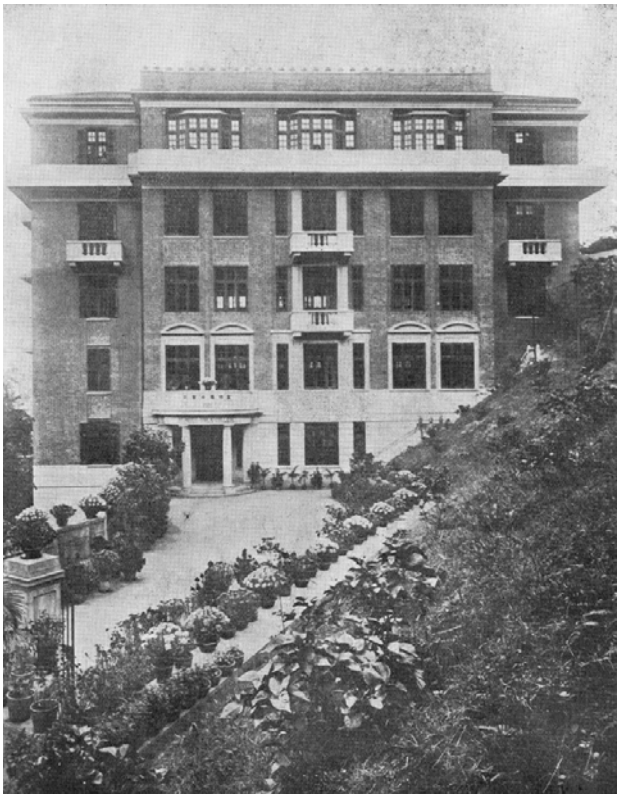
Heritage Impact Assessment Report

Redevelopment of St. Paul's Co-educational College (Phase 2)

33 MacDonnell Road, Hong Kong



Prepared for

St. Paul's Co-educational College

By

China Point Consultants Limited

In association with

P&T GROUP
巴馬丹拿集團

February 2011

CAVEAT

The Heritage Impact Assessment was carried out within the context of the preliminary renovation design proposal for Redevelopment of St. Paul's Co-educational College, 33 MacDonnell Road, Hong Kong.

Signed by HIA Consultant:

TSE, Ching-kan Curry

Authorized Signature

February 2011

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Submission Status:

Submission Version	Date of Submission	Purpose	Remarks
Version 1	17 December 2010	For AMO approval	Comments rec'd
Version 2	15 February 2011	For AMO approval	

1 EXECUTIVE SUMMARY

This Heritage Impact Assessment has been commissioned by St. Paul's Co-educational College (SPCC) and prepared by China Point Consultants Limited to guide the redevelopment of St. Paul's Co-educational College at 33, MacDonnell Road, Hong Kong. The redevelopment would allow SPCC to fulfill with the schedule of accommodation of 36-classroom secondary school and to provide barrier free access. This document has been prepared to establish the cultural significance of the 1927 Main Building, assess and mitigate adverse impact of the proposed works, manage construction works, and to provide guidelines for future maintenance.

The 1927 Main Building was accorded Grade 2 historic building by Antiquities Advisory Board in 2010. It is socially, historically, and architecturally significant. SPCC is the successor of St. Paul Girl's College that was established in 1915 to provide education to Chinese. It was the first school to have school uniform in 1918. It was also the first co-educational college in Hong Kong since 1945.

The Main Building was used in 1941 as the 7th First-Aid Station during the War of Resistance, and also used by Chung Chi College as their provisional campus between 1951 and 1953.

Completed in 1927, the Main Building is a seven-storey red brick building built on a C-shaped plan. Its design expresses features of Neo-Georgian style while the Chinese tile roof and verandah are adaptations to local climate. The building underwent a few major additions and alterations in 1957, 1985, and 1971 to suit the times and needs.

The Heritage Impact Assessment identifies the historical and physical development of the site, its cultural significance and significant architectural features. It also contains policies to guide the future use, development and long term maintenance.

The essence of this Heritage Impact Assessment can be extracted from the following sections:

Section 4.2 Statement of Cultural Significance

Section 6.2 Conservation Policies

Section 7.2 Heritage Impact Assessment Table

2 INTRODUCTION

2.1 The Brief

Project Background

The project is to redevelop St Paul's Co-educational College (SPCC) in accordance with the schedule of accommodation of 36 classroom secondary school. The redeveloped school premises shall comply with the latest statutory requirements.

The proposed redevelopment will be conducted in two phases. Phase 1 involves the redevelopment of the vacated premises of St Paul's Co-educational College at Primary School at 33 MacDonnell Road to provide classrooms and other facilities for expansion of the secondary school premises. Phase 2 involves addition and alteration works of the existing secondary school premises to provide additional classrooms and other facilities and it involves application to Government funding.

About the building

The existing St. Paul's Co-educational College at 33 MacDonnell Road was the successor of the former St. Paul's Girl's College, an all-girls school at 2 Caine Road established in 1915. In 1927, the College was relocated to its current location which was granted by the government in 1924. It became Hong Kong's first co-educational school in 1945. The College complex developed over time with new wings and school blocks constructed in 1959, 1968 and 1971.

The 1927 school building was accorded Grade 3 Historic Building by Antiquities Advisory Board (AAB) in 1992 and reviewed and confirmed as Grade 2 historic building on 4 February 2010 in the recent historic building assessment exercise by AAB. The school redevelopment project presents an ideal opportunity for the historic building to continue with its original function and to ensure its ongoing maintenance through establishment of proper conservation policy.

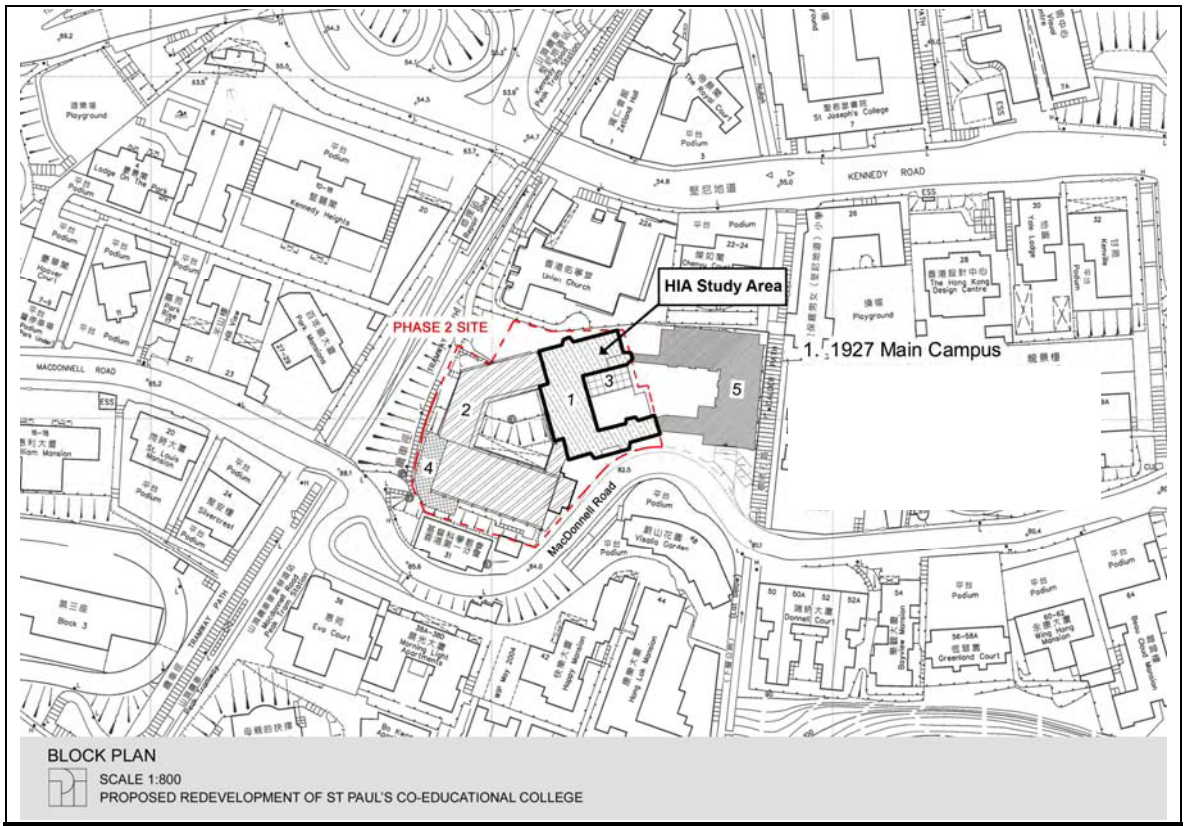
The 1927 school main building block is built of red brickwork to a cruciform plan with north-south and east-west axes. There is an internal courtyard with a planted slope. The architectural style of the building has been described as Neo-Georgian, a stripped down classical style of late Renaissance period in England.

The Main architectural features include numerous Roman arches and columns forming colonnades and galleries, whilst windows and doors have architraves and surrounds in shanghai plaster. The entrance at MacDonnell Road is situated in a recess formed by two projecting bays on either side. The entrance is enhanced by a classical portico of coupled columns in the Ionic Order supporting the entablature, balcony and pair of urns in ornamental stonework.

The building with its rather eclectic hybrid mix of neo-classical styles and unusual floor plan is quite rare in Hong Kong. Alterations which have had impact on it have been the conversion

of the basement swimming pool into a gymnasium, the addition of new wings and annexes and the changing of the pitched roof to a flat roof.

This Heritage Impact Assessment report is to be prepared to ensure a guided course of heritage conservation and managed construction works will be carried out in the building.



Project: Redevelopment of St. Paul's Co-educational College, 33 MacDonnell Road, HK		
Figure No.: 1	Drawing Title: HIA Study Area	Date: 10 Dec 2010

2.2 Objectives and Structure of Report

Antiquities and Monuments Office (AMO) has been consulted in the Technical Feasibility Study (TFS) stage of Redevelopment of St. Paul's Co-educational College (Phase 2) at33 MacDonnell Road, Hong Kong. and a Heritage Impact Assessment (HIA) on the grade 2 building should be conducted after TFS and should be accepted for purpose of Public Works Sub-Committee (PWSC) submission.

The primary objectives of this HIA are:

- To identify possible impacts to the historic fabric of main building of SPCC according to the proposed renovation proposal.
- To identify mitigation measures to alleviate adverse impacts to significant fabric according to the proposed renovation proposal.
- To assess the overall effects on the significant fabrics upon implementation of the mitigation measures.

This report firstly includes an executive summary of the study and follow by research carried out in the preparation of the HIA for SPCC. This generally covers key points of historical, architectural and physical aspects of the building. The Statement of Cultural Significance is then concluded. Issues affecting decision-making of policies are then identified.

Conservation policies to manage change to the historic fabrics are then established

The future use of the building and its corresponding consequence in affecting the historic fabric and possible impacts are identified. The mitigation measures are then developed to alleviate effects of adverse impacts. They are presented in the HIA table in the last section.

2.3 Methodology

The assessment of impacts and proposal of mitigation measures in this report refers to the Guidance Notes for Assessment of Impact on Sites of Cultural Heritage in Environmental Impact Assessment Studies for compliance of Environmental Impact Assessment Ordinance (Cap.499) and Guidelines for Built Heritage Impact Assessment issued by AMO on 16 May 2008.

Since specific educational uses have been identified for SPCC, impacts that may result in alteration and addition to significant fabrics are anticipated. The impacts will be identified according to the preliminary design of the project. Drawings of the preliminary design are attached in the Appendix.

Mitigation measures will give priority to avoidance of impacts. Mitigation measures will be proposed to reduce the adverse impacts previously identified. The overall effects after application of mitigation measures will be assessed in four levels: High, Medium, Low and Neutral.

The proposed implementation plan of the mitigation measures will then be included.

2.4 Authorship and Ownership

This HIA is undertaken by China Point Consultants Limited. The key personnel in the research and preparation of the HIA report are listed as follow:

- TSE, Ching-kan Curry (Project Director)
- YU, Ka-sing (Main Consultant)
- CHAN, Shuk-wa Hebi (Historical Research)
- CHAN, Inaciso (Historical Research)
- Dr. TAI, Chung-pui (Historical Advisor)
- FOK, Lai-ming Chris (Photographer)

The heritage conservation consultancy team is led by Architect of the project: P&T Architects and Engineers Ltd.

The ownership of this HIA report belongs to St. Paul's Co-educational College and Antiquities and Monuments Office.

2.5 Definitions

Site refers to the parcel of land that belongs to St. Paul's Co-educational College at 33 MacDonnell Road, Hong Kong. The area is shown as "PHASE 2 SITE"on Figure No.1.

Historic Building refers to the 1927 main building of St. Paul's Co-educational College at 33 MacDonnell Road, Hong Kong. The area is shown edged black on Figure No.1.

The following definitions have been reproduced from the *Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (the Burra Charter)* as follows:

Cultural significance means aesthetic, historic, scientific or social value for past, present or future generations.

Fabric means all the physical material of the *place*, including components, fixtures, contents, and objects.

Conservation means all the processes of looking after a *place* so as to retain its *cultural significance*.

Maintenance means the continuous protective care of the *fabric* and *setting* of a *place*, and is to be distinguished from repair. Repair involves *restoration* or *reconstruction*.

Preservation means maintaining the *fabric* of a *place* in its existing state and retarding deterioration.

Restoration means returning the existing *fabric* of a *place* to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.

Reconstruction means returning a *place* to a known earlier state and is distinguished from *restoration* by the introduction of materials [new or old] into the *fabric*.

Adaptation means modifying a *place* to suit the existing *use* or a proposed use.

Setting means the area around a *place*, which may include the visual catchment.

Interpretation means all the ways of presenting the *cultural significance* of a *place*.

2.6 Limitations

Desktop research was undertaken in the preparation of this Heritage Impact Assessment Report. The extensive use of previous reports and archival document was accepted as an efficient way of producing a document with updated information.

The Heritage Impact Assessment was carried out within the context of existing agreements on the adaptive reuse of, and preliminary design proposal for the SPCC.

The future use and arrangement of the building for identification of impacts is based by the schedule of accommodation agreed with SPCC and Education Bureau. This may be subject to change due to the rescheduling and change of requirements and standards.

