931 to conduct surveys on the problems and to lay down directions for future development. The first University Development Plan was a result of reports written by Prince Mahidol, who presented his ideas on the issue. What is most consequential in his reports is his idea about determining a clear philosophy and mission for the university, including ideas on organization, management, curriculum, opening courses in various arts and sciences, research, fund management, student activities, and suggestion for realizing the mission of the university.

Furthermore, there were two senior government officials, Chao Phraya Phrasadej Surendradhibodi and Chao Phraya Dhammasak Montri, who also played significant roles in the formation of the new university. They were Ministers of Education respectively, and both served on the university's board and gave many useful views which would later prove beneficial to the university. Chao Phraya Dhammasak was especially one who presented ideas concerning its development based on a realistic awareness of the university's potential and the country's resources, together with the possible realization of ideas and various likelihoods in laying down the university's future directions. Chao Phraya Dhammasak's ideas were very important in setting effective teaching methods, and are still valuable in the present and future courses of development of the university.

Another person who accomplished a great deal in the formation and development of Chulalongkorn University was a distinguished American professor. Dr. A.G. Ellis was Director of Studies, professor of pathology, Director of Siriraj Nursing School, Dean of the Faculty of Medicine, and Rector of Chulalongkorn University. He was sent by the Rockefeller Foundation as part of its support program and later served at the university. He dedicated his efforts to teaching and administering at the department, faculty and university levels. He was instrumental in organizing the teaching and



Dr. A.G.Ellis, a professor sent by the Rockefeller Foundation on its support program, held various positions in the Faculty of Medicine and was the first and only foreigner who became Rector of Chulalongkorn University.

curricula from certificate to graduate level and he was another one who laid a solid foundation for the university.

In conclusion, King Chulalongkorn gave birth to the Civil Service Training School, the precursor of Chulalongkorn University, and also expressed his desire to found a university, in 1899. Twelve years later his successor, King Vajiravudh elevated the status of the school to that of an institution of higher learning on January 1, 1911, bestowing the name of the Civil College of King Chulalongkorn. Then, on March 26, 1917, *Chulalongkorn University* was officially created as a lasting memorial to King Chulalongkorn. The university was able to produce its first class of graduates twelve years later. In 1930, King Prajadhipok presided at the commencement ceremony and personally handed the degrees to each graduate, a tradition which continues until today.



A DEVELOPMENT MOSAIC

Notes on Unique Aspects of Chulalongkorn University's Development during the Early Years

Curriculum and Teaching

During the years 1899 to 1910, Siamese education policy was focused mainly on expanding basic education to all parts of the kingdom. Secondary education was at the stage of setting up schools in provinces which were ready. Teaching and learning in the Royal Pages School was therefore at the certificate level, admitting students who had finished primary and secondary levels. After the school was promoted to become the Civil Service College, two categories of students admitted to study, due to the fact that education there had not reached the tertiary level. The first category of students was "senior secondary level students," i.e., who had finished lower secondary education and admitted to the college to study various vocational disciplines for a certificate. The other category was "matriculated students," who had finished high school or the certificate curriculum of the college to study for a degree at the undergraduate level. This development came to full fruition after Chulalongkorn University had been formally established when the first class of medical graduates received their degrees in 1928.

Chulalongkorn's curricula and programs have been devised mostly in response to the needs of the public and private sectors for capable personnel. The change was parallel to expansion of the number of faculty members, construction of more buildings, and procurement of equipment and machinery, as well as improvements on student activities. The Faculty of Engineering, for example, was allowed to open a program leading to a certificate, not a Bachelor's Degree, for there was still a real lack in professors, equipment, buildings, and standard laboratories. When the university had acquired these necessary resources, many holders of the certificate in engineering were tested and evaluated, and many received their Bachelor's Degrees from the King in 1935.

At the same time, the Faculty of Arts and Science organized the teaching of basic disciplines to students from various faculties, such as science, social science, humanities, Thai and English. Later on the teacher certificate program was expanded for one more year, and the finishers of the second year were entitled to a secondary teacher's certificate; this was to meet the rapidly growing needs of secondary level education. Then, after a level



The first class of Bachelor of Arts graduates, 1935.



The first class of Bachelor of Science graduates, 1935.

of readiness was attained, two more years of study were attached to the program for the holders of such certificates, and four full years for the complete program for bachelors of arts or science for high school graduates.

During the 20- year period from 1917 to 1937, Chulalongkorn's curricula and teaching underwent a series of interesting changes. In the first stage (1917-1922), the objective was to arrange curricula for holders of lower secondary certificates to study higher vocational subjects for a certificate. In the second stage (1923-1937), graduates of high school were admitted for Bachelor's Degree programs. At the same time, graduate programs were also opened at the Faculties of Arts and Science and Engineering. The university conferred the first Master's Degrees in science in 1942, and in arts and engineering in 1944. Curriculum and teaching afterwards consisted of opening more courses at the undergraduate level to cover all the disciplines, and later more research-oriented graduate programs were also opened.

Female Students

The university admitted female students very early. The first group of female students was admitted to the medical preparatory program at the Faculty of Arts and Science in 1927, only a decade after the founding of the university. From then on more and more women entered to study arts, science, and all other disciplines. There was no restriction on disciplines which women could study.



Chulalongkorn University admitted the first class of female students in 1927. In this picture are six of the seven women who studied preparatory medicine in the Faculty of Arts and Science.

The Female Students' Club came into being in 1936. At first the club was a place for socialization, recreation and entertainment. However, the roles of women later broadened to assume more responsibilities in student organizations, which included indoor and outdoor sports. Moreover, women were elected to take such positions as secretaries or treasurers in various student clubs and organizations. Women are today on a par with men in virtually all areas of activities. They are active in lecture and debate clubs, drama, music, and so on. Women have also become chairpersons of faculty-level student committees, especially in the Faculty of Arts and Science, and Faculty of Commerce and Accountancy. Many women are selected by their teachers as teaching assistants. Hence, it is clear that Chulalongkorn University has been supportive of women's rights from almost the beginning.

University Residence Halls

Students in the Royal Pages School were commuters. When the school became the Civil Service College on five separate campuses, residence halls were established adjacent to Prince Vajirunhis' palace, accepting students in engineering and education. At first only senior students were admitted due to an inadequate number of rooms. When Chulalongkorn University was founded, however, the need for student housing became urgent. A residence hall was built to accommodate students in the arts and science and public administration faculties. The students called the old residence hall the "palace dorm" since it was adjacent to the palace, and they called the new building the "new dorm."

In the Civil Service College period and at the beginning of Chulalongkorn University, administration of the residence halls was headed by a faculty member called the "guardian teacher." Afterwards, in 1922, the position was called the "university residence dean," who reported directly to the principal or rector. Hence the administration of residence halls is at the same level as the faculties.

Most early student residents were recipients of scholarships from the ministries, who paid for the room and a stipend of 15 baht a month, a princely sum at that time. The government tried to persuade more young persons to matriculate, so they found more scholarships for private students, some of whom stayed in the residence halls while others commuted. As for medical students, they were provided with a dormitory at Siriraj Hospital which had been adapted from a patient ward.



The Chakrabongse Student Union Building was completed in 1932. Prince Chula Chakrabongse provided his own fund for the construction of the building in honor of his father, Prince Chakrabongse of Bisnulok.



Prince Chula Chakrabongse and his wife (standing in the middle, front row), together with university administrators, in front of the Student Union Building. Photograph taken on the occasion of the formal opening of the building (now the University Memorial Centre).

After the number of students increased, the university accepted only students from the provinces to stay in the halls. The administration is still under the university residence dean whose responsibility is to guide the students' conduct, manners, tidiness, and discipline in the residence halls. Students are taught leadership, self-government and unity, and in the evening there are also tuition classes and reviews of subjects already studied. A student monitor, who acts as the leader of residents and who represents hall residents in the Chulalongkorn Student Committee, and representatives elected from the students themselves form a student government of the residence halls, and the hall residents are as active as other groups of students in the university's activities.

The university built two dormitories for female students in 1949. Later, the university was able to build permanent buildings for both males and females as can be seen today.

The Student Union

During the time of the Royal Pages School, students asked for permission to form an "Association of the Royal Pages School Students" to organize various activities. The permission was granted and the students were actively encouraged to govern themselves, learn how to work with others, and hold recreational and leadership activities. When the school became the Civil Service College, the student government continued under the name of the "Civil Service College Students Union." This student government continued after Chulalongkorn University was founded.

There were two offices of the student government, or union. The one at Patumwan was the central office for all students and the other at Siriraj catered to the medical students, who were no less active than their friends in central activities.

In 1922, the university improved on the administration of the student union. A senior faculty member was appointed as the student union superintendent, whose responsibility was to monitor the activities of the student clubs. The Student Union consisted of a president, heads of different departments and clubs, and a central committee comprising representatives from the faculties. At first the union did not have its own building and utilized a wing of a residence hall as its central office. Then it moved to a two-storey wooden house near the residence halls. In 1932, however, Prince Chula Chakrabongse was asked by Prince Mahidol of Songkla to support the

activities of the Student Union, and provided his own private fund to build a separate student union building in honor of his father, Prince Chakrabongse of Bisnulok.

The work of the Student Union has been changed and improved many times. Some proposals were initiated by the students themselves, while others were proposed by the university. Nowadays the student government consists of the Vice-President for Student Affairs in place of the old superintendent, many faculty advisers, a student council, a central committee, numerous special interest clubs and organizations and student groups. The administration is wholly democratic and all leaders at each level of the union are elected by the student body.

The preceding has been a brief history of Chulalongkorn University from its beginnings within the Grand Palace until its formal establishment. The story, a short one as it may seem, nonetheless serves as a window through which one can see how Chulalongkorn University has evolved from its humble origins more than a century ago to its present status as one of the world's leading universities.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

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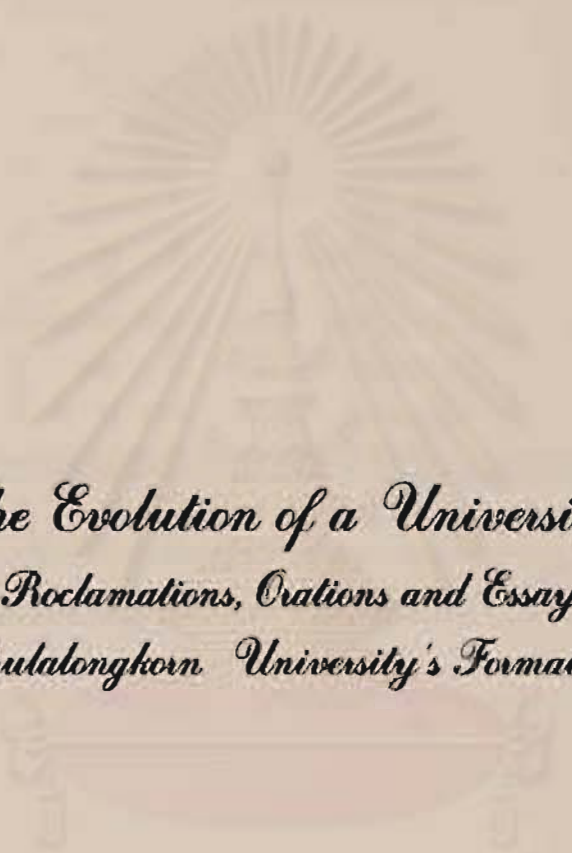
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สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



*The Evolution of a University :
Proclamations, Orations and Essays
from Chulalongkorn University's Formative Period*

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



*A Majestic Vision Realized :
Royal Proclamations and Orations on the Founding of
Chulalongkorn University and Royal Orations from
Early Commencement Ceremonies*

***Announcement of the Founding of the Civil Service
College of King Chulalongkorn, 1911***

King Vajiravudh (Rama VI), a son of King Chulalongkorn (Rama V), was the first Thai King who studied abroad, spending a total of nine years in Britain. He commenced his education at Sandhurst Military Academy, and later entered Christ Church College, Oxford University to study history and law.

King Vajiravudh's gracious kindness to Chulalongkorn University knew no bounds. Only 52 days after he acceded to the throne, he proclaimed that the Royal Pages School become an institution of higher learning, in order to follow the royal desire of his father to see a university in the country. In the proclamation are mentioned the history and importance of the establishment, together with details concerning the educational plan of the Civil Service College.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



In commemoration of its 70th anniversary Chulalongkorn University commissioned statues of King Chulalongkorn and King Vajiravudh which were placed in front of the university auditorium. His Majesty King Bhumibol Adulyadej unveiled the statues of both kings on November 23, 1987.

Royal Proclamation The Establishment of the Civil Service College of His Majesty King Chulalongkorn

H.M. King Vajiravudh (Rama VI) wished to make the following proclamation. His royal father H.M. King Chulalongkorn (Rama V), in his design to modernize the government of the Kingdom, established the Civil Service Training School. He also constituted the Ministry of Interior to oversee the government of all the provinces that had heretofore been affiliated with diverse ministries in accordance with requirements of former times. The establishment of the Ministry of Interior would unite the government of all the provinces under the same ministry under a unified system. In 1899 H.M. King Chulalongkorn initiated educational programmes for young men to prepare them for the Ministry of Interior.

As provincial government arranged according to the Provincial Government Act (1897) functioned more smoothly, the need for trained personnel to serve as civil servants increased. His Majesty thus commanded that the Civil Service Training School be dissociated from the Ministry of Interior and established as an independent body called the Royal Pages School in 1902. To begin with, the school was supervised by a committee. When its operation was in order, the committee was replaced by a director who has run it independently ever since. By 1907 the school had trained enough civil servants for the Ministry of Interior. It should thus be promoted to expand its syllabus to higher educational levels.

H.M. King Vajiravudh has the following consideration. At present provincial administration is already functioning smoothly under established patterns. It is evident that the business of the government is not the sole duty of the Ministries of Interior and Metropolitan Administration. The other ministries also have duties. They have to cooperate and share responsibility throughout the Kingdom, amalgamating into the administration by a single unified government. Utilizing the Civil Service Training School solely for the Ministry of Interior is inadequate regarding the requirements of the present-day administration of the Kingdom. It is suitable, therefore, to extend the scope of the curriculum of the Civil Service Training School to prepare personnel for every ministry and bureau. The curriculum will include several disciplines, among them Law, Public Administration, Foreign Affairs, Agriculture, Engineering and Medical Science. His Majesty realizes that this

plan conforms with the wish of his royal father who originated the training programme for civil servants to serve in every administrative branch.

To operate such a full-fledged institution, however, is a large undertaking requiring much greater funding. His Majesty thus raises the following point. Part of the fund contributed by the people for constructing the Royal Equestrian Statue to present to his royal father, the most-beloved King of the people, still remains after having spent on the statue around one hundred thousand baht. H.M. King Chulalongkorn intended to use that fund on the construction of something permanent that would bring public benefit in order to repay his subjects. However, he did not have a chance to accomplish this wish.

H.M. King Vajiravudh, therefore, deems it fitting to realize his royal father's wish. He believes that no other public benefit is greater than that achieved through good administration of the country, giving rise to happiness and prosperity. H.M. King Chulalongkorn already originated the establishment of a school for training young men to serve as civil servants. It is thus appropriate to expand the school in accordance with his royal father's wish. The remaining fund raised by the people for constructing the Royal Equestrian Statue should be used for administering this school. As the affairs of this school concerned various ministries, it is necessary to appoint a committee to make decisions pertaining to the school and to administer it until it is in order. Thus H.M. the King has graciously upgraded the status of the Royal Pages School to the Civil Service College, renaming it the "Civil Service College of His Majesty King Chulalongkorn" in commemoration of the late King who originated the idea of establishing this school.

