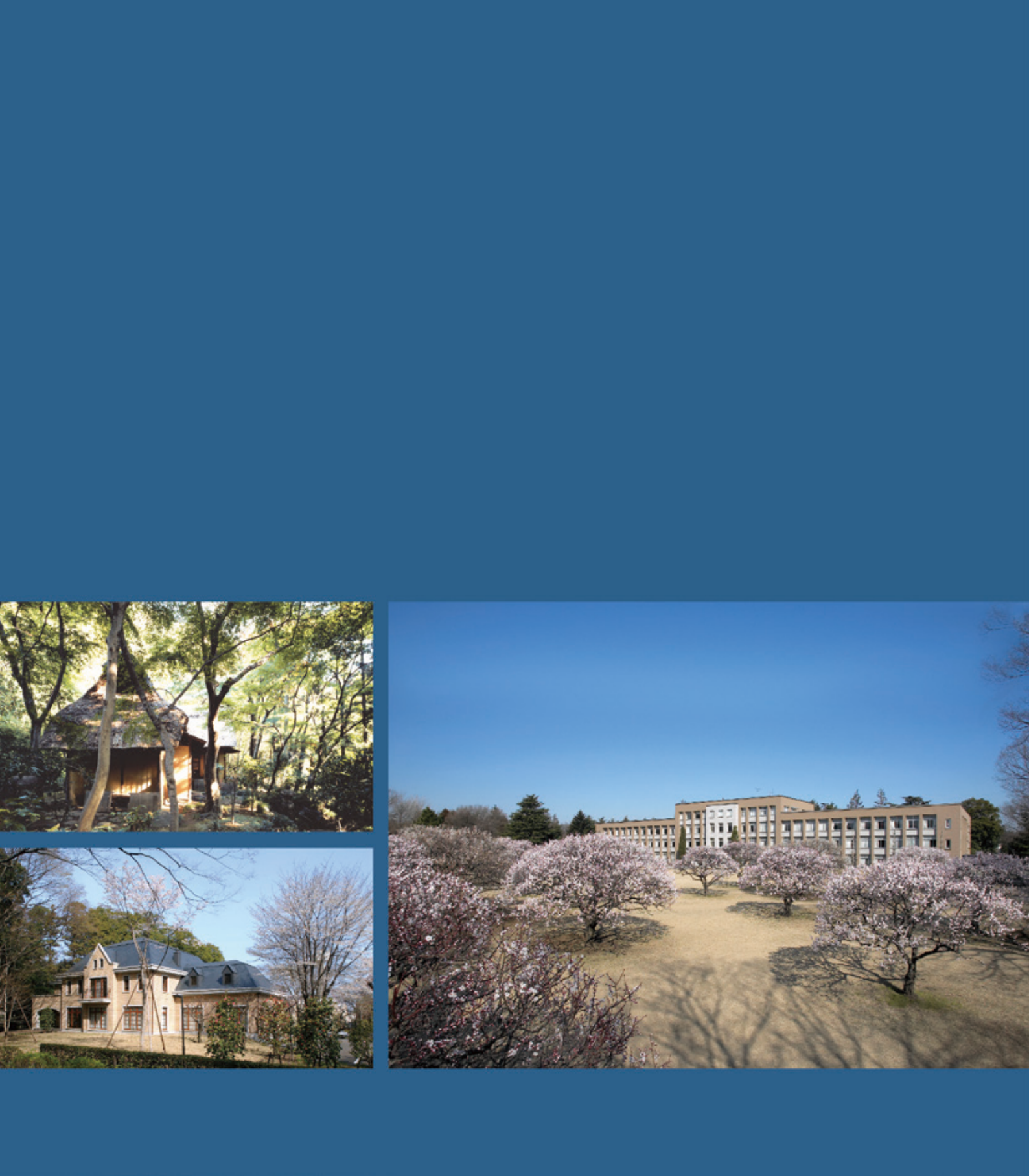




Turning Lives into Legends

The United Board Scholarship Program for Hong Kong Students
at International Christian University (1953-1986)





Contents

Foreword by United Board President	2-3
Foreword by ICU President	4-5
The United Board and International Christian University: A Long-standing Friendship	7-8
Stephen S. Chan, MD	10-11
Allan H. Lee	12-13
George Ken-Hsi Wang	14-15
Paul Chan	17
Po Chuen Chan, PhD	18-19
Ling-Chun Lillian Mak Chan	20-21
King Foo Suen	22-23
Joel K. Wong	24-25
Weimin (George) Yuan	27-29
C. Y. Choi	30-31
Kunibuni Izumi, aka Man Kwok-chuen	32-33
Jeremiah Kui-hung Wong	34-35
Richard Hon-chun Shek	36-37
Stephen Lau	38-39
Albert Chan	41-43
Chan Tak-leung	44-45
Laura Chiu, née Lee	46-47
Dorothy C. Wong	48-49
Tommy Cho	50-51
Committee and Board	53
The United Board Scholars Roll	54-56

* Alumni are presented chronological, by year of graduation

Forword



In a region scarred by the turmoil of World War II, International Christian University (ICU) was constructed in a spirit of peace. This new university, built with the contributions of Japanese and North American Christian individuals and institutions, was intended to be a symbol of forgiveness and reconciliation for Asian people. It grew from a vision in the late 1940s, to a campus taking shape in the early 1950s, to a university ready to welcome its first class of students in 1953.

The birth of ICU coincided with a period of transition for the United Board. From its founding in 1922, the United Board had been committed to supporting the development of Christian colleges in China. When it was no longer able to work on the mainland after 1950, the organization embarked on a process of reflection. How could the



United Board translate its mission of supporting Christian higher education in Asia's new geopolitical environment? How could it support Chinese who sought a form of education that embraced the spirit as well as the intellect? One response was to provide scholarships for Chinese undergraduates in Asian institutions, including at ICU.

ICU sees itself as a bridge both to and from Japan. The United Board, through scholarships, was able to help young adults journey across that bridge from 1953 to 1986. The number of United Board scholars was small – never more than five individuals per class – yet they carried with them the best aspirations of that post-war generation: a spirit of adventure, an eagerness to explore new cultures, and a thirst for education. At ICU, they found a like-minded community of faculty and students, one that helped them more fully develop the talents they were blessed with.

The personal histories that follow are a wonderful testament to the professional and personal dividends those scholarships have paid. These stories also make it clear that these alumni believe that education is a gift – one that was bestowed upon them through their United Board scholarships, one that opened professional doors for them, and most importantly, one they want to pass on to a new generation. We are grateful to all who have shared that spirit of giving through their gifts to the United Board and to ICU, and we encourage all who read this volume to join us in supporting the intellectual, spiritual, and ethical development of Asian students.

Nancy E. Chapman, PhD

President

United Board for Christian Higher Education in Asia



United Board trustees and staff, November 2015

Forword



Since its foundation in 1922, the United Board has provided major support to many institutions in the region and assisted countless numbers of aspiring young students. International Christian University (ICU) in Tokyo, which was founded in 1953 as the first four-year liberal arts college in Japan, is no exception in benefiting greatly from their good will. For a span of 30 years, from the very beginning of our history to 1986, we received Hong Kong international students through generous support from the United Board.

In the “Application to Establish a University” submitted to the Ministry of Education in 1952, the purpose and mission of ICU were represented as follows:

ICU seeks to create an academic community of freedom and reverence based on the spirit of Christianity and takes as its purpose the nurturing of leaders with a keen sense of international culture and of being members of society.¹

Following this, the values “especially cherished” were set out. These values (12 in all) included:

- Students shall be selected from among those who seek to enter the university ... without regard to their race, nationality, and religion; and
- An international campus life shall be achieved by making Japanese and English the campus languages.²

Every United Board student from Hong Kong that came to Japan during these three decades worked extremely hard to earn a scholarship in order to pursue higher education at ICU. Their presence on campus, along with those from other countries and regions of the world, has helped us “vindicate



the possibilities of a world community by realizing on our campus an international community that will be a laboratory in international culture and understanding.”³ It is gratifying for us to hear them say that the four years at ICU changed the course of their lives.

This commemorative publication includes 19 such stories and reflections from the alumni of this wonderful program. Their testimony speaks eloquently that the United Board has been true to its mission; a commitment to education that develops the whole person — intellectually, spiritually, and ethically.

In recent years, we have been keenly diversifying our student body by admitting more students who have

completed their secondary education in non-Japanese systems. We aspire to revitalize our relationship with Hong Kong and beyond to be true to our mission.

Junko Hibiya, PhD

President

International Christian University

¹ Takeda, K. *Higher education for tomorrow – International Christian University and postwar Japan*. Translated by S. Covell and J. Bayliss. (Tokyo: International University Press, 2003), pp.113-114

² *Ibid.*, p. 114

³ *Ibid.*, p. 115



The United Board and International Christian University: *A Long-standing Friendship*

For the first 28 years of its existence, the work of the United Board had a single geographic focus: China, where the United Board provided financial, administrative, and intellectual support for 13 Christian colleges. Its commitment to educating young Chinese was unwavering, though severely tested by the strain of the Pacific War, and it was matched by the dedication of college leaders and faculty, who sustained higher education institutions throughout the war years, some even relocating to cities far away from their home campuses.

As the war was ending, the United Board's trustees, staff, and colleagues turned hopeful eyes to the future. They knew their modes of work would necessarily change. China's war-torn landscape called out for reconstruction, both physical and spiritual, and students would have to be prepared to meet the needs of the post-war society and economy. However, these plans were put aside when the Communist Party took the reins of government in October 1949 and the decision to nationalize the Christian colleges was announced in early 1951.

The United Board left China in 1951, but it did not lose its hopeful spirit and its commitment to educating Chinese young adults. Rather, it searched for new ways to fulfill its mission. William P. Fenn, the United Board's long-serving general secretary, wrote that "In May 1955, the Committee of Five, which had helped to guide the Board's post-war policy, summarized its conception of the [United] Board's responsibilities and objectives under four heads: continuance of the historic mission for the fostering of Christian higher education for Chinese through (a) Tunghai University, (b) Chung Chi College, (c) scholarships for Chinese undergraduates in Asian institutions, and (d) fellowships for graduate study in North America and England."

International Christian University (ICU) was very much a part of this reformulation, and beginning in the early 1950s, United Board support for this new institution took several forms. The United Board committed support for Chinese professorships as well as funds to be used for the construction of faculty residences. It also directed support to students through scholarships. As Mary Ferguson, the United Board's executive secretary, wrote in 1958, "In March 1953 the program was initiated whereby five selected Chinese students from Hong Kong attend ICU on scholarships from the United Board amounting to US\$20,000 each for the four-year course including the cost of travel to and from Japan." In January 1956, "recognizing the fact that the regular presence on the ICU campus of 20 Chinese students had some bearing on the institution's dormitory problem," the United Board also contributed support for the construction of a new dormitory.

