

P o r t r a i t o f a U n i v e r s i t y



Chulalongkorn University

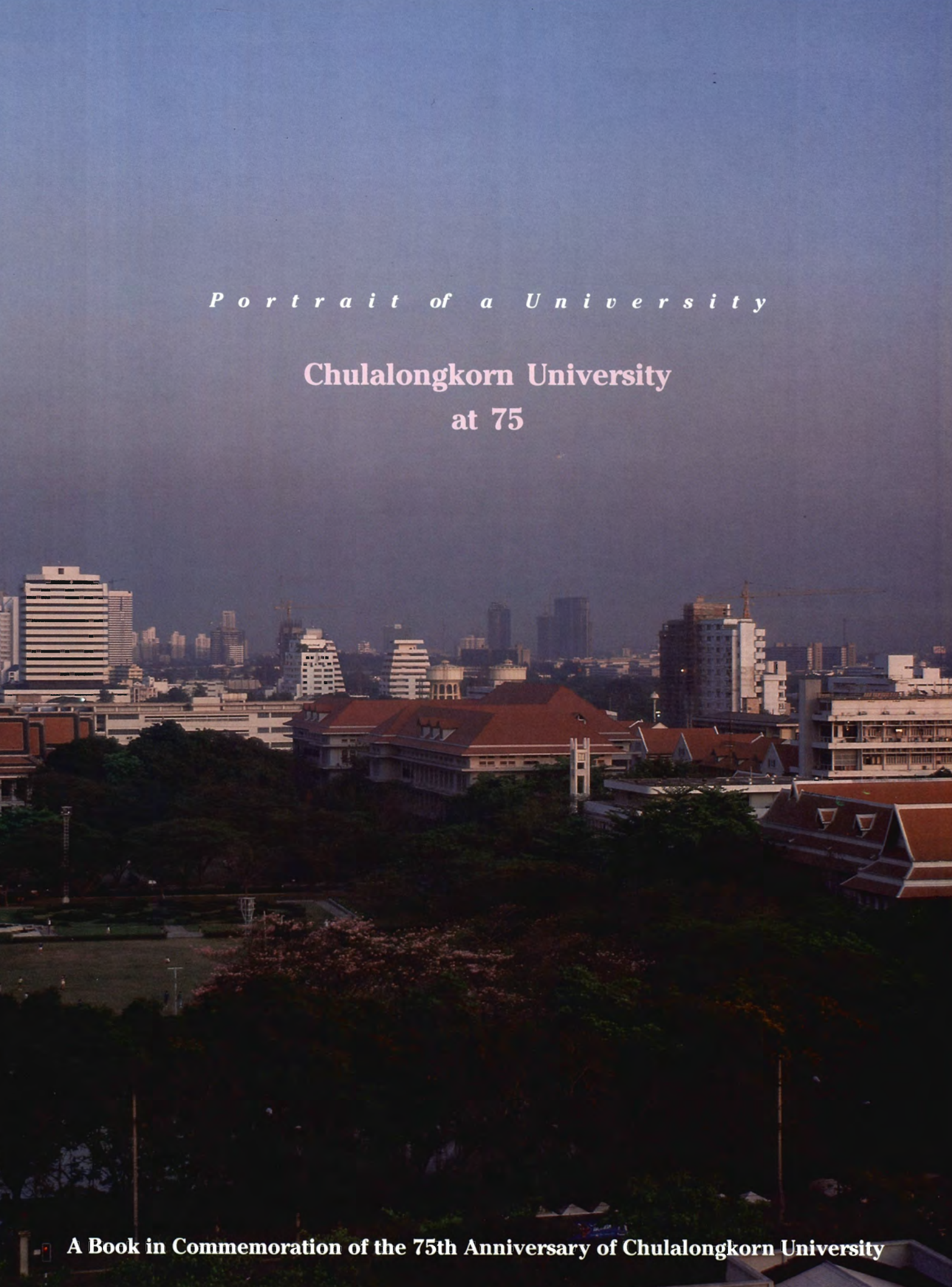
P o r t r a i t o f a U n i v e r s i t y

**Chulalongkorn University
at 75**







An aerial photograph of Chulalongkorn University in Bangkok, Thailand, taken at dusk. The university's main buildings with red-tiled roofs are in the foreground, surrounded by lush green trees. In the background, the city skyline of Bangkok is visible under a dark, hazy sky. The text is overlaid on the upper half of the image.

P o r t r a i t o f a U n i v e r s i t y

**Chulalongkorn University
at 75**

A Book in Commemoration of the 75th Anniversary of Chulalongkorn University





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INTRODUCTION

Introduction

This book aims to provide international readers with an overview of Chulalongkorn University - now at 75. Not an information source book, it nevertheless is sufficiently informative. Readers will find in it a 'portrait' of the university practically in all its aspects.

The primary goal is to introduce the university, known internationally largely by name, to wider educational circles abroad. Like a portrait, the book is not a mere replica of reality; more important is the impression it tries to convey of the life of Chulalongkorn University as a higher educational institution. The book is essentially a highlight of the main features of the university; it does not attempt to present a complete range of its interests and activities.

The approach is to conceptualize all major functions and undertakings of Chulalongkorn University, rather than identify or enumerate as many of its functional organs and units as possible. A historical overview has also been included in order to give a background to the evolutionary development of these functions, and to fit them in the broader national and international contexts.

The main functions of the university include teaching, research, and services. The initial focus during the early years of its existence was on teaching. It was much later that Chulalongkorn began to take on the other functions in earnest.

The rapid advancement of knowledge has increasingly relied upon research. Significant breakthroughs have in many cases resulted from interdisciplinary efforts to solve growing industrial and social problems. Without deviating from the commitment to good teaching, Chulalongkorn University has now embarked upon the research path. It has become more and more a research-oriented university.

Underlying the development of Chulalongkorn University since its inception has been an egalitarian concern, in

the sense of the need to provide higher educational opportunities for an ever larger number of people. It is nevertheless not until quite recently, that the university has been sufficiently equipped to take up this egalitarian challenge, especially in the form of services.

Teaching, research, and services now constitute the core of Chulalongkorn University's commitment and activities. Together they form the basis for its further growth and development. The future direction will also be influenced by changes in the national and international environments alike. Technological revolutions, changing national priorities, and increasing international interdependencies in the educational and other areas of human activities, are only some among the possible crucial influences on the future of the university.

In preparing itself to meet the challenge ahead, the university also needs to have its own vision. Together with the commitment to professional and academic excellence as well as greater awareness of social and moral responsibilities, Chulalongkorn seeks to become more international in its outlook. Given the growing cross-national and cross-cultural interconnectedness, mutual understanding of problems and aspirations is the crucial concern of the present era. As an institution of higher learning in this fast changing world, the university wishes to share its experiences with those in other nations, in the developed and developing worlds alike.

This book has been produced in part to celebrate the diamond jubilee of the establishment of Chulalongkorn University. The commitment and vision embodied in its current interests and functions, as well as future aspirations, will serve as a reference point for fruitful international cooperation. Through international contacts it hopes to share, and thereby enrich, its own store of experiences and knowledge. It will both broaden the vision and strengthen the capabilities necessary for meeting the challenges of the new age.

The story of Chulalongkorn University is essentially one of change and development. However, it is also a record of both continuity and tradition. The university has been set up on a firm foundation, one deeply rooted in the traditional wisdom of the Thai people and strong attachment to their social and cultural institutions.

Chulalongkorn University is thus an embodiment of both the innovative spirit of modern times and national traditions and culture. It is more than a place where one can acquire 'belles-lettres' or prepare for certain professional careers. This is a place where many distinguished personalities have spent part of their lives before going out to serve their country and people.





THE HISTORY



The History

Chulalongkorn University, as the first university in Thailand, is the alma mater of many of the country's most distinguished men and women. After three quarters of a century, it has evolved into a truly modern and comprehensive university. Two main strands may be discerned in the university's history which connect it closely with the history of modern Thailand. Firstly, the way in which Chulalongkorn University has benefited from the farsightedness, benevolence, and goodwill of the Royal House of Chakri reflects the key role played by the monarchy in the modernization of Thailand. Secondly, the steady strengthening of democratic and egalitarian principles in the university has also mirrored the way Thailand has been moving towards the firm establishment of democracy within the framework of a constitutional monarchy.

Chulalongkorn University's 75 year history is thus linked inextricably with the development of the modern Thai nation.

The Origin of the University

In pre-modern Siam*, education had been very much a concern of the Buddhist monasteries, and thus a male preserve. Boys or young men learnt language, scripture, and other subjects from the monks. Such education had served the Thais well for centuries, but the nineteenth century posed some tough new challenges to the nation's rulers. A powerful, expansionist West, with advanced weaponry and technology, and an attitude of cultural superiority, put tremendous pressure on Siam to either change or lose its sovereignty.

King Chulalongkorn (Rama V) met the challenge of the West by initiating a series of wide-ranging and far-reaching reforms during the final decades of the 19th century. These reforms were designed to usher Siam into the modern world dominated by the Western imperial powers. One of King Chulalongkorn's priorities was the creation of an efficient, western-style administrative system. To do this, he had to build up almost from scratch a new body of educated government servants who would be capable of putting all the desired reforms into practice. King Chulalongkorn therefore began to secularize Siamese education, and to send his children and relatives, plus deserving commoners, to be educated abroad.



*The Royal Pages School,
founded in 1902*

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

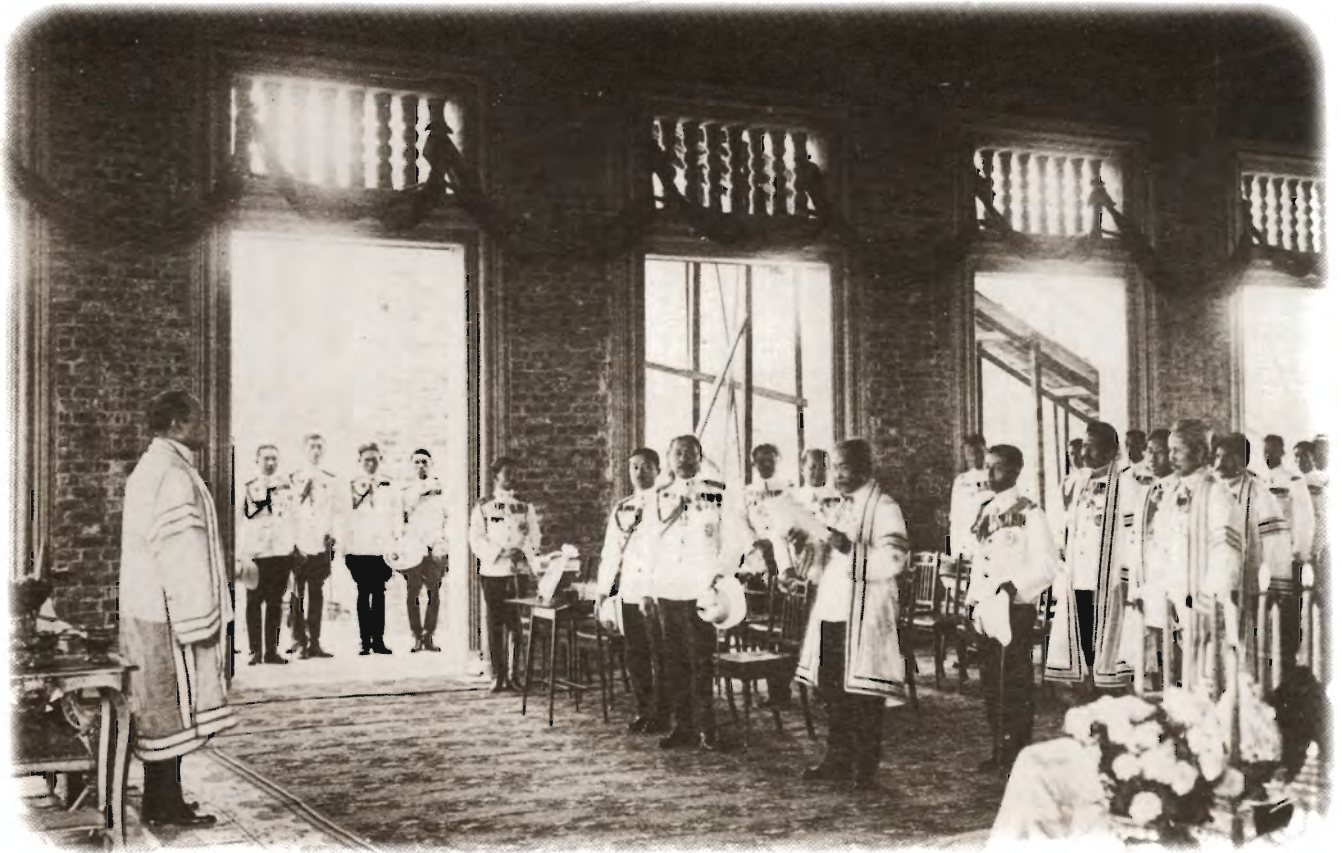
In 1902 this far-seeing monarch took the first step towards the establishment of a western-style university in Siam when he founded the Royal Pages School. What King Chulalongkorn did was to adapt and expand its activities to suit the nation's needs. The much-beloved monarch died in 1910, and the task of setting up a full fledged university fell on his son, King Vajiravudh (Rama VI), who created the Civil Service College on the basis of the Royal Pages School.



'Haw Wang' (Palace Residence Hall) was originally the palace of Crown Prince Maha Vajirunahidd. The building formerly housed a major part of the teaching activities of the Faculties of Arts and Sciences. It later served as the first university hall of residence, hence its name 'Haw Wang' or Palace Hall.

It was on March 26, 1917 that King Vajiravudh graciously elevated the status of the Civil Service College to that of a university, and named it in memory of his father. Thus was born Chulalongkorn University, a university founded by a king in honour of his own royal father : in short, a royal gift to the Thai nation.