2.7 Acknowledgements

The author acknowledges the assistance of the following person, organization or department in the preparation of this report:

Dr. Anissa Chan - Principal

Mr. Lee Wai Kee – Ex Vice-Principal

Ms. Winnie Lai

Public Record Office

Antiquities and Monuments Office

Heritage Discovery Centre

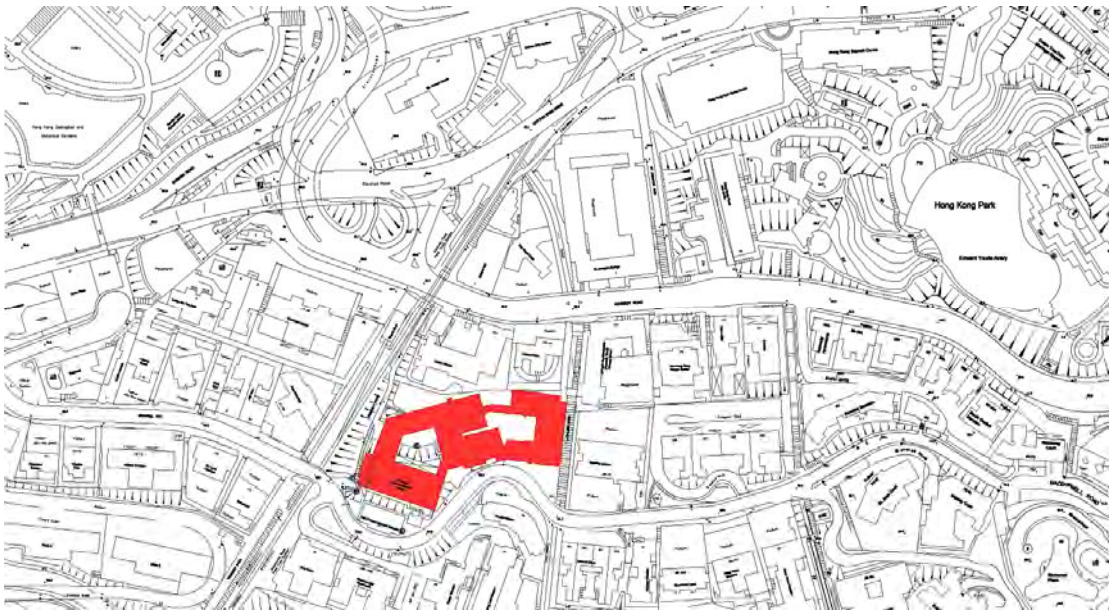
Lands Department, Survey and Mapping Office

3 UNDERSTANDING THE PLACE

3.1 Introduction

St. Paul's Co-Educational College (the College) is located at 33 MacDonnell Road, Mid-levels on Hong Kong Island. The College is sandwiched between Tramway Path to its West and Calder Path to its East. Constructed on a natural slope, its main entrance is located at 4/F of Main Building connecting to MacDonnell Road.

The College's Grade 2's historic building status was confirmed on 4 February 2010. It is in the vicinity of a number of declared monuments, including St. Joseph's College (聖若瑟書院) at Kennedy Road, Main Building of the Helena May (梅夫人婦女會主樓) and St. John's Cathedral (聖約翰座堂) along Garden Road. There are also some graded buildings including No. 26 and No. 28 Kennedy Road, Cassels Block (卡素樓) and Union Church (香港佑寧堂) at 7A and 22A Kennedy Road respectively.



Location plan of St. Paul's Co-educational College. (Source: Yu Ka Sing)

This section is structured into two parts: 'A brief history of the College' and 'Development of physical fabric'. The source of information for this section includes oral history and archival research. Interviews were conducted with Mr. Lee Wai Kee, the former Vice-Principal of the College. Archival research refers to documents retrieved from the Public Record Office, Hong Kong Public Library, Main Library of the University of Hong Kong, the Land Registry and Survey and Mapping Office of the Lands Department. Three kinds of information are found particularly useful, they are the College's anniversary albums, old newspapers e.g. the China Mail, Hong Kong Telegraph, and the Carl Smith Collection at the Public Record Office.

The history of the College is in hope to provide other perspectives to evaluate the significance of the building other than the architectural merits, and as a basis for this HIA.

3.2 A Brief History of The College

St. Paul's Co-Educational College, formerly known as St. Paul's Girls' College was established by Lam Woo (林護) and a group of St. Paul's Church members in 1915 (魏光宗, 1971), with a mission to provide education to Chinese girls from poor families. Over the years, the contribution of St. Paul's Co-Educational College to Hong Kong's education is remarkable and revolutionary—it was the first private school to have a swimming pool (Simpson, 1997), allowing girls to learn swimming in a safe environment without disturbance; it was the first school to introduce school uniforms; and also the first institute in Hong Kong to put secondary school boys and girls into one class. The success of the co-ed system of St. Paul's Co-Educational College set a good example for other schools in Hong Kong.

a) Founding Campuses (1915-1927)

St. Paul's Girls' College was first established at Caine Road, a bit uphill to the St. Paul's Church. Caine Road was first exclusively designated for British's residences. In early 20th Century, many English moved to Mid-levels resulting in vacancy of European houses along the road. These houses were slowly occupied by Chinese riches. Given the fact that these European houses were relatively spacious and close to the Chinese communities, St. Paul's Girls' College was founded at a rented house at 2, Caine Road.

The first Principal of St. Paul's Girls' College was Kathleen Stewart whose brother Rev. Arthur Dudley Stewart who was the Principal of St. Paul's College at Glenealy (current Bishop's House) at that time, and also one of the founders of the St. Paul's Church. The Girls' College provided 4-tier education including kindergarten, lower primary school, upper primary school and junior secondary school (幼稚園、初小、高小、初中). Boys were also admitted into kindergarten till primary 4. To proceed further education they would be transferred to St. Paul's College starting from primary 5. Chinese language was used as the medium to conduct classes thus many Chinese teachers were hired. About 50 students were admitted in the first intake.

In 1916, Kathleen Stewart left Hong Kong for Britain. The Council of the College then hired Dr. Catherine Woo (胡素貞) who was referred by the Church Missionary Society to take over the position. Dr. Woo was a fresh graduate from the Oxford University. She was the first Chinese woman school principal and the first Chinese woman decorated MBE in HK. In the same year the College moved from 2 to 99 Caine Road. With an enlarged capacity the number of students increased to over 120.

Left: Portrait of Dr. F. C. Woo. Right: 1930s class. (Source : St. Paul's Co-Educational College)

In the beginning of the relocation, it was observed that there was a variety of misconducts e.g. 20% absent rate per day. Dr. Woo therefore ordered to rectify students' behaviour. New curriculum such as Physical Education and Home Economics were introduced in 1917. In 1918, St. Paul's Girls' College became the first school in Hong Kong to wear school uniform. This policy succeeded in lowering the absent rate for 18%.

St. Paul's Girls' College moved again in 1920 and settled at 47 Caine Road. Dr. Woo described the new campus as 'old and dilapidated and is situated in a noisy locality, being surrounded by tenement houses on all sides' (The Hong Kong Telegraph, 1922). More importantly, the campus lacked space for students' physical activities. Dr. Woo had stressed more than once that a playground and a gymnasium were necessary for a school.

The number of students admitted to the College climbed steadily and reached 300 in 1922. The College aimed to provide diversified extra curriculum activities e.g. physical science, dancing, drama, singing etc. Many of these activities were very successful. In 1921, a student drama '以僞求真' edited by Robert Hormus Kotewall (羅旭龢), was played for fundraising for the drought in Northern China. The drama attracted Lady Marjory Stubbs[1] and was widely reported in the news.

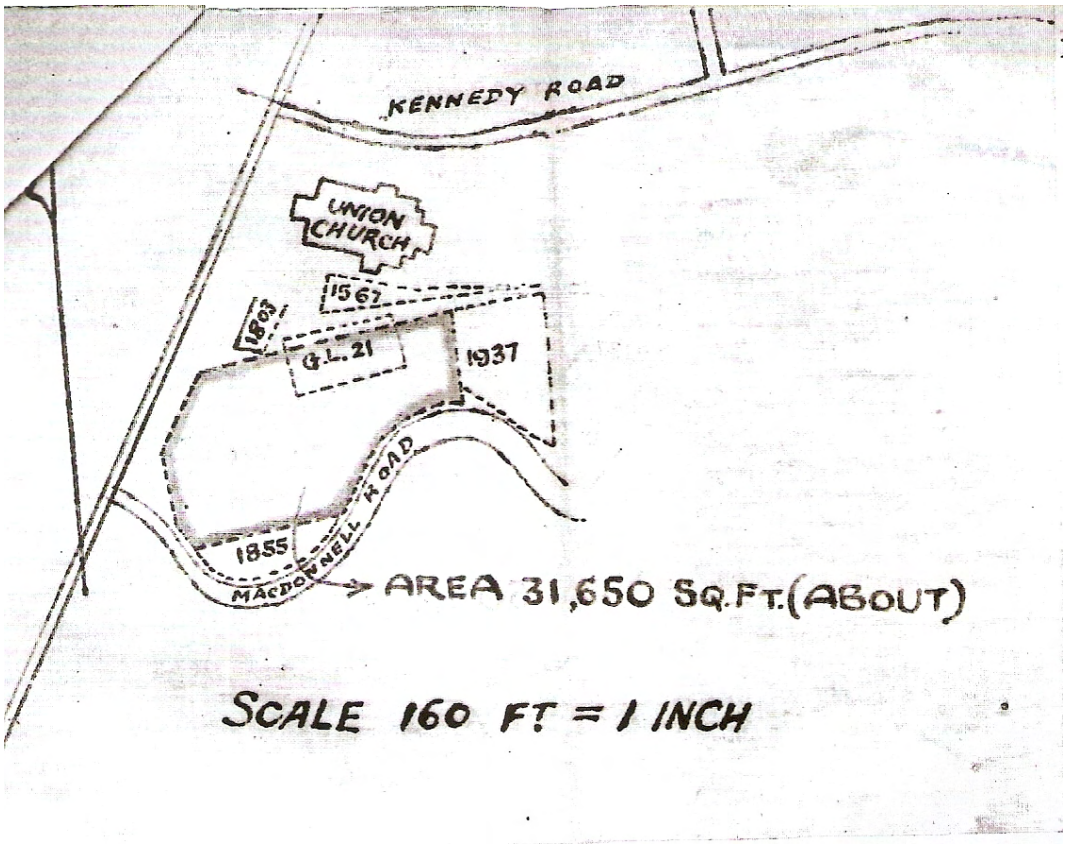
With an expanding number of students and activities, space in the rented house was inadequate. There was a need to move to a permanent premise with more space. The proposal of building a permanent campus was properly addressed in 1923 when planning for a new campus started. The building committee was chaired by Kotewall who was the Unofficial Member of the Legislative Council at that time. The biggest challenge the committee had to face was funding.

[1] Lady Marjory Stubbs was the wife of Sir Reginald Edward Stubbs, the governor of Hong Kong at that time.

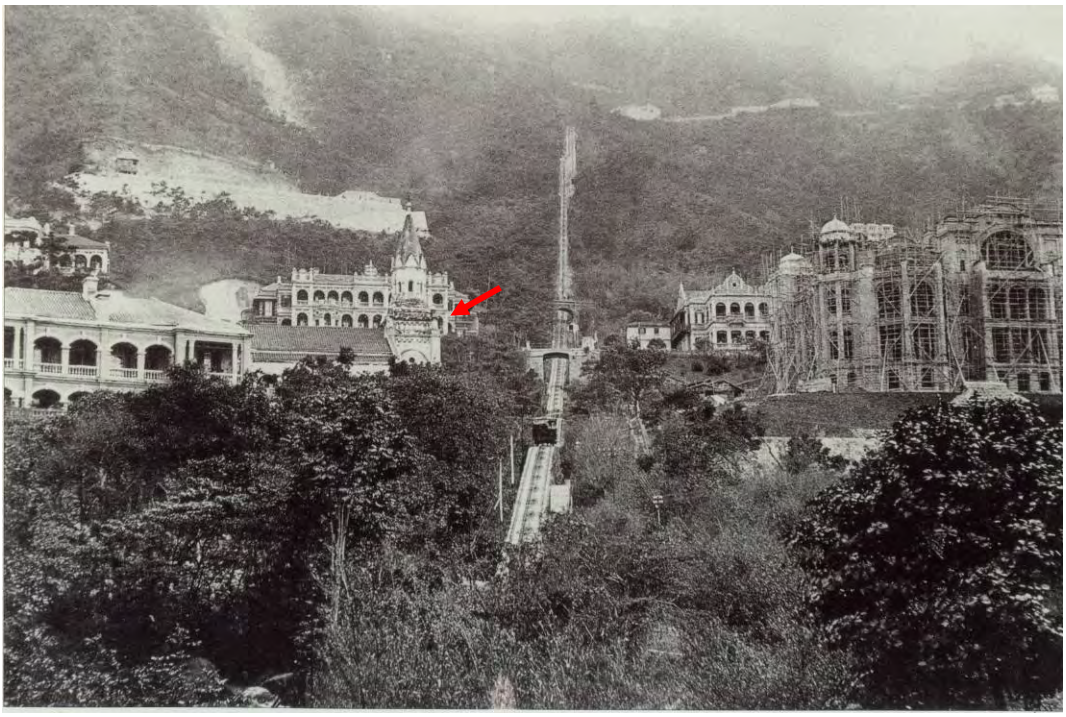
Dr. Woo and her staff organized two big fundraising campaigns at 47 Caine Road campus in 1924 and secured a sum of HKD100,000. The College also received donations from Chinese riches among them were Lee Hysan who donated HKD30,000, and Fung Ping Shan and Lam Woo HKD10,000. The government of Hong Kong also granted a sum of HKD50,000, and a piece of land of 31,650 square feet at Mid-Levels i.e. 33 MacDonnell Road to the College. This piece of land has since then become the campus of the College until present.

b) Establishment of the Main Building (1927-1938)

With reference to the biography of Dr. Woo (Simpson, 1997), the land at MacDonnell Road was chosen sometime before 1922 when 'one day I saw the very site I wanted in MacDonnell Road. Mr. Lam Woo like the idea and together we discussed the plans.' Government record on the Conditions of Grant dated 1 December 1923 showed a land of 31,650 square feet near Union Church was granted to the Chinese Anglican Church Body for the purpose of a day or boarding school.



Map showing the granted area for St. Paul's Girls School in 1923. (Source: Public Record Office. 1923. Condition of Grant of Inland Lot No. 2459. Record ID: HKRS265-11A-2250-1.)



Union Church (red arrow) was located to the East of peak tram rail, and the site uphill to its back was granted for the construction of St. Paul's Girls' College, c 1990 (Source: City of Victoria. 1999)

The foundation stone of the new campus of St. Paul's Girls' College was laid on 6 June 1925 although construction works had already begun in April 1924. Bishop Charles Ridley Duppuy (杜培義) and Sir Reginald Edward Stubbs[2] (司徒拔) were invited by Kotewall to the ceremony. Sir Stubbs's speech in the ceremony publicly appraised the contribution of St. Paul's Girls' College of enabling students with high grade Chinese literature.

Unfortunately soon after the foundation stone was placed the construction work was interrupted by the Canton-Hong Kong Strike which paralysed Hong Kong's economy. Many subscriptions for the College were not received and the progress of site works was delayed.

The China Mail on 6 February 1926 published a speech by Kotewall which indicated the financial struggles of the College. 'It is very much to be hoped that we may be able to carry out the entire programme of the building as originally planned, though at present we are short of funds owing to the strike. Unless we are able to obtain assistance from the Government there is a danger of the construction work having to be stopped.'

[2] Sir Reginald Edward Stubbs, the Governor of Hong Kong from 1919 to 1925.

B1

FORM FOR HONGKONG AND OLD KOWLOON.

P.W.D.

Reg. No......

Particulars and Conditions for the grant of a Crown Lease by Order of His Excellency the Governor of.....one.....Lot of Crown Land at..... ..Macdonnell.....in the Colony of Hongkong, shown....edged.....red.....on the attached plan, for a term of 75 years, with the option of renewal at a Crown Rent to be fixed by the Surveyor of His Majesty the KING, for one further term of 75 years.