ICU was attractive to the United Board for several reasons. Its dedication to international peace and understanding, in a region just embarking on the long road to recovery from the hostilities of war, was a powerful call. It embraced liberal arts education in a residential college setting, which resonated with the United Board's experience with the Christian colleges in China. It chose to remain small, so that students would feel part of an intimate academic community. ICU stressed international studies and fluency in English and other languages, which, it was hoped, would open students' eyes, ears, minds, and hearts to the larger world.

What drew the Hong Kong students to ICU? Higher education represented a strain on a family's resources, and so the promise



of a scholarship was like a beacon to applicants. Perhaps the notice of a scholarship opportunity also awakened a spirit of adventure in these young adults – a willingness to leave home, live in a foreign country, engage with a different culture, and communicate in a new language. Through anecdotes, we know that some students perceived the scholarship as the hand of God, or of fate, intervening in their lives. By chance, they saw an advertisement for a scholarship and by applying they put their lives on a new course.

All told, the United Board supported 112 scholarship students from Hong Kong, and in ICU's tranquil setting, they flourished. They found friends among their Japanese classmates, and their professors became mentors, accessible in ways that would be impossible at a larger university. They pursued their major disciplines, but also enjoyed exposure to a broad range of academic fields.

The scholarship program was a success, yet it certainly encountered challenges. Financial constraints at the United Board and rising tuition costs at ICU meant that the number of scholarships sometimes changed from year to year. New opportunities beckoned, as the United Board was invited to return to China in 1980 and its engagement in Southeast Asia was deepening. Still, the United Board's decision to end the ICU scholarship program was not an easy one, and its correspondence with ICU in the fall of 1981 indicates that the decision was taken only after a period of serious consideration.

These scholarships represented an investment in the promise of talented and ambitious young adults. When the program was launched, the United Board also viewed the

scholarships as an investment in Hong Kong's future. It was hoped that scholarship recipients would return to Hong Kong after their four years at ICU, and place themselves in positions to educate others or rebuild the region in other ways. This promise was, ultimately, realized – but in some respects it took longer to attain. ICU was new and not known in Hong Kong's academic community, so in the early years, it was reported that some graduates could not obtain faculty positions at Hong Kong institutions. Many of the United Board scholars studied the sciences, and Hong Kong's industrial sector, then comprised of small-scale facilities, did not have research and development positions to offer young scientists. In response, some of these graduates looked for opportunities outside the region: they were accepted into postgraduate programs in North America, and stayed there to build their careers and raise their families.

But as the stories in this volume indicate, a spirit of gratitude and a desire to give back was infused in all of these scholarship recipients, whether they returned to Hong Kong upon graduation, spent part of their careers abroad and then came home, or remained outside the region. The individuals who tell their stories in this volume are deeply appreciative of the opportunity that the United Board and ICU gave them, and have been generous in sharing the gift of their education with others.

The United Board's relationship with ICU is a continuing story, one that has been unfolding over the course of more than six decades. The United Board looks forward to working alongside ICU for many years to come on promoting whole person education, faculty development, and other shared interests.



▷ Stephen S. Chan, MD (Class of 1957)



I was a freshman at the Chung Chi College in 1952 when I read about ICU and the United Board scholarships for the first group of five Chinese students to study there. I took the exam out of curiosity and was surprised I was chosen. Even though I was offered a full scholarship to the National Defense Medical College in Taiwan the following year, I chose to go to Japan because of the threat of Communist invasion of Taiwan and the challenge of studying in a foreign country whose invasion of China had cost the loss of our family home and business in China. My first year at ICU was intimidating because I had to speak English daily, and I only had English as a foreign language for six years in high school. On top of that we had an intensive course on Japanese the whole first year. I was amazed we were proficient enough in conversational

Japanese at the end of the year, although not so much in reading and writing. We were often taken to be Japanese-speaking repatriates (*nisei*) when we traveled.

The ICU campus at the time consisted of the main building, the chapel, an abandoned hangar, two dormitories, the cafeteria and the Prince Kuni House in which we spent the first year. We slept on *futon* on *tatami*. There was no furniture in the room and we had to study either in the kitchen or the library. We took turns preparing the *ofuro* daily which meant we first had to hand pump water from the well to the tub and heat up the water to the exact temperature as demanded by the housemates. It also took some time to adjust to Japanese food, but eventually I learned to enjoy even the notorious fermented beans which

even some Japanese classmates disliked. As for classes, we tended to choose English-speaking professors and read English textbooks to complement Japanese lectures. Luckily we had really caring and patient professors to support and encourage us. I particularly enjoyed the small classes and getting to know each professor personally. In particular, we enjoyed the invitations to the professors' homes, which occurred frequently. The biology major class consisted of only seven students with different areas of interest. The classes offered were limited, which was understandable for a brand new university. We tried our best to adjust by taking advantage of the well-stocked library. I even retook a biology class which was conducted in English by a newly arrived American professor, Dr. E. Babbott. Sports were non-existent as there was no facility. All in all I had four enriching eye-opening years of my life and gained a new understanding and insight of the people and the country, a former war enemy.

I did not give up on the pursuit of medical study upon graduation in 1957. With the help of American professors I was able to secure a research fellowship first at the University of Cincinnati, then at the University of Rochester where I received a Master of Science. I was able to enter the second-year class in Albany Medical College. After the completion of internship and residency in pediatrics

at the University of Michigan, I chose to join the only medical practice of two family doctors in the small town of Wappingers Falls which is about 70–80 miles north of New York City. I practised general medicine with them for a few years and even made house calls day and night. I was able to experience the old-fashioned traditional American medical practice in a rural area. Eventually in 1972 I set up a solo practice of pediatrics and joined the staff of Vassar Brothers and St. Francis Hospitals in Poughkeepsie, N.Y. At that time there were only two foreign-born practising physicians, myself and an Indian, in the area. I did experience xenophobic sentiments during the early years, which faded after a while. After 41 years in practice I finally retired in 2005. I am 83 years old, have been married for 38 years to my wife, Pat. We have one son between us and two stepsons and nine grandchildren. Our youngest son followed me professionally and is now a diagnostic radiologist. I am grateful to the United Board for the scholarship that started my long wonderful journey of study around the world. It was not easy at times. I prayed a lot for His guidance and found doors suddenly opened in the depth of my despair on numerous occasions. My faith was strengthened and affirmed by His Grace through all my adventures. Being so isolated I have very little contact with other ICU graduates, although I am very much interested in how other ICU classmates are doing.

▷ *Allan H. Lee* (Class of 1957)



I was attending a teacher training school in 1952 when I learned that the United Board was offering full scholarships for Hong Kong students to attend ICU. The deadline for application was the next day, so during my lunch break I rushed to the nearby Chung Chi College to pick up an application form. The trip was only a short distance, but that lunchtime errand and my subsequent enrolment in ICU marked a turning point in my life.

I already planned to become a teacher, so my four years at ICU did not radically alter my career plans. But ICU's general education classes, in addition to the requirements for my physics major, broadened my perspective. I was introduced to a world beyond Hong Kong and Asia. I was inspired to venture into new areas of endeavor and dream bigger dreams.

After ICU, I went on to earn graduate degrees and spend 25 years on the faculty of Seneca College in Toronto, but I still remember the impact of individual ICU teachers, administrators, support staff and students. These role models—who exuded such old-fashioned values as dedication to work, commitment to service, humility and tolerance in everyday life, caring and compassion for other

* This was adapted from an article entitled “Inspired to Dream Bigger Dreams” published in the United Board newsletter *Horizons* (June 2015, page 7)



Allan, third from left, with ICU teacher and classmates

people—were the single most important source that helped shape and mold my core values.

I believe that the benefits of general education are enduring and could be even more important to students of today than yesterday. Our world is undergoing changes as never before. Critical thinking skills and a readiness to pursue lifelong learning will place the recipient of general education at a great advantage, irrespective of the nature and type of his or her work.

I am deeply grateful to United Board for my scholarship. Above all, it was a very generous scholarship, and I didn't come from a well-to-do family. That's why I'm giving to United Board, which broadens the horizons of Asian educators through its United Board Fellows Program, Faculty Scholarship Program and other endeavors. I am hopeful that with growing support from friends and alumni, the dynamic partnership between ICU and United Board will flourish and make an even greater positive impact on higher education in East and Southeast Asia in the years to come.

▷ George Ken-Hsi Wang (Class of 1958)

Without a doubt, the United Board changed my life by giving me a full scholarship to study at ICU in Japan in 1954.

In 1948, with my aunt, my father's sister, and a few members of her family, I left Shanghai for Hong Kong shortly before the Communist established its government in mainland China. After graduating from a Chinese junior high school, I realized that English was important and tried to attend a high school where English was the teaching medium. I was not accepted due to my poor performance in the entrance examination. Later, I was admitted to a high school by passing such an examination. There, I met Mrs. Virginia Arnold, a history teacher from the US. She took a special interest in me and encouraged me to apply to US colleges with more financial aid opportunities. With my poor background in English, I scored low in the English aptitude portion of the College Board examination. This result jeopardized the likelihood of my receiving financial aid from any US college. Mrs. Arnold then happened to learn about the United Board scholarship program for ICU. With her help and recommendation, I took the test and was granted the scholarship to ICU. Without it, I would have had to end my formal education after high school, as I had no other financial resource to go to college.

Back when I was not yet 10 years old, living in a village dominated by a textile factory a few hundred miles from Shanghai, on a certain day all the villagers were rounded up by Japanese soldiers to listen to their long speeches. Later, while attending grammar school in Shanghai, one day there was an announcement about several teachers being arrested

by Japanese soldiers. The soldiers carried away the teachers and many boxes of books and documents. However, in spite of such adverse memories of the Japanese soldiers, I did not harbor anti-Japanese feelings and was able to benefit from my experiences in ICU. In a chapel convocation at ICU, my classmate Florence Chan told me her story of being chased by Japanese soldiers when she was a little girl.

By nature, I was a rather reserved person, but the friendliness of the fellow students, teachers and staff at ICU helped me to become more open. After my ICU professors Dr. Donald Worth and Dr. Claude Thomson retired from ICU and returned to the US, my wife May and I visited them in their respective homes in Berkeley, CA and Philadelphia, PA. Dr. and Mrs. Thomson and Dr. Worth have now passed away, and Mrs. Worth is in a retirement center. She and I exchanged



letters within the last few months. I have cherished their mentorship and friendship throughout the years.

After ICU, I was able to get a fellowship for graduate school in physics in the US. My fellow classmate Joseph Lee, Edwin Ang and I crossed the Pacific Ocean together, docking in San Francisco. Edwin attended the University of California in Davis. Joseph and I traveled with more economic means by taking the Greyhound bus all the way across the US to the New England states for our graduate school education. In 1963, Yale granted me a PhD in physics. For the next three years, a post-doctoral fellowship at Harvard Cyclotron Laboratory, Cambridge, MA enabled me to pursue further studies and research in the area of nuclear physics. Thereafter, teaching students became my focus at Baylor University in Waco, from which I retired after 37 years.



In 2010, May and I joined the ICU reunion trip organized by Dr. David Vikner and Paul Hastings of the ICU Foundation in New York. After more than 50 years, I could hardly believe that I was standing on the grounds of the old campus, which had changed and progressed with new buildings, especially the new chapel, new library, and new dormitories. We met many nice people at ICU during that trip, and especially enjoyed talking to the most knowledgeable and congenial Professor Bill Steele, who was not yet at ICU when I was a student.