The fund donated by the people to commemorate the late king will also be granted to the college under his name to honour him. A council will be appointed for the college. H.M. the King will be the Royal Patron of the college. On the council, there will be a chairman who will consider all the matters before reporting them to His Majesty. There will also be a secretary of the council who will perform all duties as ordered by the chairman of the council. The ministers of all the ministries whose affairs are related to the college will be members of the council.

His Majesty the King has graciously allowed all of the students of the college to be designated as royal pages prior to their graduation in accordance with past royal traditions.

Proclaimed on January 1, 1911, the 52nd day of this reign.

*Report of the Chairman
of the Civil Service College Council
before the King , 1916*

Prince Damrong Rajanupab, a son of King Mongkut (Rama IV) and a younger brother of King Chulalongkorn, was educated in the Grand Palace in the traditional way appropriate for royal sons. He was among the first group of princes who studied English systematically. Furthermore, he studied the arts and sciences by himself, to an extent that he was accepted by Thais and Westerners as a great scholar in history and archaeology.

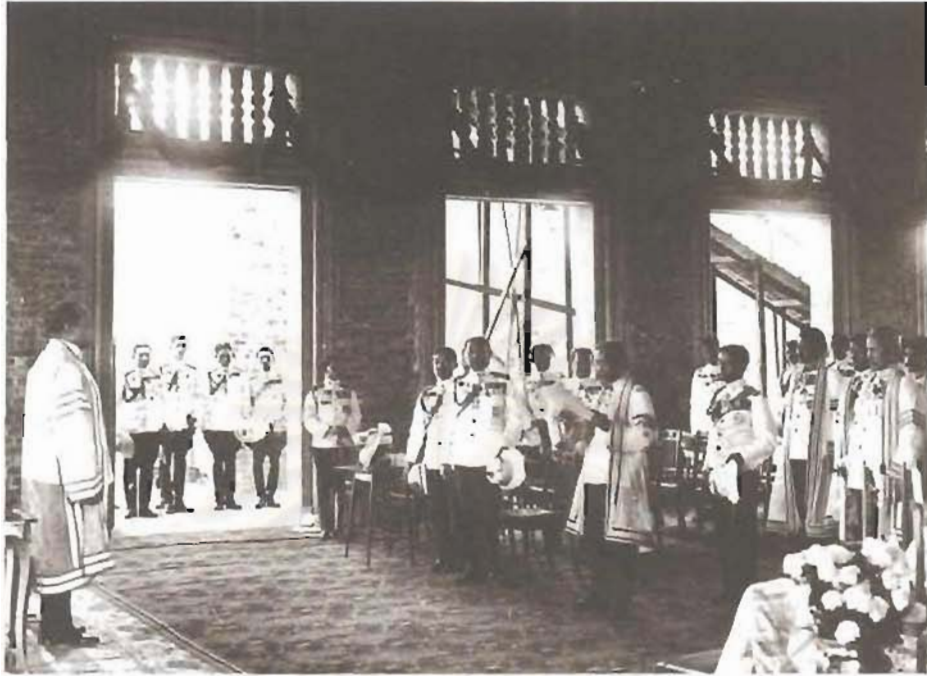
As its first Minister, Prince Damrong Rajanupab laid the foundation of the administration of the Ministry of Interior. In response to King Chulalongkorn's policy of national reform, he founded the Royal Pages School and became its adviser. Subsequently, he was the Chairman of the Council of the Civil Service College and later of Chulalongkorn University.

Another of his great honours is that, in 1962 Prince Damrong Rajanupab was the first Thai scholar to be named as one of the world's most distinguished persons in history and archaeology by UNESCO.

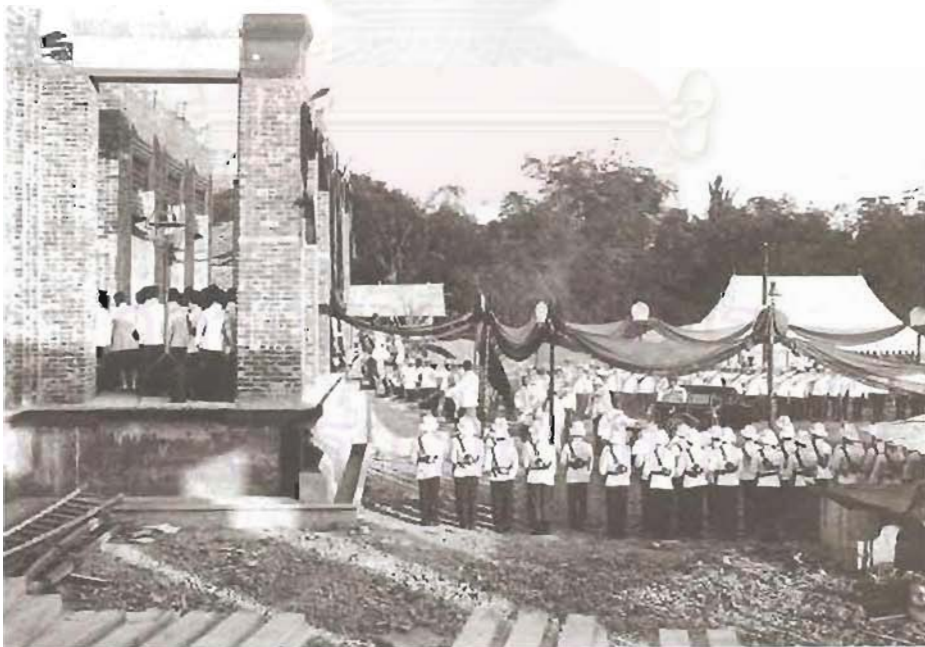
Since the Civil Service College consisted of 5 schools and 8 academic departments situated on 5 campuses, a general administration building was needed to facilitate the administration of a full-fledged university in the future. As a result, King Vajiravudh ordered that such a building be built on a plot of land he donated at Patumwan district.

Prince Damrong Rajanupab, as the Chairman of the Council, presented a speech to the King reporting its progress and asking for his gracious kindness in laying a foundation stone for the building on January 3, 1916.

It was in this speech that Prince Damrong Rajanupab referred to the College that would later become Chulalongkorn University as "a pillar of the Kingdom."



Prince Damrong Rajanupab, Chairman of the Civil Service College Council, presented a report to King Vajiravudh on the operation of the College at the Foundation Stone Laying Ceremony, January 3, 1916.



Guards of Honour participating in the ceremony.

**Report made by the Chairman of the College Council
of the Civil Service College of H.M. King Chulalongkorn
at the Foundation Stone Laying Ceremony
on Monday, January 3, 1916**

Your Majesty ,

Upon Your Majesty's ascension to the throne to succeed your royal father, Your Majesty most graciously elevated the Royal Pages School founded by your royal father into an institution of higher learning teaching a variety of academic disciplines, such as Public Administration, and named it the Civil Service College of H.M. King Chulalongkorn aiming at honouring your royal father's name and fulfilling his wish. This is one of Your Majesty's early accomplishments. Now the Civil Service College has progressed under Your Majesty's royal patronage to the point that its construction can begin. Your Majesty is present here among an assembly of royalties, high ranking officials, and courtiers to lay the foundation stone of the college for its auspiciousness, so that it will become a pillar of the Kingdom for years to come. May I take this opportunity to present to Your Majesty a brief report about the College.

The Royal Pages School, which was the provenance of the Civil Service College, was founded in 1902. According to King Chulalongkorn's deliberation concerning provincial administration in accordance with the Provincial Administration Act of 1897, he noted that the civil servants who came into service at the lowest rank and rose through promotion were usually not knowledgeable on public administration and did not understand court etiquette. The royal pages, on the other hand, had an opportunity to study official affairs at the court by assuming their duties as royal page trainees until they were skillful. They were then sent to serve in various positions at the ministries and bureaus. Such practice followed the age-old tradition.

By that time, however, the governing process had changed completely. Official affairs were no longer executed at the Royal Throne Hall as previously. It was divided into ministries and responsibility was delegated in more detail at different levels. Ministers looked for good students to become trainees at their ministries. Lately royal pages did not have an opportunity to study official affairs as before. Thus King Chulalongkorn, through his insightfulness, undertook to change the training of civil servants

to suit the needs of the time, and to get rid of the defects by giving rise to appropriate uniformity in the system. His Majesty thus established the Royal Pages School for training sons of civil servants and students who had completed their secondary education so that they would have a good knowledge of public administration, royal protocol, and court etiquette to the extent that they could become royal page trainees and subsequently government officials at different ministries, such as the Ministry of Interior, at the rank appropriate to their ability.

With great insight, Your Majesty, on January 1, 1911—the 52nd day of Your Majesty's reign—elevated the Royal Pages School to the Civil Service College of H.M. King Chulalongkorn, broadening the scope of the curriculum into departments of Law, Public Administration, Foreign Affairs, Agriculture, Engineering, Pedagogy, and Medicine, for example. The length of study was appropriately designed for training prospective civil servants to serve at various ministries.

The College Council was appointed to consider the college affairs before submitting them to Your Majesty. When a matter arose concerning the work of any ministry, its minister would for that occasion be appointed an extraordinary member of the council. Your Majesty graciously granted the remaining proceeds of the public donation for the Royal Equestrian Statue, totaling 982,672.47 baht, as the first endowment of the college and decreed the college's insignia to be awarded to the graduates and honorees of the college.

Under Your Majesty's royal policy and patronage, the College Council has designated the former Royal Pages School as the Department of Public Administration. Other related schools founded by some ministries are to remain affiliated to those ministries for a period of time; for instance, the Law School remains affiliated to the Ministry of Justice, and the School for Teachers' Training and the Medical School remain affiliated to the Ministry of Education.

At this early stage, only the rules and regulations of these schools were adjusted to conform and were published together in one volume called the Catalogue of the Civil Service College of H.M. King Chulalongkorn. The catalogue shows that the departments of the Civil Service College of H.M. King Chulalongkorn mentioned there were already in existence but were situated at different sites and were still administered separately.

According to the 1914 College Catalogue, the college comprised four

departments: the Department of Public Administration situated at the Royal Palace and run directly by the College Council, the Law School situated close to and run by the Ministry of Justice, the Teachers' Training School situated at the Somdej Chao Phraya Residence and the School of Medicine situated at Wang Lang, west of the Chao Phraya River, both run by the Ministry of Education.

In 1914 while the Catalogue of the Civil Service College was being prepared, the school at Patumwan Palace, which was formerly the School of Agriculture, was amalgamated into the School of Engineering of the Civil Service College. The ground and the number of staff members and students at the School of Engineering as established at Patumwan also provided room for the other schools to be moved there. The College Council thus allowed the transfer of the Teachers' Training School from the Ministry of Education to the Patumwan campus. It was established as the School of Education in 1915. In the same year, it was considered appropriate to move the School of Public Administration from within the Royal Palace to the Patumwan campus so that funding and manpower would be pooled together, creating much convenience. The School at the Royal Palace was thus moved to the Patumwan campus on October 7 that year during the second semester of the academic year.

In all, the Patumwan campus contains three departments run by the College Council, with students totaling 265--80 students in the Department of Public Administration, 81 students in the Department of Engineering, and 104 students in the Department of Education.

To establish the Civil Service College, which would become a university of the nation, one important problem was its site. The various schools that would be included into the college were situated at separate sites. No single school had a large enough ground for the whole university. To find a new site that was suitable would be beyond the college's means. The College Council considered the matter but could not find any solution for it. When Your Majesty heard about this problem, Your Majesty graciously allocated the crown property at Sraprathum covering 523 acres as the site for the college. The estate stretches from Sanam Ma Road in the east to Suan Luang Canal in the west, Sraprathum in the north, and Hua Lampong Road in the south.

Your Majesty's act of grace and personal sacrifice for the good of the country has made available the new site for a university. When construction

is completed and the number of departments has increased to the full, it will be able to accommodate 1,000 enrollments. This two-storey 4,660 - square-meter building alone can accommodate 500 students. Thus other departments can be transferred here to fulfil the objectives further. It has been under construction by the Kluzer Company since February 1, 1915, at the expense of 436,000 baht, to be completed in 18 months time.

On this auspicious occasion commemorating Your Majesty's royal birthday, on which Your Majesty's subjects from all walks of life unanimously convey to Your Majesty their best wishes, it is now a propitious moment for laying the foundation stone of the first building of the college. Granted Your Majesty's patronage and guidance, the College Council rests assured that the college will successfully mature into a university.

May it please Your Majesty.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***The King's Oration on the Occasion of Laying
the Foundation Stone of the Administration Building
Civil Service College, 1916***

King Vajiravudh gave a speech at the Foundation Stone Laying Ceremony on January 3, 1916. He told the audience to be aware of the significance of the administration building as a part of his intention to support and develop this institution so as to follow the royal desire of his great father.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Vajiravudh, the Royal Patron of the Civil Service College of King Chulalongkorn, laid the foundation stone of the Administration Building at 4.07 p.m. on Monday, January 3, 1916.



The alumni of the Civil Service College attending the Foundation Stone Laying Ceremony

**H.M. King Vajiravudh's Royal Address on the Occasion
of the Laying of the Foundation Stone
of the Administration Building
Monday, January 3, 1916**

It is a pleasure to be invited to lay the foundation stone for the university today, for this is a task I have long endeavored to accomplish in accordance with the royal wish of H.M. King Chulalongkorn who had nurtured a scheme to set up a university for the people of Siam. Since, due to some obstacles, the plan failed to materialize fully during his reign, I, as his heir, feel it is one of my immediate duties to carry out the royal project, knowing that once completed, the university will serve not merely as a commemorative monument to the glory of H.M. King Chulalongkorn, our country's most beloved monarch but also as an enduring educational institution for our country.

I am pleased with the progress of this project and will at this moment lay the foundation stone with all hopes for the University's future well-being. All of the work that has been accomplished so far is due to the efforts of the Chairman of the College Council, that of all the instructors at this college, and that of the members of the College Council. I thank you all. Please convey my thanks to all of the instructors who have tried their best to carry out their duties. May you prosper and may all of the objectives and activities that you all strive to achieve and carry out for the good of the university in the future be accomplished promptly.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***Royal Proclamation Elevating the Civil Service College
to Become Chulalongkorn University and Transferring it
to the Ministry of Education, 1917***

After the Royal Pages School had been the Civil Service College for six years, King Vajiravudh gave a royal policy to develop this institution to be a full university. He named the university Chulalongkorn to commemorate his father. The founding of the first university took place on March 26, 1917.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Vajiravudh elevated the status of the Civil Service College to that of a university on March 26, 1917 and named it Chulalongkorn University in honour of his father.

Announcement
The Elevation of the Civil Service College
of H.M. King Chulalongkorn to Chulalongkorn
University to be Affiliated to the Ministry of Education

By the royal decree of H.M.King Vajiravudh, the following is to be announced. The Civil Service College of H.M.King Chulalongkorn, that His Majesty had established and bestowed as its fund the remaining amount from the public donation for constructing the Royal Equestrian Statue, with an aim of educating those who would become civil servants, has been successfully run, producing quite a number of government officials.

At present H.M. the King considers it appropriate to expand the curriculum of this college. It should not solely educate those who will become civil servants. Anyone who wants to receive higher education should also be allowed to enrol at this college. Therefore, the college should be established as a university to suit the requirements of this period. H.M. the King thus commands the establishment of the Civil Service College of H.M. King Chulalongkorn as a university and bestows upon it the name "Chulalongkorn University" in commemoration of the late King. The university is to be affiliated to the Minister of Education under the jurisdiction of the Ministry of Education as of this day. Members of the former College Council have been appointed advisors of Chulalongkorn University.