The king, himself one of the key educational reformers in Thai history, displayed great personal generosity and commitment to the new university. He gave money, and a large piece of land of approximately 520 acres in Pathumwan district which had been King Chulalongkorn's private property, to set the university on its way to a secure and prosperous future. This land has become prime property in the Bangkok of today, and Chulalongkorn University continues to draw considerable financial benefits from it.



“I am greatly delighted today on being invited to lay the foundation stone for the building of this university, something which I have wanted to do all along. Indeed I am determined to realize His Majesty the late King Chulalongkorn’s objective, which is one of founding an institution of higher education for his Siamese subjects ... As his direct heir, I feel bound to ensure the fulfillment of his ambition... I am pleased that much has been achieved today. Now I have just accomplished the act of laying the foundation stone, all the while cherishing the brightest hopes for future glory and prosperity of this university...”

The royal speech by H.M. King Vajiravudh (Rama VI) delivered on January 3, 1915



H.M. King Vajiravudh (Rama VI) laid the foundation stone for the Headquarters Building, Civil Service College, at 4.07 p.m. on January 3, 1915.



The Early Years

Although the creation of Chulalongkorn University was a momentous event in the history of Thai education, there were only a few hundred students enrolled at the university during its first few years of existence. The teaching staff was small, and there were only two or three new buildings on the campus. The first four faculties were the Faculty of Medicine, the Faculty of Public Administration, the Faculty of Engineering, and the Faculty of Arts and Science.

The White Building





The nucleus of the University in the early years comprised the White Building serving as the Science and Arts Faculty, the Headquarters Building (now the Arts Faculty Building), and the Engineering Faculty Building, or the 'Red Building'.



Mr. John D. Rockefeller was the benefactor of a great many foundations for medical and public health aid in a number of countries including Thailand. Chulalongkorn University in its early days benefited from his generosity.



The Faculty of Medicine, receiving support from the Rockefeller Foundation, was the first to produce graduates, in 1928. Indeed, not only was western financial help crucial to the university in its early years, but westerners also contributed much to its teaching activities and organization. One of the faculty's leading lights was His Royal Highness Prince Mahidol of Songkhla, a son of King Chulalongkorn and the present king's father, who played a key role in negotiating with the Rockefeller Foundation.

Another momentous event in the university's history, and indeed in Thai social history, occurred in 1927, when the first seven women undergraduates were admitted to study Medicine. Such a change did not take place without a struggle. When it was first proposed by Prince Bunsri Kashem Kashemsri, some senior officials were against the idea, but the determined advocacy of Prince Mahidol of Songkhla resulted in Thai women being given equal opportunity with men in university education. Once again, therefore, Chulalongkorn University had a leading role to play in the history of Siam's transformation into a modern society.



Since 1927, Chulalongkorn University has opened its doors to women students. Women students in the early days of the University did not wear uniforms. It was only in the late 1930's that uniforms first came into use.



อักษรศาสตร์บัณฑิตย์ รุ่นแรก
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The Years of Intermittent Expansion

The worldwide economic depression of the late 1920s brought difficult times to Chulalongkorn University. Yet, except for the transfer in 1934 of the recently formed faculties of Law and Political Science to form the core of a new university, Thammasat University, the university was still able to expand its field of activity.

By 1935 the university was able to confer degrees in Medicine, Engineering, Science, and the Arts. In 1937 the department of Veterinary Science was established, and two years later a Dentistry Department was also appended to the Faculty of Medicine. During the years 1938-1947 the university responded to a national need for more graduates by extending the range and developing the contents of



Science Faculty graduates during the years 1939 to 1942, before Thailand joined the Second World War.

its undergraduate courses. There was now no turning back. Even after the transfer of the whole Faculty of Medicine to form a separate university, the University of Medical Science (later Mahidol University) in 1942, Chulalongkorn University's Faculty of Science still continued to run foundation or preparatory courses for all undergraduates reading Medicine, Dentistry, Pharmaceutical Sciences, and Veterinary Science. A new faculty, that of Accountancy, was founded in 1943. It was now becoming clear that Chulalongkorn University did not only have the function of training people to enter the bureaucracy, but had to produce graduates who could serve the private sector as well.



'The beleaguered Headquarters Building' safe and secure against the notorious floods of 1942 and the severe Allied bombardments of Bangkok during the last years of the Second World War. Despite the odds, serenity still reigned.



Things did not always go well during the 1930s and 1940s - an abnormally big flood in 1942, and heavy Allied bombing of Bangkok during the last years of the Second World War were highly disruptive, the latter causing a temporary closure of the university between June 1944 and November 1945. Yet Chulalongkorn University was still looked up to by Thai society as an institution of learning which produced many of the country's best and brightest graduates in a wide range of disciplines. On the education side, Chulalongkorn became the first higher education institution in the country to set up a pre-university school



(Triam Udomsuksa School), a school still highly regarded as being academically advanced.

The history of any university is, to a certain extent, the story of its graduates. Several Chulalongkorn graduates and former students of its pre-university school became members of the anti-Axis Free Thai Movement during the Second World War. It was partly owing to the existence and activities of the Free Thai Movement that Thailand avoided the fate of being classified as a defeated power at the end of the War.

Students of the pre-university school lined up to pay homage to the Royal Equestrian Statue of King Rama V, bearing candles and incense as marks of respect.

The University Glee Club 1935. At that time women students wore ankle-length Thai-style skirts, since uniforms had not yet been introduced.



Students playing basketball on the court beside the main auditorium in the presence of cheering friends, who stood on the dais, and other spectators (1938).



The university's strong tradition of students' extracurricular activities has fostered leadership qualities and a sense of social responsibility in its best graduates. Ever since the university's earlier years, Chulalongkorn students have had a Student Union composed of elected representatives from the various faculties. The students have therefore had plenty of opportunity to express themselves among peers, and this has given rise to a diversity of political and intellectual views.

On the social side, Chulalongkorn University has also pioneered the tradition of welcoming freshmen. This mixture of initiation ceremony and sheer good fun began around 1932. Activities such as the welcoming of freshmen, the preparation of yearbooks, and the organization of the annual Chula-Thammasat football matches have been instrumental in inculcating a "school spirit" within the university's student body.



Initiation ceremony (1930s)
The tradition of welcoming freshmen and of initiating them into university life has been upheld since the early 1930's. A spirit of seniority, whereby the older generation of students look after, indeed hold themselves accountable for the welfare of the younger generation of students, is closely intertwined with this tradition.

The ceremony thus ensures that newcomers are attuned to their environment and to the society to which they will belong for at least four years.



As the University's academic strength grew, expansion into such new areas and disciplines as architecture ensued. Here is a picture of the Architecture Faculty Building, constructed in 1939, designed by its own academic staff members.

Throughout the 1930s and 1940 Chulalongkorn University maintained its key role in producing graduates to serve national needs and development. Academic excellence was always the objective, and this was made possible by the return to Thailand of many outstanding European-educated academics who joined the university's teaching staff. The injection of new blood into the university's staff led to an increasing independence of outlook and liberal thought among the faculty members. After the Second World War, particularly, many Chulalongkorn University lecturers were given scholarships to pursue their studies abroad. The nature of these funds or scholarships varied : some were royally-sponsored, some government-sponsored (such as those given out by the Thai Civil Service Commission), while others came from foreign sources such as international organizations and universities overseas.



Students in the teacher-training programme in the Faculty of Arts. This programme eventually developed into the Faculty of Education in 1957.

Internal reorganization continued apace, both administratively and academically. Having lost its Faculty of Political Science to Thammasat University during the 1930s, Chulalongkorn University was able to set up a new Political Science Faculty in 1948. In 1957 the Department of Education, hitherto incorporated with the Faculty of Arts, became the university's newest faculty. Indeed, graduates of the Department of Education had been going out to help serve the country's growing demands in this field since 1955. The Faculty of Education has since become one of the largest faculties in the university, running its own demonstration schools.

The University and National Development

The history of Chulalongkorn University during the late 1950s and the 1960s was again closely intertwined with the history of Thailand during the era of National Development Plans, massive foreign aid, and frequent political instability in Southeast Asia. Once again the evolution of the university reflected the national needs, aspirations, and concerns. All through this period Chulalongkorn University continued to be regarded as the leading educational institution in the country, initiating many plans and projects. As a service to a developing society, the university pioneered the teaching of evening classes to answer the needs of students who had to work during daytime office hours.

A persistent problem for the university during its first three decades of existence had been the uneven supply of properly qualified instructors in any given field. This factor meant that postgraduate study was only slowly implemented even though provision for it had been made as early as 1934. The creation of a Graduate School in 1961 was therefore a major step in the direction of training locally educated students to reach higher levels of academic knowledge and vocational expertise. Earlier, in 1959, the Southeast Asian Treaty Organization (SEATO) had collaborated with Chulalongkorn University to organize a master's degree program in Engineering.

Thailand's National Development Plans of the 1960s and 1970s also needed a corresponding development of research in the universities to be anywhere near effective. Chulalongkorn University's part in meeting this challenge was to increase the existing body of knowledge in subjects related to development. From the time of its founding to the celebration of its fiftieth anniversary in March 1967, Chulalongkorn University had expanded steadily from its initial four faculties to eight. Each phase of its development had been in accordance with the needs of the modern Thai nation. A high standard of instruction had been maintained, and traditional values upheld. The traditions and prestige attached to the university, be it the close connection with royalty or the vitality of life on campus, together with Chulalongkorn University's academic excellence, continued to attract an ever-growing number of new students.



If the first fifty years of the university's existence had been a period of steady progress and development, then the next decade was one of rapid overall change. Research and other academic activities multiplied in number. Increased awareness of social and political issues among both faculty members and students mirrored similar trends in contemporaneous Thai society.

An aerial view of the university's first building taken in the 1960s.

Chulalongkorn University may be said to have come of age as a research oriented university during this period of its history. This came about because, once again, the university responded to the national need for more research institutes and more research projects to help increase the body of knowledge in fields directly relevant to Thailand's development. To give an idea of what areas of research were being conducted at the university (or under the aegis of the university), it is sufficient to mention that in 1970 the Institute of Population Studies was set up, followed in 1974 by the Institute of Health Research and the Institute of Environmental Research, and in 1976 the Institute of Social Research. To encourage faculty members in undertaking research projects in all disciplines, the university also set up the Ratchadaphiseksomphot Research Fund which awarded, and continues to award research grants annually.

Research alone could not fulfil the university's (or the country's) needs. Trained personnel were also required. During this period, therefore, the Analytical Chemistry Training Division and the Red Cross Nursing Division were established, and an experimental station for veterinary scientists was set up at Nakhon Pathom west of Bangkok.

The administrative as well as academic structure of the university also underwent major changes. For instance, departments and even entire faculties which had been transferred elsewhere were revived or transferred back to Chulalongkorn University. The most notable change occurred when, in 1967, the Faculty of Medicine of Chulalongkorn Hospital, which had been part of the University of Medical Science, was transferred back to form Chulalongkorn University's reborn Faculty of Medicine. During that same year the Faculty of Veterinary Science, previously part of Kasetsart University (founded 1943) was returned to Chulalongkorn University. These two developments meant that Medicine and Veterinary Science, both of which had not been taught at Chulalongkorn University for over a quarter of a century, returned to make the university an academically complete entity in terms of subjects covered in the curriculum. This comprehensive nature the university has always striven, and still strives to maintain.

A general expansion of tertiary education on a national level may be discerned in some of the other changes which took place at Chulalongkorn University during the 1967-1976 period. The university's Graduate School by 1976 offered Master's degree courses in 88 subjects altogether, plus one course at the doctorate level. In 1967 the SEATO-sponsored Graduate School of Engineering became independent of Chulalongkorn University and was later transformed into the Asian Institute of Technology (A.I.T.), though it remained within the walls of Chulalongkorn until its move to Rangsit. New faculties also evolved within Chulalongkorn University, namely those of Law, Economics, and Communication Arts. The newly formed Faculties of Law and Economics were formerly parts of the Faculties of Political Science and of Commerce and Accountancy. Such a diversity of activity suggests also that university education in Thailand was now required to produce graduates to supply almost every sector of the job market, not just the civil service and professions.



All the academic and research activities mentioned above would not have been possible without parallel developments in the university's administrative and service structures. The University Library underwent very rapid expansion during this period. Faculty libraries also expanded to meet requirements of staff and students. The university's Audio-visual Unit, set up in 1959, was now able to serve the whole university, another indication of Chulalongkorn University's constant efforts to adapt to new technology and teaching aids. In 1972 a large collection of publications and documents concerning Thailand was presented to Chulalongkorn University by the United States Department of Defence on the occasion of the university's 55th anniversary. This collection was to form the core of the university's Thailand Information Center. A welcome addition to the campus, and one of its most popular spots for both staff and students, was the Chulalongkorn University Bookstore (now Book Center), opened in 1975. It sells everything from textbooks, research monographs, and reference works to novels and magazines.

The Political Science Faculty Building
Subsequently the Faculty of Political Science developed off-shoots, namely the Faculty of Commerce and Accountancy, the Faculty of Law, and the Faculty of Economics.



The University has always cherished the concept of communal living in halls of residence, more or less patterned on the Oxbridge collegiate system. This residence hall for women students, a generous gift from Chao Chom Somboon, a wife of King Rama V, was officially opened on January 10, 1953. 'Haw Chao Chom' served as a residence hall until recently, when it was demolished to make space for a new residence building.

The university has always provided welfare services for its faculty and student members, and this was especially true of the 1967-1976 period, when a health centre was set up on campus, and new residence halls were built for both men and women students. Accommodation on campus was also built to house university lecturers.