I will be forever grateful for what the United Board had done for me personally and for helping other students in Asia to achieve higher dreams in a Christian environment.

① Taken after a play in Christmas time 1954. The title of the play is "Chichi Kaeru", which means "Father Returns." Back row from left to right: Naraya, Joseph Lee, Ken-Hsi Wang. Middle row are Violet Tanioka and Florence Chan. Front row, left to right: Edwin Ang, Jimmy Tang, and teachers Ms. Koide and Ms. Tanabe. The nine of us were students in the intensive Japanese language class. The Chinese students here were United Board scholarship recipients of the entering class of 1954.

② Taken from a show we put on at an ICU Festival in 1955. The guy in front of the curtain was in fact two persons, with the head being that of Louis Shen (Class of 1959), his hands were mine behind the curtain, and his feet actually his own. We were impersonating the Da Ru Ma.



▷ *Paul Chan* (Class of 1959)



It has been a long time since I graduated from ICU. The greatest life experience I have learned there is to embrace diversity and to help others succeed, because of the international educational environment ICU provided me. This experience has allowed me to work successfully in a multi-national business world. I am now residing in Taipei, specializing in executive coaching and management leadership training in Asia Pacific countries.

My wife, Felicia Lee (Class of 1960), passed away in November 2015.



Memory of My ICU Days

I finished Form 5 at Queen's College in 1953 and continued to study in Form 6. I took an entry-level position in the Hong Kong Civil Service after realizing that I could not have the financial resources to pursue university study in Hong Kong. I was not happy with the prospect of my job and was growing desperate and despaired about my future in the dead-end job. One day, I saw in the local newspaper that the United Board was offering full scholarships for Hong Kong students to study at ICU in Japan. I submitted my application and was lucky to be selected. I accepted the offer to attend ICU without knowing anything about liberal arts education at ICU.

During my high school years in Hong Kong, due to the political situation in China, discussions of social and political issues were discouraged in school and at home. When I arrived at ICU I had no idea what socialism, capitalism, communism and nationalism were about. The general education courses at ICU exposed me to different opinions and thinking about international relationships, social orders, world economies, and religious beliefs for the first time. At ICU my fellow Japanese student friends were very well informed about the social and political situations and we talked about world politics with an open mind. It was at ICU that I began to feel ignorant and inadequate about world geopolitics and the Eastern and the Western blocs. I was eager to learn about social movements worldwide. I also developed an interest in world affairs. The ICU education widened my perspective.

I had the fortune to be invited to a Japanese dormmate's home. When I arrived at my friend's house my friend's mother came out to greet me. She knelt down by the door to welcome me. I did not know what to do except keeping on bowing. I could not kneel down and could not extend my hand for a handshake. I was very embarrassed at my social clumsiness. At dinner, we sat around a low table with my friend's mother kneeling by the table serving us. I asked why she was not eating and was told that in the Japanese tradition of entertaining special guests the womenfolk in the household would serve first and eat when the manfolk have finished eating. Again, I did not know how to react except to express my appreciation for being treated as a special guest. I learned to respect cultural differences.

The ICU curriculum required a thesis for graduation. In my third year at ICU, Dr. T. Okigaki, an instructor in the Department of Biology, prepared me for writing a thesis. He graduated from the laboratory of Professor Makino of Hokkaido University. Dr. Okigaki arranged for me to spend a summer at Professor Makino's lab observing how graduate students and post-doctoral fellows worked. I worked out a protocol for studying the toxicity of 2,4-dichloroacetic acid in rats. 2,4-dichloroacetic acid was newly developed for controlling broad-leaf weeds in lawns. Children playing in the lawn would rub their legs and arms against the chemical coated grass. However, the toxic effects of 2,4-dichloroacetic acid, if any, were not known.



I learned the different experimental approaches to conduct toxicity studies at Professor Makino's lab and finished working out a study protocol for my thesis. I finished the experimental work for my thesis back at ICU in my senior year. In the process I learned what a research project was all about and how to generate and collect data and how to write up and present the results. The experience paved the way for my being accepted to Columbia University for graduate studies and later to become a career toxicologist in the US National Institute of Health.

Looking back, I am grateful for the United Board, ICU and Dr. Okigaki for giving me an opportunity for receiving an all-round education and introducing me to work and study the toxicity of chemicals that people are exposed to in their daily lives. The ICU experience led me to develop an interest to work and identify toxic chemicals in our environment. The subsequent elimination of toxic chemicals in the environment would ensure that people would not be exposed to toxic chemicals and suffer the toxic effects unnecessarily. The United Board and ICU gave me a life that was meaningful and rewarding, a life full of enjoyment, happiness, and satisfaction.

▷ *Ling-Chun Lillian Mak Chan* (Class of 1961)

I got to know from two friends who were from Hong Kong attending ICU about the United Board scholarship program. I was much inspired and encouraged as they shared with me their experience at ICU. They felt they were much enriched by the liberal arts education at ICU. I yearned for the opportunity to attend ICU, especially at the time when I was at a loss about my future as I was unable to continue my nursing career due to medical reasons. I was lucky to become a United Board scholarship beneficiary to attend ICU in 1957.

My four years of liberal arts education and the ICU environment had broadened my view of the world and people. My life's values were shaped and I developed a sense of humanity believing that we all have the capacity and kindness for compassion and kindness. I started to feel I needed to go further academically to pursue a career of helping others. After graduating from ICU I received my Master's degree in Social Work from Hunter College in New York City.

Over 30 years of working as a social worker in different settings either directly with individuals and families as an administrator or a college lecturer, I always found my work rewarding.

During my first year at the Second Women's Dormitory my three roommates had always made me feel at home. I enjoyed the tea/snack (*okashi*) time in the evening sharing stories of our days. One of my roommates, Ms. Michiko Ishikawa, invited me to her home. I enjoyed her family's

warmth and hospitality. I felt a little bit uneasy when I was led to a hot tub for my bath. Nevertheless, I felt I was treated as a member of the family. For the rest of the three years at the Third Women's Dormitory, Mrs. Tsukada, our house mother, was kind and loving. She taught me knitting (I still have the pair of socks). She also made me a kimono (I still have the *obi*, *tabi*, *geta*). I do miss Mrs. Tsukada.

I am lucky to have two lifelong friends with whom I am still in touch. We exchange greetings and news of our families. Yoko Takahashi (Mrs. Otomo) and I often studied at the library together and encouraged each other. The other classmate, Kimiko Takahashi (Dr. Umemoto) met up twice with me when she was conducting her research project in the US and Canada. My family visited ICU in 2004. We met with Dr. Umemoto again. She was the head of the Chemistry Department. She treated my family to lunch and gave us a guided tour of the campus. We were impressed by the architectural additions on campus.

One of the memorable courses was art history and architectural structure of old churches given by Dr. Kidder. I enjoyed viewing Dr. Kidder's collection of artifacts. We attended Dr. Kidder's 90th birthday at his home in North Carolina. We had a very pleasant reunion. I was saddened to learn of his passing several years later.

I am grateful I had the opportunity to attend ICU. I hope other young people would have the opportunity to attend ICU.



Cleaning duty at dormitory



▷ *King Foo Suen* (Class of 1961)



In 1956, when I graduated from Form 7 (St. Paul's Coed in Hong Kong), I was looking at all sorts of possibilities for my future. My classmate, Mr. Mark Tso, introduced me to the United Board scholarship program. I applied for it but the chance looked slim since I was hard of hearing. I was selected as the first substitute for that program. In late September, I was informed to go to Japan on a four-year scholarship. Li Hui Chiu Herschel and I arrived at the Tokyo Railway Station. A gentleman who was in the same compartment of the night train from Kobe heard the public broadcast and led us to meet Owada Yasuyuki-san, whose spoken English stunned me. That began my four-and-a-half years at ICU.

Four boys were arranged to stay at Taizanso for a couple of days before the Second Men's Dormitory was ready for moving in. In the next year, I was assigned to the First Men's Dormitory where I met Takenouchi-san. Her motherly character gave help and comfort to all her sons in the dormitory without reservation.

Dr. Donald Worth was my advisor in the Physics Department. I respected him and his family. He taught me not only knowledge but also how to be a good Christian. He recommended me to serve at Tunghai University in Taiwan, after I completed my education. I informed him about my education in the US every year through Christmas cards. I completed my post-doc program at the University of Manitoba in Canada. As I had promised, I went straight to Tunghai University. I have stayed in Taiwan since.

Nagano Motohiko-san was my best classmate. He passed away two years ago. Yasuma Sosuke-san was elected as one of the distinguished alumni. Kanda Keiji-san, a member of the Glee club, played good piano. We sang "Don't Shout", but we always shouted! I remembered Dr. Kidder. He taught us History of Arts as a liberal arts required course. I was called to babysit his son, because all girls refused. He played brave cowboy and I the bad Red Indian. Whenever he shouted "BANG!" the bad guy had to fall immediately dead on the ground.

The students from Hong Kong stayed quite closed together. Chi Suit Yin Florence (née Chan, class of 1958) gave me advice on my daily life and played the role of my elder sister. The Chinese student organized "China Night" every year to introduce Chinese culture to the campus. One year, we had Koh Chien Hui (née Lu, class of 1960) sing a Chinese opera with simple Chinese stage setting and a Taiwan scenic photograph display. It was quite successful. I graduated from ICU over 50 years ago. My experience at ICU stays and continues to nurture my life.



Life Lessons Learned at ICU

I spent four years as a student and United Board scholarship recipient at the then relatively newly founded ICU in Tokyo, Japan. The experience and the learning I received there have nurtured and sustained me throughout my life. Let me elaborate by going through the acronym ICU letter by letter.

“I” for International

Before globalization became the norm and the predominant theme and method of business transaction for many countries, we learned to live and prosper in a small but dynamic international community at ICU. Although the majority of the student body were Japanese, about 10–15% were international students. There were students from the US, Taiwan, Hong Kong, the Philippines, the UK, India and Indonesia, just to mention a few. The faculty was also almost as diverse comprising mostly Japanese but supplemented by a high percentage of American and other English-speaking international professors.

Some personal friendships that were formed over half a century ago still exist and thrive today. We got to know each other on a personal level and learned that despite racial, cultural, linguistic and religious differences we are all brothers and sisters living in an ever more interdependent, interconnected and shrinking world. Unfortunately even today, nationalism and failure to understand and appreciate racial, cultural and ethnic differences often get in the way of nations living peacefully and harmoniously together.

Presently, people are still practicing nationalism and try to turn back the inevitable tides of globalization. In the UK

there is the Brexit movement; in the US we hear mantras of ‘limiting immigration from certain countries and making “America great again”’, whatever that means; China is building another ‘great wall’ to control and contain the free flow of information; and, despite her aging population, Japan has yet to learn about the benefits and the vitality of a diverse workforce and society.