Announced on March 26, 1917 -- the 2, 328th day of this reign.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***Royal Oration of King Prajadhipok
on the Occasion of Conferring Degrees
to Medical Graduates, Chulalongkorn University, 1930***

King Prajadhipok (Rama VII) was a son of King Chulalongkorn and a younger brother of King Vajiravudh. He had his formal education at Eton and Woolwich Military Academy. Afterwards he went on to study at Ecole de Guerre in Paris.

After acceding to the throne following his brother's demise, he furthered the task of developing Chulalongkorn University. The first group of graduates received their degrees in 1930.

The first commencement ceremony in Siam took place on October 25, 1930, at the Administration Building. The first and second classes of medical graduates received their degrees from the hand of the King.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Prajadhipok, accompanied by Queen Rambai Barni, graciously conferred degrees to each of the graduates of Chulalongkorn University for the first time in the history of higher education in Thailand on October 25, 1930. This commencement ceremony has come to be a tradition which is still observed even today.

**H.M. King Prajadhipok's Royal Oration
delivered at Chulalongkorn University's Commencement
for Medical Graduates on October 25, 1930**

I am most delighted to have this opportunity to present today, for the first time ever, the University's Degrees. This is a historic day for the university and for our country—Siam—since the advancement of a country is measured, among others, by its educational progress. It has to be recognized that university education in Siam is still under-developed due to many factors. To establish a university on a grand scale is possible only if a large amount of money is allocated for the purpose. Nevertheless, if a profession is not in public demand or the teaching is irrelevant to any profession, such an undertaking will not be beneficial in any way. In the past we, the Thais, were not interested in receiving higher education. The majority wanted to start work early, sometimes as soon as finishing high school. Thus they did not want to go to university or to further their studies.

According to the report of the Minister of Education, however, there has been an increasing impetus for higher education as the people want to perform better in their professions. Consequently, in the future it will become necessary to foster university education so that it will be further improved. Admittedly, there is also a need for progress in Siam in other areas. Many things need to be looked after in various ways. It is not possible to select only one programme for support. Thus funding cannot be given solely to education. It follows that spending has to be most scrupulous. Careful consideration is required prior to taking any action.

To improve the university's curriculum, it is necessary to find out which subjects will benefit this country and what the people want to study, for example. This university has developed to this extent as a result of individual contributions such as that from His Royal Highness Prince Mahidol of Songkla. I believe that the university is most grateful to him. Further assistance has also been obtained from the Rockefeller Foundation. These contributions have made possible the stability of the Faculty of Medical Science, the availability of its capable teaching staff and lecture halls. These have led to high-quality teaching at present. I, therefore, believe that the country is most grateful to all of the benefactors of the university.

To instil a positive attitude toward the university in future, the most important factors are the faculty members and the students. Once the graduates

of this university perform their duties successfully, showing the people that university studies are truly beneficial, the people will certainly regard university education more favorably. Now that I have heard the oath made by the graduates of the Faculty of Medical Science, I am most impressed by it. If all of these graduates abide strictly by the oath in every detail, I believe that you will bring a great deal of fame to the university.

Lastly, I wish all of the faculty members of the university, the graduates who have received the degrees today, and the students who are still pursuing their studies, happiness, prosperity, health and success in every undertaking.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***Royal Oration of King Ananda Mahidol
at Commencement Ceremony, Chulalongkorn University
1946***

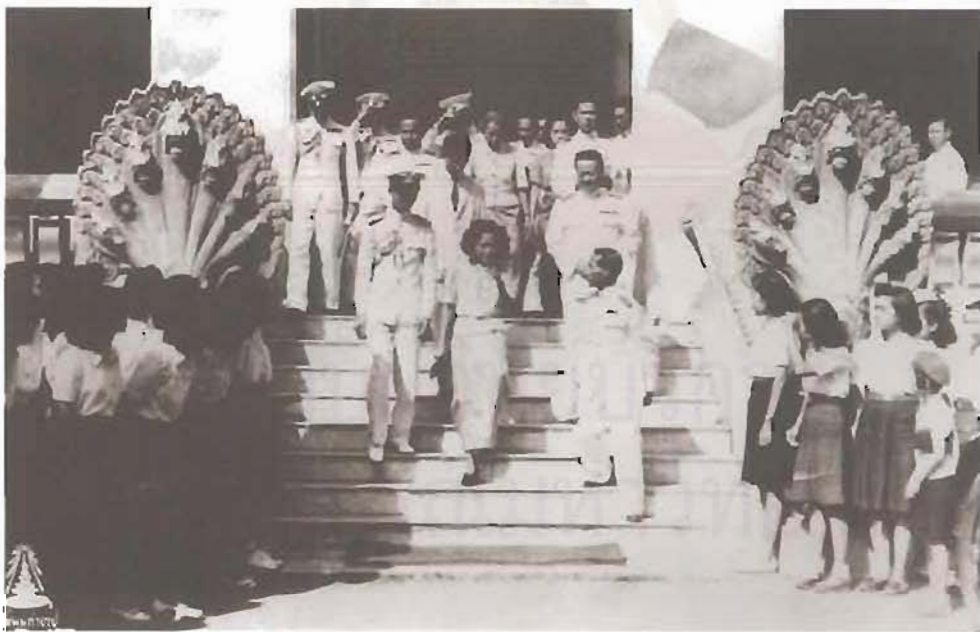
King Ananda Mahidol (Rama VIII) was a grandson of King Chulalongkorn and the eldest son of Prince Mahidol of Songkla. He was the elder brother of King Bhumibol Adulyadej. He ascended the throne on March 2, 1935, while in Switzerland, when he was only ten years old

While studying on a doctorate programme in Lausanne, King Ananda Mahidol returned to Thailand for the second time in 1946. He presided over his first and only commencement ceremony at Chulalongkorn University on April 13, 1946. He died two months later.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Ananda Mahidol presided over the commencement ceremony at Chulalongkorn University for the first and only time during his reign on April 13, 1946.



King Ananda Mahidol visited Chulalongkorn University together with the Princess Mother and Prince Bhumibol Adulyadej (who later became King Bhumibol Adulyadej) on January 5, 1946.

**H.M. King Ananda Mahidol's Royal Oration delivered
at Chulalongkorn University's 1944 Commencement
on April 13, 1946
at Chulalongkorn University Auditorium**

The Chairman of the University Council and members of Chulalongkorn University,

It is my pleasure to have this opportunity to attend Chulalongkorn University's commencement today. I gather from the pronouncement of the Chairman of the University Council concerning the university's activities during the academic year 1944 that the war affected the academic process to the extent that an unscheduled recess was necessitated. It is a delight, however, to learn that during the war, the students of this university volunteered to perform various duties for national causes that greatly benefited the country during wartime, proving themselves exemplary and honorable citizens of our nation. As the war has ended, I do hope that the university will all the more energize its academic endeavors.

Let me take this opportunity to offer a few words of advice to the graduates of Chulalongkorn University--those who will soon apply their respective training to their profession. It is my conviction that education is an unending process. Never, therefore, consider yourselves as "graduated". You must always be on the quest for fresh knowledge to be able keep up with the world. Moreover, conduct and decorum are matters of great importance. Graduates of Chulalongkorn University--a prestigious place of higher learning--should be able to discern right from wrong, good from evil, to perpetually compel themselves to abide by the principles of good behavior and manners of morality. It is only thus that you will be considered true scholars of your country.

Recently I visited this university and have already delivered other advice that I shall not here reiterate. Taking heed of my words may prove beneficial in the future. To those who are still to graduate, I wish to encourage you to strive for your academic success, so as to attain your goals as your fellows do this day. May prosperity dwell with each and everyone of you--the graduates who will work for the sake of their country, the students, as well as the members of the University.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***Royal Message by King Bhumibol Adulyadej
Given to Students to Publish in an Arbutus.***

King Bhumibol Adulyadej (Rama IX) is a younger brother of King Ananda Mahidol. He was educated in Switzerland and assumed the throne following his brother's death in 1946. Afterwards he went back to Switzerland to continue his education at Lausanne University. While in Switzerland he gave a message to students to publish in their arbutus "Chula Graduates".



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Bhumbol stayed at this villa while studying at Lausanne University, Switzerland.

**H.M. King Bhumibol Adulyadej's Written Oration
Chulalongkorn University's Commencement
April 12, 1947**

Lausanne

Dear Students,

I am appreciative of your thoughtfulness that has enabled me to convey, from afar, to all of you my sincere wishes. This is a momentous occasion for each graduate who will be awarded a degree for their academic endeavor. Today's graduates are stepping forth from the lecture halls into the real world. Scientifically speaking, it is a transition from potential to kinetic energy. At the university you have equipped yourself with professional knowledge for your livelihood. Yet none should deem that the knowledge acquired in the preceding years is ample. You should mindfully and rationally put that knowledge to use. Even if you have graduated from the university, you should in no way terminate your educational pursuit; but constantly be on the alert for new and progressive knowledge as a means of efficiently serving your country.

As for those who are yet to graduate, my advice is that you must try your utmost in your studies in order to be rewarded on graduation with joy and pride in your academic success, and, more significantly, to be well-prepared to direct both your mental and physical efforts in renovating all kind of damage and decadence inflicted on our country by the war. If you who are part and parcel of our nation will all unite your intellectual resources to undertake this great task, our country will expeditiously be restored to its normality as quickly as other countries.

Moreover, you should, in all your dealings with your compatriots, carefully consider personal benefit versus that of the others at all times. Work hard, for, as Voltaire puts it, work spares us from three great evils, namely boredom, vice, and need. You will infallibly benefit from your arduous work.

Lastly, I congratulate all the graduates on your academic achievement. Let the continuing students pursue your studies in earnest to ensure your desired success.

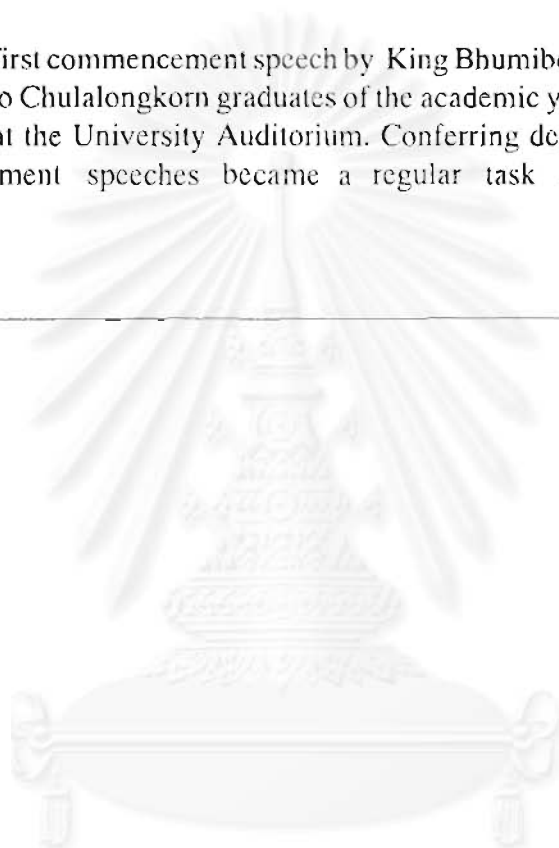
Bhumibol Adulyadej



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

*Royal Oration by King Bhumibol Adulyadej
Academic Year 1949*

The first commencement speech by King Bhumibol Adulyadej was presented to Chulalongkorn graduates of the academic year 1949 on May 21, 1950, at the University Auditorium. Conferring degrees and giving commencement speeches became a regular task during his long reign.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



King Bhumibol Adulyadej presided over the commencement ceremony for the first time during his reign on May 21, 1950.



King Bhumibol Adulyadej graciously conferred degrees to Chulalongkorn University graduates in 1992. It is now over 40 years since His Majesty first conferred degrees to graduates. Over 4,800 graduates now receive their degrees from the King in a commencement ceremony stretching over 3 days.

**H.M. King Bhumibol Adulyadej's Royal Oration
Chulalongkorn University's 1949 Commencement
May 21, 1950**

The Rector and all members of Chulalongkorn University,

It is my pleasure to be present at today's commencement. I wish to express my appreciation for the honorary doctorate degree in Political Science conferred upon me. I shall in all respects uphold the honors appertaining thereto.


The Rector's report indicates Chulalongkorn University's remarkable progress, thanks to the efficient cooperation of all the faculty members and staff. This university is now generally recognized as an important part of the country. Judging from the availability of scholarships, it is evident that the number of contributions is exceptionally high.

I wish to congratulate today's graduates, both at the degree and the diploma levels, for having achieved their academic goals. This is a difficult, commendable task. Yet do bear in mind that after you leave the university, a number of people will still be scrutinizing your deeds. Your good deeds will be praised and honored. Your bad deeds will be criticized. In turn your university will also be praised or criticized accordingly. The name of your university "Chulalongkorn" will forever cling to you, no matter what you do. Therefore, before every act, you should carefully consider its favorable and unfavorable consequences. Be mindful of the fact that "Chulalongkorn" is not just the name of this university, but also the namesake of H.M. King Chulalongkorn, the originator of the university. It is therefore most necessary that all your deeds must be worthy of your status as graduates of this university.


I wish everyone in this assembly happiness and prosperity.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Form and Substance :
Essays on the Mission and Administration of
a University



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



***Essay by Chao Phraya Dhammasak Montri entitled the
Civil Service College of His Majesty King Chulalongkorn,
1915***

Chao Phraya Dhammasak Montri was the first Thai student who studied education at Burrough Road College in England. He was the principal of the Civil Service College and later headed the Ministry of Education which oversaw Chulalongkorn University. He wrote an essay on the history of the College and presented very interesting opinions on how to develop the institution to full university status. The essay was published in the first issue of the "Civil Service College Gazette," January 1, 1915.



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Chao Phraya Dhammasak Montri (Sanan Devahastin Na Ayudhya), the Principal of the Civil Service College of King Chulalongkorn and later the Minister of Education, who contributed greatly to the development of the university.

...A university is like a precious ornament for a civilized city. Any city adorned by a reputable university—so reputable that it can be commended worldwide—would be widely acclaimed. Even the country where such a famous city is located is similarly honoured...

The Civil Service College of His Majesty King Chulalongkorn

A university is like a precious ornament for a civilized city. Any city adorned by a reputable university-so reputable that it can be commended worldwide-would be widely acclaimed. Even the country where such a famous city is located is similarly honoured. Its reputation radiates in every direction. Krungthep Maha Nakhon-our capital city-has already progressed to the extent that a university has been established within its boundary. The city is thus adorned with a university just like any other major city. The process began just four years ago on January 1, 1911, when the Civil Service College was established at the beginning of this reign.

The story of this college, which will be the foundation stone of a university in the future, is not yet known among the public. As I am familiar with the function of the Civil Service College, I will undertake the task of describing the past, the present, and the future of this institution so that the general public will become aware of its existence and will be pleased that the capital of our beloved country will one day have a university that we can talk about to other people. That university has been born already and is going through its formative period.

When the Ministry of Interior began organizing provincial administration in accordance with the Provincial Government Act of 1897, it set up a programme at the ministry for training prospective civil servants who would be stationed in rural areas. By the year 1902, King Chulalongkorn the Great, wanting to see this training programme established on a permanent basis, removed the programme from the supervision of the Ministry of Interior and set it up as a school called the Royal Pages School. The first Principal was Chao Phraya Phrasadej Surendradhibodi, whose rank at that time was Phraya Wisutsuriyasak. He was assisted by an advisory committee. The King graciously allowed all of the students at the school to be officially introduced to him and become his pages. Their duty was to attend upon the King. This allowed them to familiarize themselves with court duties and gain knowledge and skills relevant to future official duties. King Chulalongkorn's objective may be elaborated further as follows.