The period beginning in October 1973 and ending in October 1976 was one of great historical significance for modern Thailand, and many of its salient features were reflected in the way Chulalongkorn University developed during these three years. After decades of military rule, there was in October 1973 a popular uprising spearheaded by students who were calling for constitutional democracy. Many of the lecturers and students involved in this pro-democracy movement, including some of the movement's leaders, were from Chulalongkorn University. On 14 October 1973 the ruling junta relinquished power, an event which ushered in an era of democratic experimentation and intellectual ferment.

The effects of the 14 October 1973 events on Chulalongkorn University were, naturally, profound. The new period of democratic politics saw an unprecedented outburst of activity on the part of the university students, since there was now much more freedom of thought and expression than before. Intellectual and ideological horizons were broadened, while political and social consciousness were heightened. Groups of students from the university went forth into the countryside to spread knowledge about democracy, and there were political demonstrations within Bangkok over many issues, including against the use of luxury goods which a developing country like Thai-



land could ill afford, and against too much foreign investment in the country.

The student uprising in October, 1973

There was an increased insistence on equality among both faculty members and students. The seniority system and hierarchical outlook that had been prevalent in the university began to decline. The students, whose governance had been based on a seniority system which stressed deference and obedience to senior students and faculty members, now became more egalitarian and independent. Correspondingly, among the staff there was much less emphasis on hierarchy. The university administrators were no longer appointed but selected from nominated candidates, resulting in a new group of younger people rising to positions of authority and responsibility. Hitherto sacrosanct lines of command based on seniority became obsolete. The setting up of the Chulalongkorn University Council in 1971 heralded a new era in the university's administration because from then on faculty members could participate directly and systematically in the task of looking after their university's best interests.

A violent coup d'etat on 6 October 1976 held up the democratic experiment in Thailand rather sharply, but some of the new attitudes and ideas which had taken root during the past three years could not be eradicated so easily. Chulalongkorn University's affairs are, to this day, still run on more or less egalitarian principles, while among the students the old seniority system has not quite been rein-

stated in its entirety. Students have retained their consciousness of political and social issues, and Chulalongkorn University students regularly go out into the Thai countryside on "development camps"

Growing in a Changing World

The ten years between 1967 and 1977 had been years of growth and progress for Chulalongkorn University. More courses were now offered, the number of students and staff had also grown, academic facilities were much improved, and many new buildings had sprung up on campus. From 1965 onwards, the university planned its development in accordance with the principles or guidelines contained in the successive National Development Plans. Much attention was given to all the activities which a good university should be committed to, namely teaching, research, service to society, the preservation of the nation's art and culture, and efficient administration.

During the late 1970s and the 1980s Chulalongkorn University concentrated on developing its Graduate School and postgraduate studies. It became increasingly clear that the university was evolving into a true "College of Inquiry", an institution dedicated to excellence in research as well as in teaching. More research institutes were established, and in 1980 a research division was formed to plan, coordinate, and facilitate the university's research activities. Research was now more multi-disciplinary in approach, as can be seen from the establishment, for example, of 'area studies' institutes such as the Institute of Asian Studies, the Thai Studies Institute and the American Studies Program.

As Thailand entered a new age of information and high-technology, the university reacted accordingly. Although computers had been used for teaching purposes at Chulalongkorn University since the 1960s, it was not until 1978 that a Computer Service Center was formed from the basis of an older and smaller Computer Science Unit. This centre was set up to serve not only the university itself but also other interested sections of the Thai civil service.

On an even larger scale, the university established a Scientific and Technological Research Equipment Center in 1981, aimed at making available to all sectors of the university the most up-to-date and efficient research equipment



The 1960's saw the introduction of computers for teaching purposes at Chulalongkorn University. It culminated in the establishment of the Computer Service Center in 1978.



in the fields of science and technology. This unit received at its inception generous financial support from the Japanese government. This is but one example among the many instances when a foreign government or international organization has contributed generously to the university's academic advancement.

Research done in many Faculties makes use of modern equipment from the Scientific and Technological Research Equipment Center.



The newest teaching building of the Sasin Graduate Institute of Business Administration was completed in 1991.

In 1982, Chulalongkorn University's Graduate School, in collaboration with the J.L. Kellogg Graduate School of Management at Northwestern University, and the Wharton School of the University of Pennsylvania, started the Graduate Institute of Business Administration (GIBA), now known as Sasin Graduate Institute of Business Administration, using the English language as the teaching medium. This institute has proved to be one of Chulalongkorn University's most recent success stories, not only because it has been run with professional efficiency but also because it has met with an enthusiastic response from Thailand's growing private sector and thriving business community. It also exemplifies the move towards internationalization which the university was, and still is, making. Indeed, one of the university's major policies during these past few years has been internationalization. An International Affairs division has been set up to coordinate the university's ever-growing contacts with educational institutions and other organizations outside Thailand.

The transfer of knowledge has become a two-way process as Chulalongkorn University now finds itself able to transmit knowledge to students, officials, and other visitors from abroad. Courses taught in English are now offered at the Faculties of Arts, Economics, and Medicine. The university, realizing the crucial importance of cooperation with neighbouring countries, has also been running courses for the benefit of these neighbours as well as providing them with some technological assistance in the "Technical Cooperation with Neighbouring Countries" programme.

Along with this emphasis on scholarly research and the pursuit of academic excellence, Chulalongkorn University has not neglected its role in the alleviation of the country's social and economic problems. As early as 1977 the university began admitting medical students from the provinces, exempting them from having to sit the normal university entrance examinations. By 1987 fourteen faculties were admitting students from the provinces under these conditions. A special unit within the university was responsible for running this program, called "Chula-Chonnabot" (Chulalongkorn-countryside).

The first 75 years of Chulalongkorn University's history show that the university grew from being a 'royal' college, founded for the express purpose of supplying a nascent modern bureaucracy with qualified civil servants, into a modern state university which has fed both the public and private sectors with capable personnel. The current challenge facing Thailand is how to react to rapid technological development and the almost equally speedy process of industrialization taking place in the country. True to its long tradition of responding creatively to the nation's needs, Chulalongkorn University has striven to make technological progress serve the country's fast-expanding industrial and business sectors. It has been systematically providing them with expertise, new knowledge and up-to-date data.

Rich in history and steeped in tradition, Chulalongkorn University is nevertheless approaching the 21st century with a firm commitment to change, innovation, and ultimately, improvement.



*The Royal Family
and
Chulalongkorn University*

As befits an institution which was founded by a king, Chulalongkorn University has kept up a close relationship with the Thai royal family. It is a tradition which continues to be dear to every Chulalongkorn heart.



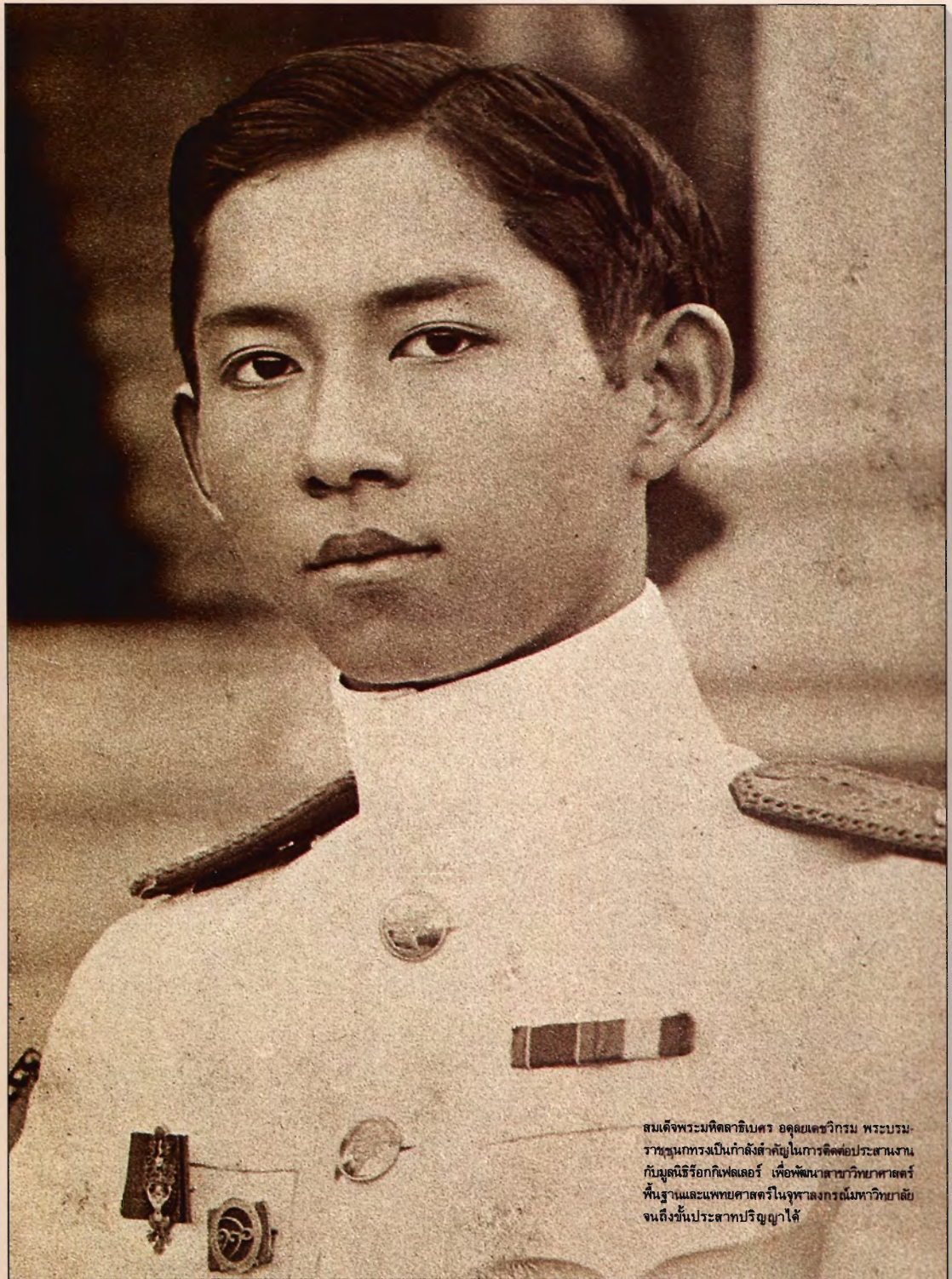
H.M. King Chulalongkorn (Rama V), with whom the idea of Chulalongkorn University originated



H.M. King Vajiravudh (Rama VI), who established Chulalongkorn University



H.M. King Prajadhipok (Rama VII)



สมเด็จพระมหิตลาธิเบศร อดุลยเดชวิกรม พระบรม-
ราชชนกทรงเป็นกำลังสำคัญในการติดต่อประสานงาน
กับมูลนิธิร็อกกีเฟลเลอร์ เพื่อพัฒนาสาขาวิทยาศาสตร์
พื้นฐานและแพทยศาสตร์ในจุฬาลงกรณ์มหาวิทยาลัย
จนถึงขั้นประสาทปริญญาได้

H.R.H. Prince Mahidol of Songkhla was assigned the post of Director-General of the University Department, Ministry of Education, the government unit which supervised the running of Chulalongkorn University.

*H.R.H. Prince Mahidol of
Songkhla*



*H.R.H. Princess Galyani
Vadhana*

*H.R.H. Prince Chudadhuj of
Bejraburna*

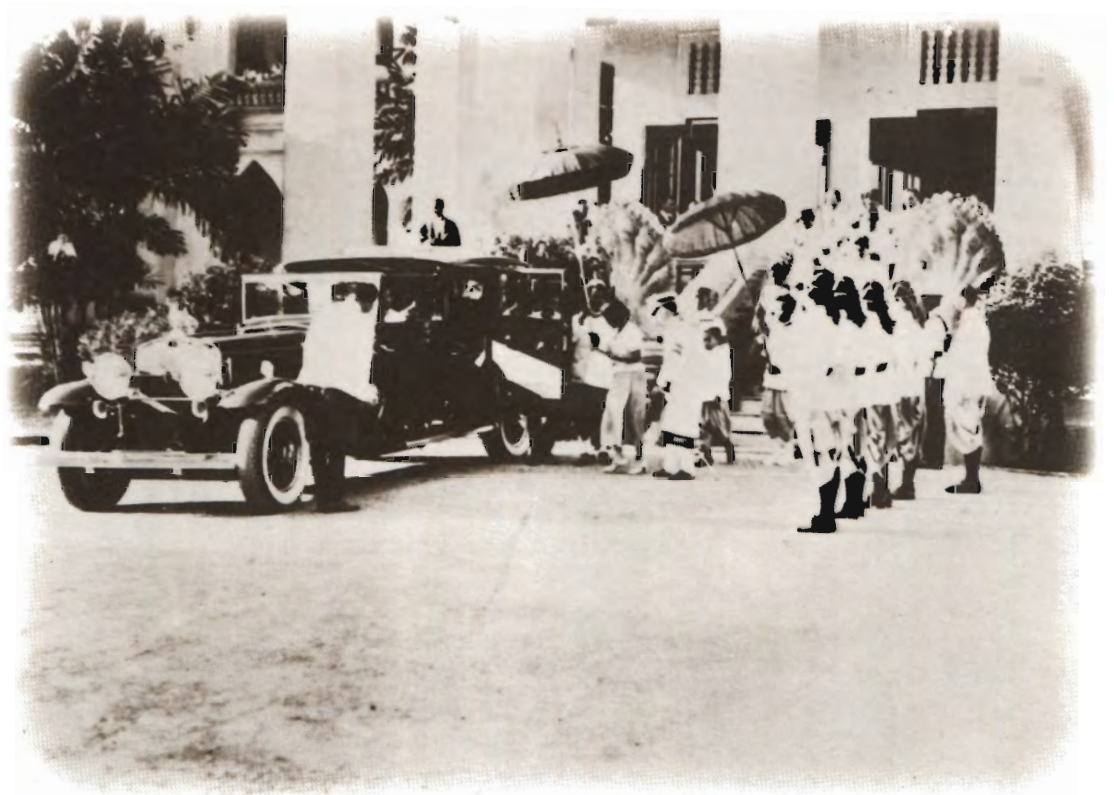


*Four members of the Royal
Family who taught at Chulalong-
korn University*

*H.R.H. Princess Maha Chakri
Sirindhorn*

His Royal Highness Prince Mahidol of Songkhla, a son of King Chulalongkorn and the present king's father, his daughter Her Royal Highness Princess Galyani Vadhana, and his granddaughter Her Royal Highness Princess Maha Chakri Sirindhorn, have all taught at Chulalongkorn University. Apart from being an instructor and administrator at the university, Prince Mahidol of Songkhla was also one of its great benefactors. His Royal Highness donated a large amount of his own money to set up scholarships which enabled university lecturers in science and medicine to further their studies.