“C” for Christian

Narrow-minded religious beliefs and practices can be debilitating, harmful and destructive. The Christianity we learned at ICU was interdenominational and taught respect and acceptance of other religions. The faculty at ICU lived their lives as practicing Christians and we learned from them that Christianity is about respecting and loving each other and not about being dogmatic and judgmental. Rigid and narrow-minded religious beliefs have started many wars throughout the years and are continuing to perpetuate hate and discontent all over the world. This is not what Christianity was about at ICU.

As international students, our fondest memories were around Christmas and holiday times when we were welcomed to the homes of Professors Kleinjan, Worth, Kidder, Newell and others. We were treated as family and weren't allowed to be lonely during the holidays.

In fact Christianity as taught and practiced at ICU was similar to that taught at Diocesan Boys' School, the Anglican Church High School I attended in Hong Kong. To me, Christianity is about love and acceptance of others and my education at ICU reinforced that belief.



“U” for University

If I had to recommend a major to aspiring high school students, I would try to persuade them to major in liberal arts. Think about it! Whether you are a lawyer, doctor, engineer, artist, teacher, accountant, restaurateur or dancer, in every case you are interacting with or servicing patients, clients or an audience—fellow human beings. Arguably a liberal arts education would best prepare you for all these and any other profession.

With the advance of the computer, the internet and instantaneous communication, technical knowledge is being accumulated and becomes outdated so fast that what you learn today may be obsolete in a couple of years. A liberal arts degree in the natural or social sciences together with professional/on-the-job training will give you a strong foundation for a lifetime of learning in your chosen profession.

In Summary

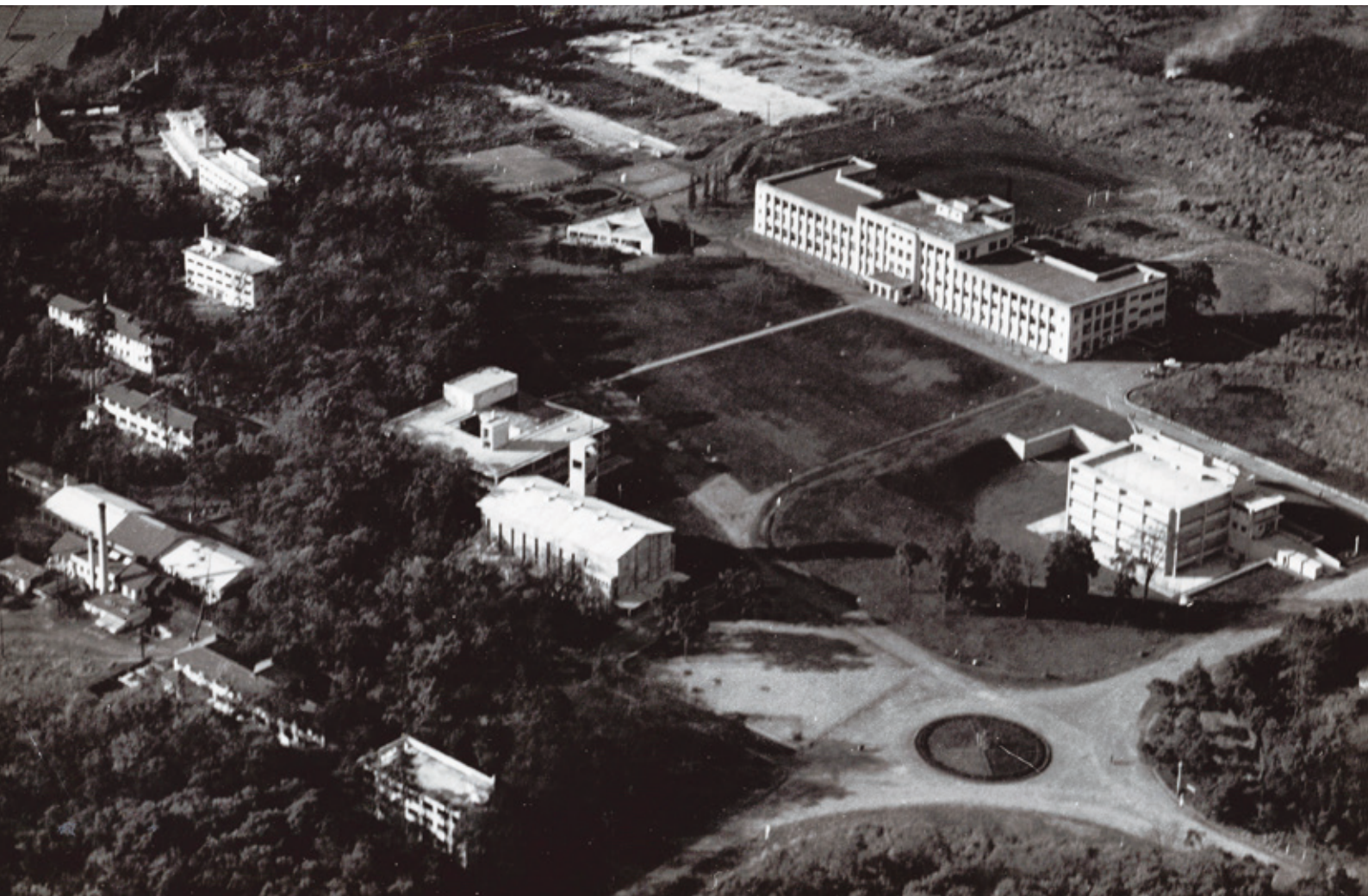
Since my days at ICU, I've gone on to graduate school in the US and eventually settled in the San Francisco Bay Area. I have worked as an industrial microbiologist, a R&D scientist,



an industrial hygienist and environmental engineer at Gulf Oil R&D, the California Department of Health and at the Lawrence Livermore National Laboratory. I have also founded an environmental engineering firm and worked as a consultant.

Throughout my work life I have always promoted co-operation, harmony between racial and ethnic groups and touted the benefits of diversity. After my retirement in 2000, I have been volunteering full time in prompting Asian Americans to get more involved and fully participate in their communities. Asian Americans value education, hard work and have been relatively successful in America. Unfortunately, many Asians are still family oriented and tend not to participate or contribute to the communities they live in.

The lessons I learned at ICU have sustained me throughout my life. For this I am most thankful to my Alma Mater.



▷ *Weimin (George) Yuan (Class of 1964)*

My ICU Years: An Abbreviated Version

Totally Unexpected

Back in 1959 my family (hometown Shanghai), having fled the Communist regime in China, was not financially able to put me through university education. As a young promising football (soccer) player, I had plans to join the police force after high school to become an officer while simultaneously playing football for the police team in the Hong Kong Open League.

But my Headmaster at Diocesan Boys' School (DBS) advised me to take the United Board scholarship examination. Why out of about 260 candidates from all over Hong Kong I was awarded one of the scholarships to study at ICU is beyond my comprehension. For that I will forever be indebted to my late Headmaster and the United Board.

Life-Changing Experience

Moving from Hong Kong to Japan, I was, as the Chinese proverbial tale goes, like a frog released from a dried-up well to suddenly see the entire skyline for the first time. 1960 was part of that era when the Japanese students were super active in their political movements. They were so concerned over their nation's future—their Peace Constitution, American forces in Okinawa, etc.—they would debate all night, boycott classes or even go onto the streets to demonstrate and confront the police that tried to

restrain them. Such commitment and dedication shocked me immensely for in Hong Kong, then a British colony, we were not educated to be interested in political, economic or social issues. None of our teachers taught us political participation as a form of democracy. Japan and ICU opened my eyes to a different world.

Dedicated Professors

ICU professors in the early 1960s were the most dedicated group of educators of international and Christian learning. They came from all over the world with missionary zeal to help students from around the globe to learn to live, study and play together. Many of them were from missionary families in China, so they were especially generous to those of us from Hong Kong. Professors such as Dr. Everett Kleinjans, Dr. Edward Kidder, Dr. William Newell and Dr. Donald Worth were more than just teachers and advisers to us.

When I entered ICU I registered myself as a Language major for I thought if I had majored in French, by the time I graduated I would have control of four major languages—Chinese, English, Japanese and French, and should be able to find work as an interpreter in an international organization like the United Nations. That was until I met Prof. Iwao Ayusawa early in my sophomore year. I was in his office to hand in a paper when he asked about my major. Upon



learning what it was and why I had chosen that, Professor Ayusawa asked me why I would want to translate what others have to say, and not let others translate what I have to say! Although I have never reached the state to have others translate my words, Professor Ayusawa made me realize the importance and need to set my bars higher. Subsequently, I changed my major to international relations. My graduation thesis was on the delicate Sino-Japanese relations in the 1950s. Remembering my encounter with Professor Ayusawa, in recent years when I taught in high schools in America and China, I tried to raise the bar for my students, too.

Unique Campus Life

Due to the lack of preparation on my part, I struggled mightily in my freshman year when taking Intensive Japanese. For months I was at the bottom of my class, so confused and discouraged that I seriously considered quitting ICU to return to Hong Kong to play soccer. I did not because I realized the uniqueness of the international atmosphere that was ICU. With so many students and faculty members from every continent, and everybody so eager and willing to embrace and learn from each other,



At the Soccer Club's first training camp in Nagano in 1963.
Top down: Rumbino, Yuan, Hirose and Sugimoto. The fun never stopped.

I knew I was experiencing something I would otherwise never have should I choose to return to Hong Kong.

Sharing a room in the dormitory with three other Japanese students was another rare opportunity to gain insight into the habits of some male Japanese students and their hierarchical relations. I also learned the pleasure of going to a communal bath, the *ofuro*, to soak myself in hot water to relax. My roommates also taught me how to appreciate the

L to R: Mike Song (Yonsei), Hiroki Kato (ICU), Weimin Yuan (ICU), Mrs. Song, Yuan and Kato. A reunion in Vienna in May, 2015 of friendship of a Korean, a Japanese and a Chinese formed at ICU in 1964.



sports of baseball and Japanese wrestling, *ozumo*, of which I am still an avid fan today.

Soccer Club

I missed playing soccer terribly especially when I realized that ICU did not even have a school team and the pitch, then behind the *Honkan*, was a barren field of sand and dust dotted with pebbles and even broken glass. Then came Sugimoto-san, Arima-san, Hirose-san, etc., along with several international students like Rumbino from Papua New Guinea, Kim Young-jak from South Korea and others from Hong Kong. We were officially able to organize a club recognized by the university. We even organized our first ever training camp in Nagano and eventually in 1963 entered to participate in Level 3 competition of the university league in Musashino. Fifty years later, with the exception of Rumbino who unfortunately passed away early, I am still a very close friend to those named above.

Korea

While I was introduced to Korea by an American couple, the late Mr. and Mrs. Emmett Duncan of Albuquerque, New Mexico in December, 1963, ICU, with its many activities related to Korea on and off campus, gave me the chance to be more deeply involved. The Yonsei University students' visit to ICU in January, 1964 eventually led me to do a Master's degree at Yonsei after graduation, giving me a rare opportunity to learn their language, history and culture as well as to make more friends. This Korean experience was perhaps the main reason why I was admitted into the PhD programs at two Ivy League universities subsequently. For such unique experience and exposure to study in so many different countries, I only have ICU and the United Board to thank for turning me into the man I am. Thank you DBS! Thank you ICU! Above all, thank you United Board for without your generous financial support, I would have been a very bland person.