According to age-old court tradition, the grown-up sons of officials were officially introduced to the King and became royal pages. Only those sons of

commissioned officials were qualified for this honour. They were known as "special pages." The sons of existing royal pages were known as "duty pages". Only special pages went through the process of being officially introduced to the King. One of the duties of these special pages was to be present when the King presided over functions in the royal audience halls. Their duties allowed them to be close to the King. During the previous reigns and the beginning of King Chulalongkorn's reign, all government affairs were conducted by the King himself while he presided over an assembly of officials. Consequently the special pages had an opportunity to familiarize themselves with government affairs. Sometimes they themselves took an active role by serving as rapporteurs. When they reached an appropriate age the King would appoint them to various ministries. This training method was beneficial in two ways. Firstly, having been royal pages, these government officials learned all the government regulations and practices through their presence at royal assemblies which acted as an important training school for these civil servants. Secondly, as they were close to the King, he had a chance to know their character and ability well, while the civil servants who rose through the system along ordinary lines of command at the ministries never had a chance to be close to the King.

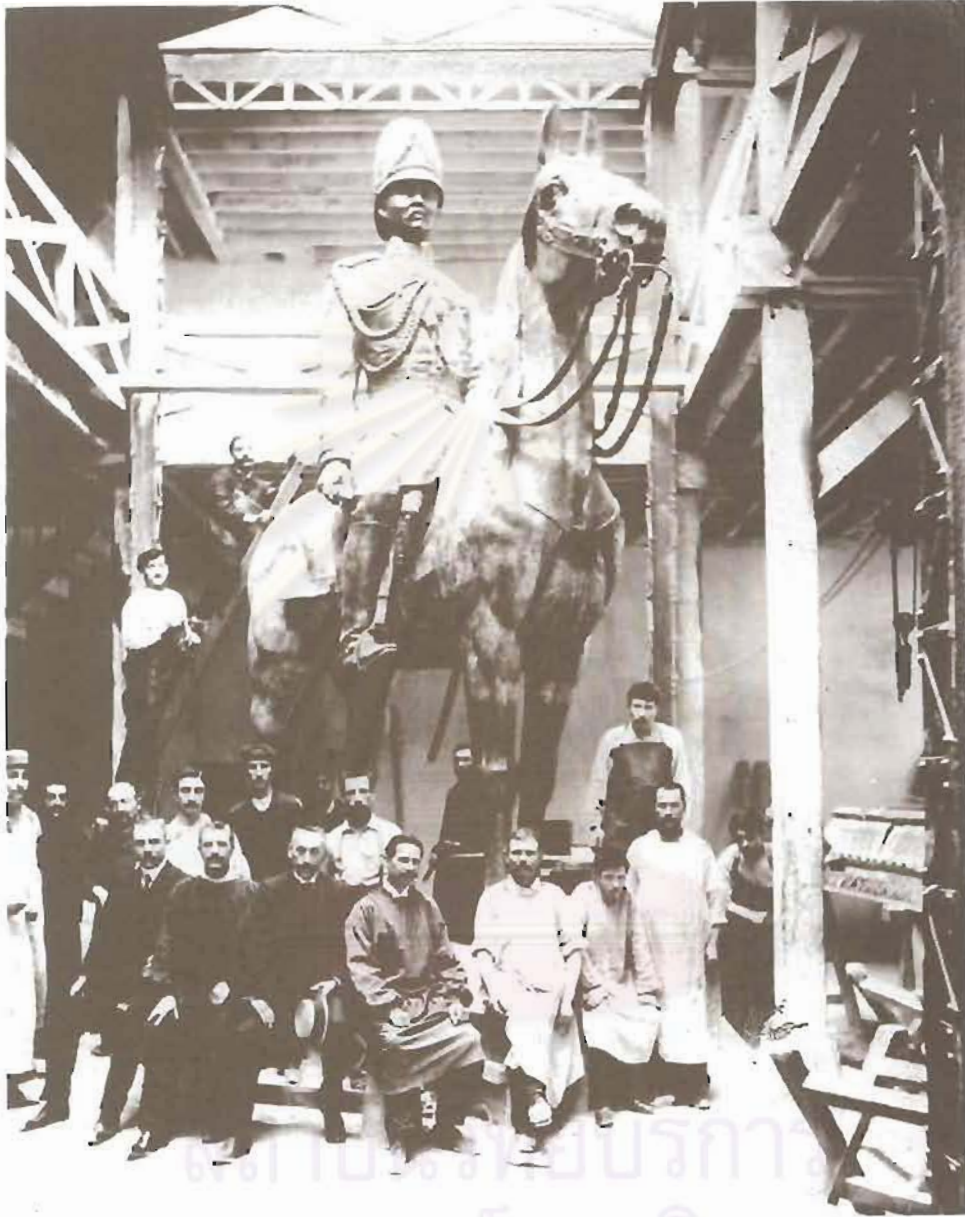
However, this advantageous practice had to be altered due to the rapid expansion of the bureaucracy. The affairs of each ministry had to be subdivided and responsibility delegated at various levels. Administration had to be carried out at offices rather than conducted by the King during an audience. The civil servants who were suitable for this new arrangement needed to have had a good education. It was therefore necessary to recruit school graduates to fill the jobs at the ministries. The royal pages lacked such education so they did not progress as well as the civil servants who were educated at schools. Consequently the majority of important government positions were filled by school graduates. Civil servants were therefore not as close to the King as before.

In short, these civil servants were not familiar with court traditions. The King did not know them either. To combine the advantages of both systems, His Royal Highness Prince Damrong Rajanupab—who held the rank of His Highness the Royal Brother—brought the issue to the King's attention. Consequently, the King commanded that the Royal Pages School be established and also allowed the students at the school to be officially introduced to him and become his pages, as mentioned at the beginning.

After King Vajiravudh ascended the throne, he wanted to develop further the Royal Pages School founded by his father so that its standard would be improved in accordance with his father's wish. He bestowed King Chulalongkorn's name as the name of the school in order to honour him. This act of fulfilling his father's wish was also intended as the King's personal act of merit making and gratitude. Thus King Vajiravudh commanded that the curriculum of the Royal Pages School be broadened and gave it a new name "King Chulalongkorn's Civil Service College". The following quotation is a part of an announcement concerning this matter dated January 1, 1911—the fifty second day of the present reign.

"...His Majesty King Vajiravudh has the following considered opinion. Provincial administration, as organized at present, establishes that government affairs are not the exclusive duties of the Ministries of Interior and Metropolitan Administration. The other ministries also have such duties. All of these ministries depend on one another and together are responsible for the whole kingdom. They are considered a single governing body. The training of civil servants to supply personnel for the Ministry of Interior alone is insufficient to support the affairs of the state at present. It is therefore appropriate to broaden the curriculum of the school in order to train personnel for every ministry. The school should be divided into departments, such as law, public administration, foreign affairs, agriculture, engineering, and medical science. This is in accordance with the known objectives set by King Chulalongkorn who initiated the education of personnel for administering the country.

To arrange this type of school is an immense undertaking requiring a large budget. The King thus deems it fit to use what is left from the donations contributed by the public for constructing King Chulalongkorn's equestrian statue as a monument for his father, the beloved King of the people. The remaining amount is several hundred thousand baht. King Chulalongkorn planned to construct something lasting that would benefit his subjects to show them his appreciation but he did not have an opportunity to realize it. It is therefore appropriate to use the amount of money in the way he intended. The King believes that no other public benefit is greater



The Equestrian Statue of King Chulalongkorn in a photograph taken in 1908 in Georges Saulo's studio in Paris, also showing the artist and assistants. King Chulalongkorn had visited this studio to pose for Saulo during his second European visit in 1907.

than that achieved through good administration of the country, giving rise to happiness and prosperity. Since King Chulalongkorn had already established a school for training future government officials, this school should be developed further to fulfill King Chulalongkorn's wish. The amount left from the donation for constructing King Chulalongkorn's monument should be used for this project.

Since this school will be relevant to many ministries, it is appropriate to set up a committee to consider and organize the overall structure of the school. Consequently, the King elevated the Royal Pages School to become the Civil Service College and gave it the name "King Chulalongkorn's Civil Service College" for two reasons. Firstly, King Chulalongkorn originated the idea of setting up this college. Secondly, the budget used would come from the money donated by the Thai people to commemorate the Great King. (The fund, together with interest amounting to the sum of 950,982 baht 39 satang, has been deposited by the college with the Royal Treasury Ministry). There will be a committee as a governing body of the college. His Majesty the King will be the honorary patron of the college. Committee members will consist of a chairman who will make decisions on the college affairs before reporting to the King. There will be a secretary who will undertake various actions as instructed by the chairman. All of the ministers whose advice is required for administering the college will be advisors of the committee whenever necessary...."

His Majesty the King has graciously allowed all the students of the college to be designated as royal pages prior to their graduation in accordance with age-old court traditions.

The first committee appointed by the King consists of the following members:

Chairman: His Royal Highness Prince Damrong Rajanupab

Member: His Royal Highness Prince Chakrabongse of Bisnulok

Member: Chao Phraya Phrasadej Surendradhibodi

Member: Phraya Sriworawongse, Secretary

Member: Phraya Dhammasak Montri

Afterwards, His Majesty appointed Chao Phraya Apairacha Maha Yutitham, Minister of Justice, and Luang Phinit Nithinay, judge of the Appeal Court, special supervisor, and Director of the Law School as two additional members.

Before commencing their work on the project, the committee felt that the organization of the college according to the announced plan was an enormous task. It would be necessary to establish the objectives of the college as well as to operate the college to suit the future requirements of the civil service right from the beginning. Moreover, the system that was already in existence at the time must carry on without any delay and must not be adversely affected by this change. Therefore, to facilitate the process of combining all of the institutes of higher learning for civilian affairs that were in existence under the supervision of various ministries (i.e. the Law School, the Teachers' Training School, and the Medical School) under the control of the Civil Service College under the same regulations, the committee agreed at the preliminary stage that the schools that were under the different ministries-i.e. the Law School under the Ministry of Justice, the Teachers' Training School and the Medical School under the Ministry of Education—would continue to be under the supervision of these ministries as before. The regulations of the new college would be established and the school would be duly informed. Any change at these schools had to be approved by the committee.

When the committee had completed its preliminary work, found a site for the college, and thought that the time was appropriate to move all of the schools to the same place, these schools would gradually be merged with the new institution whenever appropriate. The chairman of the committee asked His Majesty to appoint the principal of the Civil Service College. His Majesty appointed Phraya Sriworawongse, the secretary of the committee who was also the Director of the Public Administration School, as the first Principal of the Civil Service College on September 21, 1912.

On July 15, 1914, His Majesty appointed Phraya Sriworawongse as Permanent Secretary of the Ministry of Privy Seal so he appointed Phraya

Dhammasak Montri, Permanent Secretary of the Ministry of Education, as Acting Principal of the Civil Service College for the time being. The regulations of the Civil Service College that would combine all of the schools of higher learning for civilian affairs together, as already mentioned above, were drafted while Phraya Sriworawongse was the Principal of the college. They were approved by His Majesty on October 3, 1914. The college has compiled them and will have them published in the near future.

At the moment the college has already been set up at Patumwan Palace beginning with the Department of Engineering. The curriculum has been designed and the teaching of engineering has already begun. The Southern Royal Railway Department cooperated by sending Mr. Ronnachit, a mechanical engineer, to teach mechanical engineering as a special lecturer. For the other subjects, such as mathematics, lecturers have been appointed as appropriate. It is a four-year curriculum. The final year is allocated to practical application. After graduation, the Royal Railway Department is one of the organizations that will accept the students. The other engineering departments include Electrical Engineering and Sanitary Engineering. When it is time to set up other departments, requests for assistance will be made to relevant government departments and ministries which need engineers in different fields. Thus, departments will gradually be set up. Several of our students are studying engineering abroad in order to become engineering teachers. In the next three years some of these students should finish their studies and return here. It would be the right time for the Engineering School that has already been founded.

Engineering is a very important field of study for our country because we are expanding the communication and transportation network, such as railways, telegram and telephone services, roads and waterways, as well as building numerous permanent constructions. All of these require engineering skills. At this preliminary stage it is possible to depend on foreigners, but in the future there will be a lot of expansion. There will be new constructions as well as the maintenance of existing facilities. A large number of engineers will be required. It is necessary, therefore, to train our own people to do these tasks. We can send only a few students abroad because it costs a lot of money. Waiting to ask foreigners to do everything for us is not right either. Therefore the Engineering Department of the Civil Service College should receive as much support from the public as other important departments like medical science and law.

The Civil Service College, according to the royal wish, will be organized into a university, and it is designed to offer as many as eight fields of study. As far as location is concerned, there are three possible ways of management:

1. The colleges can be situated separately as they are now, but function under the same administrative centre. The administrative office can be located at any place. The University of London formerly functioned in this way.

2. The colleges can be situated in the same province like Oxford, Cambridge, and Hong Kong.

3. For convenience, some colleges can be situated in the same place whereas others are separated, as practised now in the University of London, the University of Tokyo, and many others.

The first method is not suitable for us, for it constitutes a separation of manpower, with lecturers and staff members working at different sites. With a low enrollment, this method is costly.

The second method will cost less because administratively it is a consolidation of manpower and workforce as well as the use of land. Whatever is meant for common use should be shared.

The third method is the same as the second one. However, if it is inconvenient for some departments to merge with others, let them operate separately. Those separated are mostly long-established. They have just removed and joined in recently. Our Civil Service College must be organized by the third method because we have a small amount of funds and only a few students. The Committee has thus designated a piece of land appropriate for amalgamation, which has now been leased. Its site is at Tambon Patumwan. It occupies almost 640 acres with the north extending to Bamrung Mueng Road, the south extending to Hua Lampong Road, the east extending to Sanam Ma Road, and the west extending to Suan Luang Canal. The total area is approximately 523 acres, which is larger than the campus of the University of Tokyo. This does not include the College of Agriculture, which is situated far away from the other college sites.

Certainly, to remove the colleges in existence to a new place would require a lot of money for construction, but such an act is meant to reduce

expenditure through amalgamation. In our country, according to the census, the number of households and the number of students are small. To separate colleges and expect them to grow academically will mean that the expenditure will accordingly be higher. Therefore, when we are all in favour of amalgamation, we must also agree to cooperate in joint-ventures from the start. For colleges which have been removed, their site will be needed for other beneficial purposes, which need not be explained in detail.

At ancient universities, such as Oxford and Cambridge, courses are offered to enrich the mind and the intellect of a learned man and to train the way of life of the students. This is partly meant to imbue their minds accordingly and emphasize the significance of sociability. A new university, created with an economical budget, while expecting to fulfill some achievements in spite of small funds, has to be designed to offer only relevant and specific courses to enable its graduates to obtain employment in those specific fields. Moreover, most students are day-time students requiring little expenditure. The Civil Service College has already paved the way towards the establishment of a university: we, therefore, propose to offer eight fields of study which are much needed. The departments in existence now, at different places, are Medicine (Wang Lang), Education (Ban Somdej Chao Phraya), Public Administration (the Department of Local Government at the Grand Palace), Law (at the foot of Pan Pipop Leela Bridge) and Engineering, which has been opened at Patumwan Palace.

The piece of land stretching between Sanam Ma Road and Phya Thai Road, which the Committee has provided for the amalgamation of the Civil Service College, has been designated to be *Land of the University* and on the western side of Phya Thai Road it has been designated to be an area for experimental gardens. The architect of the main quarters has been courteously instructed to use Thai style as worthy of the capital city. The construction must be made strong, solid and enduring with the application of new technology so that the place will last eternally in Thai history.

In the first place, the Department of Education and the Department of Public Administration are expected to be removed and merged. However, the Department of Medicine will need a lot of buildings, and if all must be strong and enduring, millions of baht need to be invested. Considering these factors, the project must be dropped for the time being. The construction of a big main building with lecture rooms, classrooms and some others, such as a physics building, chemistry building and autopsy building must be built strong and

solid for permanent use, while the student hostels should be constructed for temporary use only. This is to allow the project to be accomplished with only those funds which we have and we will have enough rooms and offices to meet the demand from the start.