H.M. King Prajadhipok (Rama VII) presided over the first ceremony for the conferment of degrees at Chulalongkorn University in 1930.

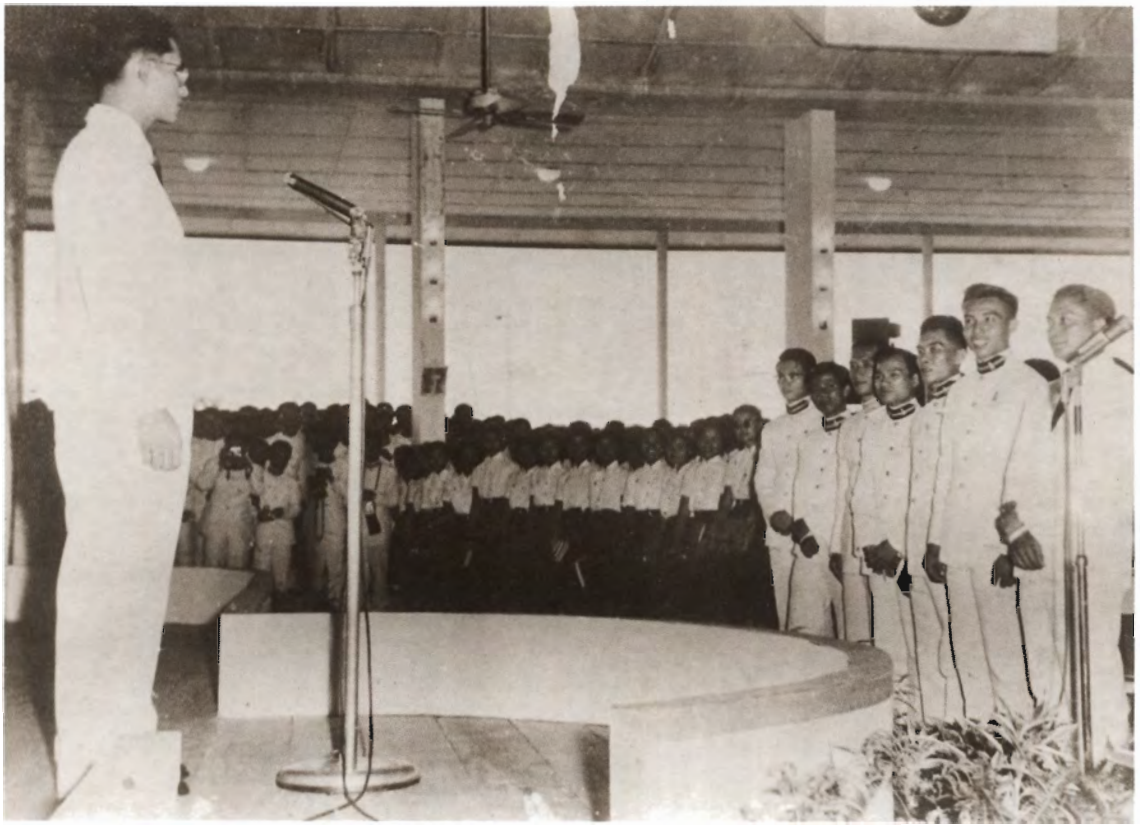
His Majesty the King himself has also consistently devoted much of his precious time to Chulalongkorn University. He regularly presents degree certificates to all Chulalongkorn University graduates, a royal routine that His Majesty has assiduously striven to keep up even during the busiest years. While studying abroad in Switzerland in 1949, His Majesty the King composed a song, "Maha Chulalongkorn", to serve as the university song - a unique honour for a Thai university.

The royal family's informal ties with the university have been equally strong. From 1958 till 1973 the King, Queen, and royal children came to the Chulalongkorn University Auditorium almost every year to participate in sessions of music-making with the students of the university. This charming tradition began in 1957 when His Majesty the King graciously allowed a delegation of Chulalongkorn students to congratulate him on the birth of his youngest daughter, Her Royal Highness Princess Chulabhorn. The king received the students at Amphorn Gardens, where the tea party developed into an impromptu concert. This was why, from 1958 onwards, His Majesty - a gifted jazz musician and composer - came to Chulalongkorn University to play music with and for Chulalongkorn students. It was only when his schedule became too full that the king discontinued this tradition.



H.M. King Ananda Mahidol presided over the ceremony for the conferment of degrees to Chulalongkorn University graduates for the first and only time during his reign on April 13, 1946.

H.M. King Bhumibol has presided over the ceremony for the conferment of degrees to Chulalongkorn University graduates since 1950.



Students congratulated His Majesty the King on the birth of his youngest daughter in 1957.





His Majesty the King and the royal family came to play music with students and graduates of the university.





H.R.H. Princess Galyani Vadhana, the present king's elder sister, served as a French lecturer in the Faculty of Arts between 1952 and 1958. She has won love, admiration, and esteem among her students who will never forget their gracious teacher from the Palace.





During the years 1973-1977, when the country and the Southeast Asian region as a whole were in ferment, the university was privileged to have in its midst, as an undergraduate majoring in history, Her Royal Highness Princess Sirindhorn. The princess won the hearts and admiration of everyone - professors and classmates alike - with her grace, her charm, her modesty, and her willingness to participate in all aspects of university life. An accomplished Thai classical musician, she took part in many performances while studying at the Faculty of Arts. She also participated in other student activities such as sports. Academically the princess performed outstandingly, earning a gold medal award and a first-class Honours degree. After graduating in 1977, she continued her studies at Chulalongkorn University, completing the Master's degree program in Eastern Languages (Pali and Sanskrit).

When Princess Sirindhorn was elevated to the rank of Princess Maha Chakri in 1977, the University Council decided to start a fund in her honour - a celebration of her new rank and of her status as the first member of the Thai royal family to have completed a university degree in this country. In 1978 the university set up the fund by contributing one million baht to it. The fund is aimed at researching and promoting all aspects of Thai civilization, a subject which has always been dear to the princess' heart.

To this day, Her Royal Highness Princess Maha Chakri Sirindhorn often revisits her alma mater, be it to chair a meeting, to open an exhibition, or to teach - and on each and every occasion Chulalongkorn University welcomes and honours her with renewed warmth and loyalty.





*“ Your Royal Highness’ hitherto veiled portrait,
Our love, loyalty, and reverence unspoken,
Now, what splendour, it all coheres.
Since Your Royal Highness have graciously exposed both into full view,
The royal portrait means our love for you, unveiled and preserved..”*

*At the exhibition honouring H.R.H. Princess Maha Chakri Sirindhorn on the anniversary
of the establishment of Chulalongkorn University, March 26, 1983*

TEACHING, RESEARCH AND SERVICES





A present day class session in a lecture theatre dating from the university's early days

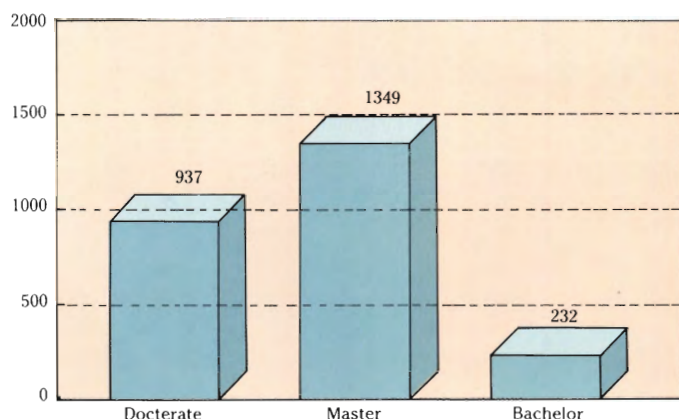
Teaching, Research, and Services

As an institution of higher learning in a developing country, Chulalongkorn University has evolved largely in response to the changing needs and requirements of the country and its people. During the past three quarters of a century, the university has grown in size as well as in interests and activities.

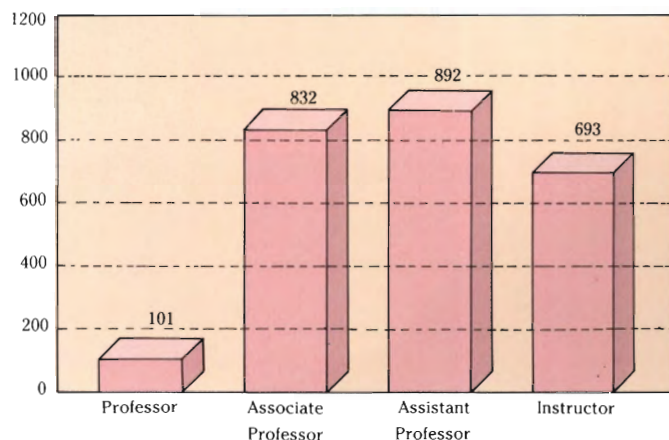
In those long years of growth and development, Chulalongkorn University has always maintained its commitment to continuing improvement of the quality of its students, imbuing in them both scholarship and professional competence. It has also assumed other important academic and social functions. Apart from teaching, it has engaged in advanced research, served as a centre for academic and intellectual pursuits, and provided educational opportunities for an ever broader spectrum of the population.

Now a full-grown university, Chulalongkorn is a leader in the field of higher education in Thailand. It is at the same time, reaching out to the wider world of higher learning.

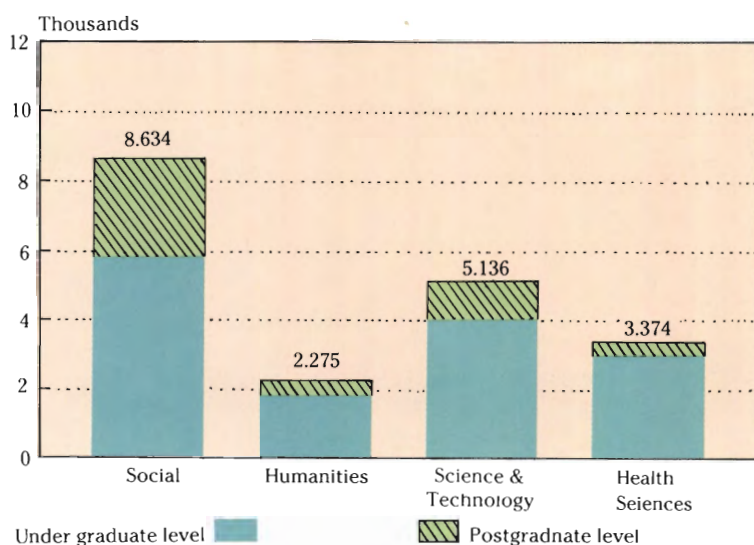
Total Number of Faculty Members in 1991
By Degree



Total Number of Faculty Members in 1991
By Academic Position



Total Number of Students
Area of Student



- The total number of academic staff at the university, classified according to degree qualifications and academic positions

- Total number of students

Teaching and Scholarship

Scholarship is the principal aim of university education. The main source of scholarship of any university is its academic staff and students. Chulalongkorn thus naturally focuses upon the students and teaching faculty as the primary target of its academic development. In practice, this essentially means a commitment to good teaching. In quantitative terms, this emphasis on teaching may be seen in both the proliferation of the university's teaching faculties, schools and institutes, and the expansion and continuing upgrading of its degree and training courses, and programmes of study in all major branches of scholarship.



Meetings frequently take place all year round in the Saranithes Conference Room. Here is where members of the university community convene.

Chulalongkorn University now has sixteen faculties and a number of schools, institutes and projects, which are engaging in teaching and other related activities. Its approximately 2,500 academic staff members offer 248 major subjects in four main areas of study, namely, health sciences, science and technology, the social sciences, and the humanities, to a student population of approximately 20,000. In all, there are 93 degree programmes at the undergraduate level and more than 150 postgraduate programmes which include 20 doctoral degree options, 105 master's degree courses, 30 higher-certificate projects in a wide range of areas of specialization. Chulalongkorn is well reputed for its strength at the Bachelor's degree level. A very important development in the recent past is nevertheless the growth of its postgraduate interests. Now more than 5,000 graduate students, as compared with nearly 15,000 students at the undergraduate level, are currently undertaking advanced studies and training in a fast expanding array of disciplines.

Teaching responsibilities are mainly assumed by the university's sixteen faculties, which are :

- Faculty of Architecture
- Faculty of Arts
- Faculty of Commerce and Accountancy
- Faculty of Communication Arts
- Faculty of Dentistry
- Faculty of Economics
- Faculty of Education
- Faculty of Engineering
- Faculty of Fine and Applied Arts
- Faculty of Law
- Faculty of Medicine
- Faculty of Nursing
- Faculty of Pharmaceutical Sciences
- Faculty of Political Science
- Faculty of Science
- Faculty of Veterinary Science.