▷ *C. Y. Choi* (Class of 1965)



The author in 1962, with Taizanso, the historic Japanese-style house, in the background

I graduated from high school in Hong Kong in 1961 and wanted to go to university. There was only one university in Hong Kong then—the University of Hong Kong—and competition for entry and financial assistance was very intense. My family was poor—my father died when I was in the second year of high school, and my mother with seven children was not in a position to support me to go to the University of Hong Kong. Then someone at my high school (St. Stephen's College) told me about the United Board scholarship at ICU. I applied for it, and after a written and an oral examination, I was so fortunate and blessed to be offered one of the five scholarships for Hong Kong Chinese students. I did not know the Japanese language; I did not know where ICU was. Some of my family and friends were not enthusiastic about me going to Japan as the memories of the Japanese invasion of China were still fresh at that time. But I made the choice and that changed my life totally. If the United Board scholarship had not existed, I would not have gone to university, and I am sure my life's chances would have been very much restricted.

I really enjoyed ICU's four years, although the one-year intensive Japanese course was tough—it was in fact a shock. I learned a lot from ICU professors (in particular Prof. Bill Newell) and fellow students—in critical thinking, in being curious, in not making unexamined assumptions, and in learning how to gain from mistakes and failures. ICU's liberal arts education has enriched my life. It has given me a desire to understand things and people that surround me, to see events from as many different points of view as possible, even if some of the views may be difficult to comprehend.

In essence, I have learned to appreciate modesty, tolerance and patience.

I have kept many ICU friends – both United Board scholars and Japanese classmates and roommates.

I treasure my experience at ICU and am most grateful to the United Board for the scholarship. Whenever I have the chance, I always tell people about ICU and my good experience in Japan.

My best wishes to the United Board and ICU.



The author in 2015, with wife Angela (middle) and Betsy Sato née Selanders, with Taizanso in the background

▷ *Kunibuni Izumi, aka Man Kwok-chuen*

(Class of 1966)



Kunibuni Izumi at a recent gathering of United Board and ICU representatives and alumni in Hong Kong in November 2016

This year marks my 54th year in Japan (since 1962).

In between these years, I did spend quite a few in China (Beijing, Tianjin and Shanghai, around the early eighties when it began to open up), developing business, negotiating and setting up manufacturing JVs for US multinationals. Those were the rough and tumble years—a mixture of success and failure but all fond memories upon looking back. After Shanghai, I returned and served in a multinational JV in Japan, responsible for its international business and made frequent business travels not only to China but also to many other parts of the world, but all the time based in Japan.

My first job after I left ICU was with the US Embassy in Tokyo monitoring the development of the Cultural Revolution in China. After that, I moved on to serve in the Tokyo representative office of a US port authority, cultivating clients in Japan as well as in other countries in Asia.

All these jobs are diversified but there is a common thread—communications. It is not necessarily the language skill per se. Rather, it is an open mind to different cultural values and an understanding and appreciation of different social and business practices. The ICU years have prepared me well for this. The community life on campus, interface with fellow students and teachers from different countries and cultural backgrounds, liberal arts education that taught us flexibility to accept differences in thinking and integrity to stand firm on issues of principle and faith.

I am also pleased to have contributed to the opening up and modernization of China, fulfilling in my own small ways my obligation as a United Board scholarship recipient.

A year before I turned 60, I was down with lymphoma but survived after a year's hospitalization and outpatient treatment. It remains in remission. So I am given a new lease of life and enjoying every moment of it, quietly but gratefully.

I naturalized to put my children on a fair footing. I am rather open with the fact that I am not native Japanese. And most of my acquaintances accept this well. Japan is a much more open society than before, relatively speaking of course.

I want to write and attest to the importance of the United Board scholarship and the liberal arts education and student life at ICU in nurturing our outlook and behavior as responsible citizens of the world and in shaping our subsequent life and career.

In 2011, about a dozen ICU alumni and United Board scholars from Hong Kong were back on ICU campus for our first Homecoming as a group. The Homecoming was a reunion not only for the Hong Kong Chinese alumni but also with our Japanese classmates. The fellowship of our youthful days returned. It was heart-warming. But, as we learned of the present composition of the student body,

we couldn't help but feel a little amiss on the “I” of ICU on campus as compared with the bygone years. It was the unanimous thought of all participants and their guests that ICU should be even more international and multicultural.

From the very beginning of ICU and thanks to the United Board's scholarship provision, Chinese students from Hong Kong had been an integral part of the student body. A selection committee in Hong Kong was instrumental in recruiting students for ICU, not only for scholarship recipients but also for students paying their own fees. Thus for its first 30 years, ICU had a solid percentage of Chinese students, mostly from Hong Kong but also quite a number from Taiwan and from within Japan. The number of Chinese students in ICU today is but a handful, we are sad to note.

As ICU is coming into its second 60-year cycle, we are pleased to learn that ICU and the United Board are working to revive a recruitment program of Chinese students, firstly from Hong Kong, for a full four-year study in ICU. For us United Board scholars and ICU alumni, we are only too pleased to contribute in our own small ways and means towards this end.

Such a program will have special significance for today's bilateral relationship between Japan and China in fostering mutual understanding and good neighborliness and ultimately benefit the entire international community.

▷Jeremiah Kui-hung Wong (Class of 1968)

How ICU Has Changed My Life

The United Board married me to ICU and it was ICU which had chosen me. I am now 72 years old and in retrospect, my whole life and career had been changed ever since. I am totally grateful to them. No words are enough to express my debt to both.

I went to ICU as a 19-year-old graduate from Munsang College in Hong Kong. I majored in sociology at ICU and, after graduation, received a Ford Foundation Scholarship to study in ICU's Graduate School of Public Administration. I left ICU in 1971.

My first encounter with Japan was in autumn 1964 when the French liner that I took along with six other classmates docked at a raining Yokohama harbor. In the voyage the liner was caught in strong typhoon winds and I had to sleep four whole days in the deck room, vomiting most of the time. Upon landing I ventured to take the Kokutetsu Chuo-line to get to Mitaka all by myself by counting the number of stations on the train map. However, the train I boarded was a *kaisoku* (express train). Therefore, I counted the wrong number of stations but I was lucky enough to end up in Mitaka because that express train happened to stop at Mitaka as its terminal station. I arrived stunned but safe. That was my favorite story I used to tell my three sons and five grandchildren.

I reached my intellectual maturity in Japan. ICU taught me general education including courses such as Zen, architectural appreciation, Prof. Nakane Chie's Japanese

tate shakai (vertical society), Prof. William Newell's kinship theories, *teno-sei* (emperorness), Japan's public administration system, etc.

I was exposed to various meaningful extra-curricular activities that gave me lifelong enjoyment, including karate, baseball, skiing, Japanese songs, *manzai* (comics), karaoke, guitar playing, ukulele skills, etc.

I was in *Dainidanshiryo*. I had to do roster duties at the information counter, in the bathroom and other public areas, etc. We had four students in a room representing every year of study: the senior would require the junior to cook *rahmen* (instant noodle) for the night, while the latter would command the sophomore to do the room cleaning for him. The freshman would be the poorest chap as he would be doing all the above jobs without compensation. My other memories from that time include:

- I had a karate black belt *senpai* in my room and he seldom took a bath. How he smelled.
- I enjoyed the inter-dormitory "storm" most, because we could surprise attack a women's dormitory on a certain night and do all the tricks on them. I remembered I made a bloody human dummy, dressed in my old shirt, stuffed with newspapers and smeared with tomato juice, and left the "corpse" in their toilet. Some female students were scared to death.
- Our *ryobo-san* was very kind. We had occasional dinners and tea at her place.

- I had a sixth-hand old bicycle to ride on campus and to Kichijoji for shopping. It needed no lock-up at night as it was too old to attract any interest.
- The student canteen was good—15 yen for a bottle of dense cream milk, and 60 yen for a self-service meal.
- The Diffendorfer Memorial Hall was cozy and a place of cultural encounter, but not ideal for dating as it was too open for secret liaisons.
- I liked the Universal Chapel where I would sneak in to listen to Mozart's *Requiem*, as well as the University Library where I did part-time job.

I had always been reminded of the significant meanings of the "I" (the international perspective), the "C" (the Christian

faith and humanistic spirit) and the "U" (the academic excellence) of my alma mata. I felt very indebted to these high ideals cherished by the pioneers of ICU. I was able to contribute in some meaningful ways, albeit small ones, for the Japanese Consulate in Hong Kong and by writing articles on Japan and doing interpretation job, all pointing to the high ideal of a harmonious and mutually understanding Hong Kong-Japan relations.

As the school song goes: "Hold aloft thy glorious banner, flag of brotherhood unfurled." This should be our obligation and dedication for the rest of our lives.

I love ICU.



ICU has taught me the pleasure of appreciating the art and spirit of karate (1965, on the roof of *Dainidanshiryo*)



With the Ainu Tribe Chief in North Hokkaido whose sword represents the killing of at least 20 bears (1968)

Reflections on My ICU Experience

I attended ICU on the United Board scholarship between 1966 and 1970. Had it not been for this scholarship, I would not have enjoyed a college education at all, as it was beyond my wildest dream or my family's means. I am therefore most grateful to the United Board for the opportunity to leave Hong Kong and to attend college in Japan.

For the first year and a half at ICU, I took only Japanese language classes, desperately trying to acquire enough language proficiency to handle the curricular challenges of a Japanese university. In time I dipped my toe into academic courses taught in Japanese, but of course I tried to take all the other classes taught in English by the American faculty members there—Dr. Gleason's economics classes, Dr. Worth's physics classes, and Dr. Kidder's Japanese archaeology classes. I also took advantage of the English-taught classes offered by visiting professors such as Delmar Brown, Richard Miller, Michael Armacost, and S.T. Leong. But it was Prof. Kiyoko Cho Takeda who inspired me the most. She taught me the power of ideas and the significance of religious commitment in people's actions. She was also instrumental in getting me accepted into the graduate program in Oriental History at Tokyo University after I finished my program at ICU.

United Board paid for my tuition and dormitory fee, plus a monthly stipend of 4,000 (or was it 6,000?) yen. Food at the dining hall consisted primarily of curry rice and an occasional whale steak, supplemented by plenty of instant *ramen* I prepared at the dorm kitchen. Later, when I managed to augment my income with part-time jobs,

a true luxury was a grilled chicken leg purchased at the basement of department stores in Shinjuku! Life was simple and satisfying. And it was at ICU that I found my spiritual calling and intellectual interest.