If the outcome is evident to the public, it will certainly appeal and inspire their faith. As a result, those who want to make merit will give donations to help with the construction. Contributions of small sums should be collected, but any donors wanting to build a whole building in their names can do so in the same manner as practised at Wat Thepsirin, such as the Mannarumit Building and the Yaowamal Building, which have been dedicated to the temple. The donors can choose to build specific buildings depending on the amount of money contributed. The construction along this line of planning, that is some are for permanent use and others for temporary use, may cost less and eventually there may be some money left for capital funds, and for the purchase of teaching aids which are now lacking. This will make the Department of Medicine well-equipped and more advanced. When the construction has been completed and manpower is strengthened, a further expansion of the department will be easier through utilizing the resources at our disposal.

When the project has grown up to the extent that it requires more resources, it will be time to seek additional contributions. If the colleges are still separated, any departments in need of expanding will find it difficult to achieve their goal, due to the high cost of materials needed for a new set of resources. The investment for amalgamation, therefore, will result in speeding up the plan to open eight faculties. Being a state university the regular expenses can be reimbursed from the state budget appropriated accordingly by the government, which has been the practice now. The difference is that the expansion can be made to a large extent with the expenditures available at present. This is due to consolidation which eventually will eliminate the waste of manpower and equipment.

The question to be raised is whether it is time to work out seriously a management plan for the College of Civil Service to make it worthy of being a state university, *the University of Siam*. In this respect, the following points should be considered : whether there are sufficient students of higher learning, whether well-qualified lecturers are adequate, whether job opportunities are available for graduates, and whether there are enough funds. To these considerations my answer is that it is untimely to convert the

College of Civil Service into an institution of higher learning, due to insufficient students of higher learning and shortage of funds to employ well-qualified lecturers. Job opportunities should be enough to meet the demand. We all should be aware that even though the College of Civil Service has been designed to offer as many as eight fields of study, yet its standards need not be raised in short time to be as high as prestigious universities abroad. Universities recently established, such as Manchester, Leeds, Durham, Hong Kong, etc. do not admit students of high calibre only. Students of a mediocre level are also present in great numbers. Those highly-qualified will study for a degree whereas less-qualified ones will work for specific certificates.

In our educational system, it can be practised in the same manner. The students who have graduated from Mathayom 8 will be promoted to the level of higher learning, whereas the ones whose educational qualification is Mathayom 6, who have enrolled in our pre-university schools now, will then be permitted to study for a certificate. The College of Civil Service is created to amalgamate civil institutions of higher learning. So for what has been accomplished administratively with the number of teachers, students and the amount of money we have, in future a similar system will be applied. The difference is the consolidation of various resources to facilitate the operation, to economize on the present budget, to ensure what resources are at our disposal and to facilitate the expansion of the other departments with concerted efforts. If we look at the College of Civil Service in terms of these factors alone, the answer must be changed into a positive one. Certainly, it is timely to organize the College of Civil Service, so that it can give an outline for a prospective university of Siam which would honour the capital city in the course of time.

Let us imagine, if we add up the number of the students in only four departments: 200 medical students, 150 education students, 100 public administration students and 150 engineering students, the total number will amount to 600. Still, there are also a number of lecturers, staff members, and workers, which will add up to 100. With such a high population living together at the same place every day, the question is whether it would be crowded, with a number of bookstores, restaurants, barbers' shops, tailors' and dressmakers' shops and shoe-makers' shops. The site of these shops, of course, will not be far from potential buyers; that is, they will be situated within the university's spacious compound. The locations will then be designated by the university.

Through such means, the university will gain profits from its tenants and will also have some legal rights over them. There will be, for example,

a ban on the sale of alcoholic liquors, opium, alphabet lotteries and a prohibition on attempts to devise wrongful distractions and enticements which are against the university's policy. Do you see that such a small city created, can have administrative advantages over others? Probably, we will all now be contemplating when we shall see such a city, for upon entering its compound, we can feel the academic atmosphere and politeness. How long shall we have to wait, five years, seven years, or longer than that? Personally, I believe that it should not be that long!



***H.R.H. Prince Mahidol of Songkla's Opinions
on Improvement of Chulalongkorn University, 1929***

Prince Mahidol of Songkla was a son of King Chulalongkorn and the father of King Ananda Mahidol and King Bhumibol Adulyadej. He had his education at Harrow in England and entered a German military academy. Later he was asked by King Vajiravudh to study in the German naval academy. After his graduation he went to study medicine at Harvard University, graduating with a Certificate in Public Health and an MD cum laude.

Prince Mahidol of Songkla was very much interested in the development of Chulalongkorn University throughout his life. He taught both academic subjects and virtues. He advised on curriculum development, and even experimented on new courses and teaching methods himself. He donated some of his private funds to the university as scholarships for lecturers and students to study abroad as well as to conduct research. He was the Director-General of the University Affairs Department and later the Inspector-General, Ministry of Education. He served as the representative of the Ministry of Education co-ordinating the assistance from the Rockefeller Foundation which greatly helped Chulalongkorn University.

In 1992, UNESCO named him as an Eminent Educator, Scientist and Humanist.

A reflection of his great insight and good-will toward Chulalongkorn University was his two reports on the development of the university. He proposed that the university should be autonomous and separated from the Ministry of Education. It should be under the King or the Supreme Council. It should have its autonomy in formulating both academic and administrative policies as well as managing its own financial affairs.

These two reports are key documents which guided the Planning and Development Committee of the university and are still invaluable to Chulalongkorn University.



Prince Mahidol of Songkla, an Eminent Educator, Scientist, and Humanist.

...The university should provide opportunities for students to pursue knowledge. It should take good care of scholars who will pass on the accumulated knowledge and wisdom to later generations. This is the most important mission of the university. It is the brain, the originator of ideas of the nation. It is the place where "good people" are kept...

Proposal for Conducting Educational Survey Responding to Royal Policy in Improving Chulalongkorn University

Introduction

When a government or a part of the private sector decides to embark on a large project involving a large amount of investment in terms of time and money, a prior scientific study consisting of modelling such project in smaller scale is desired so that any results and problems can be discerned before fully implementing the project itself.

The ways of modelling vary, but could be divided generally into two:

- (1) Modelling the actual project within a short period of time.
- (2) Surveying the locale and finding out the costs and potential profits of the project.

The problem of founding a university is a national concern which involves every branch of government. Thus, downscale modelling is not appropriate, so the second method of surveying the costs and benefits has been adopted.

The problems for which this survey might find solutions:

(1) In accordance with a national plan on higher education, which are the appropriate ways to organize higher education in this country?

(2) Among those ways of organizing higher education, is it suitable to erect a university?

(3) If the idea of founding a university is accepted, how should one go about the process, and how should one coordinate the newly set up university with other existing institutions of higher learning?

(4) Should a university be set up at present, or should it be deferred to the future, and when is the appropriate time actually to set up one?

(5) When the appropriate time has arrived, how much should be invested, what will be the cost of maintenance, and how should the maintenance be accomplished?

(6) What will be the effects of setting up a university compared with those of other means of higher education?

(7) Can the institution which is currently called "university" be used as the core of the new institution to be constructed?

Before dealing with these issues in detail, a general study on the matter will be discussed first.

A General Study

Education can be divided into three classes:

1. *Primary Education.* This level is intended to be widely available to each and every citizen of the kingdom. The purpose of primary education is:
 - a. To assist the citizens in their occupations.
 - b. To facilitate governing and to enhance the communication channels.
 - c. To make the citizens aware of their rights and duties of citizenship, so that they are prepared to be more responsible in contributing to the governance of their locality or the nation at large.
2. *Secondary Education.* This is higher than the primary level; its purpose is to prepare the students for further studies in arts and sciences or in the professions.
3. *Tertiary Education.* Those who have already passed the first two levels may desire to pursue further studies in arts and sciences or in any of the professions. This level is intended for those who will be initiators of ideas for the people and who will be experts or holders of highly responsible positions.

Two Types of Higher Education

1. *Arts and Sciences.* These disciplines purport to inculcate in the students an awareness of the causes and effects of things around them. The subject matter is general and is geared toward training the students to be responsible leaders of the people both in ideas and in activities. The students are also expected to be pursuers or creators of knowledge for the benefits of all and to be creators of beauty and useful inventions.
2. *Professional Studies.* These disciplines aim at training the students in specific areas of the professions, such as medicine, law, and business.

Higher Education in Siam

In Siam today there are many kinds of higher education:

1. Various ministries have established schools to train new civil servants expressly for their respective ministries, such as
 - The Army Academy under the Ministry of Defence
 - The Naval Academy under the Ministry of Navy
2. Some ministries have set up schools to train civil servants to work in their own ministries as well as in other ministries and private occupations, such

as Chulalongkorn "university", under the Ministry of Education, and the Law School, under the Ministry of Justice.

3. The Religion also has its own tertiary schools, such as Mahamakut Rajavidhayalai Buddhist College, and Pali schools in various temples.

4. Many government agencies also pursue technical knowledge and set up schools to train experts to work for them, such as the Marine Life Preservation Department under the Ministry of Agriculture, and the Chemistry Department under the Ministry of Commerce and Transportation.

5. The Thai Red Cross Society, which does not actually belong to the government, also carries out education at the tertiary level in science and nursing.

6. Due to the fact that Siam does not currently have a university, many government agencies and private sectors have been sending students abroad for such purpose. This is an important means of higher education in Siam.

The activities of higher education in foreign countries are usually concentrated in universities, and such universities do not yet exist in Siam. We will derive the idea of a university to be set up here from these foreign universities.

The Mission of a University

If we are intent on setting up a university, we should know its mission:

1. *Inquiry and pursuance of knowledge.* The university should provide opportunities for students to pursue knowledge. It should take good care of scholars who will pass on the accumulated knowledge and wisdom to later generations. This is the most important mission of the university. It is the brain, the originator of ideas of the nation. It is the place where "good people" are kept.

2. *The results of research must be examples for all people, both in morals and in sciences.* The university is the yardstick, the standard. It is the storehouse and propagator of thoughts and ideas, and it also conducts relations with other universities in the world.

3. *The university has a mission of teaching.* It must teach the students the liberal arts and sciences so that they will be well rounded and able to think independently for the benefits of the whole. Besides, it may establish professional schools which depend on the arts and sciences for background.

4. *The university has a mission of conferring degrees and diplomas to standardize the skills and knowledge of its graduates.*

These four missions are not currently present in existing Siamese institutions of higher learning. The existing "universities" only teach old

knowledge. Thus, the concept of establishing a real university is entirely novel, and has to take into account the costs of investment involved.

The aim of this survey is to find solutions for the previously mentioned problems.

As is shown above, the most significant mission of a university is research and inquiry, and teaching is only secondary. Consequently, the task of administration should not be delegated to the Ministry of Education only. It should be the priority of the whole government, for it directly concerns a matter of state policy. When the policy is set down, the task could then be bestowed to any agencies that the government sees fit.

Due to this reason, the survey has to be carried out from a wide perspective.

Areas of the Survey

This survey is divided into four areas:

Area 1: General Problem

- a. What is the occupation of the people? How are higher education and professional studies going to affect and benefit the people? Which disciplines should be emphasized to provide the most benefits?
- b. What is the scope of primary and secondary education at present? How much of these can be background for higher education?
- c. How will the existing institutions of higher education enhance or hinder the prospect of the proposed university? How is the division of labor to be implemented?

Area 2: Economic Problems Affecting Higher Education

- a. Which kind of higher education can be afforded by the national income of Siam?
- b. Which part of the government budget should be allocated to higher education?
- c. How much should the government spend on education, and how large is the share of higher education within this budget?
- d. Which part of the government budget and how much could be allocated to higher education?

Area 3: Existing Higher Education

- a. How effective are the existing institutions of higher learning? What are their policies? Are the expenditures proportionate with the results?
- b. Is calculation of cost/benefit ratio based on the average number of students?
- c. What kind of people apply to study at the tertiary level? When they graduate, how much more are they worth in terms of politics, economy, morality, central and local government work?
- d. What is the difference for an average student between sending him or her off to a foreign university and setting up a university here?

Area 4: "University"

- a. How much money and other assets does the current "university" ("*mahavidhayalai*") have? How is it supported by the government? And by the private sector? Are the results proportionate to the costs? In what areas does it supply technical expertise and knowledge to the work of the government? How necessary are these expertise?
- b. Is the current "university" adequate to the needs of the country?
- c. Is the current "university" adequate to the position of Siam in the eyes of the international community?

The Outline of Operation

When the areas of the survey are considered, it can be seen that administration of the university should not be delegated only to the Ministry of Education. The first area consists of many overlapping fields which fall under the jurisdiction of many ministries. The aspect of governing belongs to the Ministry of Interior; the people's occupation is the responsibility of the Ministries of Agriculture and of Commerce; education belongs to the Ministry of Education.

The second area is involved with economy and finance and thus is related to the work of the Ministry of Royal Treasury. The third area concerns many institutions and thus their respective responsible ministries. Only the fourth area is under the direction of the Ministry of Education, and this only because the "university" happens to fall under its responsibility.

Hence, this survey, when fully conceived, must be the responsibility of the whole government. A committee should be set up consisting of representatives from various ministries to implement the government's policy.

A surveying committee should be formed for this purpose:

The committee should include a foreign educational expert because:

(1) To date Siam still has not had a foreign education expert who is not working with any of the ministries.

(2) If an expert from a ministry is selected, there might be concerns regarding that expert's ties with that ministry.

(3) This is to cut off vested interests.

(4) An expert might be found who has already worked in the same area in other countries.

(5) The inclusion of experts will enhance Siam's international standing.

(6) The expert will be thoroughly neutral and can see the matter in wide perspective, without local prejudice.

(7) The expert will be awarded a contract which will be terminated as soon as the task is accomplished. This will be beneficial in allowing the expert to express his own opinions freely with no interests involved in prospects for potential future permanent employment.

The Regulation on the Survey

The working team conducting the survey should comprise the following elements:

(1) One to three Siamese members from the Privy Council, who will be responsible for the project.

(2) One or two foreign experts, who will implement the survey.

(3) Representatives from various ministries involved, such as Interior, Royal Treasury, and Education.

(4) Temporary staff.

Remuneration and other Costs

(1) The Siamese committee members will receive no salary.

(2) The foreign experts will be remunerated depending on agreement with the Siamese committee members; it is estimated that they will receive 20,000 to 30,000 baht per annum, together with 20,000 baht per annum travelling expenses.

(3) The travelling expense of the staff will be 5,000 baht per annum.

(4) The salary of the clerical staff will be 2,400 baht per annum.

(5) Chulalongkorn University should be responsible for office space.

Finding the Foreign Experts

This should be the task of the committee; the following should be considered:

(1) The General Education Department of the Rockefeller Foundation has confirmed that if the Siamese government asks for their help to conduct a survey research on education in this country, they will send an expert here. The government should provide a salary, and the foundation might help in publishing the result of the survey. If the survey is feasible, perhaps the General Education Department might suggest that the Rockefeller Foundation help contribute to some areas of higher education in this country.

(2) The Survey Department of the League of Nations has conducted a survey on public health in Iran, and it seems that they are interested in Siam; it is possible that they might help find an expert.

Time Limit

First Part: Setting up the committee and finding the experts 6-8 months

Second Part: The experts conducting the research in the city and the countryside 1 year

Third Part: Writing and publishing the full report 1 year

This time limit is only an indication; however, the entire study should be finished within two years and a half.

The Full Report

The full report to be presented by the experts should address the following areas:

(1) Description of the various factors and activities concerning higher education at the present.