The ceremony for welcoming freshmen is a much-awaited occasion for rejoicing for the hosts and newcomers alike. It is at once a sacred rite of initiation and a boisterous party for the sake of sheer good fun.





Language laboratories are a common feature in many faculties. This photo shows a language laboratory in use at the University Main Library.

Comprising a total of 131 departments, these faculties are the mainstay of Chulalongkorn's teaching and other functions.

Teaching and training in certain specialized areas have also been offered by a number of schools and institutes. They include, in particular, the Petroleum and Petrochemical College, the Institute of Population Studies, the Merchant Marine Institute, the Chulalongkorn University Language Institute, and the General Education Project. Certain courses at the foundation and degree levels, as well as specialized training programmes and facilities available at these institutes reflect the university's increasingly diversified teaching responsibilities resulting from its rapid growth during the past few decades.

Established in 1961 with a faculty status, Chulalongkorn University's Graduate School was perhaps the first major attempt to attend to the need for such diversification, that is, to assume responsibility for advanced teaching and research in all disciplines. The School's primary function is to serve as an administrative centre to coordinate the work of the various departments offering post-graduate studies in order to maintain standards and initiate new programmes. Its academic staff members are mostly from the main sixteen teaching faculties.



Another specialized institute is Sasin Graduate Institute of Business Administration. This may be regarded as a very significant institutional innovation whereby national as well as international expertise has been mobilized to develop the university's academic and professional competence in this field. The adoption of English as the medium of instruction and the Institute's international linkages, namely with the J.L. Kellogg Graduate School of Management at Northwestern University, and the Wharton School of the University of Pennsylvania, provide a crucial basis for achieving international standards of scholarship.

Negotiations in progress with representative of an institution of higher learning abroad with a view to attaining academic excellence

Chulalongkorn University's current academic interests cover all four major fields of study, health sciences, science and technology, the social sciences, and the humanities. The university is indeed most notable for its comprehensive range of academic fields.

In the health sciences area, a strong emphasis is now placed upon both ongoing improvement and modernization of medical education programmes, and the social aspects of health care development. The Faculty of Nursing was established in December 1988, and the university's teaching hospital, Chulalongkorn Hospital, is entering a new era, which has witnessed rapid expansion and introduction of automation systems, in order to cater to its own academic needs and to accommodate the public's increasing demand for medical care.



Research project on cytogenetic and fertility investigation of crossbred herd (Murrah and Swamp Buffalo)

With regard to science and technology, there is a growing awareness of their increasingly crucial role in national development and their very rapid evolution and advancement. The university fully appreciates the need to be well prepared to meet this challenge, and has always upgraded its science and technology faculties and facilities in response to changing demands and needs.

Apart from increasing research endeavours, the attempt to develop science and technology expertise consists in expanding cooperation with foreign universities and private companies and organizations in all major areas including mathematics, chemistry, automobile technology, electronics, animal reproduction, and engineering. The cooperation covers both teaching and faculty development in the form of training and engagement in advanced degree programmes at those institutions, and research equipment assistance. Important breakthroughs in certain areas, for instance in reproduction, have been achieved through these collaborative efforts.

In the social sciences and humanities, the general aim is to encourage students' understanding of themselves, their country and its institutions, and indeed mankind as a whole. Chulalongkorn's social science and humanities resources have been widely distributed among its various faculties, and teaching as well as research groups and institutes. Most remarkable about these two general fields are the complexity and diversity of their subject matter. Thai and foreign languages teaching is an important feature of the university's social science and humanities scholarship. The Centre for Thai Language and Literature has been created to promote the growing interest in Thai studies, in which a postgraduate programme in English is now available. Apart from Thai language courses for Thais as well as foreigners, Chulalongkorn's foreign languages programmes now number 12 in all. In the social sciences, areas such as international trade, business and law, as well as general regional and international affairs, have received increasing attention. The general approach is thus to promote broad as well as in-depth understanding, disciplinary as well as interdisciplinary orientation, development of certain basic outlooks as well as investigative-skill acquisition, and finally, tradition as well as innovation.

Video-tape filming of a lesson in deciphering a stone inscription



The central emphasis in all specific fields of study is always upon enhancement of both knowledge and teaching capabilities of academic staff members. They are encouraged to upgrade their academic qualifications through formal studies or personal research efforts. A Staff Development Unit has been established by the university to undertake teaching evaluation and organize activities such as training workshops to create special competence, as for instance, in computer literacy, testing and evaluation techniques. Chulalongkorn can indeed claim to be in the forefront in the area of staff development.

In addition, the university always seeks to develop and improve instructional techniques and materials, and to initiate new courses and programmes of study. It promotes a continuing search for a better understanding of the world, and the strengthening of the staff members' capability to share their knowledge and experiences with students. The instructional method itself has received most attention. The emphasis is now on "inquiry" whereby the problem-solving and innovative potentials of students are stimulated and developed. All departments and faculties have been encouraged to make greater use of the inquiry method at both undergraduate and postgraduate levels and to develop their academic staff and resources accordingly.

A workshop on 'Professionalism in the Art of Testing Science Skills' organized by the Staff Development Unit





The integration of research and instruction is at the same time emphasized. Research findings and implications have been viewed, in this regard, not simply as contributions to the existing store of knowledge, but, equally important, as having qualitative and quantitative impacts on the instructional process.

The university's graduates are trained in a well-rounded yet specialized, technology-based and problem-oriented manner. The stress has always been on quality rather than quantity. Quality has been partly ensured by the highly competitive university entrance examination, and further reinforced by its own curricular designs and contents. In attempting to fulfil this commitment to good teaching, the university has always sought to develop methods and techniques for enhancing the learning experiences in as well as outside the classroom.

Chulalongkorn may, in many ways, be seen as a "pace-setter" among Thailand's higher educational institutions. It has often attracted the close attention of its academic peers and the public, and has exerted substantial influence in shaping the country's higher educational orientations in general, and the direction in which specific academic disciplines are approached.

An amalgamation of science and art, of utility and aesthetic beauty, is the main objective of class activities in designing. Architecture Faculty freshmen are assigned the tasks of designing a carton for containing eggs, a kite, or a glider. Then they will display their designs and submit them to their teachers' comments and evaluation.



Field practice and farm service in disease diagnosis of veterinary students with a mobile clinic under the supervision of the staff of Veterinary Medical Aquatic Animal Research Center (VMARC). The clinic developed out of effort to cope with an epidemic among the marine population of fish farms back in 1982.

This “leadership” role only partially shows how Chulalongkorn University has met the changing demands and needs of Thai society. Apart from the educational circle, the university has served the country well in many other respects, particularly by contributing to the latter’s modernization and development efforts. Most notably, the emphasis on the quality of its scholarship has made itself felt through the contributions of its alumni, who, for many decades, have established a strong national presence in both the public and private sectors.



–The importance of the university’s human resource training task has become even more vital in certain areas, particularly the various engineering and technological fields, in which the demand for professionally trained graduates has sharply increased during the past decade. Preparing university graduates to be well suited to national needs will remain an important goal for Chulalongkorn; and while the university has never been solely career-oriented in its approach and activities, it attaches considerable importance to employment opportunities for graduates. Now facing the nation’s changing priorities resulting from its fast expanding, more outward-looking economy, the university is gearing itself towards dealing with such changes and their economic and social consequences.



Alumni still keep up their ties with the university. They organize the annual Homecoming Day activities to mark the anniversary of the university (March 26). Also, annually they pay homage to the Royal Statue of King Rama V and King Rama VI.



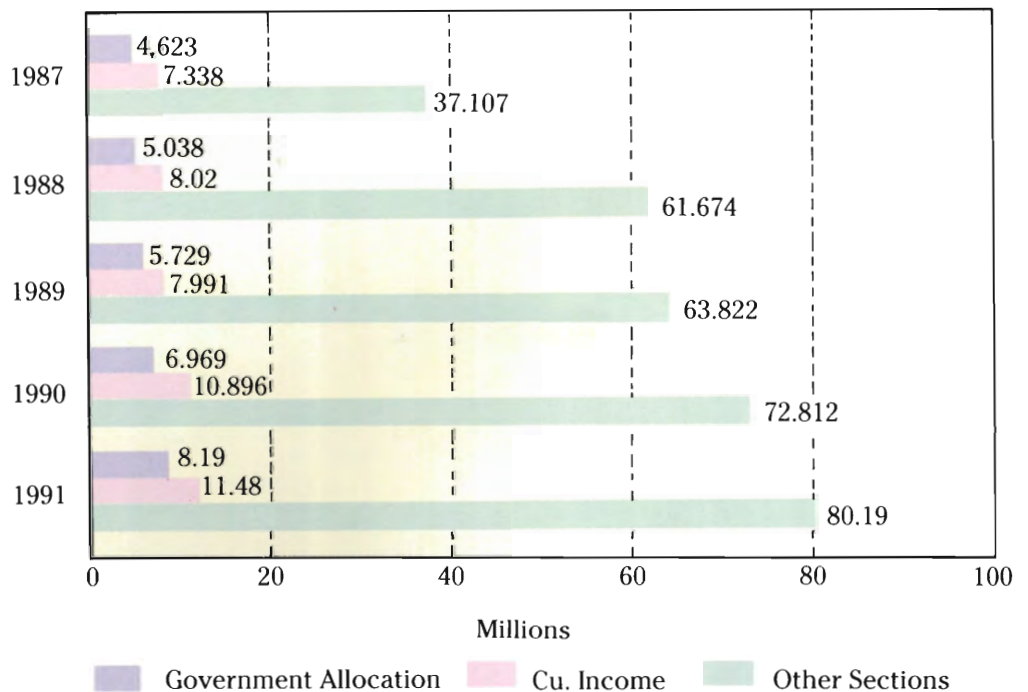
The anechoic chamber, active in research on acoustic physics, plays a vital role in services to the industrial sector.

Research and Excellence

The university sees as the central goal of higher education, the pursuit of knowledge and academic progress. At the same time, the country's changing priorities have also required increasing university-based technical know-how or problem-solving alternatives. In both cases research has provided a major venue through which such priorities and aspirations could be satisfied. For this reason, Chulalongkorn University's approach is increasingly research-oriented.

The sources of research grants from 1987 to 1991. While government allocation and the university private income remain quite static, outside funding has grown steadily.

Research Grant From 1987 To 1991



This approach is evident in both the growing research interests and activities of individual faculties and academic staff members and the proliferation of research and research-oriented affiliated institutes in all major fields of scholarship, namely, health sciences, science and technology, the social sciences, and the humanities. Research facilities, including those for laboratory research and experiments in such front-running areas as superconductors and genetic engineering, have been modernized or successfully set up.

Research in progress in the superconductor laboratory



The first test-tube baby delivered by the medical team, Chulalongkorn Medical School on August 15, 1987.



The first triplets achieved by In Vitro Fertilization and Embryo Transfer Programme with their happy family.



As has been suggested, the purpose is partly to meet national requirements. Research programmes have been established primarily to strengthen the country's science and technology capabilities in many crucial areas, including material science and metallurgy, electronics and computers, petroleum and petrochemical technology, and biotechnology and genetic engineering. In the near future path-breaking fields such as building technology will also be introduced. Of course, research in more conventional areas in the health or basic science branches has not been overlooked. In the fields of human and animal reproduction, substantive progress has been made in embryonic transfer. Progress has also been registered in many other areas, which testifies to both the university's determination to meet practical national needs and its ongoing search for knowledge and excellence.

Several mechanisms have been devised to facilitate research, such as “task forces”, “unit cells”, and “forums”. Task forces involve efforts to cope with specific problems requiring urgent remedy, such as particular environmental damages. Unit cells are intended to promote individual research projects lacking adequate facilities. Forums are broader-based activities integrating the university's expertise with outside assistance. Moreover, a “university programme” is being envisaged, as compared with “national programmes” in some countries dealing with national problems in certain priority areas, which will direct the university's resources towards research activities which the individual faculties or institutes are usually not sufficiently equipped to undertake. The university programme will inherently be interdisciplinary in nature.

Today the university's research or research-oriented institutes in science-based fields include :

The Scientific and Technological Research Equipment Center

Institute of Biotechnology and Genetic Engineering

Institute of Health Research

Institute of Environmental Research

Metallurgy and Material Science Research Institute

The Petroleum and Petrochemical College.



Research results by the Mushroom Research Unit and the Bee Research Unit have been of great use to agro-industries.



The rapid growth of the Thai economy and its increased opening to the outside world have resulted in the expansion of business and other service activities. Chulalongkorn University has made a conscious attempt to upgrade its competence in business administration and related fields in response to this development. The establishment of the Sasin Graduate Institute of Business Administration and the Merchant Marine Institute reflects its awareness of the growing need of Thailand for enhanced economic and business management capabilities.

In the social sciences and the humanities, research has also been promoted and largely geared towards better understanding of social and economic problems, especially the stresses and strains brought about by the country's transformational process, and towards the search for more appropriate development as well as problem-solving alternatives.

Apart from the strong research resources and facilities of the individual social science and humanities faculties, the university has created a number of research groups and institutes. These are the Institute of Asian Studies, Institute of Population Studies, and the Institute of Social Research. Moreover, there are a growing number of specialized research and documentation programmes and centres in numerous specialized areas, such as the American and Canadian Studies Programmes and the Institute of Thai Studies.

Research in the field of speech technology carried out by the Linguistics Research Unit has facilitated speech communication between computers and Thai users.





'Chula Hi-Tech Fair 1991' is an academic conference as well as an exhibition featuring research and studies done by academic staff. The Fair also focussed on state-of-the-art technological innovations in the industrial sector.