ICU is truly an international university, with students coming from different countries in addition to the local Japanese. There is much emphasis on internationalism, world peace, and cultural exchange. My dormitory, Canada House, housed students from the US, Europe, Africa, and the rest of Asia. During my four years there, I have had innumerable meaningful conversations with my roommates and dormmates on all sorts of subjects. When ICU was locked down because of student unrest, we had all-night discussions on the pros and cons of student strikes. With the Cultural Revolution then raging in China, we heatedly debated the merits of Marxism and Maoist ideology. However, it was the non-denominational Christian atmosphere on campus, and the encouragement of religious tolerance at ICU that had inculcated in me a strong yearning to embrace and study religion's influence on humanity. I ended up receiving a PhD degree in religious history from the University of California at Berkeley, and I am still teaching in the Department of Humanities and Religious Studies at California State University, Sacramento.

At ICU I joined the Choir. I still remember vividly one formal choir performance at a concert hall when we sang the last words of a mountaineer caught in a snow storm when he jotted down his thoughts for his mother and apologized



Taken on May 3, 1968 with future wife Kitty, near Mt. Takao, Tokyo

to her for dying prematurely. Those words were so moving that all the singers were sobbing and shedding tears at the climactic conclusion of the song. It was in the Choir that I met my love and lifelong partner, Kitty Wai-kwan Wong. A year junior to me, she was also a student from Hong Kong. She applied to ICU directly without going through United Board. We have been happily married for 44 years!

My experience at ICU has been life-changing. I first arrived as a teenager, never having left home before. I was the first person from my neighborhood to have graduated from high school. I knew barely enough spoken English, and not a word



Taken on July 23, 1969 with future wife Kitty, at Itsukushima, Hiroshima

of Japanese. I took a great risk and caused much consternation to my extended family (I was the only child and my mother was widowed relatively young) when I decided to study in Japan, a country whose war atrocities in China had created bitter memories in my relatives. And yet when I graduated from ICU, I was a young man with big dreams and high aspirations, as well as a strong sense of purpose. Through my academic interest and research, I now engage in teaching and writing about religious ideas and their impact on society. I can never thank the United Board enough for making this happen. There will be a time when I will repay and pass on this gift that was so generously given me.

▷ Stephen Lau (Class of 1972)

Time flies and 48 years have lapsed since I became a United Board scholarship recipient in 1968. Hailed from a Hong Kong family of seven children and with my parents being poor primary school teachers, I graduated from high school at a time when Hong Kong was economically still a developing community. Thus, there was no way my parents could have supported me for a university education at that time, let alone studying overseas. Thanks to United Board, I was able to further my studies in ICU, an institution I had no knowledge of until I chanced upon United Board's advertisement in a local newspaper offering four scholarships to Hong Kong students.

I still remember vividly the four-day travel by cruise liner from Hong Kong to Yokohama which was my first journey overseas. As I would later learn from my father, our ship travelled through a severe typhoon which was hitting the Taiwan Strait and its vicinity at the time. Consequently, throughout the four days, the ship was battered by strong winds and stormy seas and I was seasick for the whole journey. This seemed to herald what the early part of my life in ICU would be like.

Arriving at the ICU campus in the autumn of 1968, I soon found the whole campus engulfed in student strikes against the Treaty of Mutual Cooperation and Security between the US and Japan (*Anpo*), which were spreading over the whole of Japan like wildfire. I had no idea what *Anpo* was about then but the daily student strikes, which would invariably be accompanied by zigzagging snake dances that I naively considered amusing at the time, and the eventual barricade of the whole campus, were not what I had anticipated.



With roommate Saito-san (right) in May 1969, the Library in the background

Luckily, just as the Chinese saying goes—"sweetness would follow bitterness", after the campus had returned to normal, my life in ICU was most enlightening and enjoyable. The placid environ, the closeness between faculty and students, the strong Christian love and care shown by those affiliated with the university had enabled me to enjoy my studies at ICU thoroughly. Through contacts with students and other people from different countries, the experience also opened my eyes to different cultures and ways of thinking. I came across a diversity of views and opinions, not only in the classrooms, but also from real life experience.

I still remember one summer day when I was chatting with the *ryobosan* of the First Men's Dormitory during a *kenkoku kinenbi* (the national day of modern Japan), the *ryobosan*, obviously oblivious of my Chinese origin, recalled how, many years before, upon hearing the radio broadcast of Japan's surrender by the Emperor, she was devastated and



Taken in the wood in front of First Women's Dormitory, with So Chung (left, Class of 1972).

broke into tears. Hearing what she said, I could not help but think to myself, that on that day, people in many countries in Asia would have celebrated their emancipation from Japanese rule. When that thought came to mind, I had no hatred but just wished that horrible wars would not occur again. A song that was then very popular in Japan, "*Senso wo Shiranai Kodomotachi*" (*Children Who Had Not Experienced War*), also came to mind.

At the juncture when the bilateral relationship between China and Japan is at a low ebb, the conviction which forms the cornerstone in the coming into being of the university as upheld by the university's forefathers seems ever more relevant. Let's hope that through the joint efforts of the United Board, ICU and those affiliated with

these two great institutions, the word of Christian love and peace would continue to draw young scholars of different countries closer and make this world a better one.

To continue the meaningful work of the United Board, contributions from individuals, churches and foundations in many places are necessary. As a past scholarship recipient, I would vow to continue my small effort which began with the celebration of my 60th birthday when I asked my friends, in lieu of birthday presents, to join me in making a contribution to the United Board. I vow to continue this effort upon my 70th birthday and hopefully for the decades to come. I would invite my fellow past scholarship recipients to join me in such efforts.



▷ *Albert Chan* (Class of 1975)

Professor Albert Chan was President of the Hong Kong Baptist University (2010–2015). For his achievements in and contributions to improving the appeal and popularity of ICU, he received from ICU the Distinguished Alumnus of the Year Award in 2013. We spoke to Professor Chan.



1. *How did you first know about ICU?*

While I was waiting for the result after I had applied for a university in Hong Kong, I saw an advertisement in the newspaper telling me that there was a United Board scholarship that paid for all expenses to study at a university in Japan called ICU. I didn't know what it was but it seemed like a good opportunity. So I applied for it. Essentially it was almost an accident: I just happened to see an advertisement for it in the newspaper.

2. *How was your experience as a chemistry major at ICU?*

There were so many unforgettable experiences. One of them

is the precious opportunity offered me by my chemistry professor, Ronald Rich. (He was a student of Henry Taube who won the 1983 Nobel Prize in Chemistry.) Professor Rich saw that I worked very hard and that I was serious about my studies. So he took me to his laboratory and, even though I was only a first-year undergraduate, taught me how to do original research. By the time I graduated, he had given me three to four years of lab experience at ICU. Later, when I went to the University of Chicago as a graduate student, I was very comfortable with the difficult experimental work because I already had behind me four years of solid laboratory experience in ICU.



3. Do you remember your first arrival at ICU?

On the first day I arrived at ICU, the head of the undergraduate college, Dr. Worth, invited all of the new Hong Kong students including me to lunch at the clubhouse of the ICU golf course. It was extraordinary that a first-year first-day student at the university would have lunch with the college head. It made me feel like we were treated like family. In fact, that was the beginning of a very warm and good relationship between Dr. Worth and me and the Hong Kong students throughout my stay at ICU. Years later, when I became the President of the Hong Kong Baptist University, I sort of replicated Dr. Worth's kind gesture by regularly inviting students, staff and alumni to have lunch with me so that I could come to know and listen to them.

4. What's your most memorable place in ICU?

The main road flanked by sakura trees and leading to the inner campus will forever remain in my heart as emblematic of ICU. I visited ICU a few years ago after an absence of

so many years and as soon as I entered the main entrance and set foot on the road the same feeling of familiarity and nostalgia came back at once. The ICU campus had changed a lot since I graduated. There were new buildings and facilities. But ICU as a whole was still the small and serene community where I spent four wonderful years and used to know so well.

5. In what ways had your ICU education impact on your subsequent careers?

The liberal arts education at ICU is a lot like that of other liberal arts colleges in the US. On one hand we were trained in our declared major fields. My major was chemistry, so I had to complete the core courses required of all chemistry students. On the other hand, we also had to choose from a variety of elective courses in other subject areas such as history, Christianity, sociology, often out of interest or curiosity. That gave me wider exposure and the acquisition of other knowledge and skills so that, today, I find I still have the use of such knowledge and skills in my teaching,

research and administration in the universities and the industries.

Another thing I learned at ICU was the spirit of helping other people. I came from a poor family. I was able to avail myself of a good university education because of the United Board scholarship. The scholarship has helped me become a better person, and I am always thinking how I can do my job better. To do the job of a university president does not depend on how smart you are, but on how conscientious you are and how much you can do for other people.

6. How do you see the distinguished alumnus accolade given you by ICU?

I was very happy and honored. It was really humbling as there are many other distinguished alumni from ICU who deserve such honor. This honor has deepened my sense of duty and appreciation and made me want to return such kindness to ICU in whatever way I can.

7. What do you see as the benefits of a liberal arts education like that at ICU?

A liberal arts education opens up one's eyes and broadens one's mind. But the effects may take years to be felt. For fresh graduates, the subject training at a liberal arts college may be a little short at the beginning because, first, in ICU's case and for foreign students like me, we had to study the Japanese language in the first year. Second, the elective

courses we were required to fulfill would inevitably chip away some of the contact hours of the major subjects. But nonetheless the benefits of a liberal arts education will show in the long term, as I found it very useful much later when I was in a managerial role. In fact, many corporations prefer to hire graduates of liberal arts colleges to fill their leadership positions. It's all very fine if you can play the violin or the cello in an orchestra and there are several positions for those individual instruments. But there's only one person who wields the baton to lead the entire orchestra. I think if you had a liberal arts education, it's easier for you to take the baton.

8. How do you see internationalization in higher education?

Today the success and standing of a higher education institute are to a large extent measured by its degree of internationalization. This is not only about the reputation of the institute but has substantial implication on the education it offers. The presence of students from other countries and cultures would bring about greater intercultural understanding and the broadening of the minds of all concerned. Its impact on the grooming of talents for a globalized world and a globalized economy can never be overstated. ICU has long been a multicultural campus and enjoyed a good reputation and a network with universities in the US and in other parts of the world. I'm sure it will continue to build on that culturally diverse tradition to offer a unique world-class education to its students.

Glimpses of Memories of the Second Men's Dormitory

Last night I dreamt I saw myself having returned to ICU campus.

It was in the late morning of an early winter day. I strolled through the fallen leaves covering the footpath leading to the Second Men's Dormitory. Bicycles were lying carelessly around the lawn in front of the entrance. Beams of winter sunlight gently shined through the barren tree branches. The air was clean and crisp, but with a slight scent of warm smoke. I could smell the burning leaves in the air. Oh, winter just arrived.

At *genkan*, on the left hand side was the Caretaker's Room. The duty dormmate was out of sight. The logbook was left open unattended on the counter. It was filled with short notes in Japanese and occasionally English. I tried very hard to flip back to check the notes from 1976...

The panel in front of the Caretaker's Room was hung with wooden name-plates to indicate the dormmates' being in or out. It was pretty quiet. My fellow dormmates, I guess, were either sleeping tight in their beds or daydreaming in their classrooms.