PARTICULARS OF THE LOT

Registry No.	Locality.	Boundary Measurements. N.	S.	E.	W.	Contents in sq. feet.	Annual Rental.	Premium.
		feet.	feet.	feet.	feet.		$	$
Inland Lot 2459.	Near Union Church	As per plan				About 31,650.	218	Nil.

GENERAL CONDITIONS OF SALE.

1. The Chinese Anglican Church Body hereafter referred to as "The Corporation" shall sign forthwith the agreement hereinafter contained to take up a Crown Lease accordi to the General & Special Conditions hereafter set out.

2. The Corporation shall pay into the Colonial Treasury on behalf of His Majesty the KING upon demand the sum of $.6.25.....for and in consideration of boundary stones which shall be fixed by the Director of Public Works at each angle of the lot properly cut and marked with the Registry Number of the Lot, and the Corporation shall notify the Director of Public Works when he is ready to have the boundary stones fixed. If it is intended that the angles of the Lot shall be covered by Buildings, walls or other erections, such notification must be given at least fourteen days before the foundations are up to ground level to enable the boundary stones to be built into such buildings, walls or other erections as the work proceeds. If such notification be not duly given, the Director of Public Works shall be at liberty at any time to enter on the Lot and to cut into any buildings, walls or other erections thereon and to do any other act which may be necessary for the purpose of fixing the boundary stones. Any expense incurred in consequence of such cutting into buildings, walls or other erections, shall be borne by the Purchaser and the amount thereof shall be paid by him into the Colonial Treasury within seven days of receipt of a demand in writing from the Director of Public Works.

First page of the 'Condition of Grant of Inland Lot No. 2459' showing the location, estimated area, land lot number, and the grantee. Source: Public Record Office. 1923. Condition of Grant of Inland Lot No. 2459. Record ID: HKRS265-11A-2250-1.

Subsequent to the completion of the construction works the College was in a debt of HKD180,000 when they moved to MacDonnell Road in 1927. Dr. Woo therefore travelled abroad for fundraising. Her journey mainly covered the USA. Other destinations included Canada, Japan, Honolulu and Shanghai. The trip lasted for 27 months. Together with local donation, the debt was settled in 1930. Administrative works of the College was taken over by Esther Kotewall, the sister of Robert Kotewall during Dr. Woo's trip.

As a result of the Canton-Hong Kong Strike, the number of students decreased dramatically. Only 10 graduates per year were record during 1927 to 1931.

The year of 1932 was a significant year of the College's history. As the 17th year anniversary, a big celebration was organized at Main Building on 2 March 1932. Sir William Peel[3] (貝璐), the governor of Hong Kong then was one of the guests. The event was also regarded as the opening ceremony of the new campus as no formal event had been organized due to the debt. An anniversary album was published. (Hong Kong Daily Press, 1932)

The emblem of the St. Paul's Girls' College was also designed which emphasized the spirit of the College: faith, hope and love. The number of students rebounded to 310 students.

It was also since 1932 when Bishop of Chinese Anglican Church Body became the Chairman of the Council of the St. Paul's Girls' College. The first Bishop who had taken up the post was Bishop Ronald Owen Hall who replaced Bishop Duppuy as the Bishop of Victoria in 1932. Such practice was continued until the resignation of Archbishop Rev. Peter Kwong Kong Kit in 2002 who was succeeded by Tam Shang Wai [4].

Starting in 1933, English was used as the teaching medium for senior secondary school to prepare students for University. The first student was matriculated to the University of Hong Kong in 1936. In 1950 the university entry rate of graduates exceeded 50%. Many students were able to enter famous local and overseas universities such as The University of Hong Kong and the Wheaton College of America University.

In 1939 the long planned laboratory was finally established.

In 1935 the College hosted a big celebration for its 20th anniversary where Bella Sidney, Lady Southorn who was the director of Hong Kong Girl Guides Association and originator of Southorn Playground staged and presented the certificates. During its 25th anniversary in 1940 Edith Juliet Mary Adams, Lady Northcote, the wife of Hong Kong governor Sir Geoffry Northcote[5] (羅富國) read the governor's message and praised the College 'the great stride made in the education of girls and the consequent broadening of the outlook of women in this Colony.' (Hong Kong Daily Press, 25 April 1940).

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[3] Sir William Peel, the Governor of Hong Kong from 1930 to 1935.
[4] Pricipal's Report, Speech Day booklet dated 24th January 2003.
[5] Sir Geoffry Northcote, the Governor of Hong Kong from 1937 to 1941.

c) Japanese Invasion & Occupation (1941-1945)

Before Sir Mark Young surrendered the territory of Hong Kong to Japan in 1941, the War of Resistance between China and Japan had begun since 1937. To assist those refugees and wounded in China, St. Paul's Girls' College organised a fundraising campaign in 1939. A charity bazaar was held at the campus for two days on 17 and 18 November. The bazaar itself was held at Lee Hysan Hall on 5/F with a reception opened on 3/F. Some entertaining activities such as shooting and fishing were held on 1/F (大公報, 1939).

本港新聞
聖保羅女書院
慈善賣物會昨開幕
四境烽烟瀰漫死傷載途
居安思危應盡區區之責
賣物部份
應有盡有
舉行慈善
賣物意義
羅紳旭師
致開會詞
劉彩恩訪問記
中英文協港大獎金取錄之女生
暢談國內生活及港感想
日海軍機昨來港
五婦女團體
昨派員視
張縣長派
法郵增新船

〈聖保羅女書院慈善賣物會昨開幕〉，《大公報》(1939 年 11 月 18 日)。第二張第六版。

Japanese invaded Hong Kong on the 8 December 1941. At that time the Colonial Government used St. Paul's Girls' College as the 'The 7th First Aid Station' (第七救傷站). According to a school report written by Dr. Woo in 1946[6], there were around 120 people staying at St. Paul's Girls' College, among them there were 5 doctors and 60 persons from the St. John's Ambulance. A few bombs were dropped within 50 yards of St. Paul's Girls' College and fortunately no one got hurt.

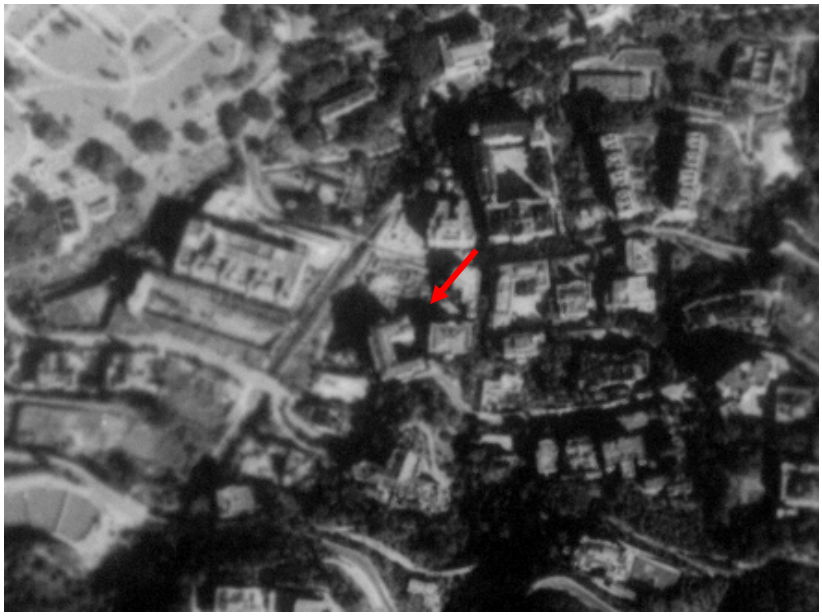
During the Japanese Occupation, the College was suspended from 1942 to 1945. According to Dr. Woo's biography (Simpson, 1997), all the British and American citizens were kept in Stanley Prison, including some European teachers. Moreover only 40 schools could survive and St. Paul's Girls' College was among those the only Anglican school. It was the stone plagues with names of Chinese sponsors that prove the College was a real Chinese school and saved it from being closed. Since Main Building was one of the strongest buildings in Hong Kong at that time, Japanese soldiers came every other day to commandeer the building. Dr. Woo guided Japanese soldiers that arrived at 1/F Tramway Path entrance only the floors above that were blasted by bombs, without showing them G/F and M/F that were intact. She also hid the girls under the canvas covering the swimming pool on G/F to prevent her students from being taken away by the Japanese. Later on St. Paul's Girls' College was used as school to teach Chinese teachers Japanese language for two years. Part of the College was also rented to civilians such as

[6] The school report (校務報告) was published in the《聖保羅中學校刊 1946》, p.7.

the Telephone Company and a shipping firm.

The College was also a short term residence of Samejima Moritaka (鮫島盛隆) who lost his living place after the air raid on the 21 January 1945, until the Japan's surrender. According to the memoir of Samejima (鮫島盛隆, 1971), he lived on 4/F with Dr. Woo, her mother, sister and brother-in-law. His presence prevented the well-equipped campus from being confiscated by the Japanese army. He also mentioned that an underground stockroom was used to keep mountains of luggage of those fled to China during the war, but the exact location of the stockroom could not be determined.

In August 1945 Japanese surrendered and ended its occupation in Hong Kong. St. Paul's Girls' College resumed its operation in two months in October.



Aerial photo of the College in 1945. (Source: Survey and Mapping Office, Lands Department, HKSAR)

d) First Co-educational College in Hong Kong (1945-1950)

The boys' school of St. Paul's Church named St. Paul's College, was one of the oldest Anglo-Chinese schools in Hong Kong. It was developed from a small missionary school established by Rev. Vincent John Stanton (史丹頓) during 1845 to 1848. The College was originally located at Glenealy and traditionally under the custody of the Bishop of Victoria. During the Japanese invasion the Principal of St. Paul's College Major Evan George Stewart (史伊尹) was injured and interned by the Japanese. When the war ended he returned to England for a few years to receive treatment.

In 1945 with the absence of Principal, students and teachers that remained at St. Paul's College were adopted by St. Paul's Girls' College that was one of the few schools that could resume teaching right after the end of the war. The first joint co-educational institute in Hong Kong, the Joint College was thus formed. It was run by the Provisional Joint Council of the two schools. Bishop Hall who was the Bishop of Victoria then and the Chairman of the Council of St. Paul's Girls' College was the Chairman of

the newly formed provisional council, while Dr. Woo was the Principal of the Joint College. Mrs Joyce Symons, later became Headmistress of Diocesan Girls' School, and Rev. George She, later Headmaster of Diocesan Boys' School (Simpson, 1997, p.27-30) joined the College during this period. The college also got some excellent teachers from China. Major Stewart joined as a staff of the Joint College after he had recovered from his war wounds in 1947, and later became their Deputy Principal.

When the entire College resumed teaching in October 1945, it was comprised of 4 sections including kindergarten, primary school, Chinese secondary school[7] and English secondary school (幼稚園、附屬小學、中文中學、英文中學). MacDonnell Road campus was used as secondary school (both Chinese and English) while St. Paul's College at Glenealy as primary school. The kindergarten moved from MacDonnell Road campus to Wu Ting Fang Hall (伍廷芳堂) of St. Paul's Church that also located at Glenealy.

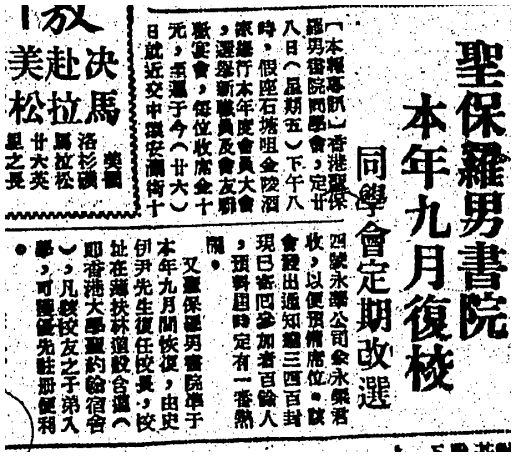
Since 1945 the alumni of St. Paul's College had demanded to reopen St. Paul's College at its original premise at Glenealy, but the request was not addressed until the return of Major Stewart in 1947 (Fung, 2001). As the original site of St. Paul's College was being used by the primary school section of the Joint College, Bishop Hall thus offered the site of St. John's Hall, a residential hall of the University of Hong Kong under Sheng Kung Hui (Church of England) at Bonham Road for the re-opening of St. Paul's College (工商日報, 1947).

According to a local newspaper St. Paul's College was about to reopen at Bonham Road starting from September 1950, and Major Stewart was the Principal. As the Boy's College desired to keep the name of "St. Paul's College", the Girl's College which remained as co-educational adopted the name "St. Paul's College (Co-educational)", with the Chinese name of "聖保羅中學" starting from 1 September 1950[8]. About five years later on 1 April 1955, St. Paul's College (Co-educational) was renamed as St. Paul's Co-Educational College in order to avoid misunderstanding both in bank and elsewhere [9].

[7] The College's Chinese secondary school section stopped to admit secondary one since 1974. The school of 1978 was the last batch of graduates.

[8] Item 5, Minutes of the meeting of the Council of St. Paul's Girls' College dated 25 April 1950. Source: St. Paul's Co-educational College

[9] Item 8, Minutes of the meeting of the Council of St. Paul's College (Co-educational) dated 21 March 1955. Source: St. Paul's Co-educational College



聖保羅男書院
本年九月復校
同學會定期改選

〈聖保羅男書院本年九月復校〉，《工商日報》 (1950 年 4 月 26 日)。第六頁。

e) Branch Schools and St. Mark's School at Glenealy (1947- 1956)

In 1947 a new school named St. Paul's English Evening School was established as a private secondary school in Glenealy. In September 1949, the branch college of St. Paul's College (Co-educational), St. Paul's P.M. School was established to accommodate a large number of boys and girls who could not get admitted to secondary schools in Hong Kong[10]. It ran as a private institute and closely followed the mother college in organization, curriculum and traditions. The Primary School was thus changed to an A.M. school to provide the classroom space for this new P.M. secondary school.

In 1950 subsequent to the separation of St. Paul's Boys' College where some primary school students also left, 7 classrooms of the 20-classroom primary school were left vacant, St. Paul's Private Primary School was thus established.

In August 1950 Wu Ting Fang Hall became the Chapel of St. Paul's Church (聖保羅禮拜堂副堂). The decanted kindergarten was therefore moved to the primary school building at Glenealy (聖保羅男女中學，1965，48 頁). All the schools at Glenealy were supervised by Dr. Woo.
On 31 July 1953 a new council called St. Mark's School Council was formed to take over charge of the schools remaining at Glenearly, including the Kindergarten, the English P.M. School, the English Evening School and the Private Primary School whose names were changed to St. Mark's School, a grant school. Meanwhile St. Paul's Co-Educational College Primary School i.e. the A.M. school moved to 1 Calder Path in the vicinity of MacDonnell Road secondary school's campus.[11]

St. Mark's School continued to use the school in Glenealy for 3 years until the completion of their new campus in Shau Kei Wan in 1956. The site was then used by Kei Yan Primary School.