The university encourages its students and faculty members to undertake innovative research projects. Both basic research and policy-oriented investigations in a great variety of areas such as law, management, marketing, health, welfare, and housing, are frequently undertaken. Though the university does not offer a formal programme of study in agriculture, it attaches great importance to the country's agricultural sector, which continues to employ nearly 70 per cent of the Thai labour force. Chulalongkorn's basic and applied researches in biological and agriculture-related sciences are geared to be relevant to all its interests in this sector.

Cross-disciplinary integration is essential to the development of modern knowledge in all fields. The university's growing research interests have taken cognizance of possible efforts in this direction. This is not just a matter of changing philosophical or intellectual orientations; it also reflects real needs and trends of the modern era. Many problems in our times cannot be tackled by specific disciplinary expertise. Rather, issues such as development and environmental hazards require an interdisciplinary approach. Even fundamental concerns like the development of public-health care require an adequate understanding of the social, economic and cultural aspects of the society in question.



Research tools at the Scientific and Technological Research Equipment Center have facilitated cross-disciplinary research.



Undergraduates at work in one of the computer units

Knowledge transcends national boundaries, being cross-national and cross-cultural in character. Thus, to further enhance the quality of its academic interests and activities to the level of international criteria and standards and to keep up with rapid advancements, the university has tried to forge external networks and contacts. This generally involves formation of academic links with corresponding institutions abroad, with a view to facilitating academic exchanges and collaborative ventures. Chulalongkorn's research interests have benefited a great deal from its external relations; a substantial amount of funding and expertise has actually come from external sources.

Both research and instructional activities require adequate and state-of-the-art facilities. In addition to modern laboratories and equipment, the university has attached considerable importance to information system and data-processing facilities. In particular, its Academic Resource Center, Computer Service Center, and the Scientific and Technological Research Equipment Center have assumed prominent roles in recent years. They may claim to be among the country's largest and most modern information

and equipment centres. The university has its own publishing and printing houses and book centre. Chulalongkorn University Press and Chulalongkorn University Printing House are producing a variety of textbooks annually along with many other academic publications. Chulalongkorn University Book Center is also one of the country's largest book stores, which serves as a centre for distribution of local as well as foreign publications in all academic disciplines. The university is indeed increasingly engaging in both the production and dissemination of knowledge. Its publishing, printing and distributing facilities have not only provided crucial support for the teaching and learning processes but also enabled the university to pursue a more dynamic quest for knowledge and academic progress.

The ultimate aim of university education is to inculcate in the students and academic staff critical and innovative thinking, and intellectual, as well as professional, capabilities. These are crucial ingredients of academic progress and excellence. Not least of all, these elements are urgently needed to help Thai people cope with a changing society.

Chulalongkorn University Book Center carries a huge number of academic text-books. The Center can also order books both locally and from abroad.



Services and Opportunities

Chulalongkorn University aims to serve the whole community. First and foremost, it has always been sensitive to the need to provide equal educational opportunities, especially for students from disadvantaged or underprivileged strata in society. At the very least, it is prepared to cater to public demands for intellectual as well as professional skill development and improvement. Chulalongkorn considers itself a university of and for the people, serving both scholarly and society-oriented purposes, particularly in keeping with King Chulalongkorn's desire for an institution that gave everybody an equal opportunity to study. As the King himself wrote,

Ranging from members of the royal family, my children, through notables and commoners—all will have an equal chance to study. I believe that education in our country is one of the most important issues of the time, and I will do my utmost to develop it.

Graduates of Chulalongkorn University hail from various regions across the nation



Since its inception, the university has taken pride in this great mission and has channelled its whole effort into fulfilling it. Despite its prestigious reputation, it has never been an elitist institution in an exclusive or discriminatory sense. On the contrary, it has made every effort to be equally accessible to all Thai students who are academically qualified regardless of their backgrounds or circumstance.

Though it continues to maintain this obligation to satisfy the royal vision for a public-oriented university, it is particularly during the recent past that the public-service activities and programmes of Chulalongkorn University have been expanded and improved. This is due in part to the country's past focus on modernization and development priorities; during the past decade attention has been increasingly directed towards social inequalities and questions concerning the quality of life.

The central concern here is to expand educational opportunities for students in rural areas, which usually have lower academic standards and poor educational facilities. These students are, in most cases, unlikely to compete successfully with those from better backgrounds and preparation in the highly competitive entrance examination to national universities. Chulalongkorn is cognizant of this situation and has initiated many special projects to widen opportunities for youth all over the country. For example, the university's project for youth in rural areas was initiated to open up university-level educational opportunities for youth in remote rural areas who wish to work in their respective communities upon graduation. The academic areas covered by this project include Commerce and Accountancy, Dentistry, Engineering, Pharmaceutical Sciences and Veterinary Science. Places in the relevant faculties and departments are allocated upon consideration of the students' performance at the upper secondary-school level rather than through entrance examinations.

Similar projects have been introduced to expand disciplines and degree programmes offered by the university to disadvantaged students. Furthermore, it has also admitted students for certain special purposes. These include the admission of survey engineering students for the Department of Lands, the admission of students with outstanding athletic achievement, the admission of gifted students in music and arts, and the admission of Thai-Muslim students from southern Thailand.



Undergraduates waiting to sit their exams. Most of these students got through the rigorous entrance examinations held at national level. However, there are also a few who were accepted through special programmes.

All these projects have a common purpose, that is, to increase higher educational opportunities and for Chulalongkorn to become a truly accessible university. Students from such projects, in turn, enhance the creative and cultural aspects of Chulalongkorn's programmes.

Chulalongkorn's continuing education courses are among the most popular programmes. They are designed to provide opportunities for people of all ages, occupations, and educational backgrounds. Examples of these seminars and training programmes include : training programmes for guides; training courses on foreign languages including Chinese, Japanese, Korean, English, French, Italian, and Spanish, among others; training courses in English for taxi drivers; training programmes to develop service skills for people working in various service industries; programmes for the elderly and occasional seminars and conferences on a wide range of subjects and topics in virtually all areas of specialization. These projects are usually open to the general public, though some have been organized for specific government agencies and private-sector organizations.



Various types of exhibitions have also been held for public information. The Chulalongkorn University Broadcasting Station, which was among the first radio broadcasting stations to be set up in this country for educational purposes, now serves students from various faculties in their radio-programme production training and other related activities. It also provides the general public with many educational and entertainment programmes.

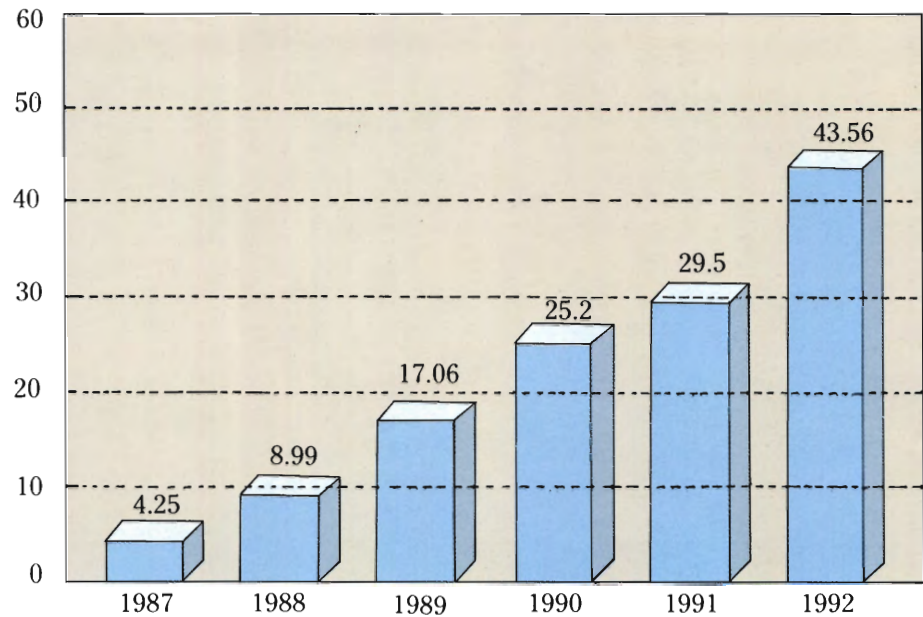
Providing technical and information services for the business and industrial sectors is another important public-oriented function. "Chulalongkorn Unisearch" now serves as the university's main technical and information service centre. Established in 1986 as an independent research and consultant body, it has provided technology, training, advice, solutions, and projections which are instrumental to policy formulation, decision-making, as well as long-term planning of business and industrial organizations. The Unisearch's main function is to put to practical use the university's intellectual properties in a coordinated and efficient manner. It has served as a channel through

An extra-mural course in the form of educational broadcasting from Chulalongkorn University Broadcasting Station

UNISEARCH

Research Value From 1987-1991

million bath



The research value of work done under the auspices of Unisearch from 1986 to the present grows steadily.

which companies, business associations, industrial organizations, and government agencies can tap the university's intellectual resources for the benefit of their operations. It has also functioned as a venue for the transfer of technology to local industries requiring modern production technology. The services range from providing information and advice for industries regarding manufacturing processes, improving the quality of products and cost-effectiveness, through technology and computer software development, to training and seminars.

These public-oriented services are now being extended even beyond the national boundaries to neighbouring countries and foreigners visiting and living in Thailand. The "Perspectives on Thailand" programme, the Thai Studies Programme in English, and the Study and Research Programme for non-Thais aim to broaden foreigners' knowledge about Thailand. Furthermore, projects have been initiated for research, training and consultation purposes to improve educational standards in neighbouring countries, particularly those in Indochina.

All these projects and activities testify to the increasing integration of the university and its national and international environments. Whereas places to be allocated to students for formal degree programmes may be limited, the opportunities to establish "off-campus" or informal services and facilities are virtually limitless. With increasing public enthusiasm for learning and information, these projects are becoming more important.

It is through such services that Chulalongkorn University can become a truly people-oriented university. Indeed, the more it is open to the public for the latter's participation in its services and activities, the more it is so. Only then will King Chulalongkorn's desire for an accessible institution of higher learning be fulfilled.

Insofar as the university and society cannot be separated, the university's social role cannot be restricted to education or the dissemination of knowledge and information. One of the most important public expectations is for the university to promote Thailand's cultural heritage. The emphasis here is not on chauvinistic attachment to national traditions and culture but rather on their relevance and vitality in this changing world.

The introduction of formal courses and programmes of study in the various arts ranging from Thai and classical music and dramatic art, to creative and decorative art, signifies the importance Chulalongkorn University gives to the need for creativity or innovation as well as tradition. The Arts, in other words, must be studied in both their universal and national aspects. The university considers it imperative to assume a creative as well as a conservationist role here.

Well before the formal establishment of the Faculty of Fine and Applied Arts at Chulalongkorn University, a wide variety of courses with artistic and cultural content were offered by several faculties, most notably the Faculties of Arts (literary and theatre arts), Education (music and general artistic studies), and Architecture (interior design, industrial design as well as Thai artistic patterns as part of architectural decoration and structure). The university has lately undertaken various important activities in the artistic and cultural fields. These include extensive aerial photographic records of ancient monument sites in Thailand, a survey of Western style paintings collected since King Chulalongkorn's reign and now widely scattered at royal and official premises throughout the country, and the conservation of photographic images. While being primarily academic in character, these activities are now increasingly accessible to the general public.



Thai traditional music during the Thai Studies Week.



Programme covers for dramatic performances organized by the Department of Dramatic Arts.



A lecture hall in the Museum of Imaging Technology also serves as a venue for photograph exhibitions.

The diversification and formalization of studies in art and culture along with increasing public-oriented activities, may be taken as a concrete example of Chulalongkorn University's conscious attempt to widen its interests in these areas. Its Dharma Centre, which aims to encourage religious activities in all faiths, testifies to the university's fundamental commitment to the spiritual aspect of academic life. In addition, the erection of a Thai House on its campus reflects the desire to emphasize the rich culture of Thailand. The building simultaneously serves as a model of a disappearing style of Thai housing and a venue for various cultural activities. The latest development in the artistic and cultural areas has been the establishment in July 1991 of the Museum of Imaging Technology. Exhibits in the museum show the evolution of cameras and photographs from the past to the present, as well as the advancement and major breakthroughs in the technology of printing and printing substrates. These exhibits will stimulate the interest of students of all ages and the general public, in the scientific processes of photography, videography and printing.

The university is aiming to further expand these activities and take the initiative in promoting art and culture. In the near future it will have its own theatre and art gallery to serve this purpose.

As a centre of higher learning in a developing country, Chulalongkorn University can claim to have served the country well. Its alumni have contributed to the nation's public and private sectors. Graduates are found in government, business and educational circles. Now that the country's private and business sectors are experiencing rapid expansion, Chulalongkorn's contributions to these sectors are growing very quickly as well. By serving the country in these ways, the alumni have enhanced the prestige of their alma mater.

The Thai House was built on the initiative of the university and its alumni, who were early benefactors.