The Social Room was across the corridor. The small cathode ray tube TV set was still there. It was a summer night in 1977, I vividly remembered, when I was alone sitting there in front of this ailing TV set. I was watching a Japanese documentary. The British national anthem was played. "What will Hong Kong be in 20 years?" the announcer quietly pitched his question. Even today the question still

dwells in my mind. Dormitory meetings were held monthly here, conducted in Japanese and with English translation. No matter how rebellious they appeared to be, all the dormmates behaved appropriately and acted properly in their discussions at the meetings. It is a place to meet and to grow.

During my two-year dormitory life in *Dainidanshiryo*, a cosmopolitan and polyglot from California, Kenneth Jones, was dorm president. In addition to his native English and Spanish, he spoke fluent Japanese, and wrote ancient Japanese that even the native Japanese dormmates found hard to understand.

In the midst of the Second Oil Crisis, Jones petitioned successfully to the Student Affairs Division to double the living allowance granted to the freshmen on United Board scholarships for them to cope with the skyrocketing inflation. That was really a big help, and thank you President Jones!

Daitoryo Jones had promoted the "mix" policy that an alien must share his room with a local Japanese. I enjoyed the benefits of this policy. Starting from the second half of my freshman year, I shared a room on the third floor with Kubota-senpai, who was a senior student majoring in Japanese Literature. "No English in this room," said Kubota-san to me on the first day I moved into the room. "Only Japanese language is allowed in this room. Whenever you have difficulty expressing yourself in Japanese, just let me



Dainidanshiryo, sketched by Stuart Chan, son of Tak-leung

toaster oven if the boys were gathering at her cozy tatami room in a winter evening. Once in a while, Harada-san baked yams in a bed of fallen leaves collected in the small woods behind the dormitory and shared them with boys from far and near. Yeah, the air was filled with smoke and sweet scent.

Harada-san, you'll always dwell in

know. I will help." Ever since, I had had the benefit of extra tutoring hours on my Japanese language due to President Jones's mix policy and Kubota-senpai's generosity. *Kokoro kara kansha wo moushiagemasu, Kubota senpai!*

On the right hand side of the Social Room was a raised floor of tatami. Bookshelves filled with used books, mainly Iwanami Bunko and some Penguin paperbacks, lined the wall. This *tatami-beya* became my "front lawn" for an afternoon nap and my "backyard" for treasure hunting, in addition to the bookstores in Kanda.

Adjacent to the left hand side of the Social Room was the warden's quarter. *Ryobo* Harada-san was the "away-from-home-mother". She was very kind to all the dormmates. She always listened patiently to their stories with quiet loving smile. Sometimes she might speak softly and ask what we would become in future. I started to engage my fresh tongue to speak in Japanese with *ryobo*-san. Her warm kindness, mingled with intense sweetness, was well remembered. When the cool season was around, Harada-san would treat us with grilled yams. They were grilled in a humble

my memories, even if people said my Japanese carried a feminine twist, to which I would happily admit.

And I was lost in time and space...

I followed the small path, when getting out of the dormitory, leading to the nearby soccer field. I was to look for a wooden plank standing in the bushes in front of the building, in tribute to a dormmate who died there during the Students' Uprising Movement in the 1960s. The name was brush painted on the wooden plank. The ink faded badly. So did my memory. I tried very hard to read in my dream what had been written, but in vain.

When I woke up, I was told that *Dainidanshiryo* had been demolished in 2015. It was gone with other wooden dormitories built in the 1950s. But I happily learnt that it was the last one that went down among other old dormitories.

Nonetheless, my memories of the livelihood in *Dainidanshiryo* survive. My respect to the *senpai* who fought for the cause of his belief with his life remains, always.

▷ Laura Chiu, née Lee (Class of 1980)

My ICU Experience



My journey to ICU started with a tiny square piece of newspaper clipping. I was in Form 7 at Sacred Heart Canossian College. My Dad was working as a cashier in a tiny trading company but was so frugal that he managed to put some money aside for his children's college education. He loved his two daughters and two sons equally but as a traditional Chinese father, he had always planned on spending that money on the sons rather than the daughters. However, my elder sister was very gung ho about studying abroad so after much begging and crying, she convinced my Dad to use up most of his savings for her to go to Canada. That put him in a panic mode and he realized that if the other daughter were to have any college education at all, it had better not cost him much. So one day he came home with this newspaper clipping about the United Board scholarship and told me that was my one chance to go to college. Fortunately, I did not disappoint him and got chosen to go for the four-year program from 1976 to 1980.

Before going to ICU, I had never set foot outside the tiny Hong Kong colony. My family of seven was cramped into a tiny apartment of less than 350 sq. ft. So being assigned to a three-person dorm room at the Second Women's Dormitory was pure luxury. I got my own desk with a set of drawers and even my own closet and bookshelves. I could sleep on a bed instead of sharing it with my books and clothes like I used to in Hong Kong! During my four years' stay at the Second Women's Dormitory, I made a lot of good friends and to this day, I am in touch with many of my dormmates through our email group, 2WDSPICA. Sadly I learned that the building was finally demolished recently to make room for a new dorm.

When we were awarded the scholarships, we were told that 100% of our expenses would be covered — travel expenses, tuition, dorm fees, insurance, even monthly allowances. However, right at the start of my second year at ICU, the exchange rate between the US dollar and Japanese yen dropped so much that the Japanese value of our scholarship amount was reduced by almost 50%. The school administration scrambled to figure out ways to help us secure extra income. We all signed up for *arubaito* like crazy. At one time, I was doing five English-teaching jobs. And I had worked as a bartender, a waitress, a translator at a medical conference and even a haircut model for Vidal Sassoon!

While at ICU, I majored in Chemistry (Natural Sciences), working with Dr. Yoshino Teruo. I also took classes from Dr. Tasaka Koa, Dr. Worth and Dr. Loeliger. Upon

graduation, I tried to look for work in Japan, applying to several pharmaceutical companies but they all wanted me to do translation work rather than research so I decided to go back to Hong Kong. I entered the Chinese University of Hong Kong's graduate school in August 1980 and studied Biochemistry. I would have completed my master's if not for the fact that I met my future husband there and nine months after he moved to Davis, California to further his studies, I dropped out of the program and came to the US as well. Regrettably, I never really used my biochemistry education or my Japanese in my career. The only Japanese company I ever worked for is Kanematsu Goshō. One company I



worked for the longest time (14+ yrs) is IOTA Technology and even though I was hired as their Office Manager, I translated for them documents from Fujitsu, Matsushita, Oki, etc. Now, I am working for Online Sheet Music and occasionally I would use my very limited Japanese while communicating with customers such as Yamano Music and Yamaha.

Compared to many of my *dai senpai's*, I don't really have much to say in terms of professional or scholarly accomplishments. However, I am forever grateful to the United Board for giving me the chance to go to Japan, because otherwise I would not have attended college at all. I still think of my four years at ICU the happiest in my life. Also, even though I went to a Catholic high school in Hong Kong, I had not been a believer until I joined the Chinese bible study group at ICU. Their guidance made me take a second look at the Christian faith and while I was at the Chinese University, I went to catechesis classes and got baptized as a Roman Catholic in December 1981. To this day, my involvement with my church and especially with the JustFaith program is a big part of my life.



Recollections of My ICU Experience



Dorothy and Mr Ricky Cheng, Executive Vice President of United Board, meet in Washington, DC in November 2016

Growing up in Hong Kong in the decades after the Second World War, attending college in Japan was an uncommon path. The opportunity that a United Board scholarship provided me not only opened my eyes to a wider world, but also shaped my later career path.

In Hong Kong I attended a Catholic elementary school (St. Anthony's School) and a Protestant secondary school (Ying Wa Girls' School). I did not think twice about attending a Christian university, taking for granted that Christianity was somehow associated with the spirit of education. At ICU, I majored in literature, philosophy and art history in the Humanities Division, taking risks in learning things

new and challenging. At that time the two major universities in Hong Kong focused more on practical and professional training (the University of Hong Kong, to which I was admitted, did not offer art history as a discipline then). Immersing in the study of liberal arts was perhaps a luxury; it was also an idealistic pursuit that the climate of Hong Kong did not allow at the time.

Reading, studies, and travels (including visiting my Japanese roommate, Suzuki Yuko, in Kyoto) enabled me to study cultures, and the diversity of expressions that come with them. I think the greatest benefit of my ICU experience was to learn to appreciate and respect peoples and cultures that held values different from one's own at an early age. The culture shock that came with studying in a different culture also meant learning to understand and accept another person's point of view, whether that agreed with one's own or not. As a foreign student in Japan, I appreciated the network of fellow Hong Kong students, which provided fellowship and a support network. At the same time, having Japanese roommates and living in a dorm with mostly Japanese students, as well as opportunities to participate in homestay programs, gave me opportunities to immerse in the Japanese culture. For *arubaito*, I inherited an adult Japanese who wanted to practice oral English. We took road-trips together despite her disability (she drove); after graduation we kept in touch and became lifelong friends. When I attended ICU's 60th anniversary events, I was delighted to see the new facilities on campus and became reacquainted with many Japanese friends, including my former roommate Yuko.

I wrote my thesis in art history, under the direction of



Prof. J. Edward Kidder, Jr., with whom I remained in contact until his passing away in 2014. Later in my graduate studies at the Chinese University of Hong Kong (MPhil) and at Harvard University (PhD), I chose to specialize in the study of Chinese Buddhist art. Since the late nineteenth century when China began to modernize herself in response to Western challenges, Buddhism was seen as a thing of the past and was not valued. Without my early training at ICU and exposure to the well-preserved Buddhist art and architecture that I saw during my travels, it would have been inconceivable for me to choose this field of study. My studying Japanese intensively while at ICU also paid off, for some of the most important studies on Buddhism and Buddhist art have been advanced by Japanese scholars.

Currently I teach at the University of Virginia, and I value the opportunity to teach both undergraduates and graduate students the arts of China and Japan. Although my field

of research is Chinese Buddhist art, for the last decade or so I have focused my research on the interactions and exchanges between China and Japan during the seventh and eighth centuries, a period when Japan came into much more direct contact with China. These exchanges and synthesis of artistic traditions also gave rise to a uniform, classical international Buddhist art style widely adopted in East Asia. My research has resulted in two edited volumes and a forthcoming monograph; for the edited volume entitled *Hōryūji Reconsidered* (2008), Professor Kidder contributed two chapters. Studying the lives of ambassadors, scholars, and Buddhist monks who travelled from Japan to China and from China to Japan (often at mortal risk in crossing the perilous ocean) more than a millennium ago reminded me of the international students who came to study at ICU, and of my own experiences. The United Board facilitated these exchanges and no doubt the seeds it sowed (and continue to sow) will bear fruits for many decades to come.

Words Grew



I saw words grow into prose, then song and finally poetry in my four years at ICU.

Freshman year was a year for fresh words. Words and names, exotic and unfamiliar—Koide-sensei, Nakamura-sensei, Murosaki-san, Kogai-kun, the last two my roommates in Canada House, the suffixes indicating their seniority relative to me. Then there was the daily dose of Japanese vocabulary that we needed not just to pass the quizzes but depended on to have a life. Set phrases like *konichiwa* and *itadakimasu* were internalized fast because of repeated and frequent uses. But the status-conscious and endlessly inflecting Japanese verbs made their English counterparts appear tame as kittens.