[10] Forward 1951, p.45. Source: St. Paul's Co-educational College
[11] Minutes of the Meeting of the Council of St. Paul's College (Co-Educational) on Tuesday, 13 August, 1953.

f) Provisional campus for Chung Chi College (1951- 1953)

In 1951 there was the demand for another university in Hong Kong. Bishop Hall suggested to have a Christian university. Chung Chi College (later amalgamated with other colleges to become the Chinese University of Hong Kong) was therefore established in 1951. Bishop Hall proposed to start-off by using St. John's Cathedral during the day and some classrooms in St. Paul's College (Co-educational) in the evening (聖保羅男女中學， 1975，16-19 頁).

According to a newspaper published on 4 April 1954, the idea of establishing a new university in Hong Kong was approved by Education Bureau by starting a trial evening school. The evening school was first started on 3 October 1951, using the campus of the College. There were only 62 students at the beginning. In February 1952, St. John's Cathedral permitted Chung Chi College to use its premise to provide day school, the number of students then rose gradually to 230 in Autumn 1952.

Due to the increasing number of students, Chung Chi College rented 147 Caine Road as its campus but many classes still took place at the College and St. John's Cathedral. Chung Chi College borrowed St. Paul's MacDonnell Road campus until 1953. In 1954 it moved to a new campus i.e. Hoare Building at Glenealy (Paton, 1985).

崇基學院龐大發展計劃
貸欵百萬興建校舍
並代港府訓練師資
設特別訓練班利便學生投考港大

Left: <崇基學院龐大發展計劃>，《工商日報》(1954 年 4 月 4 日)。第五頁。Right: Portrait of Dr. Kotewall. (Source: St. Paul's Co-educational College)

g) Retirement of Dr. Catherine Woo (1952)

Dr. Woo resigned and went to the USA for arthritis treatment in 1952. Dr. Bobbie Madeleine Kotewall (羅怡基), daughter of Robert Kotewall, succeeded Dr. Woo as the Principal of St. Paul's Co-Educational College. Under the management of Dr. Bobbie Kotewall, the College continued to expand physically by having new extensions, alterations and additions.

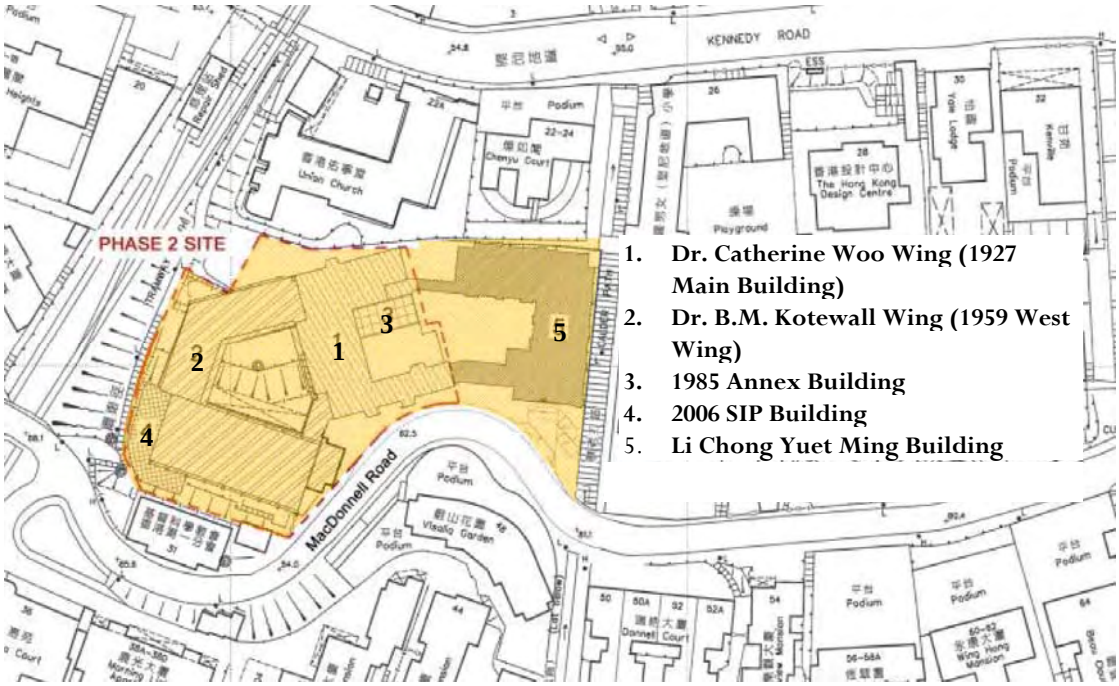
3.3 Development of Physical Fabric

The physical fabric of St. Paul's Co-Educational College has undergone a lot of changes and decanting since it had been relocated to MacDonnell Road. The current campus of the College at 33 MacDonnell Road is consisted of four numbers of buildings. Arranged chronologically according to their dates of completion, these buildings are:

1. Dr. Catherine Woo Wing (1927 Main Building) / 胡素貞博士樓(1927 主教學樓),
2. Dr. M.B. Kotewall Wing (1959 West Wing) / 羅怡基博士樓(1959 西翼),
3. 1985 Annex Building /1985 擴建樓, and
4. 2006 SIP Building / 2006 SIP 新翼

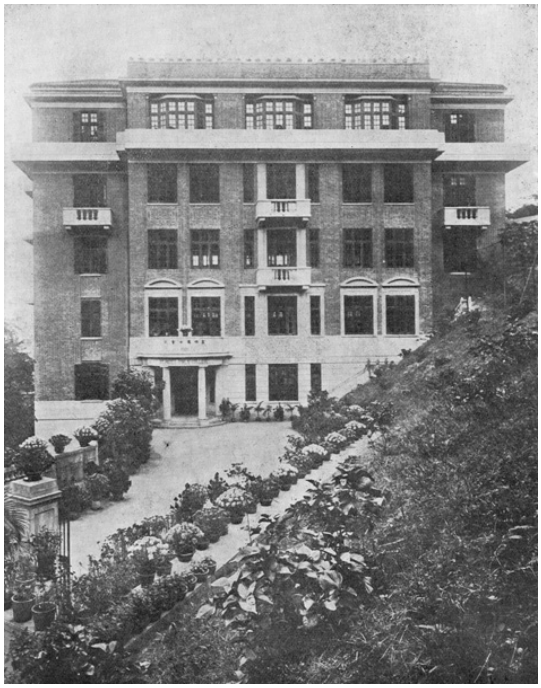
The demolition of 2 Calder Path provided the site for 1971 Primary School Building that was as well demolished to give way to the 2011 Phase 1 building—Li ChongYuet Ming Building 李莊月明樓 that will be completed in 2011.

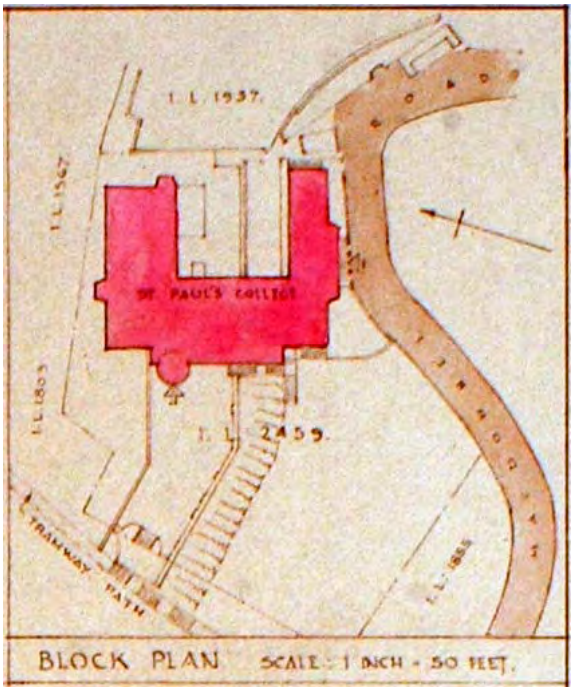
The following sections tell the physical development of the campus of the College.



Block plan of St. Paul's Co-Educational College. (Source: St. Paul's Co-Educational College)

a) Dr. Catherine Woo Wing (1927 Main Building)



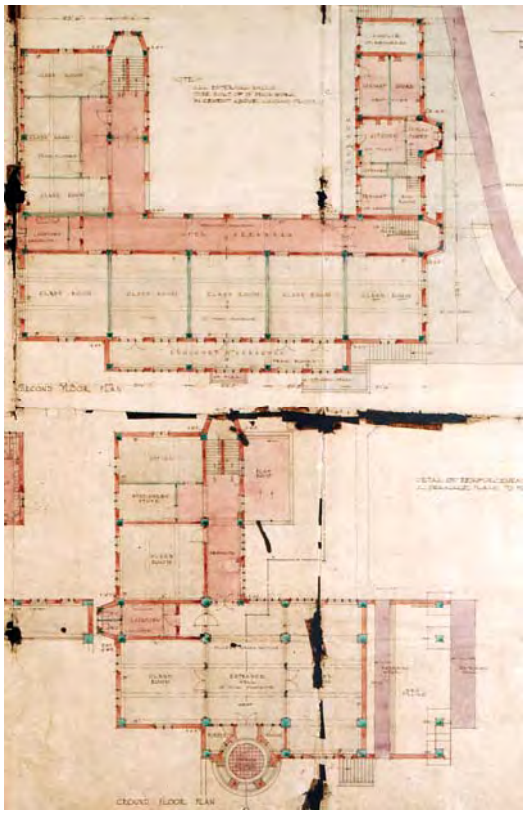


Left : Northwest Elevation with the entrance porch on 1/F, Right : Block Plan of 1927 Main Building by Way & Sun Associates & Surveyors. (Source: St. Paul's Co-Educational College)

Main Building was built between April 1924 and June 1927 with a construction cost of HKD 0.35 million. The architect of the building was Messrs. Little, Adams and Wood. They also designed other school buildings including Maryknoll Convent School, Quarry Bay School etc.

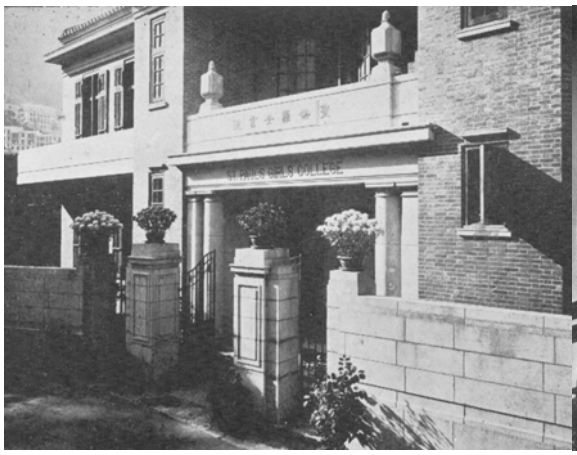
Main Building was built of red brickwork. Its design reflected features of the Neo-Georgian style that was an unadorned English classical style of the late Renaissance period. The Classical languages adopted in this Grade 2 historic building included verandahs and galleries formed by Roman arches and columns. Fenestrations and doors possessed imitation masonry architraves and surrounds made of Shanghai plaster.

Built on a slope, the red brick building had two entrances. The main entrance was located at 1/F facing Tramway Path. A porch that was attached to this entrance was demolished during the construction of 1959 Wing Wing. The other entrance was found at MacDonnell Road and provided the vehicular access to Principal's Quarter, and was used as an access for girl lodgers whose rooms located at upper storeys. It was flanked by two extruded canted bays on its sides. The doorway was emphasized by a classical portico of coupled Ionic columns that supported a balcony decorated with a pair of ornamental stonework urns.

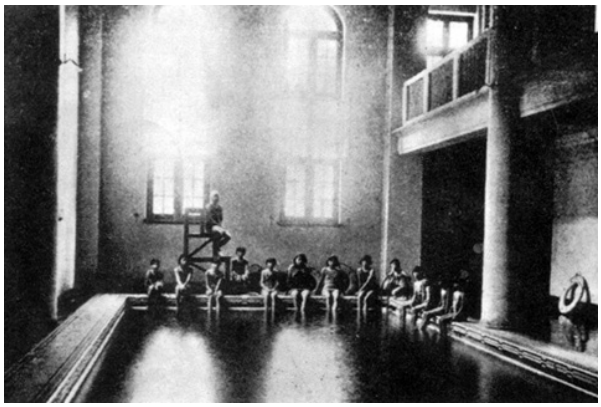


Left: Plan of 1/F and 4/F by Messrs. Little, Adams and Wood. Right: Removal of 1/F rotunda in 1958 during the construction of West Wing. (Source : St. Paul's Co-Educational College)

Main Building possessed more than 60 rooms. Building of such scale could rarely be found then. As it was built on a slope, the seven-storey building only resembled a C-shaped form inscribing a courtyard from 2/F upwards. Classrooms benefitted from this design as their windows were open to external air and/or open verandah for natural lighting and ventilation. European style lavatories equipped with flush system were provided on each floor around 1950s.



Left: MacDonnell Road Entrance in 1927. Right: Principal's office before 1932. (Source : St. Paul's Co-Educational College)



Left: Swimming pool on G/F before 1950s. Right: Gymnasium on G/F in 1957 where the swimming pool was covered by timber in 1950. (Source : St. Paul's Co-Educational College)

The original main entrance on 1/F lead the way down to Mezzanine floor where there was a gallery acting as a viewing balcony to G/F where the 60 ft by 16 ft swimming pool was found. In 1950, the Council of the College decided to cover the pool by timber due to 'the high cost of making alterations to meet the requirements of the health authorities and that the wood structure could be removed at any time without difficulty should it be decided to resume the use of a swimming pool.'[12] The timber deck was supported by a wood structure that rested on pool tank with no mechanical fixing. No alterations have been made to the pool since then making the mosaic tiled tank intact.

On the top-most floor i.e. 5/F was the 700-seat school hall named after Lee Hysan who donated HKD30,000 for the construction. The Hall provided the venue for Bazaar that raised money for charities. Teachers' quarter was located at one end of the hall while the Principal s' quarter was located at another end that abutted MacDonnell Road. The Principal's quarter occupied this end of the building from 3/F to 5/F. A marble fireplace could still be found at Principal's Conference Room today.

Left: Lee Hysan Hall before 1959. Right: Dining Hall before 1932.(Source : St. Paul's Co-Educational College)

[12] Minute of a meeting of the Council of St. Paul's Co-educational College on 1 November 1950. Source: St Paul's Co-educational College

At the time of its completion the College also planned for a laboratory and a model kitchen. However the former was only realized in 1939 while the latter in 1949.