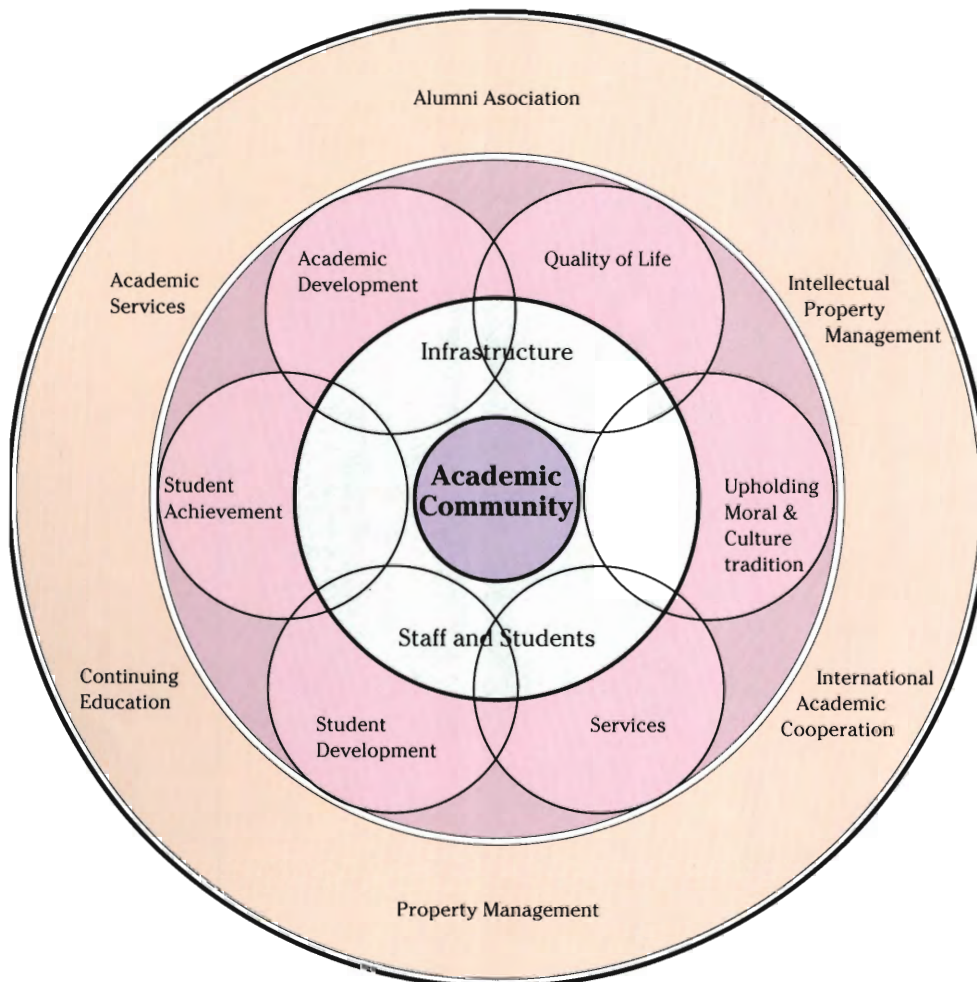




LOOKING TO THE FUTURE



Relations with the Community at Large



Relations with the Community at Large

The academic community is an embodiment of interrelated activities of both academic and non-academic character in close association with the outer national and international environments. Through this integrated process the students and their teachers will foster a sense of social and community responsibility along with academic achievements.

Schema representing the concept of Chulalongkorn Academic Community

Looking to the Future

Chulalongkorn University has evolved in the unique context of its national community and, in the process, 'localized' to a significant extent both the general orientation and substance of higher education. Such "localization" has proved to be quite fruitful practically as well as academically.

The university has been able to accumulate its own store of knowledge rooted in both traditional wisdom and the universal intellectual achievements of our times. This serves as a firm basis for its present attempt to reach out to the wider world of higher learning, through the "internationalization" process involving various forms of cooperation such as exchanges, linkages, and joint endeavours.

Chulalongkorn University is now at a critical juncture. It is looking ahead with a myriad of goals and aspirations. Though the many national values and expectations it has embodied might complicate the course now being mapped out for the future, they provide a certain sense of purpose and direction.

In facing the challenges ahead, the university is setting out to strengthen both its organizational structure and intellectual capabilities. Organizational reforms and infrastructural development are currently being undertaken, along with many other measures involving the pedagogical process itself. Most notably, Chulalongkorn has adopted a more outward-looking orientation.

Strengthening Organizational Structure

Quality has always been Chulalongkorn University's top priority. All its activities and functions have primarily been geared towards this goal. Now facing more competition at home, and bracing up for wider international engagements, the university believes that it must strengthen all its academic resources and personnel.

Apart from improvement of the whole teaching and learning process and other related activities, a crucial part of this effort involves the strengthening of the university's organizational structure. This is in fact in line with the current move among state universities in Thailand. It may be said that the country's higher education is now embarking upon a new direction, that is, towards greater "autonomy" or looser control by the official bureaucracy. The central aim is to boost efficiency in managing the growing and more complex activities of Thai universities.

Like all other government agencies, Thai state universities have been under official regulations. They have benefited a great deal from this organizational set-up, especially during times when they had to rely almost exclusively on government support. There have also been grave difficulties, particularly inasmuch as this affects both administrative efficiency and academic freedom.

The Chulalongkorn University Act now grants a wide latitude of action to the university. In particular, it is possible to create parallel autonomous administrative systems within the existing official bureaucracy. These now include Chulalongkorn University Property Management, Chulalongkorn University Savings Co-operative Ltd., the Book Center, Sasin Graduate Institute of Business Administration. The university can employ its own workforce independent of the state budget, and hence not subject to official salary scales determined by the Civil Service Commission. This autonomous administrative system has proved to be effective and could be further developed for application to other categories of the university's personnel.

Chulalongkorn University has exercised considerable skill in the area of property management. This shopping complex built on university land represents the success of Chulalongkorn University Property's Management.





Workshop on testing and evaluation. At Chulalongkorn University, academic staff are encouraged to be in top form, not only academically but also physically.

The current plan is for further “deregulation” which will not only enhance administrative efficiency but, perhaps more significantly, enable the university to compete with the private sector in attracting the country’s top academics. One way of attracting competent academic personnel, and stopping the “brain drain” now widespread among state universities, is to provide opportunities for the academic staff to engage in independent academic activities. The university must supply them with the necessary facilities for such undertakings. Deregulation will further increase individual initiative.

Chulalongkorn’s academic staff members have been encouraged to further their studies and advance their knowledge in various ways, including training visits and study tours, enrollment in formal degree programmes, and participation in specialized conferences and workshops. In areas in which the university has experienced a critical shortage of personnel, support has been made available for competent staff members to undertake advanced degree programmes at outstanding universities overseas. Furthermore, a growing number of staff members have taken sabbatical leave in order to undertake research work or develop up-to-date textbooks.

Those faculty members interested in research have been encouraged to establish a “research unit” at their respective faculties which will be supplied with materials, equipment and funds. Likewise, there is also an “academic unit” programme at the faculty level, whose aim is to encourage faculty members to develop academic facilities and techniques to improve teaching and learning activities.



Meetings of administrative officers are often held at the new Administration Building

The teaching and research assistant system offers an opportunity for faculty members to acquire teaching or research assistants. The student assistants will naturally benefit directly from such extra-curricular academic activities. For those first initiated to research work, the promotional project for new researchers provide both financial support and perhaps other necessary assistance to further their research projects.

More support and investment will be required for all these activities in the future. At the same time, more infrastructural development will also be initiated. Apart from new premises and equipment required for many faculties and institutes, the university's information and communication systems will also be modernized and expanded, including wider use of automation systems in both academic and administrative affairs.

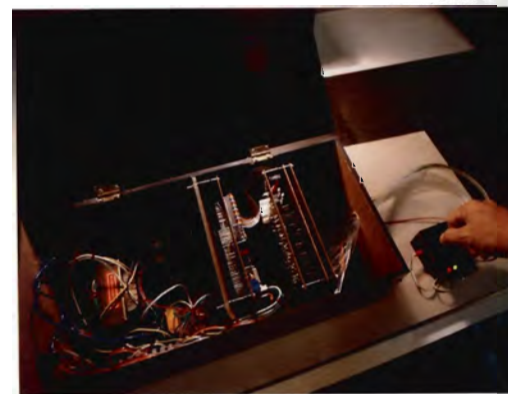
To achieve all these goals, the university needs greater administrative efficiency. Its functional and administrative bodies, particularly the University Council, the Faculty Deans' Meeting, and other functional units or offices within its administrative system must operate more efficiently and in an orchestrated manner with strong secretarial and documentation support. More specialized operational procedures are required, together with in-service training for personnel at all levels, study or observation tours, and quality-control planning.

The university will place greater emphasis upon academic, as well as administrative human resource development, along with the introduction and modernization of support facilities essential for its future autonomy. Moreover, in keeping with the pursuit of academic freedom, there will be further adjustment of decision-making in academic affairs allowing greater opportunity and flexibility for the various academic units of the university, in initiating and administering their teaching and other functions. In particular, budget allocations will be more objective-oriented, with the responsible bodies being left with autonomy in working out their own workplans and academic projects.

Administrative autonomy and efficiency are becoming increasingly crucial given the emergence of certain specialized problems with which the university has been confronted. One such problem concerns intellectual property management. Chulalongkorn fully recognizes the importance of the development and application of research to industry and agriculture, the commercial value of technological innovations, and the need for the university to be technologically and commercially competitive. Central to this concern is the development of expertise in intellectual property management. The university has set up a Patent Information Center to help interested parties in their search for existing patents in the world and to give advice concerning patent protection. Chulalongkorn is the first to offer a patent registration service to protect intellectual properties which are the outcomes of research and investment by the university.

Most of all, it is believed that official deregulation will have a positive impact upon academic progress and quality. That is, insomuch as this puts a premium on academic freedom, it facilitates crucial activities such as academic staff and curricular development, along with the upgrading and improvement of the material as well as intellectual foundation of the teaching and learning process.

Administrative restructuring is an extremely difficult task and must therefore be undertaken carefully. Like all other state universities in Thailand, Chulalongkorn University has to operate with limited resources from the government budgets and its own sources. It needs to define clear goals, and strategies for achieving them in the most cost-effective manner possible. Academic dividends are understandably most difficult to calculate; nevertheless the university must continue to invest heavily in future progress and excellence.



The latest entry in the University patent registration roll is holographic identification.

Towards a Self-Contained University Community

One area now receiving considerable investment involves improvement and expansion of the infrastructure. Chulalongkorn University has been endowed with a relatively large piece of land of about 520 acres in the heart of Bangkok, a plot large enough to constitute a self-contained university or academic community of its own inside the capital city.

At Chulalongkorn practical training and public service go hand in hand.

Teaching practice at Chulalongkorn University Demonstration School. The School offers a full academic programme from nursery to secondary school levels.

The development of a self-contained university community will provide a basis for a physical structure or environment conducive to intellectual advancement and academic progress. It will be a nurturing environment for the preparation of graduates, who will assume crucial roles in satisfying the country's needs and requirements. It will also be a focal point for academic activities in which not only the students and staff of the university, but also members of the general public, will actively participate.



The university's academic staff and students naturally assume a central part in such activities. The teaching faculty plays a vital role in activating student potential and developing thereupon intellectual as well as creative competence. In short, the students and their teachers require favourable environments for academic and personal development, conditions which enhance the independent and creative thinking process. They will, in this way, develop intellectual and professional capabilities, together with awareness of social issues. For these achievements to be possible, facilities of both academic and non-academic character are required. As a venue for the pursuit of academic work and activities designed to promote excellence and professionalism, the university at the same time gives much importance to the non-academic aspects of university life. It is expected that such an environment will foster a sense of social and community responsibility.



Student - operated pharmacy operated by students as part of their training in Pharmaceutical Sciences



Practical training in dentistry

Professor and student sharing the fun of looking through microscope.



This idea of a self-contained university community is somewhat different from the concept of a fully, or partially residential, self-contained university town in some western countries. However, the common feature of both concepts is the stress on the staff-student dialogue to enrich their academic experience.

Chulalongkorn University, located in the heart of Bangkok, is trying to expand its educational network to include opportunities for training on industrial as well as commercial places in the capital city and beyond. Indeed, it has been able to come into direct contact with various sectors of city life, of both direct and indirect academic relevance. However, its central location also has disadvantages, in this case the city's world-famous traffic jams. The plan for a self-contained university community has arisen in part out of this concern.

The university is considering possibilities for improving the quality of life of its personnel. For those who now comprise Chulalongkorn's valuable human resource, the most critical problem is undoubtedly the long hours they have been suffering in Bangkok's grid-locked traffic paralysis. With the day's remaining hours, they must undertake many activities. Consequently, there is very little time left for academic pursuits. This may be only a practical difficulty peculiar to the people of Bangkok; but insofar as it seriously affects the university's academic life, it needs to be taken into account in any long-term planning for its academic development.

Chulalongkorn University has space for residential purposes, particularly if tall buildings are constructed as dormitories or other types of residential units to accommodate staff members. Chulalongkorn students have in recent years become largely 'urban' in background, but they, too, require on-campus residential facilities. Given the rapid urbanization, people working or studying in the capital city will try to reside in the centre rather than live as commuters in its suburbs. Residential needs of staff members and students are likely to increase.

The University Council has approved the construction of a number of household units as part of a residential compound. Under the current plan, three such buildings will be constructed in the compound which will provide housing for 1,000 staff-member families. For the students, who will form another vital part of this self-contained university community, the Council has endorsed the construction of a new dormitory with a capacity of 1,144 students. It will only barely meet current needs, but this self-contained facility will enable a greater number of students to pursue academic life with ease, transforming the dormitory into more than a simple residential quarter.



Rush-hour traffic at the main entrance to Chulalongkorn University

Women's Hall of Residence





With a large number of people leading their academic lives in this university community, more support-facilities for all sorts of activities are needed. The university is allocating more funds for the development and modernization of sport, cultural, and recreational amenities.

There are already commercial areas on the university site. These will be further developed and modernized to provide a vital financial base for the advancement of its academic interests and activities. The expansion of these commercial interests will also serve to strengthen the university's existing links with the country's business and industrial sectors.

Of particular importance in this connection is the growing need for staff members to familiarize themselves with the managerial aspect of intellectual property being put to practical or commercial and industrial use. Chulalongkorn University is envisaging a science park or 'High-Tech Square' on its campus. The central feature of this facility would be its international network through which the university will benefit from the latest scientific and technological developments. As the university is gaining in experience and expertise in this area, it will be better equipped to forge links with local industries, especially those lacking their own international connections. Both the university and the industries will gain mutual benefits from these links.