(2) Description of opportunities in Siam regarding the feasibility of establishing an institution of higher learning, and of the areas in the people's lives which will benefit the most from higher education.

(3) A proposal on higher education policy, comprising three major areas : cost, time and curriculum.

Cost

a. Within the current budget for higher education, to what level can the curriculum be laid out? How much time will it take to meet the existing curriculum standard?

b. Which part of the government budget should be devoted to education, and from the part allocated to education, how much should be devoted to higher education so that the needs of the country are satisfied?

Time

If the budget is too little and the curriculum standard too high, the time it takes to meet the curriculum will be long, but if the budget is adequate and the standard is not too high, then the time required will be relatively shorter.

Curriculum

- a. The higher education curriculum should be considered to see how it relates to that of the primary and secondary education.
- b. What kind of curriculum will enhance the country's economic standing?
- c. What kind of curriculum will gain trust and acceptance from the international community?

(4) A report on administration of the university.

When the idea that a university should be set up is accepted, further topics to be considered include:

- a. Should the university focus on the liberal arts and sciences only, the professional studies only, or both?
- b. If professional studies are included, care should be taken regarding how to coordinate them with the other existing professional schools in the ministries to prevent redundancy or overlapping.
- c. The practice of sending students abroad needs to be regulated, so that it will not compete with the local university.
- d. An understanding has to be achieved regarding the allocation of duties and territories of a public university and any private universities that might be set up.
- e. The public university to be constructed needs to be a part of the government, which will regulate the conferral of degrees and diplomas.

To sum up, the main problems to be studied carefully are:

1. Within the existing budget given to institutions of higher learning nowadays, including other institutions which could be regarded as tertiary, what kind of a university could be set up, what is the level of its curriculum, and how much time is needed to follow that curriculum?
2. Even though the curriculum is taken as standard, how much more funding is needed so that a university could be established as desired?

The Result of the Survey

1. We will know the activities of Siamese higher education today.
2. We will know the type of higher education which is needed in this country.
3. We will know the cost of higher education compared with the total economic condition of the country.
4. We will have foreign experts to set up rules and regulations.
5. Even if the report is considered and the concept of a university in Siam is rejected, we will know fully the reasons why there should not be a university.
6. Even though we might not be able to follow the suggestions of this survey, the knowledge of what type of higher education already existed in this country will be useful for the next decade. When we conduct another survey we will thus clearly see what has prospered and what has foundered.

In conclusion, if this report is of assistance in letting us confidently answer the question of whether there should be a university in Siam, and if we come to be aware that the task of setting up and administering a university is the responsibility of the government as a whole, not of any particular agency, then the idea of erecting a university will be cost effective. In a task which requires a huge amount of investment, if the rationale behind such project is well conceived and researched and the benefits shown to exceed the cost by far, then it is a firm and well justified idea to realize the policy. Even if the government should happen to disagree, fully or partly, with the findings of this report, it would still be useful evidence of why the government sees the matter differently.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Report on Recommendations Regarding the Inception of a University

The writer of this report hopes that the Government will take into consideration the wisdom of a survey as outlined in the proposal previously submitted, before deciding if a university should be established in Siam.

In the event of the Government considering that a "university" is already in existence, that it is a *fait accompli*, to abolish it would be to dim the prestige of the Government. I shall now therefore submit a proposal for prospective changes so that this "university" will become a true university in the fullest sense of the word and will have a wider range of operations.

In the survey project recommendations were made with regard to :

1. Activities in the field of general education
2. Activities in the field of tertiary education
3. University functions

Now let me offer the following additional recommendations:

1. The university should be an independent body under the sole jurisdiction of the King or of the Supreme Council. This arrangement is based on the models of Oxford and Cambridge universities, both of which are under the jurisdiction of the House of Lords, outside of the jurisdiction of the Ministry of Education.

2. In order that the university may execute its duties pursuant to its status as a university, the Government shall accord the following privileges to the university:

- a. To search for moral and scientific truth unimpeded and with the protection of the Government.
- b. To disseminate the knowledge and learning which have been attained among young people with a view to benefiting the nation and the world.
- c. To conduct examinations and grant degrees to persons who shall have passed the examinations or other tests prescribed by the university.

The University Degree is distinct from rank and honour, or conferred titles of nobility because it is a guarantee of knowledge and ability, having nothing to do with government office or royal favour.

In Siam it is an incontrovertible fact that only the King has the prerogative to confer rank and titles on a person.

Rank and titles demand respect and recognition on the part of all Siamese subjects, loyalists, and friendly foreign governments under the treaty of mutual recognition. Failure on the part of any government or person to honour rank and titles conferred by the King of Siam is tantamount to disrespect for the Royal Siamese Government itself.

As for the matter of degree conferment, it is scholarly criteria which count. Faculties are invested with full authority in this matter. As a result, should the King's decision to grant a degree meet with rebuttal on the part of fellows of any faculty, who claim that the person concerned is deficient academically, such an incident would detract from royal honour. The answer lies in the King granting the power to confer degrees to qualified faculties which have been acknowledged by fellows, namely the group of people who received their degrees from the authorities responsible. In other words, this is practically the same as saying that the Government grants degrees, for it is the Government which confers on the faculties of the university the power to grant degrees. Thus the Government is tacitly recognized as the authority which grants degrees while it can absolve itself from academic responsibilities.

For the reasons outlined above, I would like to submit a proposal to the effect that the Government shall grant special privileges to the University Council as one Body Corporate with the power to conduct research, provide instruction, confer degrees, take or sell or hold land, and serve as plaintiff and defendant in courts of law in the same capacity as a person.

The University Council shall be appointed through the royal charter. It shall consist of *ex-officio* members as well as royal appointees, with the Chairman of the Council serving as chair.

The Council of the University shall have general responsibility for the conduct of the affairs of the university and shall answer to the King or the Lords of His Majesty's Most Honourable Privy Council. The Chairman of the Council shall be entitled to liaise with other ministries and government offices.

The Vice-Chairman of the Council shall, *ex officio*, be responsible for the government of the University and shall answer to the Council.

Administration of the University shall be organized in three sections:

1. Faculties, with the Vice-Chairman of the University Council serving as Director of Studies.
2. The Senate, with the Senate Chairman serving as chair and helping the Vice-Chairman with internal administration.
3. The Property Management Section, chaired by the University Treasurer.

The Faculties shall consist of such Faculties as the Faculties of Medical Science, Arts and Science, and Engineering. The Dean of each faculty shall act as Chairman of the faculty. The faculty shall also be served by professors and assistant professors. Professors shall be appointed by the Council of the University on the recommendation of the Dean and the Vice-Chairman.

The Senate shall be an elective body, consisting of representatives from the Faculties, the Property Management Section, and the Student Union, all of whom shall have been co-opted.

The Senate is responsible for giving counsel to the Council and is invested with the power to prescribe Statutes or Ordinances relating to student admission, student discipline, student welfare, expulsion of students, and prescription of regulations for the granting of degrees. The Statutes or Ordinances set by the Senate shall be endorsed by the Vice-Chairman before they can be enforced.

The Property Management Section is a body which shall be appointed by the University Council to oversee the financial affairs of the university, to manage expenditure of university properties, to construct, improve, or manage property, estates and buildings of the university and to contact the Ministry of Education with a view to procuring contributions to the university funds in the form of government subsidies.

Financial Matters

The University is entitled to assets whether in the form of money or land and is entitled to the following four sources of revenue:

1. Revenue from property
2. Revenue from students
3. Revenue from fund raising or donations
4. Revenue from government subsidies

The first two kinds of revenue can be spent for any purpose whatsoever at the absolute discretion of the Council.

The third kind of revenue should be spent in accordance with the stipulations of the benefactors.

The fourth kind of revenue must be spent in accordance with the guidelines laid down by the Ministry of Education, which gets the money from the Ministry of Royal Treasury.

The government subsidies shall consist of the following two categories:

- Periodic funds in lump payment for construction or for expansion of operations.
- Annual funds to be used as salaries for staff or to cover expenses in various divisions of the university.

The Minister of Royal Treasury is entitled to inspect at all times the spending of funds which have been officially subsidized. In addition, the Council shall invite government officials to inspect other sources of income and expenditure of other types of funds on a periodical basis to ensure the smooth running of the university.



Project Model for the University

Patron : His Majesty the King

The University Council

(1) Chairman	-appointed by the King
(2) Ex-officio officer	-the Minister of Interior or representative
(3) Ex-officio officer	-the Minister of Royal Treasury or representative
(4) Ex-officio officer	-the Minister of Education or representative
(5) Ex-officio officer	-the Minister of Commerce or representative
(6) Ex-officio officer	-the Minister of Agriculture or representative
(7) Royal appointee	} The term for a royal appointee is three years unless extended by the King.
(8) Royal appointee	
(9) Royal appointee	

1 among 9 members is appointed Chairman of the University Council by royal charter.

The Vice-Chairman is nominated by all the other members. The King approves of the choice.

Minister of Education

The Body in charge of Property Management
Treasurer

The Finance Office
Finance Officers

The Office of Accountancy Auditors

Division of Supplies and Equipment
Supplies and Equipment Officers

Division of Buildings and Grounds
Buildings and Grounds Officers and Architects

Sub-Committee on Social Functions
Management and Superintendence of Grounds

Sub-Committee on Student Admissions

The Senate

(1) The Chairman	- Treasurer
(2) Representative	- Lecturer from the Faculty of Medical Science
(3) Representative	- Lecturer from the Faculty of Arts and Science
(4) Representative	- Lecturer from the Faculty of Engineering
(5) Representative	- Lecturer from the Faculty of Engineering

4 representatives of the student body
2 representatives who are holders of University Degrees
The representatives from the academic staff must be lecturers and must be elected by members of the academic staff; one representative from each Faculty.
The representatives of the student body must be either lecturers or students elected by the student body; one representative from each Faculty.
The alumni representatives are holders of degrees obtained at this university. They are elected by fellow alumni and are of an appropriate number.
The Chairman of the Senate is elected by all the other members.

Residence Halls Committee
1. Academic staff one or two members as appropriate.
2. Students, one from each hall of residence.

Public Relations Committee
Treasurer
Secretary
3 Members of Academic Staff
2 Alumni
2 Students

Degree Awards Sub-Committee

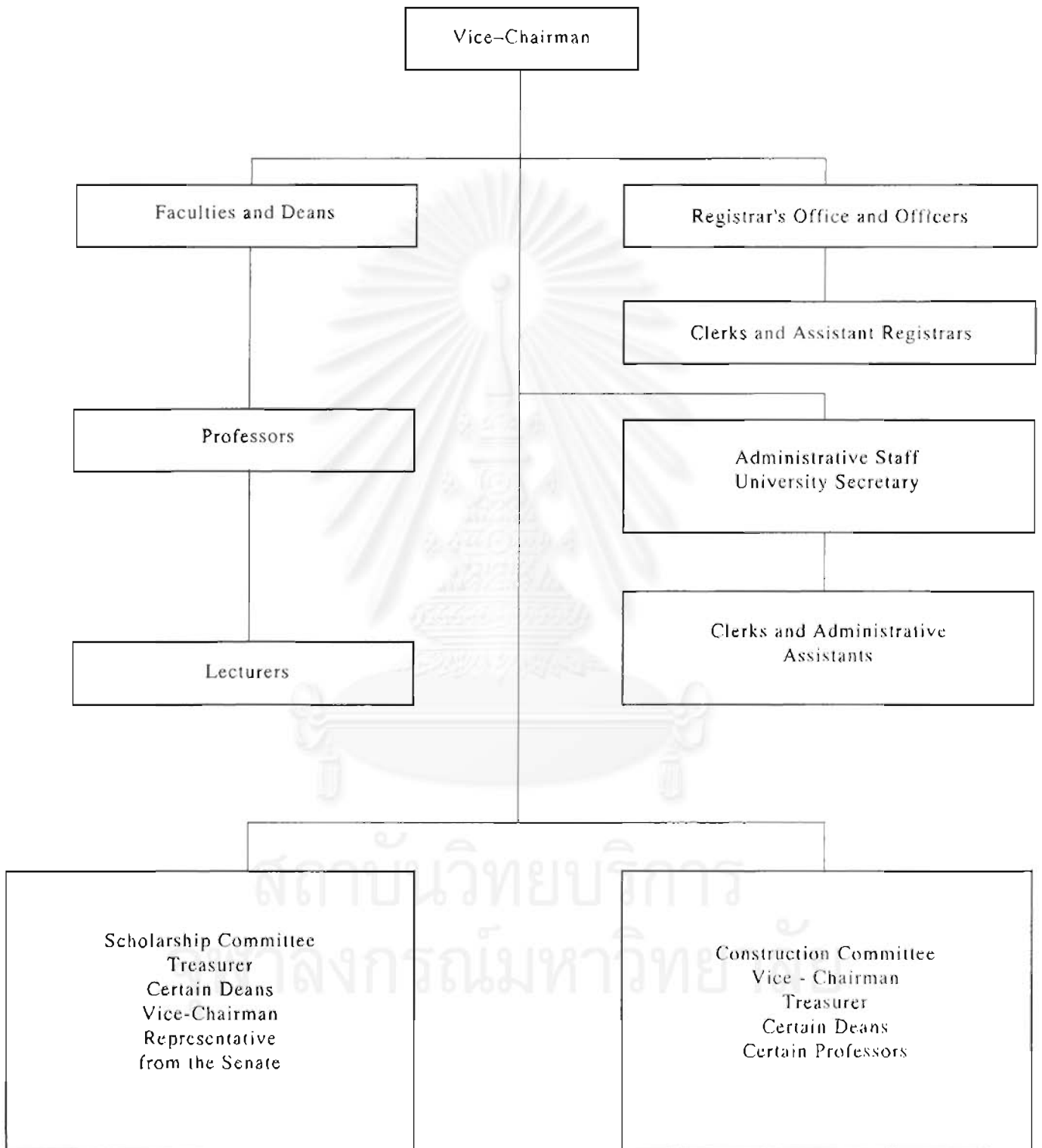
Investigation Sub-Committee

Officers of the Student Union
1 Lecturer
6 Students

Officer in charge of Food and Beverages

Officer in charge of Entertainment

Officer in charge of Sports





สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

***Opinion of H.R.H. Prince Rajani Presented
to the Committee on Planning and Development, 1931***

Prince Rajani was a nephew of King Chulalongkorn. He was by nature inquisitive and studied on his own from Thai and Western scholars. He became the Secretary to the Adviser of the Royal Treasury Ministry, who was British. Afterwards Prince Rajani went to Britain to further studies and entered Trinity College, Cambridge. Later on he was asked by the Royal Treasury Ministry to return home to take charge of an important task.

His knowledge in the arts and sciences were wide ranging. Prince Rajani gave his opinion how to improve the administration of the university on July 4, 1931. He emphasized management of resources, especially land grant management, as a source of funds for the university.

The following is the original text written in English by Prince Rajani.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Prince Rajani, a member of the Committee on Planning and Development of the university 1931-1932.

...Generations of men may pass; accepted notions may be cast aside in favour of new ideas; upheavals may take place in politics and in religion: the university should outlive them all...

Opinion submitted to the Commission of Five appointed under the chairmanship of the Prince of Jainad to enquire into the working of Chulalongkorn University and recommend the lines on which reorganisation should be effected if such step be deemed desirable.

The Question of Permanency.

A university should be conceived as a **PERMANENT** institution capable of surviving all changes. Generations of men may pass ; accepted notions may be cast aside in favour of new ideas ; upheavals may take place in politics and in religion : the university should outlive them all. The old Universities of Oxford and Cambridge may be cited as having lived through changes in the ideas of religion, the displacement of established moral codes, the rise and fall of ruling dynasties, and evolution in the form of government.