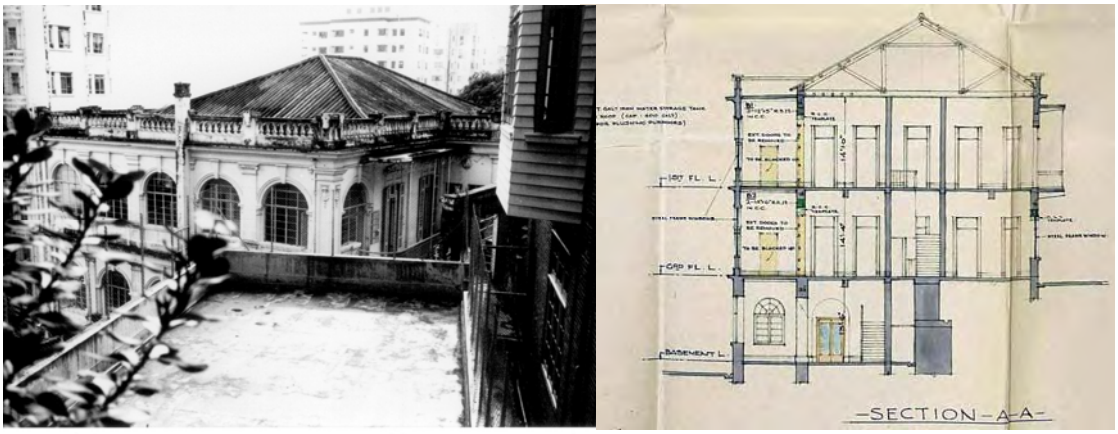
In Jan 1981 Main Building was named as 'Dr. Catherine Woo Wing' (胡素貞博士樓).

In 1985 the original Chinese tiled pitched roof supported by timber and steel trusses was replaced by flat roof of composite Bondek reinforced concrete. The architect responsible for the work was Lam SiuTing & Associates. According to the minutes of 63rd meeting of the College Council held on Tue, 13th March, 1984, the awarded tender sum of the demolition and repair work on the roof was HKD716,331.00.

Floor Numbering		Original Use	
Original	Current		
4/F	5/F	Lee Hysan Hall, Teachers' Quarters	Principal's Quarter
3/F (MacDonnell Road Entrance)	4/F	Classrooms	Principal's Quarter
2/F	3/F	Classrooms	Principal's Quarter: kitchen, servant, pantry, coolie, and terrace
1/F	2/F	Classrooms + flat roof	
G/F (Tramway Path Entrance)	1/F	Entrance hall, classrooms, office	
Mezzanine Floor	M/F	Gallery, cloak room	
Basement	G/F	Swimming pool, dining hall, kitchen	

Table 1 : Floor names and their respective uses in 1927. (Source: Yu Ka Sing)

b) Woo Soo Tsing House (2 Calder Path)



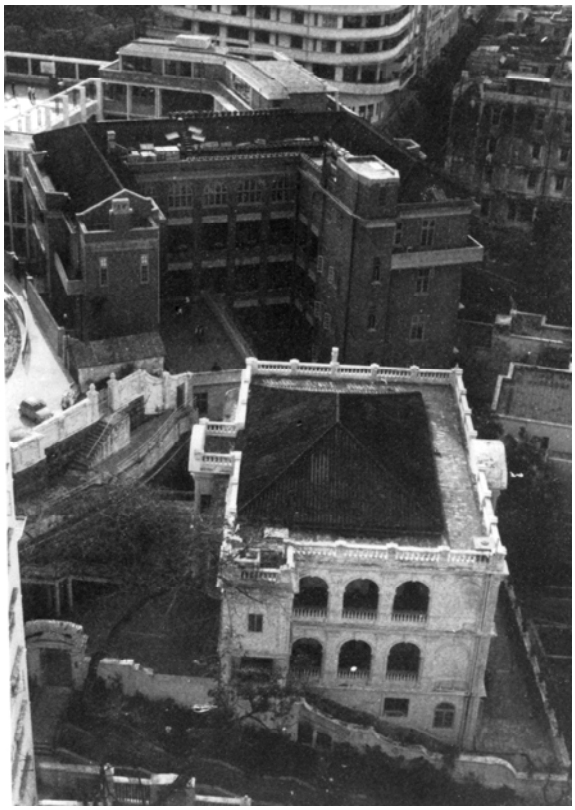
Left: West elevation of Woo Soo Tsing House as seen from Main Building.. Right: Sections showing the proposed renovation works in 1954. (Source : St. Paul's Co-Educational College)

To the East of Main Building at 2 Calder Path was a 3-storey pitched roof residence of European type nicknamed 白屋仔 ('White House' in English). The White House was already there before St. Paul's Girls' College moved to MacDonnell Road in 1927. And according to a government record of 'I.L. No. 1937-Agreement', it is believed that the White House was built between 1918 to 1922[13].

The Church Body of the Chinese Anglican Church in Hong Kong where Mr. Lam Woo serviced acquired 2 Calder Path in November, 1941 on behalf of the College. The residence had been used as a school dormitory until 1955 when additions and alterations proposed by Way and Hall Architects & Surveyors were completed that converted the premise for academic purpose. 2 Calder Path was then renamed as '胡素貞堂' or 'Woo Soo Tsing House in 1955[14].

The renovation works completed in 1955 included the removal of eight numbers of fireplaces on G/F and 1/F, the internalization of a portion of G/F verandah for classroom area, and the provision of boys' lavatories and girls' lavatories. Fenestrations were also enlarged where original wooden frames were replaced by steel ones. On basement a kitchen and a 100-seat canteen were accommodated. Ground floor was comprised of a hall along the central North-South axis with two classrooms flanking each of its sides, and an entrance porch that lead to an outdoor terrace. On 1/F there were a Chapel, an English library and a Chinese library, a 14-seat space for Geography lesson, a 16-seat History classroom, and the Chapel that was named 'Chapel of Christ of the King'.

[13] The agreement recorded the sale of land of I.L. No. 1937 in 1918, and there was building being constructed on that lot before 1922. Therefore the White House was probably built between 1918-1922. Source: Public Record Office. 1918. 'I.L. No. 1937-Agreement'. Record ID: HKRS265-11A-2007-4.
[14] Page 1, item 4(d), Minutes of a meeting of the Council of St. Paul's College (Co-educational) dated 21 March 1955. Source: St. Paul's Co-educational College.



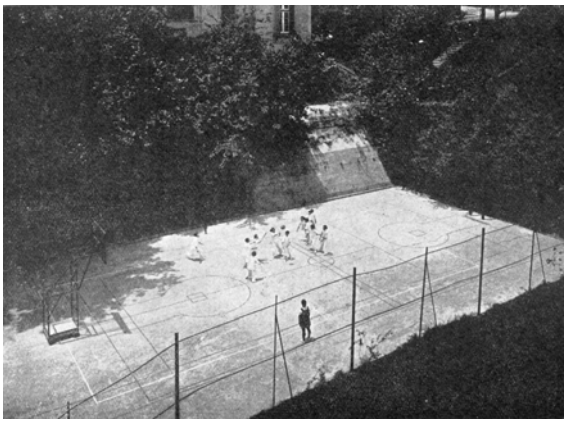
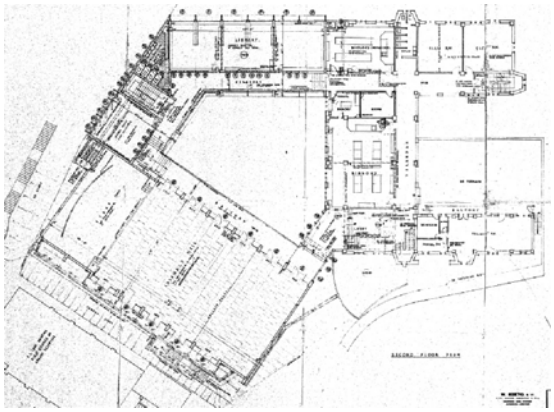
Left: Campus of the College in 1960s including from the front Woo Soo Tsing House, Main Building, and West Wing. Right: Canteen at White House. (Source : St. Paul's Co-Educational College)

According to Mr. Lee Wai Kee, with the new library in White House, the library on 3/F, Main Building then was decanted and converted into Biology laboratory. The new canteen in White House also freed up some space in the Main Building.

In 1959, Way and Hall proposed other alterations and additions that further internalized a portion of verandah at the West of G/F by enclosing four arch openings with steel framed windows and bricks. The works aimed to enlarge the area of the two classrooms at the West.

2 Calder Path was demolished in 1969 and on its site constructed 1971 East Wing that was subsequently demolished in 2008 for Li Chong Yuet Ming Building.

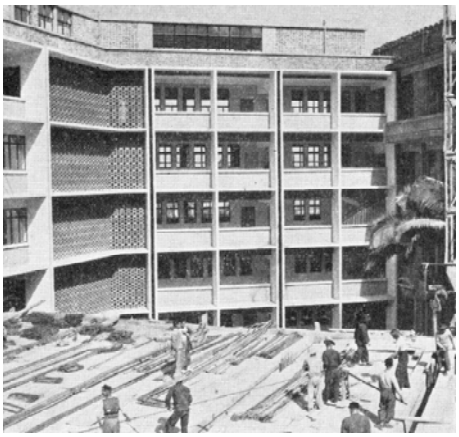
c) Dr. B.M. Kotewall Wing (1959 West Wing)

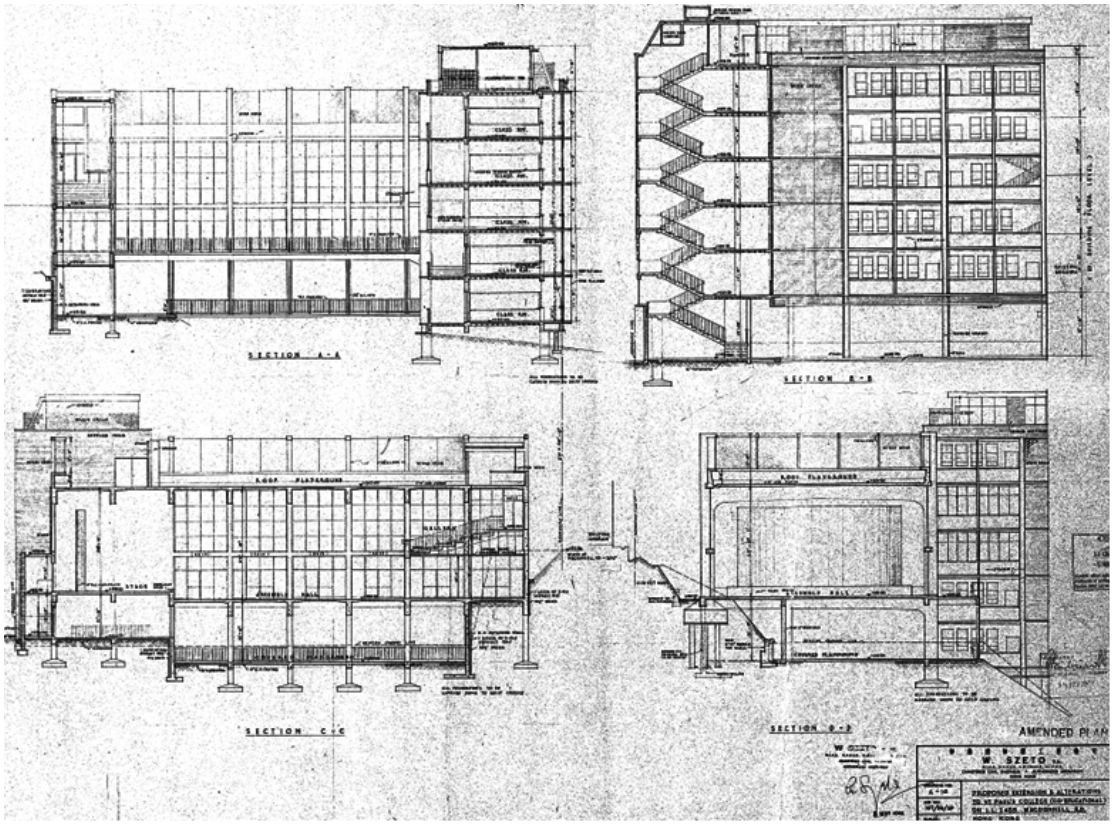
Left: Basketball court before 1932. The flat area was used for the construction of assembly hall of West Wing. Right: 3/F plan of West Wing by W. Szeto. (Source : St. Paul's Co-Educational College)

In hopes of admitting more students and improving existing teaching facilities, the College planned for the first extension project whose actual construction started in 1957. The entire redevelopment was completed in August 1959. Sir Robert Black, the Governor at that time officiated its opening ceremony on 21December 1959. The architect was W. Szeto who also designed Robert Black College at The University of Hong Kong, Marymount Secondary School, and Chinese University of Hong Kong.

The construction of 1959 West Wing led to a big change to the original configuration and physical setting of the entire campus. This annex located to the West of Main Building was comprised of two major components: V-shaped academic building and assembly hall block. The former was built on the open space next to the Tramway Path entrance of Main Building while the latter on the basketball court found at the bottom on the existing slope. Connected to the West elevation of Main Building, the annex inscribed a courtyard in the middle where the fragrant White Jade Orchid Tree (白蘭樹) was planted.



Left: Construction of assembly block in progress subsequent to the completion of V-shaped academic building. Right: Bird view of the entire West Wing subsequent to completion. (Source : St. Paul's Co-Educational College)



Elevations and sections of West Wing by W. Szeto. (Source : St. Paul's Co-Educational College)

1959 West Wing was completed in two phases. The first phase was the 7-storey academic building composed of classrooms, library, and staff rooms while the second phase block consisted of a covered playground on 2/F, a double-storey assembly hall on 3/F, and a basketball court on 5/F. The covered playground has been recently changed into classrooms during 2006 School Improvement Programme. At the time it was completed the new library on 3/F of West Wing replaced the one at 2, Calder Path. Besides its new assembly hall, named as 'Sir Robert Kotewall Hall' (羅旭龢爵士堂) in 1975 replaced Lee Hysan Hall on 5/F, Main Building for assembly purpose. Such change led to the conversion of Lee Hysan Hall into a Physics and Chemistry laboratories.

The total cost involved for the construction of West Wing was HKD1,140,205.89.