A large communication network has been installed to improve and widen communications within the university as well as with the outside world. This fibre optic backbone line facility will accommodate a computer online system which the university is introducing. Lecture rooms, laboratories and audio-visual equipment will be further modernized, and the communication and computer systems with international links will be further expanded and improved.

The realization of these goals will take time. But the steps which have already been undertaken successfully provide some grounds for the confidence that the envisioned self-contained university community is not just a visionary scheme. It is the university's commitment that all such basic facilities be installed or constructed to serve as a firm basis for a university community and as a source of learning for the general public.

The Challenge Ahead

Chulalongkorn University has been trying to create the facilities, atmosphere, and environment for an academic community capable of maintaining high standards and promoting further progress. Such infrastructural development requires continuing efforts. The most formidable challenge ahead is to be found in the main area of academic orientation and development. For the near future the university will strive for the following objectives in this regard.

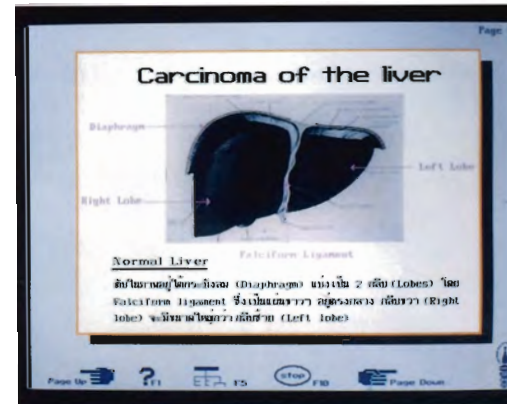
First, Chulalongkorn will spearhead advanced academic activities with a special emphasis on the current and future national priorities. It will strive to become a dependable centre of advanced knowledge and attain international standards and excellence. In trying to keep pace with global academic and technological advancements, Chulalongkorn University aspires to be a regional leader in higher educational affairs.



Computers are now used throughout the campus.



As a critical step towards that goal, greater emphasis will be placed upon individual 'self-teaching'. The previous tendency towards one-way instruction, and transfer of 'information' rather than 'knowledge', must be abolished. Instead, the 'inquiry' process with its stress on independent studies and innovative, critical thinking, whereby knowledge is imparted and accumulated, will be further promoted. Though not replacing teaching and other forms of student-staff dialogue, a learning resource centre complete with programmed instructions in both computerized and non-computerized forms will play an increasingly vital role in this process. To ensure quality standards, the whole process of preparation of graduates, beginning with student admission, curricular development, and faculty-staff development, will receive full attention. Apart from academic and professional competence, Chulalongkorn graduates will also be imbued with a sense of social responsibility.



Computer-aided instruction is closely connected with the concept of 'self-teaching'



A high voltage laboratory

The integration of teaching, research and student activities will also be encouraged and put into effect. This is considered essential to the development of a comprehensive academic life. Chulalongkorn University is probably the most comprehensive Thai institution of higher learning, with its diverse array of basic disciplines and areas of specialization now numbering about 250 subjects in all. Such diversity could become a liability rather than an asset if its true potential cannot be realized. All efforts will thus be made to transform such potential into actual capability.

The present direction is towards interdisciplinary integration to achieve new academic breakthroughs. Chulalongkorn is, in this respect, in a most favourable position to proceed. Departmental demarcation will be de-emphasised, and more efforts will be directed towards interdisciplinary orchestration in instructional, research, and other activities at both undergraduate and postgraduate levels. More-



over, quite apart from the general goal of raising students' well-roundedness and other essential academic qualities, an attempt has been made to incorporate training in certain basic tools, including computer and language competency, into the educational programme.

Student making computer-aided designs

The second principal objective of Chulalongkorn University is the pursuit of 'internationalization'. Though the university is presently a centre of authoritative knowledge about Thailand and its culture and institutions, it has adopted a broader, more outward-looking perspective. This is partly in keeping with Thailand's greater opening to the outside world. In particular, with the country increasingly serving as a regional centre in Southeast Asia, Chulalongkorn must cater to regional imperatives, which include the transfer of knowledge and competence, and must at the same time strive to reinforce regional goodwill and understanding.



A typical early-morning scene of people offering food to Buddhist monks as a deed of merit, also to be found on Chulalongkorn Campus.

Finally, the university is facing perhaps the most critical challenge from the public expectation of it to uphold the moral and ethical norms of Thai society and its cultural traditions. In a fast changing society, both moral values and cultural heritage face fundamental challenges. Insofar as these values and traditions are part and parcel of the national characteristics, social change is often perceived to pose a real threat to national identity. Now that the country has been increasingly exposed to foreign political, economic and cultural influences, there arises a growing concern about Thailand losing its cultural traits and national character. In a culture which still holds 'educated people' in high esteem, universities are often expected to take up this concern, and to contribute, at the very least, to the nation's timely and appropriate adjustments when responding to such challenges. In Thai society the idea of combining professional competence and academic excellence with a commitment to work towards the creation of a harmonious national community still remains a strong aspiration of higher education.

The university maintains its commitment to promoting greater awareness of both social and moral responsibilities among its students by continuing to encourage them to participate in all public-oriented activities. Part of Chulalongkorn's formal syllabus enables students to gain real life experiences through individual inquiries into various aspects of national problems, especially those relating to rural Thailand. Many of them have also been immersed in student-volunteer rural development programmes as part of their extra-curricular activities. They have, in the process, become familiar with the problems of rural poverty as well as other social and economic problems of large segments of the population.



Chulalongkorn University organizes an academic fair on a regular basis. The fair's specialized events serve to publicize students' achievements and academic potential.

The central issue in this connection is that Chulalongkorn University cannot afford to avoid moral and social responsibilities. The present age is one of very rapid change, and a great many problems which have arisen thereof are very difficult to identify, let alone to tackle. Ideally, the aim is to raise students' awareness of moral principles and values, and their practical relevance to everyday life. This will, hopefully, provide them with a sense of direction in trying to come up with their own judgement as responsible citizens of society. The university cannot purport to serve as a model of good conduct, nor can it pretend to have answers to all problems in moral, ethical, or social matters. However, by raising pertinent questions and demonstrating concern for such matters, Chulalongkorn can render a service to the nation.

The university can ill afford to be a career-oriented institution. An important part of its educational programme is general education : the aim is naturally to emphasize the 'educated', well rounded, aspect of graduates, and at the same time inculcate in them the 'humanistic' outlook. All the university's syllabuses and pedagogical as well as extra-mural programmes and activities have been designed to sharpen a sense of social justice and responsibility, as well as the ability to meet community needs. A great deal of effort has been directed to problems such as environmental deterioration and enhancement of the country's international competitiveness. Even more urgently, changes in the social and moral realms need to be attended to, particularly in a society heading towards increasing preoccupation with economic success and materialistic consumerism.

For Chulalongkorn University, the challenges ahead may be summed up in a few words : excellence, social responsibility, and internationalization.

The emphasis on teaching will not preclude the university's current drive towards greater stress on research. The ultimate aim is indeed for Chulalongkorn to become a research university. At the same time it will strive to be even more mass-oriented. Despite increasing public-oriented services and opportunities being offered, the university remains an 'elite institution'. A lot more effort is required for its 'democratization'. In trying to reach out to the wider world of higher learning, the university needs to be more outward-looking in both attitudes and activities. Since the challenge ahead might be more formidable than anticipated, instead of setting modest goals, it must be prepared for even the most challenging tasks.



All eyes are on the radiant faces of the new graduates. The fulfillment of the nation's hopes and expectations rests with these young people, who have pledged to uphold the twin ideals of excellence and social responsibility.

Chulalongkorn University's position in Thai society requires it to set the tone as well as the pace of higher education in Thailand.



MESSAGE FROM THE PRESIDENT

“.....University administration is complicated. One should think in terms of fruitful cooperation, rather than in terms of countermeasures. Administration must be conducted on an ethical basis. As a university, our field of activity extends beyond the material world into areas designated as ‘the life of the mind’ ,that is, the spiritual side of life. We are involved in the production of humans worthy of the name, men of high calibre, strong moral fibre, and absolute integrity. This is certainly a daunting task, yet an exciting challenge, and we will persevere.....”

Professor Boonrod Binson, Chairman of Chulalongkorn University Council from 1979 to present.



Message from the President

Considering the existence of universities at Taxila and Nalanda thousands of years ago, or the establishment, almost a thousand years ago, of earlier European universities which are the prototype of the universities of today, the seventy-five year history of Chulalongkorn University might appear very short. Nevertheless, even in this short period, it has undergone many changes as well as survived a number of crises. The original mandate, as set by His Majesty King Chulalongkorn and His Majesty King Vajiravudh, for Chulalongkorn to be a university of excellence upholding equality and social justice, however, remains.

Chulalongkorn University at 75 is, in my opinion, like a strong young person full of vigour, ready to meet challenges. Thanks to its founders, and those responsible for its development, the university is prepared to move forward. Its assets, alumni, faculty members and students, as well as its tradition and culture, constitute the university's strength and potential.

Now Chulalongkorn University must brace itself to cope with the changing needs of society. The Economic growth and rapid industrialization of Thailand, as well as their social impact in the present decade, require both the development of knowledge and knowledgeable, well-educated personnel. Changes in the Southeast Asia region and in the world, leading to a new world order, make it necessary that Thais change their outlook and be prepared. The rapid expansion of science and technology, together with ease of communication in the information age has revolutionized education. Knowledge must be relevant and timely to be useful. Dynamism is needed more than ever. The exponential expansion of the higher education system in Thailand also requires Chulalongkorn University to review its roles. In 1970 there were only 50,000 students enrolled in Thailand's universities, in contrast to more than half a million in 1990. Many new provincial, open, and private universities have come into existence in the last decade.

In the past two or three decades, there have been trends towards changes at Chulalongkorn University. Quantitative expansion has been limited to selected emerging and expanding needs. Emphasis has been on quality, and graduate takes precedence over undergraduate education. It is shifting from a teaching to a research university. Inquiry is replacing information transfer. A well-rounded graduate with a broad vision, real wisdom, a fine mind, as well as high moral and ethical standards, is indeed the ultimate aim, and many actual programmes are developed for this purpose. Sport and cultural activities are also emphasized.

In the Seventh Development Plan of Chulalongkorn University, which covers a five-year period from 1992 to 1996, five objectives have been stated. They are as follows :

1. Chulalongkorn University will serve as an academic resource for the nation, that is in terms of human resources and as a source of knowledge, both presently and in the future;

2. Education, research, student activities and cultural programmes will be combined as an integrated process into the way of life in the university;

3. The university will emphasize the quality of its products, with particular reference to the moral dimension;

4. Being comprehensive, the university will mobilize existing diversity in various disciplines and make a strong move towards the solutions of the problems facing the country;

and 5. The university will strive for an international standard and be a part of the international academic community.

In the action plan, many strategies and programmes have been identified. Appropriate governance with adequate institutional autonomy, broad and far vision, and sound policy decisions are required for the needed dynamism and flexibility. Efficient management with a proper system, decentralization of administration and leadership at all levels, must be developed. Administrative reform is sought. Teaching, training, research, and other pedagogical and communi-

cation methods must be effective in order to cultivate quality. Faculty development and a proper incentive system, as well as adequate ancillary facilities, are being accelerated. Resources, however, are, and will always be, limited. Exploration will be made into the management of intellectual properties. We hope also to combine the use of land and brain to get added value. Taking the advantage of the available land in the centre of Bangkok to create an academic community or an inner city of intellectuals appears to be a solution for the overriding problems facing Bangkokians including the university's personnel. We shall open wide the door of the university allowing inside knowledge and expertise to be of use to those in need, and at the same time allow experiences in businesses and industries to contribute to the university's functions. Collaborations with the private sector are invited and rapidly expanding.

Two meanings have been selected for the internationalization process. Firstly, faculty members, students and graduates alike must broaden their frame of thought beyond the boundary of Thailand. International links and exchanges in various forms are encouraged. Secondly, Chulalongkorn University must shift from being at the receiving end, to contributing in any way we can to the international academic community. Linkages should be based on mutual benefit. We are now offering a number of courses in English to make ourselves available to students from abroad. Thai studies programmes are offered to enhance understanding of Thais in historical, cultural and contemporary perspectives, hopefully contributing to international understanding.

On the occasion of the 75th Anniversary of Chulalongkorn University, we are entering another crucial period in our evolution. We would like to reemphasize our willingness to meet the challenges and to welcome any support or cooperation in our pursuit.

May we take this opportunity to pay homage to our founders, His Majesty King Chulalongkorn and His Majesty King Vajiravudh for their far-sightedness and benevolence.

May we also express our gratitude to all who have contributed to Chulalongkorn University's development during the past three quarters of a century.

We are wholeheartedly grateful to His Majesty the King, Her Majesty the Queen and the Royal Family for the kindness given to the university. We would like to pay a special tribute to Her Royal Highness Princess Maha Chakri Sirindhorn, the perfect alumna of Chulalongkorn University. Her kind participation in many functions of the university has been invaluable to the success of many of its developments.

We would also like to thank all our friends who do us a great honour by coming from afar to be with us or by sending us good wishes on this special occasion. We hope to cooperate with all in the march towards a better world for humankind.

For the one hundred thousand alumni of the university, we hope that you join us in celebrating the anniversary of this institution. We, indeed, value your contributions.

For the current administrators, faculty members, personnel and students of Chulalongkorn University, our 75th Anniversary is certainly an occasion for us to celebrate. Together we shall try our best to serve our society and the world.



Professor Charas Suwanwela
President of Chulalongkorn University



Chulalongkorn Academic Resource Center.

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Committee for the Book in Commemoration of the 75th Anniversary of Chulalongkorn University

President of Chulalongkorn University (Professor Charas Suwanwela, M.D.)	Advisor
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