Fresh was experience too, attaching fresh words to it. When November came and the campus became uncommonly cold, every walk between Canada House and *Honkan* was a fight against freeze. I used to clutch my collar and walk head-down, muttering “*Samui, samui...*” along the way, as if it’s a spell that could dispel the encroaching chill. When December came and first snow descended on *Bakayama*, Timothy (also class of 1982) and I were so thrilled that we leaped out of the classroom window onto the adjoining turf and reveled in the flurry, chanting “*Yuki, yuki...*”, much to the bemusement of our teacher and classmates from countries which knew a little more about snow.

The sophomore year was sophomoric and prosaic. With a newly acquired tool (Japanese) and a tool which was not yet completely mastered (English), I was plunged into formal university studies. I took the word ‘liberal’ in ‘liberal arts’

liberally and began exploring the little woods in academia. I stumbled from one elective to another—in arts, economics, psychology, political science—like an accidental tourist. But the coolest glade was always a preserve called literature. I grabbed the first chance to study with the donnish Roger Matthews. He inducted me to eighteenth-century Eng. Lit. with Pope’s ‘The Rape of the Lock’, a mock heroic poem about an aggrieved suitor who schemes to cut off a lock of hair of a society dame with a pair of scissors.

Paper chase began in the second year. It was one thing to fill up the paper with the requisite number of words; it was another to come up with and express one’s ideas, much less a theme, in it. I was learning the old trade of reading and writing or, more precisely, reading and plagiarizing (that was way before ‘cut and paste’ had become both a phrase and an act). Inasmuch as I enjoyed Professor Matthews’s class, when the term paper deadline approached I could only resort to an imaginary pair of scissors to lift phrases or even sentences from a pile of books checked out from the ICU Library. The learned Professor Matthews scribbled “Acknowledged all borrowings” at the end of my paper in his roundish *hiragana*-like hand. Reproach from the master—first lesson in any apprenticeship.

In the third year, life in Musashino had become more fluent and melodious. Being a junior had its privileges, in the hostel hierarchy at least. I had decided to major in Communications under Professor Edward Stewart. As his advisee and personal assistant, I began acquiring research material for him and accompanied him to meetings and conferences. Never thereafter had I had the same privilege and pleasure in academic apprenticeship under a mentor. Another universe, that of *arubaito*, also opened up in parallel with the one on campus. Friends and duties populated these universes, and a rhythm developed, almost musical, song-like in its highpoints. I could appreciate the Japanese society and its culture better, although to this date I’m still on occasions amazed and impressed by the ingenuities of the Japanese.

Finally, the quatrain of years was approaching closure. The next stanza of my life looked to begin with either *job* or *graduate school*. The last literature course I had with Professor Matthews was one on Shakespeare, in which we studied *Antony and Cleopatra* and had to pick another Shakespeare play for the term paper. I chose *Romeo and Juliet*, read it a few times, developed my arguments and hazarded a few ideas of my own in the paper, which received Professor Matthews’s acknowledgement in the form “Arguments well developed”.

Four years earlier, I interviewed for the United Board scholarship in a conference room in Chung Chi College, in the course of which I told the interviewers Shakespeare was among my favorite authors. When asked which play in particular, I said *Romeo and Juliet*, but had in fact meant the 1968 film by Franco Zeffirelli. A little angel whispered cheat in my ear. To be able to finally come round to studying and writing about the play itself was a perfect curtain call to the dreamily surreal acts at ICU.





United Board-ICU Scholarship Commemorative Brochure

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<i>Co-chairperson :</i>	Junko Hibiya	President, ICU
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	Ricky Cheng	Executive Vice President, United Board
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The United Board Scholars Roll

Name		Years Attended
Chan Sheung Tsit Stephen	陳尚節	1953-1957
Cheng Paul	鄭保羅	1953-1957
Lee Hing Lun Allen	李慶麟	1953-1957
Lin Huo-fu David	林和甫	1953-1957
Ang Kien-an Edwin	洪健安	1954-1958
Chi Suit Yin Florence, née Chan	紀雪燕	1954-1958
Lee Yuen Chor Joseph	李元初	1954-1958
Tang Wah Piu Jimmy	鄧華標	1954-1958
Wang George	王耕熙	1954-1958
Chan Siu-sing Paul	陳紹升, aka 陳紹昇	1955-1959
* Lai Ka-wa David	黎家驊	1955-1959
Shen Louis	沈寧耀	1955-1959
Wang Siu Ming Samuel	王蕭明	1955-1959
* Chan Felicia, née Li	陳瑞徵	1956-1960
Chan Po-Chuen	陳溥銓	1956-1960
Kwok Kar-yan Simon	郭嘉仁	1956-1960
* Li Hui Chiu Herschel	李煦 (照)	1956-1960
Suen King Foo	孫景富	1956-1961
Chan Chung-yu James	陳宗儒	1957-1961
Chan Ling-chun Lillian, née Mak	陳蔭珍	1957-1961
Hall Stephen Kenneth, aka Ho Stephen		1957-1961
Ng Lee Ming	吳利明	1957-1961
Yeh Ta-hai Phillip	葉大海	1957-1961
Chan Tip Kan	陳秩勤	1958-1962
Lee Saw Fai, née Fung	李秀暉	1958-1962
Ng Sai Tung Samuel	吳世東	1958-1962
Yue Charles	余亮操	1958-1962
Zau Eugene	曹以稽	1958-1962
Huber Kook Ching, née Lam	林菊清	1959-1963
Shen David K.	沈 珪	1959-1963
Tang Tai Yam Lawrence	唐大任	1959-1963
Wong Joel	黃錦沅	1959-1963
Chan Hung Pui Samuel	陳鴻沛	1960-1964
Li Antony, aka Tony	李通尼	1962-1964
Ng Ching-yee Jeanie, née Lee	吳靜怡	1960-1964
* Tam Kwok-chi	譚國治	1960-1964

* deceased

Name		Years Attended
Yuan Weimin (George), aka Weiming George Yuan	袁偉民	1960-1964
Choi Ching Yan	蔡正仁	1961-1965
Chuk Siu May, née Leung	祝小微	1961-1965
Fung Yee-chak Daniel	馮貽澤	1961-1965
Lam Shiu Hung Joseph	林少雄	1961-1965
Leong Man Kon	梁文幹	1961-1965
Han Wing-tak Daniel	韓榮德	1961-1965
Ho Wai-yee Doris	何威儀	1962-1966
Izumi Kunibumi, aka Man Kwok Chuen	泉國文, aka 文國泉	1962-1966
Lam Wing Fai Raymond	林永輝	1962-1966
Chen Daniel	陳業菁	1963-1967
Ho Lap Yee Sofia	何立儀	1963-1967
Hsueh Hung Wai William	薛孔偉	1963-1967
Liu Yuen Kai Tony	廖遠玠	1963-1967
Lai Wai Lun Whelan	黎惠倫	1964-1968
Wan Chi-ning Esther	溫之寧	1964-1968
Wong Kam-lau Joshua	黃錦流	1964-1968
Wong Kui-hung Jeremiah	黃鉅鴻	1964-1968
Cheung Chi-sui	張之瑞	1965-1969
Owyang Annie, née Poon	歐陽潘安琍	1965-1967
Siu Chi-hung	蕭智雄	1965-1969
Yeung Ka-lim Peter	楊嘉廉	1965-1969
Fung Wan-chu Anita		1966-1968
Shek Hon Chun Richard	石漢椿	1966-1970
Choy Pison, aka Muto Kenichiro	蔡比遜	1967-1971
Tsoi Kam-ling Christine	蔡錦玲	1967-1971
Wong Kong William	黃 鋼	1967-1971
Butz Shu Lin Betty, née Lin	Butz 樹蓮	1968-1972
Lau Shun-chuen Stephen	劉信全	1968-1972
Lo Hon Kwong Amy	羅漢光	1968-1972
So Chung	蘇 中	1968-1972
Chan King Nam	陳敬南	1969-1973
Leung Koon Loon	梁冠倫	1969-1972
Chan Sun Chi Albert	陳新滋	1971-1975
Li Tei Chuen	李弟荃	1971-1975
Ng Cindy, née Chan	吳倩儀	1971-1975

Name		Years Attended
Ueta Betty, née Yuen (Pik-kee)		1971-1975
Wan Su Rin	王素玲	1971-1975
* Wong Joseph	黃約瑟	1971-1975
Choi Oi-ling Helen	蔡愛玲	1972-1976
Leung Chi Hung (Kenneth)	梁志雄	1972-1976
Liu Foon Tak	廖浣德	1972-1976
Wong Winnie		1972-1974
Chan King Ming Patricia	陳景明	1973-1977
Cheung Ruthland	張立人	1973-1977
Lee Daniel	李光浩	1973-1977
Tzeam See Fong	詹史芳	1973-1977
Allan Sau Lin Emily, née Chiu	Allan 秀蓮	1974-1978
Chan Tai Wai David	陳大為	1974-1978
Chan Yiu Tak	陳耀德	1974-1978
Lai Yuk Wah Esther	賴玉華	1974-1978
Prahar Amy K., née Choi	蔡潔玲	1974-1978
Chang Sze-lap	張斯立	1975-1979
Luk Lin Yee Amelia	陸練懿	1975-1979
Yeung Suk Wah Helen	楊淑華	1975-1979
Chan Tak-leung	陳德亮	1976-1980
Chiu Man Chong Laura, née Lee	趙敏莊	1976-1980
Chuang En Na	莊彥娜	1976-1980
Lee Garbo	李家寶	1976-1980
Pang Kam Yiu S.	彭錦耀	1977-1979
Tung Chui Hua Ludmilla	董翠華	1977-1981
Wong Ching Fun Dorothy	王靜芬	1977-1981
Chan Yu-ling Juliette	陳玉玲	1978-1982
Cho Wing Keung Tommy	曹永強	1978-1982
Tsu Yun Hui Timothy	祖運輝	1978-1982
Tang Suk-Fong Sophie	鄧淑芳	1979-1983
Wong Fung Ping Zoe	黃鳳屏	1979-1983
Chan Mee King B.	陳美琮	1980-1984
Ip Lai-fun Renee	葉麗芬	1980-1984
Tang Ngok Hung	鄧岳鴻	1980-1984
Tang Shuk-fan Rose	鄧淑芬	1980-1984
Fung Wai Peng J.		1981-1985
Lee Yuk Shiu D.	李玉笑	1981-1985
Wong Kwan Yau S.	黃君猷	1981-1983
Chan Chui Yin	陳翠妍	1982-1986
Wong King Chun Jackson	王景駿	1982-1986

* deceased

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While every effort has been made to ensure the accuracy of information herein, we are keenly aware that errors may still be found due to lapse of memory or unverifiability of records. If you think you have more updated information or simply want to get connected with the community of scholarship recipients, please contact us at either:

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