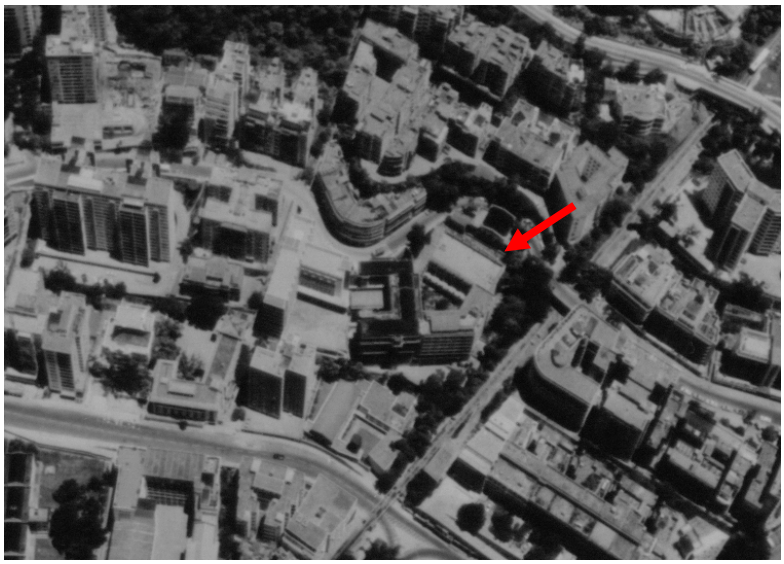
In 1990 this annex was named as 'Dr. B.M. Kotewall Wing' (羅怡基博士樓). It was altered in 2006 to connect to SIP Block, and will be further altered from Summer 2011 under the redevelopment project designed by P&T Architects and Engineers Ltd.

d) 1971 East Wing / 1971 東翼

Left: Opening ceremony of East Wing in 1971. (Source: St. Paul's Co-education College) Right: Entrance of East Wing at MacDonnell Road. (Source : Wikipedia.org)

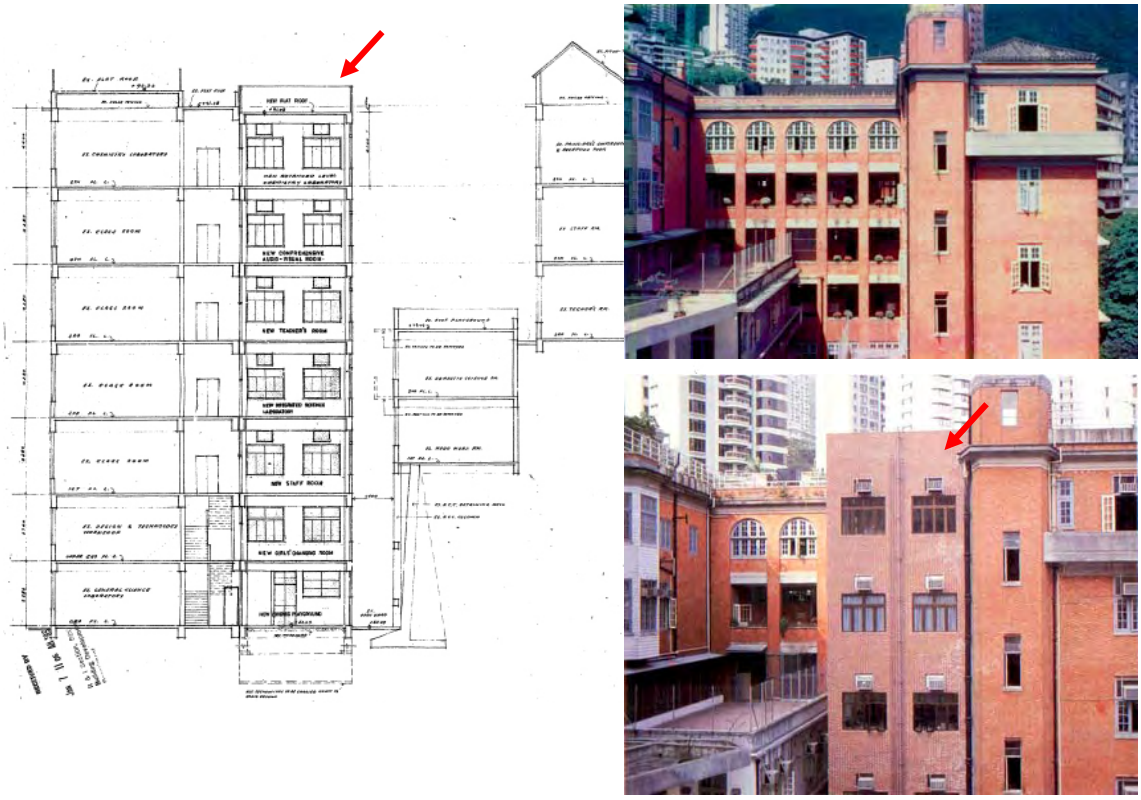
To celebrate its 50th anniversary, in 1965 the College carried out alteration works at both Main Building and 1 Calder Path regarding the uses of classrooms. In the same year planning for a new annex had begun but construction works did not commence until May 1969. This new building was located on the site of 2 Calder Path. It was completed in August 1971. The Governor at the time, Sir David Trench officiated the opening ceremony on the 8th October 1971.

The 1971 East Wing was a T-shaped building of 7-storey high. It provided classroom space for the College as well as A.M. and P.M. Primary Schools. In 1978, one two school classrooms accommodating thirty students each, and one remedial room were added. The architect of this additional works was Lam Siu Ting & Associates. Subsequent to the decanting of original uses, 1971 Primary School Building was demolished in 2008 to provide the area for the construction of Phase 1 redevelopment – Li Chong Yuet Ming Building designed by Aedas Ltd, tentatively open in 2011.



Aerial photo of the College in 1945. (Source: Survey and Mapping Office, Lands Department, HKSAR)

e) 1985 Annex Building



Left: Section of 1985 Annex Building showing its relationship with Main Building. Right: East elevation of Main Building in 1975 before the construction of the Annex (top), and after 1985 when the Annex was completed. (Source: St. Paul's Co-education College)

In 1985 an annex building of 7-storey high was built at the courtyard of Main Building. This building was physically attached to Main Building and provide the uses for Design & Technology workshop on M/F, Staff and Music Room on 1/F, and Integrated Science Laboratory on 2/F etc.

The building helped to alleviate the thirst for special classroom and activity space.

The architect of 1985 Annex Block was Lam Siu Ting & Associates. According to minutes of 63rd meeting of the College Council held on Tue, 13th March, 1984, the budget for the building was HKD 3,000,000.

f) 2006 SIP Building

2006 SIP Building aka School Improvement Programme Building was a 9-storey building completed in 2006. Its architect was Andrew Lee King Fun & Associates-Architects Ltd.

It was attached to the Northwest end of 1959 West West and connected therewith on two levels : on 3/F to provide dressing rooms to the existing assembly hall, and on 5/F to provide changing rooms to basketball court. SIP Building also accommodated the office for teaching staff, computer assisted learning room, supportive education room, and language room. There was a multi-purpose area on 10/F that was converted into Chapel in 2008.

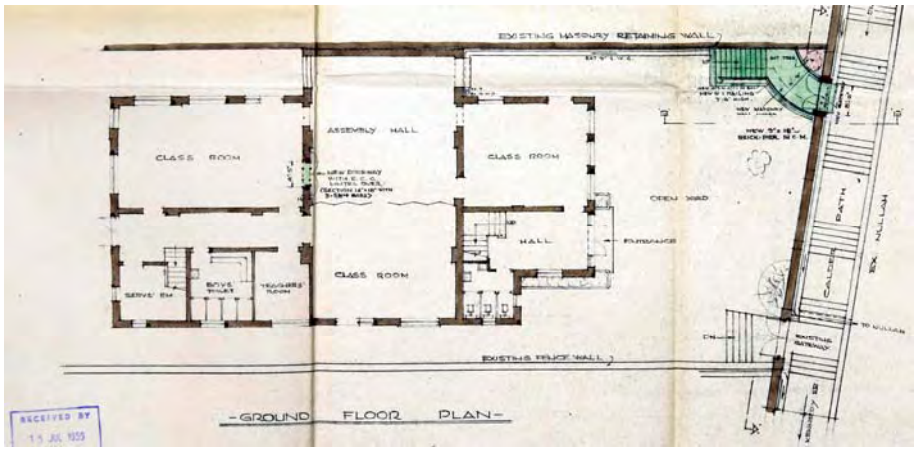
g) Development of St. Paul's Co-Educational College Primary School

Left and Right: Entrance of Primary School at, and view of 1 Calder Path (Source: St. Paul's Co-educational College)

St. Paul's Co-Educational College Primary School (the School) was relocated for several times. Since 1927 the School shared MacDonnell Road campus with the College. After the end of Second World War when the Joint College was formed, it was moved to the former school site of St. Paul's College at Glenealy. The Council of the College acquired 1 Calder Path in 1953. The building was a 3-storey high European type residence and was used as sick quarters of Royal Air Force[15] in 1946. It became the new campus of the School when renovation works were completed in August 1953. Since then the School and the College were merged together and managed by Dr. Bobbie Kotewall[16].

The School was relocated again after the completion of East Wing at 33 MacDonnell Road in 1971. The vacant 1 Calder Path was then re-developed. Indoor swimming pool and 1 Calder Path Primary School Annex were completed on the same site in 1985 and 1989 respectively.

[15] Public Record Office. 1946. 39 MacDonnell Road 1 Calder Path. Record ID: HKRS156-1-531.
[16] St. Paul's Co-educational primary school was being managed by Rev George She (also named as George Samuel Zimmern) (施玉麒) as a Deputy Headmaster when it was in Glenealy.



Proposed works in 1959 to G/F plan, 1 Calder Path by Way & Sun Architects & Surveyors. (Source : St. Paul's Co-Educational College)

In the year 1999 A.M. and P.M. Primary School became two whole-day primary schools. They were changed to St. Paul's Co-Educational (MacDonnell Road) Primary School, and St. Paul's Co-Educational (Kennedy Road) Primary School. The former remained in the existing campus, while the latter was housed at 26 Kennedy Road after Canadian International School moved out.

In 2006 the two primary schools merged together. The School was relocated to the new campus at Wong Chuk Hang in 2008. Since then 26 Kennedy Road has helped to provide temporary classroom space for the College since 1971 East Wing was demolished in 2008.

1, Calder Path (Source: St. Paul's Co-educational College)

4 ASSESSMENT OF CULTURAL SIGNIFICANCE

4.1 Criteria of Assessment

The principles and methodology of assessing the cultural significance of SPCC are directly based on procedures laid out in two internationally accepted publications: the *Australia ICOMOS Burra Charter* (1999)[17] and *The Conservation Plan* (2000).[18]

The concept of "cultural significance" embraces the cultural heritage values of heritage places to the community, which cannot be expressed in financial terms alone. Assessment of cultural significance endeavours to establish why such a place is considered important and valued by the community. Significance, therefore, is embodied in the fabric of the place, including the setting, the records associated with the place and the response that the place evokes in the community.

Significance is normally evaluated or expressed through the preparation of a "Statement of Cultural Significance" which answers the question "Why is this site important?" Sections below identify the cultural significance for 1927 main building of SPCC in this format. The assessment is intended to enable decisions on the future management of SPCC as a heritage place. The objective is to ensure that the cultural heritage values of the place is understood so that future decisions do not destroy the place's significance but continue to conserve it for future generations.

With reference to the *Burra Charter*, the cultural significance of a heritage place is assessed under the categories of social, historical, aesthetic and architectural values.

4.2 Statement of Cultural Significance

Completed in 1927, Main Building of St. Paul's Co-educational College is a 7-storey C-shaped red brickwork academic premise. Its Neo-Georgian facades, verandahs, and the demolished Chinese tiled roof demonstrate the adaptation of a western style building to Hong Kong local culture and climate.

a. Social Significance

Formerly known as St. Paul Girls' College, the school was established in 1915 to provide education for Chinese girls. The extant MacDonnell Road Main Building was the College's first self owned permanent premises. Despite financial difficulties resulting from Canton-Hong Kong Strike, the construction works were completed in 1927 and were financed by Government's grant, private donations, and funds raised from locals and overseas.

This campus was built to accommodate the increased number of intake reflecting the College's contribution to enhance education level of girls. It was also built to improve teaching facilities previous addresses in Caine Road failed to provide, and thus a rare scale of 7 storeys, and the design of an indoor swimming pool on G/F.

[17] See: http://www.nsw.nationaltrust.org.au/burracharter.html.
[18] James Kerr, *The Conservation Plan, 5th ed.* (Sydney: National Trust of Australia (NSW)), 2000

The College is the first school in Hong Kong to wear school uniforms since 1918. It is also the first co-educational college in Hong Kong. When the Japanese Occupation ended in 1945 it was once combined with St. Paul's College and has since then continued to provide education to girls and boys, and renamed as St. Paul's Co-Educational College.

b. Historical Significance

Foundation stone of 1927 Main Building was laid by the Governor Sir R. E. Stubbs on 6 June 1925. Its opening ceremony was officiated by the Governor Sir William Peel.

The College has been serving society since it was established. Bazaars were held at Lee Hysan Hall to raise fund for refugees and wounded. The campus was used by Colonial Government as "The 7th First Aid Station" when Japanese invaded Hong Kong in 1941. It also survived the Japanese Occupation and provided protection to girl children during wartime.

It was also the prime campus for Chung Chi College's evening classes that later became one of the colleges of the Chinese University of Hong Kong.

c. Architectural and Aesthetic Significance

Giving up the use of terrace which was the traditionally adopted morphology for buildings located on slopes, the planning of the Building strategically utilized every available space to provide the maximum floor area. The design with two entrances facilitated future planning and extensions.

The design by Little, Adams and Wood reflected features of the Neo-Georgian style. The Classical languages used included verandahs and galleries formed by Roman arches and columns. Fenestrations and doors possessed imitation masonry architraves and surrounds made of Shanghai plaster.

The College has undergone a number of extensions and alterations. The swimming pool was temporarily covered up with timber in 1950 with regards to hygienic concerns. The expressive West façade was modified to cope with the extension in 1959, and the original tiled roof was replaced in 1985 due to water seepage. In spite of these, the extant Neo-classical facades, the layout taking into account of local hot, wet climate, high quality workmanship of the brickwork, and delicate architectural features could still demonstrate the excellence of the design and construction of the Building.

4.3 Significant Features

Significant Features	Levels of Significance
EXTERIOR	
South Elevation (facing MacDonnell Road)	
▪ Antique red brick walls ▪ Imitation masonry porch to recessed entrance comprising paired columns, entablature, balcony and pair of ornamental urns ▪ Granite stone step to entrance porch ▪ Imitation masonry architraves around doorways ▪ Wooden paneled doors at 5/F level ▪ Imitation masonry balconies at 5/F level on each side of central bay ▪ Imitation masonry cornice at parapet level ▪ Wooden single and double casement windows ▪ Wooden French casements opening onto balconies ▪ Brick label moulds and brick-on-edge lintels over windows ▪ Imitation stone cills to windows ▪ Wooden jalousies or external shutters to windows	High
West Elevation (facing Courtyard)	
▪ Antique red brick walls and their patterns ▪ Imitation grooved masonry wall across 1/F level ▪ Imitation masonry surrounds and pediments to windows ▪ Imitation masonry balconies at 3/F and 4/F including corbels, balusters, plinths, return beds and copings ▪ Imitation masonry balcony at 5/F level ▪ Imitation masonry cornice at parapet level ▪ Wooden single casements, tripartite and canted bay windows ▪ Brick soldier arches and cills to window openings ▪ Imitation stone cills to windows	High
North Elevation (facing 1985 Annex Building)	
▪ Antique red brick walls and their patterns ▪ Two-storey canted projecting bay window rendered with imitation clapboarding ▪ Imitation masonry cornice and frieze at parapet level ▪ Wooden single, double and tripartite casement windows ▪ Brick-on-end lintels and cills to window openings ▪ Gauged flat brick arches over window openings ▪ Glazed and paneled door	High