The clarity of the writer's meaning might be enhanced if he be permitted to indulge in uncontrolled imagination, and, covered by big IFS, speak of changes which may occur in a neighbouring country within our generation. Some of the changes here imagined may be far-fetched, but they serve all the better to illustrate the point.

Thus if India should secede from Britain and become independent ; if she should then split up into 50 States ; if in some of the States bigotry should rule and religious persecution be the order of the day ; if all this time there be war and bloodshed accompanied by anarchy and the usual Indian famine : in short, whatever happens in politics, in religion, and in the economic condition of the country, the fifteen established universities of India would survive. They would emerge after the upheavals weaker, perhaps, but more necessary than ever. For where education has become established as a necessity in the life of a people, the apex educational institution - the university - must be a permanency.

Consequently in working out a scheme of university organisation, care should be taken to guard against the founding of a haphazard institution which a change in some existing set of circumstances may cause to collapse. Any feature which tends to impart a temporary character to the university must be rigidly excluded, and any existing condition denoting lack of permanence ferreted out and discarded without delay.

It appears to the writer that one of the greatest weaknesses in the present position of Chulalongkorn University is this lack of permanence. Strangely enough, it is a teaching university without a permanent home. It may appear at first sight that the large and numerous buildings at Sapatum, costing hundreds of thousands of ticals to put up, constitute the permanent home of the University. That in reality is not the case, for the buildings have been constructed on land which is now rented from month to month. There is no contract for the lease, for the document which was signed in 2455 *for a ten-year lease has long expired. The present land-lord happens to be the King, and as H.M. is not likely to turn the University out of his land, it is in no immediate danger of becoming a homeless institution. Yet legally the land-lord could at any time give the University notice to quit, and require the removal of all its buildings. There is no need to labour the point. Suffice it to say that a university should not build its home on rented land, even if a lease be granted for 99 years, the maximum period allowed by law. Who the owner of this Sapatum land will be at the end of 99 years we cannot guess, nor can we foresee what changes will have taken place in Siam by then. Ninety-nine years is a long time to us, but it is only a short period in a university's life.

It is suggested that the Commission lay the above question before the Government at once in the form of an initial report. The writer is emphatically of opinion that unless the University acquire, by gift or by purchase, a permanent site for its home, any scheme of its reorganisation on a permanent basis will serve no useful purpose.

*Pramuan Road,
Bangkok, 4th. July 1931.*

* B.E. 2455 or A.D. 1912

***Opinions of H.R.H. Prince Rangsit of Chainad
on Improvement of the Administration
of Chulalongkorn University 1931-1932***

Prince Rangsit of Chainad was a son of King Chulalongkorn. He was educated in Germany and was interested in medicine, but King Chulalongkorn wanted him to study law. Later on he became interested in pedagogy, so he studied this discipline at Heidelberg before returning to Siam.

Prince Rangsit of Chainad worked as the Director of the Royal Medical School and later became the first Director- General of the University Affairs Department, Ministry of Education. He was appointed Chairman of the Committee on Planning and Development of Chulalongkorn University in 1931.

Prince Rangsit of Chainad presented lengthy reports on several important aspects of university improvement. His ideas covered various forms of university organization, university property, income, expenses, student administration and problems facing Chulalongkorn University. He suggested new courses to be opened, namely agriculture, commerce, veterinary science, jurisprudence, law, forestry, mining, mineralogy, archaeology, fine arts and music.

The following translation represents only some excerpts of Prince Rangsit's reports which directly concern Chulalongkorn University.

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



Prince Rangsit of Chainad, the first Director-General of the University Affairs Department, and the Chairman of the Committee on Planning and Development of the university.

.. Fine arts is the best indicator of refinement in people of all countries. It is a mirror which reflects inner qualities and values for the world to see...

Chulalongkorn University

Now let us discuss the establishment of Chulalongkorn University in Siam and compare the prospects with those of universities in other countries.

The university developed from the Civil Service College and the Royal School of Medicine, both of which offered secondary and tertiary education. Both taught and trained people to join the civil service at various ministries. Students did not have to pay tuition fees but they had to promise that on completion of their studies, they would become civil servants. Enrollment had to be proportionate to the number of civil service posts which the government was prepared to offer. Obviously both schools were below university status. Subsequently, however, the Royal School of Medicine was able to enrol more students, since the medical profession supposed that graduates who failed to get government posts could still pursue a medical career outside. Thus tuition fees progressively increased. As for the Civil Service College, it still preserved the *status quo*. As is evident from the name of the college, this was a place where future civil servants were trained. It seemed that graduates had their course in life mapped out for them. Both schools took the responsibility of finding posts for students who had passed examinations and earned their diplomas.

Afterwards King Vajiravudh reckoned that there were sufficient funds and that the time for consolidation and expansion has come. Thus he elevated the Civil Service College to a university, to which was annexed the Royal School of Medicine. The King was resolute in his determination that this university should provide instruction to seekers of knowledge and learning in order that they could pursue their careers and rise to high ranks of public life, not necessarily as civil servants exclusively. Since this university has so far fulfilled the most typical functions of universities world-wide, it can properly be counted as one.

However, in its inception period, every student still wanted to join the civil service and the university still had to find posts for its graduates. Thus the university appeared to retain the characteristics of the Civil Service College, rather than undergoing extensive development in the transmission of learning. In other words, the university was still hampered by the need to supply the government with new recruits. Such a state of affairs, however, has never been among the aims of this university. This point will be elucidated later.

There are some people who might question the propriety of the title "university". They might aver that this university does not measure up to a true university in every sense of the word, because the level of instruction here is not high enough and students who have completed their course of study receive a diploma, which is inferior to a university degree. Such reservations are at once valid and invalid. They are valid to a certain extent since it is true that the scholarly disciplines offered here are not yet at an advanced level. In the past it was well-nigh impossible to improve on this matter, since that would have exceeded the calibre and background of incoming students. Subsequently, however, entrants have usually completed secondary education (plus having passed the entrance examination). Now that the university has had better qualified students, it has raised the level of instruction progressively until the Faculty of Medicine is now able to grant degrees. On the other hand, the reservations are also invalid. The question of whether a school can be called a university or not essentially depends on the kinds of scholarly disciplines offered rather than on the level of instruction. The important thing is whether or not its graduates can find and hold jobs in the top echelon. Schools which can only equip their students for jobs in humble positions cannot be called universities. In contrast, schools, no matter what their designations are, which groom students for jobs in the top echelon are decidedly on an equal footing with universities.

In other countries, there are different grades of universities. At some universities there are more advanced course offerings and more rigorous examinations than at the others. Yet all alike enjoy the status of university. As a matter of fact, Chulalongkorn University has never claimed to be an institution of higher learning in the front ranks. Moreover, it is not, strictly speaking, a university in the fullest sense of the word. But to say that it does not merit the name "university" would be too harsh.

In the beginning, the organization of courses of instruction at Chulalongkorn University conformed to the past. In terms of the division of members of academic staff, instruction, and students, the university comprised the Faculties of Public Administration and Engineering, as at the Civil Service College formerly, and the Faculty of Medical Science, as at the Royal School of Medicine. In addition, and significantly, a new faculty has been initiated, namely the Faculty of Arts and Science. This is to make for diversification of the curriculum which should appeal to the public. People can choose the subjects they want to study. For instance, some might be keen on languages exclusively and others on a combination of history and Thai. Alternatively, they can plan their programme with special emphasis on a particular field of

science and other subjects as subsidiaries. On graduation they would be able to turn their hands to any jobs and would have many options to explore. Indeed such graduates would be ahead of others who took courses which had been tailored to meet the needs of particular ministries or government agencies.

Moreover, this faculty serves as a place where students are groomed as potential specialists in their chosen field. For instance, potential doctors, potential teachers, and those who want to embark on any career which requires a grounding in languages or in the sciences, would first study together in this faculty before specializing in their respective field of studies. The establishment of the Faculty of Arts and Science has helped conserve academic personnel and educational aids scattering and has helped prevent overlapping of resources. In the beginning this faculty did not quite fulfil its obligations. Its sole function was that of preparation. Later, students who wanted teaching careers enrolled to study the arts and science subjects. At present, people who have no desire to be teachers are enrolling just because they want to improve their knowledge of foreign tongues. So let us concede that this faculty has succeeded in accomplishing its original goals.

It is not hard to design a broader and more advanced curriculum, nor is it difficult to find lecturers and educational aids. All these enterprises are quite easy with sufficient funds. It is the student factor, however, which is of vital importance to the university and which also presents a problem. Schools of general education never lack students, since general education is one thing useful for everybody. The law has made general education compulsory, at least up to the completion of elementary education, but it is not legally required to attend a university, nor are the subjects taught at a university essential for all. The chief motivation of people who enter a university is to go on to prestigious jobs. Hence the number of undergraduates and the number of available jobs should tally. The educational background of candidates for the undergraduate programme and the level of improvement achieved by university graduates must also be related. Progress presupposes an advanced programme, which in turn presupposes a solid background on the part of learners. For these reasons, it is hard to recruit undergraduates.

Government posts, of course, are limited and not every university graduate is able to find a job, since graduates far outnumber government posts. It is even more difficult to find openings outside the government sector. Those who have the edge in the competition for jobs are those with medical and law degrees. Medical doctors can practice outside the government, while law students often become solicitors. Consequently, medicine and law have

proved the most popular programmes. Engineering graduates have to take any government post available since it is even more difficult to find jobs in other sectors. They are still better off, however, than public administration students, who have no other option.

Nevertheless, although people with medical degrees do have many options open, most of them choose a career in the civil service, at least during their internship. The reasons for this are twofold. Firstly, recent medical graduates need to increase their expertise as well as consolidate their knowledge. The best way for them to do this is to find work in a hospital where they will encounter a great many cases. However, there are not many hospitals in the country and those that exist are operated by the government, by local authorities or by the Thai Red Cross Society, all official or semi-official agencies. Thus their top priority is to seek a government post. Secondly, medical doctors fresh from school have yet to win trust and approval from the public. Once they have completed a period of training in a government or semi-government post, they stand a better chance of public acceptance when they start their own private practice and an even better chance, if they have attained a title or rank along the way.

It is natural, then, that prospective university students should want to ensure that on graduation they will be able to get government posts. Thus, jobs which hold out bright prospects tend to attract people of high calibre to the fields of study related to those jobs. Formerly, the rank and title attendant upon a peerage held a special glamour and even mystique, but now money has more appeal. It is true that a combination of prosperity and high rank signifies the apex of one's career, but if prosperity and high rank should prove unattainable, people will instead pursue money. A case in point is that medical doctors are less anxious about securing government positions since they have the option of becoming free-lance doctors. An experienced doctor in private practice is likely to earn more than a doctor in government service, who often comes up against obstacles on the way to the top. Sometimes prosperity as well as high rank is hard to come by. There is a limited quota of government posts, whereas the number of free-lance doctors is limitless. These existing circumstances are favorable for the university, and as a result candidates for the medical programme are constantly increasing because of bright future prospects.

The medical profession is a versatile one, holding out many fields of research apart from treatment. Even if a doctor did nothing else other than treat his patients, he need have no fear about becoming unemployed, since

human beings are always subject to the ills of the flesh. The medical profession is not likely to be affected by changes in government policy or economic vicissitudes. During an economic slump the medical profession would earn less but the pharmacy business would be as brisk as ever. Hence the university need have no worries about attracting medical students. Other faculties which will be affected by changes in government policy or in the economy are a different matter, however. It is, then, of primary importance that designing the university curriculum must take into consideration the wishes of the government and the needs of the civil service. It is futile, not to say self-defeating, to offer other interesting but unnecessary subjects, to upgrade the level of instruction against the wishes of students, or to upgrade the level of instruction above their ability. Since Chulalongkorn University is operating under the limitations outlined above, its curriculum is relatively narrow. Other universities have come up against similar problems, so it would be unreasonable to be critical of Chulalongkorn University on this score.

Chulalongkorn University still finds the realization of one of its major objects difficult, namely to promote inquiry and the advancement of knowledge for the benefit of the nation and mankind as a whole. It is self-evident that in view of the ability of its present student population, the university can hardly hope to better footing in this area. Besides, Siam is rather handicapped for other reasons; the country is remote from civilized countries, underpopulated, and in an early stage of development along European lines. The pursuit of scholarship entails a large supply of textbooks and other publications, as well as state-of-the-art equipment for laboratory use and statistical preparations.

In contrast, the countries of Europe share common borders. When a small country lacks resources, the scholars of that country can easily cross into a neighbouring big country to get access to the books they need. For instance, it is much more convenient for a Greek or a Finn than for a Siamese to travel to the British Museum Library in London in search of specialist books. With reference to medical tests, a small country is at a disadvantage compared with a big country, since medical tests, to be accurate, require observation of, and statistics based on, a large number of human specimens. Research in certain fields, on the other hand, might be easy to carry out in this country and we should encourage scholars who are capable of such research. Other fields are not so amenable to research, or perhaps impossible for an in-depth study; in such cases, we should encourage scholars to go to study abroad.

What is indispensable for research work is a well-equipped research library, which entails considerable investment. If there were many library users, the investment would pay off in the long run, but at present, with such a small number of users, even if we had funds, it would hardly be worthwhile making an investment in this area. It is, therefore, normal for the university, under those circumstances, to be deficient on this score and no cause for shame.

Now let us consider the status of Chulalongkorn University on other counts. This university belongs to the category of state university. It was the King who established the university and who clearly delineated its objects and powers. This university is under government control and jurisdiction. The Ministry of Education is directly in charge of the university, both in academic and administrative matters, on a scale similar to universities on the European continent. The difference is that Chulalongkorn University has as yet no Academic Council, an assembly of university professors empanelled to take charge of the governance process and internal operations within the university. Nor has there been a professor of the council elected to the office of Rector, serving a one-year term before the office rotates to the next professor, as is done in most European countries. The university has the Principal as head. This post is full-time and for life. The Principal does not need to be a professor. In fact, he is the business, financial, and administrative head. His power is limited. He ranks next below the Minister of Education, in whom is vested the supreme authority.

Chulalongkorn University is organized on the model of German universities. In both countries the government sets the blueprint for the university, complete with statutes and ordinances in detail. The Minister of Education controls universities nationwide. The term "nationwide", as applicable to Germany, should be read as "federal statewide". The central government oversees certain kinds of activities within the federal state. In Germany, there are no federal universities. Ranking next below the Minister of Education, officers of the Ministry of Education serve as deputies of the minister, one for each university. This is the post of Curator, responsible for overseeing expenditures, managing property, and looking after the university's properties. Moreover, the Curator acts on behalf of the university, which is a juristic entity, in legal matters both as prosecutor and defendant. An opposite number of the Principal of Chulalongkorn University in Siam, the German Curator controls, oversees, and appoints middle-ranking university officers and has other duties. As for high-ranking university officers and professors, they are appointed by the Minister of Education and answer to him.


Both the Minister and the Curator are attached to the Ministry, representing the government.

A university in Germany is autonomous, having been granted privileges and independence by the government. It has a high governing council, which consists of professorial members from each department (Ordinarii). The professors in the council elect one among themselves as chairman, assuming the office of Rector. The Rector, the supreme authority in the university, steps down after a one-year term, so the office is essentially a rotating post. Ranking next below this council is another big council, consisting of professors and all grades of lecturers. The latter has proportionately less significant functions and responsibilities. Matters outside the jurisdiction of these two councils are referred to the Minister of Education, who has final authority. Most universities in other countries which enjoy proximity to Germany have the same status and organization as German universities.





สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



*Significant Moments :
A Chronology of Special Events
in the History of Chulalongkorn University*

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



A CHRONOLOGY OF SPECIAL EVENTS IN THE HISTORY OF CHULALONGKORN UNIVERSITY

- 1899** King Chulalongkorn (Rama V) establishes an institution known as the Civil Service Training School to train prospective entrants to various government offices.
- April 1, 1902** King Chulalongkorn gives royal permission for the Civil Service Training School to be renamed the Royal Pages School.
- January 1, 1911** King Vajiravudh (Rama VI) upgrades the Royal Pages School to the Civil Service College in memory of King Chulalongkorn. In addition, the King endows the college with the money left from the construction of the Royal Equestrian Statue, an amount of 982,672 baht 47 satang, and provides a large plot of land, approximately 523 acres, to serve as the college site.
- January 3, 1916** King Vajiravudh lays the foundation stone for the Administration Building of the Civil Service College (the present Arts Building I).
- March 26, 1917** King Vajiravudh elevates the status of the Civil Service College to that of a university, and names it Chulalongkorn University (after Rama V's given name) in memory of his father. The university comprises the following four faculties: Faculty of Public Administration; Faculty of Medicine; Faculty of Engineering; Faculty of Arts and Science.
- November 27, 1922** The Chulalongkorn University Students' Union is founded to train students in self-government.
- October 10, 1923** The Rockefeller Foundation provides medical assistance to the university. Prince Mahidol of Songkla co-ordinates the assistance programme.

- October 11, 1923** Prince Mahidol of Songkla serves as Director-General of the University Affairs Department, Ministry of Education. Chulalongkorn University, as Thailand's first university, is the sole university attached to this department.
- May 1927** The first seven female students are admitted to the university to study medical science in the Faculty of Arts and Science.
- October 25, 1930** The first and second classes of Chulalongkorn University graduates receive their degrees from King Prajadhipok (Rama VII) for the first time in Thailand's educational history.
- December 9, 1931** Prince Chula Chakrabongse donates 20,000 baht for the construction of the Chakrabongse Building to serve as the administrative office of the Students' Union in memory of his father, Prince Chakrabongse of Bisnulok, who advocated the idea of student self-government.
- 1941-1945** During the Greater East Asia War, many events occur which hinder normal operation of the university, such as the big flood in Bangkok in 1942, the Japanese forces' use of some of the buildings, and the Allies' bombing of Bangkok, resulting in a suspension of study from mid-1944 to 1945.
- February 16, 1946** The Chulalongkorn University Alumni Association is founded, with Prince Wan Waithayakorn as its first president. On July 15, 1946 King Ananda Mahidol (Rama VIII) graciously accepts the Association under his royal patronage.
- April 13, 1946** King Ananda Mahidol presides over the ceremony to confer degrees upon Chulalongkorn University graduates for the first and only time during his reign.
- 1949** King Bhumibol Adulyadej (Rama IX) composes

the song "Maha Chulalongkorn", which is adopted as the university's song. This is the first time a Thai university adopts, by gracious royal permission, a song for its exclusive use.

- May 21, 1950** King Bhumibol Adulyadej presides over the ceremony to confer degrees upon Chulalongkorn University graduates, class of 1949, for the first time since his accession to the throne. On this occasion, he is presented with his first honorary doctorate, in Political Science, from the university.
- August 13, 1954** Chulalongkorn University signs an agreement for academic co-operation with the University of Texas in the field of engineering, the first collaborative academic contract between Chulalongkorn and an overseas university. At present Chulalongkorn University has forged academic links with 108 institutions abroad.
- December 20, 1954** Cambodian Prince Norodom Sihanouk visits Chulalongkorn University.
- July 21, 1955** Prince Sawang Watana, Crown Prince of Laos and his consort visit the university.
- August 17, 1957** President Ngo Dinh Diem of South Vietnam visits the university.
- September 6, 1957** During the first musical performance graced by royal presence, King Bhumibol receives Chula students at Amphorn Gardens and takes part in a concert there. From this date until 1973, members of the royal family come to the Chulalongkorn university auditorium almost every year to participate in musical performances with students.
- June 20, 1958** Chulalongkorn University Demonstration School is set up to serve as a center for research and teaching practice for Chulalongkorn staff and Faculty of Education students.

- 1959** First open heart surgery in the country is performed at the Faculty of Medicine.
- 1959** The SEATO (Southeast Asian Treaty Organization) - sponsored Graduate School of Engineering is founded with status equivalent to a faculty of Chulalongkorn University.
The School becomes an autonomous institution in 1966 and is named the Asian Institute of Technology (A.I.T), eventually moving to its present location in the Rangsit District of Pathum Thani Province.
- April 11, 1960** Queen Sirikit is presented with an honorary doctorate in Political Science, her first Chulalongkorn honorary degree.
- January 25, 1961** Chulalongkorn University Graduate School is founded. Prior to this date, the university initiated graduate-level instruction in the Faculty of Arts and Science and produced the first class of graduates in 1942.
- 1961** The First Chulalongkorn University Five Year Development Plan is adopted. The plan is complementary to Thailand's National Education Development Plan and National Economic and Social Development Plan.
- January 15, 1962** King Bhumibol plants rain trees in front of the university auditorium. These trees have been regarded as one of the university's symbols.
- July 29, 1962** King Bhumibol attends an academic conference on Thai language at the Faculty of Arts, where he takes part in the panel discussion. This is the first and only time that His Majesty has participated in a panel discussion session at the university.
- February 25, 1964** The then King and Queen of Malaysia visit Chulalongkorn University, where the King

- receives an honorary doctorate in Political Science.
- February 25, 1964** The English novelist W. Somerset Maugham visits the Faculty of Arts.
- December 15, 1964** Crown Prince Akihito and Princess Michiko of Japan, now the Emperor and Empress, visit the university.
- February 8, 1965** Prince Bertil of Sweden visits the university and is presented with an honorary doctorate in Engineering.
- November 25, 1965** The Chulalongkorn University Broadcasting Station, Thailand's first university-funded radio broadcasting station, is founded.
- October 29, 1966** Lyndon Baines Johnson, President of the United States of America, and his wife visit Chulalongkorn University where the King presents the President with an honorary doctorate in Political Science. After the ceremony, the visiting President signs into law an education bill promoting international co-operation. It is an historic occasion since an American bill is signed outside the country.
- March 26, 1967** Chulalongkorn University celebrates the 50th anniversary of its establishment. Their Majesties graciously preside over the occasion.
- January 23, 1968** Shah Muhammad Reza Pahlavi and Empress of Iran visit Chulalongkorn University, where the King presents the Shah of Iran with an honorary doctorate in Political Science.
- August 14, 1970** The Institute of Population Studies, the first research institute of Chulalongkorn University, is founded to promote research in the field of population studies. At present, there are 11 research institutes responsible for research in various fields of study.

- September 14, 1970** Chulalongkorn University presents His Excellency Tunku Abdul Rahman, the first Prime Minister of Malaysia, with an honorary doctorate in Political Science.
- January 14, 1971** Chulalongkorn University establishes the Doctoral Degree Fellowship Programme to encourage its faculty members to continue their studies abroad. The fund comes from the university's own resources.
- June 9, 1971** Chulalongkorn University sets up the Ratchadaphisek Somphot Research Fund in commemoration of the 25th anniversary of the King's accession to the throne. The fund awards research grants to faculty members to promote research in various fields.
- August 16, 1971** The university sets up the Chulalongkorn University Faculty senate, which represents a body of faculty members who serve as an advisory board to the President of the university in matters of university administration.
- 1972** First kidney transplant surgery in the country is performed at the Faculty of Medicine.
- February 11, 1972** Queen Elizabeth II of the United Kingdom and the Duke of Edinburgh, accompanied by their daughter Princess Anne, visit Chulalongkorn University.
- June 7, 1973** Princess Sirindhorn is admitted to the Faculty of Arts, the first member of the royal family to have attended a local higher education institution.
- 1975** The Human Reproduction Unit is founded. In 1976 the unit is selected by WHO as a reference and advisory source for neighboring countries such as Laos and Cambodia.

- June 18, 1975** Chulalongkorn University establishes the Chulalongkorn University Book Centre.
- August 13, 1975** The Fourth Chulalongkorn University Development Plan (1977-1981) is announced. The policy of not increasing the number of undergraduates and of focusing on graduate studies is adopted.
- March 26, 1977** In commemoration of the 60th Anniversary of the establishment of the university, a project for the creation of the Chulalongkorn University Memorial Centre is launched.
- April 14, 1977** Chulalongkorn University sets up the Chulalongkorn University Printing House.
- July 15, 1977** Princess Sirindhorn graduates from the Faculty of Arts with a first class honours degree in history and a university gold medal, the first member of the royal family to have completed a university degree locally.
- February 23, 1978** The university sets up the Chulalongkorn University Fund in commemoration of Princess Sirindhorn's elevation to the rank of Princess Maha Chakri. The fund is aimed at research and promotion of inquiry into all aspects of Thai culture.
- March 26, 1978** Princess Maha Chakri Sirindhorn participates in a pannel discussion on the topic of "How can we promote Thai civilization in present-day circumstances?".
- May 31, 1978** Establishment of the Academic Resource Centre, which comprises the Central Library, the Audio-Visual Unit, and the Thailand Information Centre.
- September 28, 1978** First doctorates are conferred upon graduates from the Faculties of Education and Arts.

- December 11, 1978** The Computer Service Centre is established.
- June 1, 1979** The University establishes the Chulalongkorn University Press.
- May 15, 1980** The Fifth Chulalongkorn University Development Plan (1982-1986) is announced. The major policy of freezing the number of accepted undergraduates in the Fourth Plan is continued, except only for disciplines in short supply. The core of this plan is to attribute the same significance to both research and teaching.
- August 1, 1980** The Dharma Center is opened as a religious center for all faiths.
- 1981** The Drug Dependence Research Center is created to carry on drug abuse research. It later becomes the WHO collaborating center on drugs.
- July 9, 1981** Princess Maha Chakri Sirindhorn completes the Master's Degree programme in Eastern Languages (Pali and Sanskrit).
- December 5, 1981** The Rural Chula programme is established to provide scholarships to needy students in remote rural areas, to encourage scholarship recipients to return to and work for their home communities upon graduating.
- January 28, 1982** The Chulalongkorn University Centre for Arts and Culture is founded to promote Thai culture and to sponsor academic exchange with foreign countries in related fields.
- June 3, 1982** The Merchant Marine Institute is established in response to national expansion in this field of business and to the needs of the Ministry of Transport and Communications.
- September 15, 1982** Chulalongkorn University establishes the

Graduate Institute of Business Administration (GIBA). This is the first institute of the university to adopt English as the medium of instruction. The Institute has formed academic links with the J.L. Kellogg Graduate School of Management at Northwestern University and the University of Pennsylvania. On December 5, 1987, the King renames it the Sasin Graduate Institute of Business Administration.

- September 23, 1982** The Rural Doctor Programme results from a dialogue between Chulalongkorn University and the Ministry of Public Health. The purpose is to produce doctors who will serve rural communities in order to solve the shortage of doctors in remote areas.
- March 26, 1984** On behalf of Chulalongkorn University, Princess Maha Chakri Sirindhorn graciously presents replicas of the stone inscription of King Ramkhambaeng of the Sukhothai period to 24 Thai language institutes outside Thailand, to commemorate the 700th anniversary of the Thai alphabet.
- March 26, 1985** The Sixth Chulalongkorn University Development Plan (1987-1991) is announced. In this plan Chulalongkorn University aims at becoming a full research university.
- March 28, 1985** The Institute of Thai Studies is founded to promote research and studies in areas connected with Thai language and culture.
- November 16, 1985** The Malaria Research Unit is designated by WHO to be a WHO Collaboratory Center on the biological characterization of malaria parasites.
- February 12, 1986** Uni-Search is founded with the objective of disseminating intellectual properties belonging to faculty members to the public.
- March 27, 1986** The National Sports Development Programme starts to support student athletes.

- September 28, 1986** The Faculty of Veterinary Science is successful in transferring embryos in dairy cattle and swine for the first time in South East Asia.
- October 19, 1986** Indian Prime Minister Rajiv Gandhi visits Chulalongkorn University and receives an honorary doctorate in Political Science.
- March 12, 1987** The world's first embryo transfer in swamp buffaloes is performed by the Faculty of Veterinary Science.
- March 26, 1987** Chulalongkorn University celebrates the 70th anniversary of its establishment. On this occasion the university commissions statues of King Chulalongkorn and King Vajiravudh which are placed in front of the university auditorium. The King, accompanied by Princess Maha Chakri Sirindhorn, unveils the statues of both Kings on November 23, 1987.
- April 2, 1987** Students specially skilled in Arts are accepted under special programme in the Faculty of Fine and Applied Arts and the Faculty of Education. The purpose is to produce artists and promote arts and culture.
- August 15, 1987** First successful in vitro fertilization in Thailand is performed at the Faculty of Medicine.
- October 22, 1987** General Mohammad Zia-ul Haq, President of the Islamic Republic of Pakistan, receives an honorary doctorate in Liberal Arts.
- November 20, 1987** Don Juan Carlos de Bourbon, King of Spain, visits Chulalongkorn University and receives an honorary doctorate in Political Science from the King.
- December 21, 1987** The first heart transplant surgery in ASEAN is achieved by the Faculty of Medicine.

- August 4, 1988** The Sports Promotion Office is founded to take charge of all athletic activities in the university.
- September 21, 1988** The Petroleum and Petrochemical College is founded to promote research and to conduct Master's Degree programmes in petrochemistry and polymer science. The College receives cooperation from the University of Michigan, Case Western Reserve University, and the University of Oklahoma.
- December 1988** First liver transplant surgery in ASEAN is performed by the Faculty of Medicine.
- February 28, 1989** The Faculty of Fine and Applied Arts, in collaboration with the Asia Pacific Dance Alliance, holds an international seminar on dance for the first time in Thailand.
- August 2, 1990** Chulalongkorn University becomes the first institution in Thailand to encourage patent registration to protect intellectual property.
- December 6, 1990** The Seventh Chulalongkorn University Development Plan (1992-1996) is announced. The internationalization process is given prime importance in the plan. Cooperation with leading foreign universities and educational institutes in teaching and research is stressed.
- April 18, 1991** The Chulalongkorn University Institute of Energy Research is established to meet the challenge of the country's ever-increasing energy needs.
- July 11, 1991** The Master's Degree programme in Thai Studies is offered in English for the first time, providing integrated knowledge for understanding Thai society, culture, and the development of the Thai nation.
- July 19, 1991** The Museum of Imaging Technology opens at

the Faculty of Science. The museum is the first of its kind in Asia.

January 8, 1992

The university celebrates the centenary of the birth of Prince Mahidol of Songkla, the King's father. This occasion coincides with the nomination of Prince Mahidol for the 1992 "Outstanding Man of the Year" by UNESCO. As part of the celebration, Princess Maha Chakri Sirindhorn attends a special lecture delivered by Princess Galyani Vadhana, the King's elder sister.

March 26, 1992

In commemoration of its 75th anniversary Chulalongkorn University invites heads of several Thai and foreign higher education institutions to participate in events celebrating the occasion, constituting an important milestone in the university's internationalization process.

July 27, 1992

The university launches the Chulalongkorn University INTERNET project, the most widely-used international computer online system.

July 27, 1992

The Austria-Thai Computer Center for Chemical Research opens as the regional center in South East Asia, in collaboration with the University of Innsbruck, Austria.

September 1, 1992

The CU European Studies Programme signs a cooperation agreement with the European Community to work with four leading European universities: Tübingen from Germany, Strasbourg from France, Luigi Bocconi from Italy, and the European Communities Institute, as the consortium of the project.

December 17, 1992

General Fidel V. Ramos, President of the Philippines, visits Chulalongkorn University with his wife and daughter. On this occasion, he is awarded an honorary doctorate in Political Science.



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