

第十三屆校際香港歷史文化專題研習比賽
The 13th Inter-school Competition of Project Learning
on Hong Kong's History and Culture

(甲項) 文字報告 - 初級組 - 冠軍
Written Report - First Prize, Junior Division

聖言中學
Sing Yin Secondary School

「Colonial Rule, Patriots and Riots - Left-wing Education
and the Hong Kong Society (1949 to 1978)」

版權所有，未經許可，不得翻印、節錄或轉載

如希望閱讀完整的得獎作品

請到香港歷史博物館 - 參考資料室預約查閱

**Colonial Rule, Patriots and Riots —
Left-wing Education and the Hong Kong Society
(1949-1978)**

by

Kwok Peng Yuen · Yu Tsz Hin

Xie Chun Yu · Yip Chun Hin · Hon Kit Chung



A report submitted to
13th Inter-school Competition of Project Learning on Hong Kong's History and Culture
in Sing Yin Secondary School

May 2024

Abstract

“Under the British colonial rule, Hong Kong gradually developed from a fishing village into an international financial centre.” This is one of the most common simple narratives found in the books on the local history. While this is not exactly wrong, it certainly ignores many aspects of developments of Hong Kong without which its many achievements could not be possible. One important topic that is usually neglected is the left-wing education provided by the pro-China or pro-communist educators. As the post-war recovery and high-speed development of Hong Kong had allowed many to climb up the social ladder, mainstream narratives often ignored the plight of those lagging behind and would just encourage them to study or work harder to change their fates. In this sense, the left-wing education offered a precious alternative to the understanding of the world. Many of the patriotic educators were passionate about promoting social equality and justice. They were determined to nurture not only the academic talents but also the conscience of their students who would bring about impacts on Hong Kong in due time. This study aims to tell the stories of these educators who often received much lower pay than their fellows serving in the schools receiving government subsidies.

Section 1 aims to trace the background of the development of the Communist Party of China in Hong Kong since its establishment in 1921, discuss the major goals of the British government in its education policies and analyse the features of the patriotic schools. Since 1841, Chinese in Hong Kong lived in an unfair society under the colonial rule of the British Hong Kong Government. In the early 20th century, faced with the corruption of Kuomintang and the Japanese aggression, a sense of patriotism continued to run high among the people in mainland China as the need to save the country was imminent. Communism and nationalism were also gradually rising in Hong Kong during this period. Left-wing schools such as Pui Kiu College and Heung To Middle School were founded to spread patriotism and progressive thoughts. These schools upheld the spirit of keeping the purity of students, close teacher-student relations and nurturing proactive students. However, their development was also affected by the limited amount of resources they had.

Section 2 tries to analyse the other attempts of the patriotic circle to influence students of the prestigious schools. Two case studies were done to cover *Youths' Garden*, a publication, and Hok Yau Club, a student organisation, both set up by the left-wing. *Youths' Garden*

successfully promoted nationalism and patriotism to its large number of readers. Meanwhile, Hok Yau Club was developed to recruit students from prestigious schools to strengthen the popular base of the left-wing in Hong Kong. This allowed the influence of the patriotic education to spread to students not studying at the left-wing schools.

Section 3 seeks to analyse the forms of participation of the students from the left-wing schools in the 1967 riots and discuss its impacts on the development of education in Hong Kong as a conclusion to the whole study. The riots were blamed on wider socio-political issues rather than being directly related to left-wing schools. Labour issues, ethnic and social inequality, anti-colonial sentiment and tensions between local residents and British colonial authorities were the causes of the riots. Many political forces, including individuals and left-wing groups, participated in the 1967 riots. The political climate during the 1967 riots did affect educational institutions and larger society, especially left-wing schools. Reflecting on the significance, roles and contribution of the left-wing schools to Hong Kong. Left-wing schools offer alternatives to mainstream education, offering different teaching methods and perspectives as well as school culture. The education policies of the left-wing schools aimed to advocate social justice and empower marginalised social groups. Not only did left-wing schools foster intellectual and cultural development but they also encouraged students to participate in politics actively. In the longer run, the left-wing schools have had an indirect impact on Hong Kong's broader education system.

Acknowledgement

First and foremost, we wish to express our greatest gratitude towards the librarians, Yu Kai Fai and George Li, in the Chinese University of Hong Kong. They give us a chance to access the files and radios in the Special Collections Reading Room in the CUHK library, which provide sources for our studies.

Furthermore, we are thankful to the Heung To Alumni for accepting our interview appointment. It provides a lively source of how life of studying at left-wing schools was like.

At last, special thanks are due to this Competition, the 13th Inter-school Competition of Project Learning on Hong Kong's History and Culture. This competition makes us learn more about the history of Hong Kong. Not only education, but also the left-wing, patriots and colonial rule.

Table of Contents

Abstract.....	2
Declaration.....	3
Acknowledgement.....	4
Table of Contents	5
Chapter 1: Introduction and the Red Line.....	6
Chapter 2: The Grey Line.....	13
Chapter 3: The 1967 Riots and Conclusion.....	26
Bibliography	39