Significant Features	Levels of Significance
East Elevation (facing 1985 Annex Building)	
▪ Antique red brickwork including giant brick columns and two-ring semi-circular brick arches ▪ High level arched tripartite wooden windows ▪ Wooden windows and doors to rooms off verandahs	High
East Elevation (facing Primary School)	
▪ Antique red brickwork to upper storeys ▪ Imitation grooved masonry to lower two stories ▪ Canted projecting bay to staircase enclosure at full height of building ▪ Imitation masonry cornice at parapet level ▪ Wooden casement windows ▪ Wooden French casements opening on to balcony	High
North Elevation (facing Union Church)	
▪ Antique red brickwork to upper storeys ▪ Imitation grooved masonry to lower two stories ▪ Canted projecting bay at full height of building ▪ Imitation masonry cornice at parapet level ▪ Imitation masonry balcony ▪ Projecting canopies over windows ▪ Wooden casement windows ▪ Wooden French casements opening on to balcony	High
External Area (Courtyard)	
▪ Staircase abutting west elevation including the outer imitation masonry balustrade wall ▪ Imitation masonry fence wall with motifs	High
INTERIOR	
Ground Floor - Entrance Lobby, Staircase Enclosure and Inner Lobby	
▪ Metal balustrade to staircase ▪ Polished terrazzo dado at staircase inner wall ▪ Moulded plaster skirting ▪ Moulded cornice at ceiling	High

Significant Features	Levels of Significance
Ground Floor - Gymnasium	
▪ Stepped terrazzo dais at end of gymnasium which is the original springboard ▪ Arched high windows at end wall ▪ Arched high window at side wall (blocked) ▪ Balustrades of galleries at M/F level ▪ Semi-circular moulded beam at ceiling level (original ring beam of the entrance porch above now demolished) ▪ Moulded cornices at ceiling ▪ Moulded capitals to columns and pilasters	High
M/ Floor – Stair Enclosure	
▪ Balustrade and terrazzo dado	Moderate
M/ Floor – D&T Room	
▪ Moulded cornices at ceiling ▪ Wooden window including antique ironmongery	High
1/ Floor – Stair Enclosure	
▪ Balustrade and terrazzo dado	Moderate
1/ Floor – Corridor	
▪ Moulded skirting ▪ Moulded cornices to ceiling ▪ Glazed and paneled doors to classroom with fanlights ▪ High level wooden windows to classrooms ▪ Glazed and paneled doors with fanlights across corridor ▪ Moulded capitals to pilasters ▪ Granite Foundation Stones set in wall	High
1/ Floor – Classrooms	
▪ Boarded timber floors ▪ Moulded skirtings ▪ Moulded cornices to ceiling ▪ Wooden windows including ironmongery	High

Significant Features	Levels of Significance
1/ Floor – Music Room	
▪ Boarded timber floors ▪ Moulded skirtings ▪ Moulded cornices to ceiling ▪ Wooden windows including ironmongery ▪ Moulded capitals to columns ▪ White marble mantelpiece comprising 4 nos. of fluted paired columns with Corinthian capitals supporting an entablature of panels carved with swags, dentil moulding and moulded cornices and shelves; centerpiece comprising carved scene of classical female figures, carved hood, console shaped keystone and egg-and-dart moulding around fireplace opening	High
1/ Floor – Boy's Toilet	
▪ Moulded cornices to ceiling ▪ Wooden bay windows including ironmongery	High
1/ Floor – Special Room (A) Needlework Room	
▪ Glazed and paneled entrance doors ▪ Wooden windows including ironmongery	High
2/ Floor – Rear Staircase Enclosure	
▪ Balustrade and terrazzo dado	Moderate
2/ Floor – Corridor	
▪ Red quarry tiled floor with black tiled order along verandah ▪ Antique red brickwork forming walls, columns and arches ▪ Moulded cornices to ceiling ▪ Glazed and paneled doors to classroom with fanlights ▪ High level wooden windows to classrooms	High
2/ Floor – Classrooms (including Staff Room and Art Room)	
▪ Boarded timber floors ▪ Moulded skirtings ▪ Moulded cornices to ceiling ▪ Wooden windows including ironmongery	High
2/ Floor – Girls' Toilet	
▪ Moulded cornices to ceiling ▪ Wooden bay windows including ironmongery	High

Significant Features	Levels of Significance
2/ Floor – Conference Room	
▪ Glazed and paneled entrance door ▪ Red quarry tiled door ▪ Coved cornices to ceiling and beams ▪ Wooden windows including ironmongery ▪ Dog-leg staircase with ornamental metal balustrades leading down to 1/F Special Room	High
3/ Floor – Rear Staircase Enclosure; Corridor; Classrooms; Girls' Toilet	
▪ Same items as those for 2/Floor	-
3/ Floor – Main Staircase Lobby	
▪ 1 no. of commemorative plaque to Sir Robert Kotewall ▪ 1 no. of marble plaque commemorating opening of the new wing	High
3/ Floor – Staff Room (B) (Room 306)	
▪ Wooden windows and doors to front and rear areas ▪ Encaustic patterned floor tiles in projecting bay area ▪ Moulded skirtings to above area ▪ Dog-leg timber staircase, ornamental metal balustrades and moulded hardwood handrail	High
4/ Floor – Rear Staircase Enclosure; Corridor; Classrooms; Toilets	
▪ Same items as those for 2/Floor	-
4/ Floor – Principal's Office and Administrative Office	
▪ Boarded timber floors ▪ Moulded skirtings ▪ Moulded cornices to ceiling ▪ Wooden windows including ironmongery	High
4/ Floor – Main Staircase Lobby	
▪ Wooden staircase, ornamental metal balustrades and hardwood handrail leading to 5/Floor level ▪ 1 no. of marble plaque of donors	High
4/ Floor – Reception Area	
▪ Coved cornices to ceiling	High

Significant Features	Levels of Significance
4/ Floor – Staff Room (A)	
▪ Boarded timber floors ▪ Bay window ▪ Wooden staircase ▪ Coved cornices to ceiling	High
5/ Floor – Rear Staircase Enclosure	
▪ Same items as those for 2/Floor	-
5/ Floor – General Chemistry Laboratory (Room 501)	
▪ Red quarry tiled floor ▪ Moulded skirtings ▪ Moulded cornices to ceiling ▪ Pair of glazed and paneled doors with fanlights over between Room 501 and Advanced Chemistry Laboratory ▪ 2 nos. of blind arches in wall to Room 502	High
5/ Floor – Advanced Chemistry Laboratory (Room 503)	
▪ Same items as those for Room 501 ▪ Ornamental capitals to columns ▪ Glazed and paneled wooden fire-exit door	High
5/ Floor – General Physics Laboratory (Room 504)	
▪ Same items as those for General Chemistry Laboratory ▪ Classical style columns and beams with details ▪ Paneled dado to wall ▪ Glazed and paneled door ▪ 2 nos. of blind arches in wall connected with 1985 Annex Building ▪ Ornamental plaster work details to the spandrels of the arches, comprising bows and ribbons ▪ Ornamental capital to pilaster between arches ▪ Corresponding plaster detail on opposite wall between windows ▪ Glazed and paneled doors	High
5/ Floor – Advanced Physics Laboratory (Room 505)	
▪ Same items as those for Room 504 ▪ 2 nos. of wooden paneled fire exit door to staircase with a glazed fanlight overhead ▪ Inscribed marble donors' plaque fixed to wall	High

Significant Features	Levels of Significance
5/ Floor – Front Staircase Enclosure	
▪ Wooden staircase with ornamental metal balustrades and hardwood handrail leading down to 4/Floor	Exceptional
5/ Floor – Principal's Conference and Reception Room	
▪ Moulded wooden door frame to entrance of staircase landing ▪ Boarded wooden floor ▪ Moulded skirting ▪ Wooden casement window with moulded wooden cill ▪ Tripartite glazed and paneled wooden doors to balcony ▪ Canton floor tiles to balcony ▪ Moulded cornice to ceiling ▪ Glazed and paneled door to lounge ▪ Boarded wooden floor to lounge ▪ Moulded skirting to lounge ▪ Moulded wooden picture rail to lounge ▪ Glazed and paneled wooden double door and fanlight to balcony ▪ Bay window to lounge ▪ Wooden casement window, fanlight and moulded cill to lounge ▪ Projecting chimney breast with white marble mantelpiece, comprising 2 nos. of ornamental columns supporting the mantel shelf, ornamental carvings featuring floral motifs, sprays, a festoon, acanthus leaves, black cast iron grate and fret, ash pan and clay fireback	High

5 ISSUES

5.1 Requirements arising from Cultural Significance

The Burra Charter (1999) is accepted by Antiquities and Monuments Office of HKSAR Government as the main guide to conservation work and practices. The Burra Charter provides detailed principles for the formulation of conservation policy. The Articles of the Burra Charter guide the obligations for conservation policy for places of cultural significance and have been used in the conservation policies for SPCC.

The following are relevant articles:

- Provision should be made for the continuing security and maintenance of significant items. (Articles 2)
- All conservation work should involve minimum interference to the existing fabric. Conservation is based on a respect for the existing fabric, use, associations and meanings. It requires a cautious approach of changing as necessary but as little as possible. (Article 3)
- The visual setting for significant items must be maintained and no new construction or other action which detracts from the heritage value of the item should occur. (Article 8)
- The physical location of a place is part of its cultural significance. A building, work or other component of a place should remain in its historical location. Relocation is generally unacceptable unless this is the sole practical means of ensuring its survival. (Article 9)
- Existing fabric should be recorded before disturbance occurs. (Article 27)
- Disturbance of fabric may occur in order to provide evidence needed for the making of decisions on the conservation of place. (Article 28)
- Appropriate direction and supervision should be maintained at all stages of the work. (Article 27)
- A record should be kept of new evidence and for future decisions. (Articles 27, 31 & 32)
- Fabric of cultural significance already or subsequently removed should be kept in a secure repository. (Article 33)
- Adequate resources should be provided for conservation. (Article 34)

5.2 Management Issues

Issues and threats

The Site is in constant use and there is a fairly good maintenance regime in place. Unlike an abandoned site that is left in disrepair or a tourism–related site which subjected to visitor and vehicular traffic and other related issues, the use of this site is predictable. The only major concern is that future maintenance works to the building be executed in accordance with conservation protocols and that proper documentation is carried out at all times. As evidenced from the data and document collection exercise related to this report, availability or access to documentation has been challenging.

There are no fundamental threats to the site as long as present capacities and uses are maintained.

Opportunities for enhancement

Redevelopment and renovation works are being carried out at the Site. It is understood that the said works is piece-meal and under different timeframe. Future works should be based on conservation plan and guidelines. When the intrusive services have to be renewed, there should be attempts to conceal them with minimal intervention within the existing fabric, or expose them in a fashion that conveys the perception that they have always been there.

The project should be seen as opportunity to demonstrate conservation best practice.

Condition

The state of repair of the Site and its buildings is good. Normal wear and tear is expected. Renewal will be required from time to time.

Use of the Site

There is no change of use envisaged for SPCC.

Wider context

The immediate environs of SPCC have been radically changed since 1927. Radical high-rise developments are to be found all around it. The setting is part of the mid-level and the genius loci, i.e. the spirit of place, of the neighborhood and the locality in general.

Knowledge

The stakeholders are not familiar with the concept of an HIA and the concept of conservation management therein. On implementation of HIA and its recommendations, the contents of this HIA should be conveyed to the stakeholders and allow their input to feedback into the conservation management process.

6 CONSERVATION POLICIES

6.1 Purpose

The purpose of the conservation policies is to provide a guide to the conservation and retention of the cultural significance of St. Paul's Co-educational College (SPCC) and its relationship to the surroundings. The policies outline courses of action to be followed in the consideration and development of long term use, care and maintenance plans for the building.

The following specific policies provide the essential guiding aims for the building which should be adopted by the manager, future owner and the Antiquities and Monuments Office, Leisure and Cultural Services Department, HKSAR Government.

1. The Statement of Cultural Significance and schedule of spaces detailed in previous sections should be accepted as one of the bases for future planning and conservation works to the building.
2. The future conservation and development of the place should be carried out in accordance with the principles of the Australia ICOMOS charter for the conservation of places of cultural significance (the Burra Charter).
3. The approach and options recommended for the conservation of specific fabric, spaces and qualities of the place should be endorsed by all parties as a guide to future work, the recommendations having been related to the principles of the Burra Charter.
4. Uses should be developed for areas assessed to be of exceptional and high significance which do not compromise the character and significance of those areas.
5. Care should be taken in any future development to avoid or minimize any adverse effect on the quality of the surrounding precinct.

6.2 Conservation Policies

The conservation policy should reflect the vision and philosophy articulated above. The renovation works should be conducted in accordance with these policies. Any person not familiar with the Site and its heritage values should refer to corresponding sections in this HIA and any supplementary plans and specifications that will be prepared by an architectural conservationist in the future.

There are two main priorities relating to the site – education and heritage conservation. This HIA represents consensus on articulation of these priorities. Symmetry of goals and values is achieved through constant consultation with stakeholders, which is advocated.

It is the desire of owners, managers and operators of SPCC that the Site and its historic building are kept in a good state of conservation at all times to reflect its status as a heritage campus. In order to achieve this, the following policies are to be observed:-

1. Repair and treatment

In the course of the inspection, where damage or deterioration of the heritage fabric is identified immediate repair or treatment should be recommended.

2. Conservation Interventions

When funding is available, there should be an attempt to hide or disguise the unsightly and intrusive services that have been installed without innovation and an eye for being sympathetic to the heritage attributes of the monument.

3. Interpretation

Interpretation materials and display boards should be installed at prominent position or gallery to facilitate understanding of the history, significant features, staged development of the school.

4. New Development

In view of its heritage status, new development should be carried out in the area outside of the heritage boundary. Any intervention within the site should be subjected to an heritage impact assessment exercise.

5. Risk Preparedness

The regime of risk preparedness starts with compliance with all regulations related to health and safety, fire, security, maintenance of mechanical equipment and people movement, barrier-free access. The buildings are structurally sound. No termite activity has been reported. Periodic inspections should be carried out. The slopes and retaining structures on the site should be continually inspected for their stability. The greatest threat would be from natural causes, e.g. aggressive typhoon weather. As the site is on higher ground, it would not be subjected to excessive flooding. However, the external drainage systems should be kept in good repair.

6. Appropriate and continued use

The appropriate use of the site is as a school or centre of learning. There is no intention to alter its use.

7. Stakeholders

The stakeholders of the site are aware of their roles, duties and responsibilities. There should be constant consultation amongst them to ensure that there is symmetry of goals, objectives and priorities e.g. educational versus heritage, needs versus values.

8. Salvaged materials

The most prominent threat to the fabric will come from the weather that will cause deterioration of the fair-face brickwork. If space is available, any bricks that removed from the original walls might be salvaged and stockpiled for future maintenance works. For any significant materials removed during construction works, they should be stored in place and reused in the site if applicable.

9. Documentation

Documentation of any proposed and actual change to the original fabric should be carried out. Such record of physical interventions should be archived and retained by the school for ease of retrieval for posterity.

7 HERITAGE IMPACT ASSESSMENT

7.1 Explanation

The following table presents and relates Heritage Impact Assessment and Mitigation Measures regarding the renovation works to 1927 Main Building of St. Paul's Co-educational College. The explanations of terms are as follow:

Category	-	The assessment is categorized into General, Exterior and Interior.
Assessment Items	-	Proposed alterations to significant fabrics are identified. The Impact is explained with details.
Reasons for Changes	-	Conditions / requirements are identified that affect or initiate the proposed works and impacts.
Elements Affected	-	Affected elements are identified for each impact. One or more significant features may be affected.
Suggested Mitigation Measures	-	Practical advice is given to mitigate adverse impact effects.
Overall Adverse Impact Level*	-	Overall level of adverse impact on features, *after application of mitigation measures*, is assessed as follows:

High - an impact that significantly alters or obliterates significant characteristics of the heritage resource;

Medium - an impact that alters the character or surroundings of the heritage resource, but is consistent with existing and emerging trends;

Low - an impact capable of measurement but with no alteration of significant characteristics; and

Neutral - a change that does not affect value of the heritage resource and/or its surroundings.

("Impact Levels" framework courtesy of Commonwealth Historic Resource Management Ltd.)*

7.2 Heritage Impact Assessment Table

Category	Assessment Items	Reasons for Changes	Elements Affected	Suggested Mitigation Measures	*Overall Adverse Impact Level*
(A) General					
A1	Understanding history of site and building SPCC will continues to operate as school but the change of general layout will obscure understanding of history of the site and building without proper interpretation.	Renovation work for the main building as part of the overall school development plan	No particular fabric	▪ Ways to facilitate understanding of the history of the site and building and their staged development should be devised, including the display of historic photos or maps, placement of information boards at accessible areas and enhancement of related information on websites.	***Low***
A2	Structural condition of the building Alteration works may affect the structural conditions of the building	Alterations of internal partitions and walls in the proposed renovation works	Structural integrity of the main building	▪ Structural monitoring system should be installed and records taken before work commences. The monitoring system may include tell-tales, inclinometer and settlement checkers. These installations should be non-destructive. ▪ Structural conditions should be monitored by registered structural engineers to ensure that the structural integrity of the historic building is maintained.	***Low***

Category	Assessment Items	Reasons for Changes	Elements Affected	Suggested Mitigation Measures	*Overall Adverse Impact Level*
(B) Exterior					
B1	Alteration of roof design of main building The existing concrete flat roof is not original and it is re-designed with a new roof above the new library at 5/F. New roof slab will be expressed along roof level of main building facades. The additions will induce visual change.	Roof slab to be re-constructed for waterproofing and enhanced roof details and to facilitate interior design of Library at 5/F	Elevation facing MacDonnell Road and elevation facing courtyard (Addition of new elements)	▪ The new roof slab should only be a replacement to the existing new concrete roof slab and minimal alteration to original brick wall should be carried out. ▪ The new roof slab should be compatible in material and visually non-intrusive and minimal in design. Clear glazing is recommended to maintain a clearance between historic fabric and the new slab.	***Low***
B2	Addition of new lift A new lift will be constructed next to 1985 Annex Building to enhance universal access. Connecting bridge between the lift platform and verandah will be constructed. The connecting portion of brick parapet and imitation masonry top at each floor will be demolished to allow this access.	Provision of universal access by new lift for each floor	The connecting portion of brick parapet and imitation masonry parapet top at 2/F, 3/F and 4/F and external wall and arched wooden window at 5/F	▪ Minimal extent of the parapets should be removed. Adjoining brick columns and quarry floor tiles should be protected during work. ▪ Bricks from the demolished portion of parapets should be salvaged. ▪ Measured drawings for the affected features should be carried out.	***Medium***

Category	Assessment Items	Reasons for Changes	Elements Affected	Suggested Mitigation Measures	*Overall Adverse Impact Level*
B3	Repair and alteration of finishes of wooden windows and doors All wooden windows, doors and shutters will be repaired or reconstructed (for those beyond repair) and will be finished in natural lacquer or paint.	Repair and maintenance for windows and doors	All wooden windows, paneled doors and shutters	▪ Timber of similar species of the original is preferred for repair or reconstruction. ▪ For reconstruction of damaged or missing window/door parts, the construction details of the immediate adjacent window/doors should be referred to.	***Neutral***
B4	Construction of new stepped seats at courtyard A stepped seat will be constructed along the original imitation masonry fence wall.	To enhance the courtyard as gathering space of students	Imitation masonry fence wall	▪ Physical separation between the new stepped seat and the fence wall should be provided. ▪ No anchor should be constructed onto the fence wall	***Low***
(C) Interior					
C1	Renovation for the new Library (5/F) A new library will be located at 5/F occupying the whole floor. The existing partitions between laboratories will be removed. The ceiling height will be raised with reconstruction of the roof concrete slab. A gentle vault of ceiling design that recall the vaulted space under original timber pitched roof will be constructed.	To cope with the need of increased group study and learning space. To meet the requirements for new school operational plan.	Wooden partitions and fanlights at high levels that separate the room. They are not original parts of the 1927 building.	▪ The proposed library brings the space back to an open plan that recalls the original design. This is considered beneficial. Such staged development and evolution should be documented or photo of original hall design should be displayed in the library. ▪ Photographic and cartographic surveys for the wooden partitions and fanlights should be carried out before removal.	***Low***

Category	Assessment Items	Reasons for Changes	Elements Affected	Suggested Mitigation Measures	*Overall Adverse Impact Level*
C2	Renovation for the new staff room (Staff Room 2 at 3/F) Dividing wall will be removed to form an enlarged Staff Room	To meet spatial requirements of new staff room	Existing dividing wall and timber skirtings of such wall	▪ The coved cornices of the wall at ceiling should be retained as significant features and to allow understanding of original wall alignment. ▪ Photographic and cartographic surveys for the original layout and the wall should be carried out before removal.	***Low***
C3	Extension and renovation for the new staff room (Staff Room 1 at 2/F) Dividing wall will be removed to form an enlarged Staff Room. The original brick wall and glazed doors and high level windows will be removed and the staff room will be extended to include the existing verandah space with new external windows to be constructed onto the parapet.	To meet spatial requirements of new staff room and overall development planning	Red antique brick work facing the verandah; Glazed and paneled doors and high level wooden windows; Existing dividing wall and timber skirtings; Red quarry floor tiles with black tiled order	▪ Bricks from the demolished wall should be salvaged and re-used in construction of new external wall above the parapet. ▪ Wooden window and doors should be salvaged and re-used as far as practical. ▪ New windows should be constructed in timber and their design should make reference to the original. ▪ The coved ceiling cornices of the wall should be retained as significant features and to allow understanding of original wall alignment. ▪ Photographic and cartographic surveys for the original layout and the wall should be carried out before removal.	***Medium***

Category	Assessment Items	Reasons for Changes	Elements Affected	Suggested Mitigation Measures	*Overall Adverse Impact Level*
C4	Renovation for new music room (1/F) Dividing wall will be removed to form an enlarged Music Room	To meet spatial requirements of new music room	Existing dividing wall and timber skirtings of such wall	▪ The coved cornices of the wall at ceiling should be retained as significant features and to allow understanding of original wall alignment. ▪ Photographic and cartographic surveys for the original layout and the wall should be carried out before removal.	***Low***
C5	Addition and alteration of building services such as air conditioning and mechanical ventilation system, electrical installation, fire services installation and plumbing and drainage system External installations include outdoor air-conditioning equipment, pipe works, drainage pipes and lightings etc.	Building services requirements for new layout and uses	External finishes, such as wall finishes and roof.	▪ External installations should be located in hard-to-discern areas, such as recesses or pipe ducts, and further concealed with neatly designed screens, if necessary. ▪ Window-type air conditioners are not acceptable. ▪ Through-slab or through-wall is not preferred but in case of necessity, existing or minimal new openings could be accepted at hard-to0discern locations. ▪ Conduits and pipes should be arranged and grouped to run in alignment and neatly along corridor.	***Low***

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9 APPENDICES

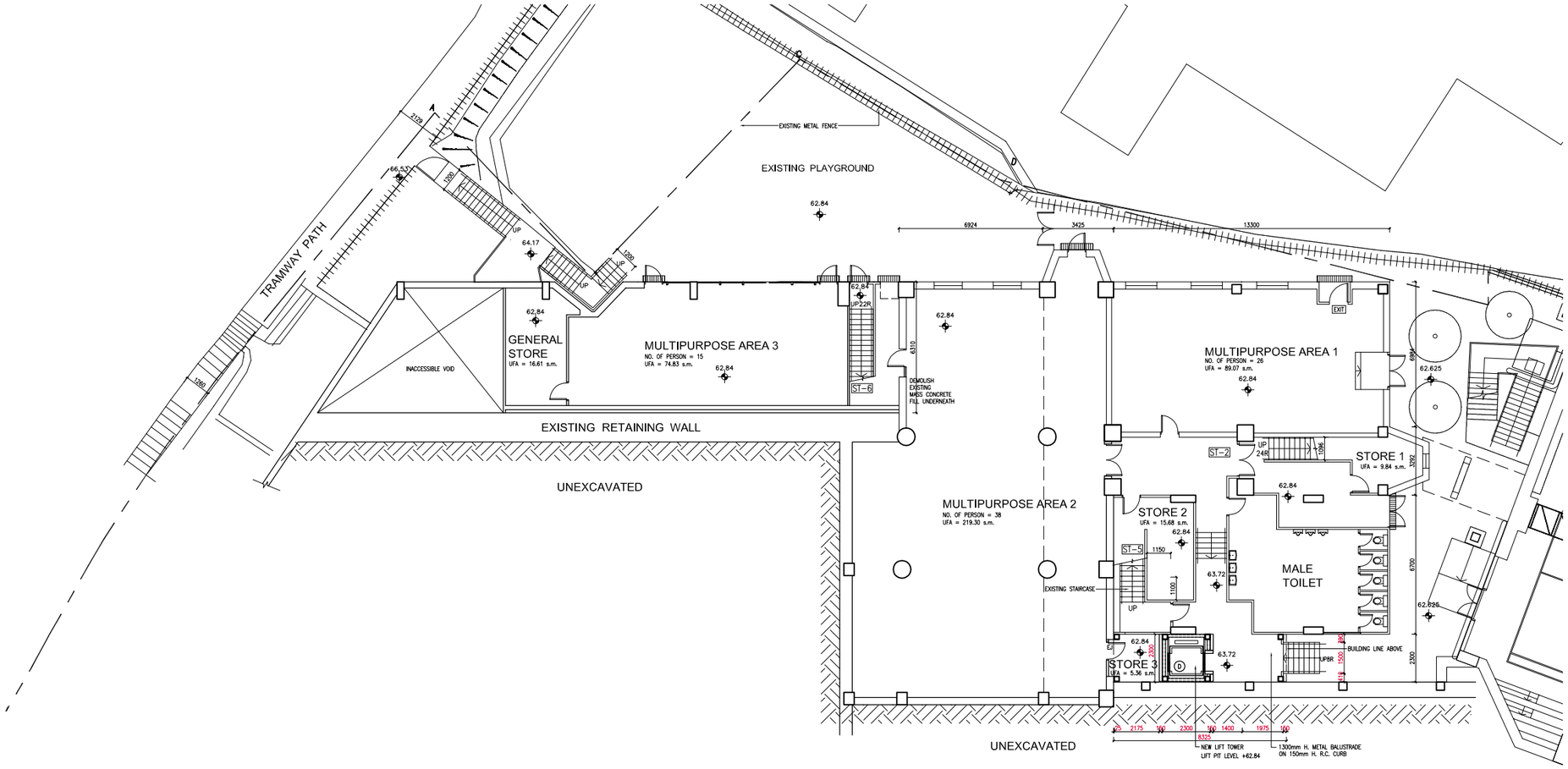
1. Historic Timeline of The College
2. Preliminary renovation design proposal
3. Photographic Survey Record (As separate attachment)
4. Cartographic Survey Record (As separate attachment)

Appendix 1: Historic Timeline of St. Paul's Co-educational College

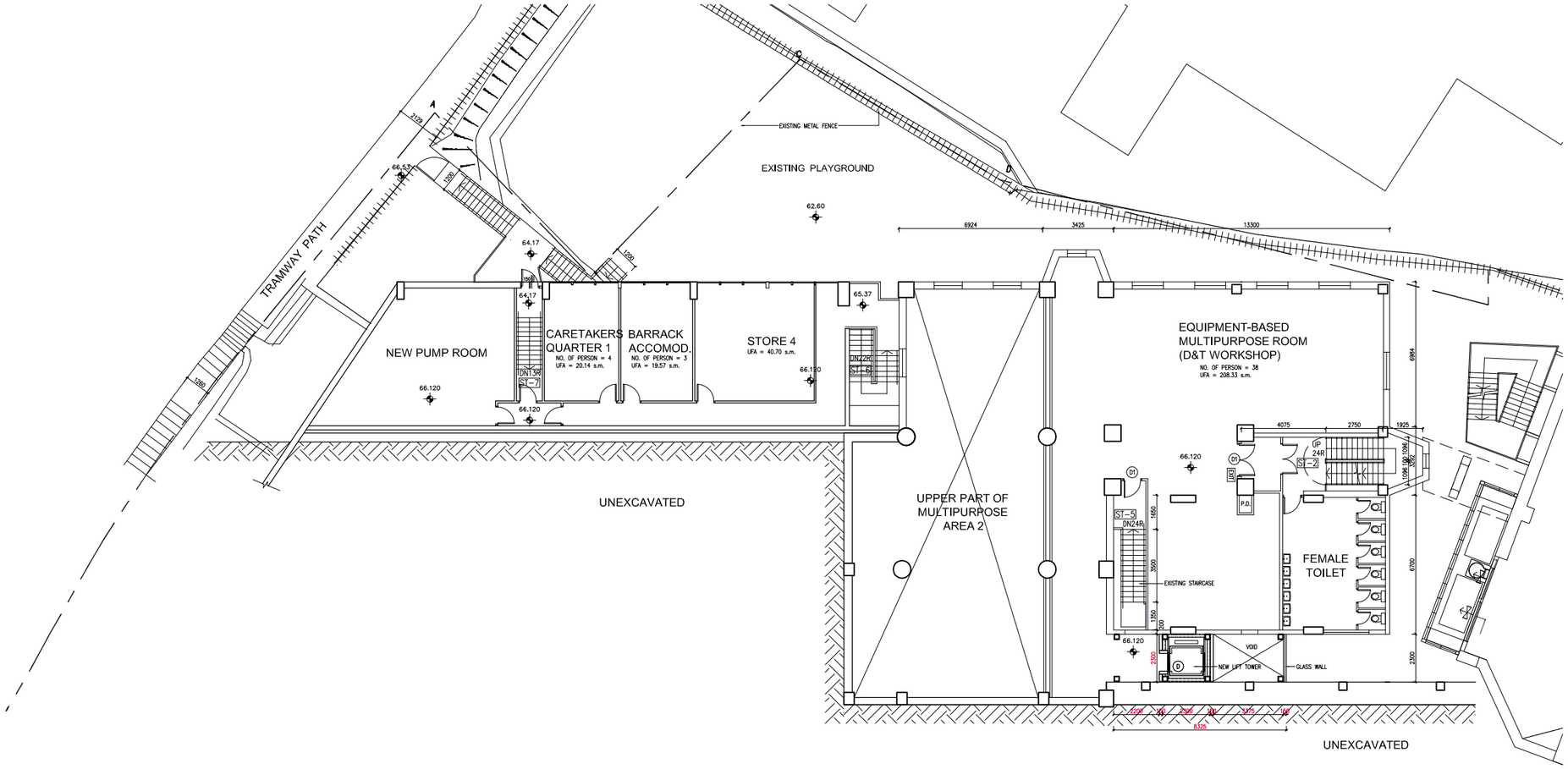
Year	Development of St. Paul's Co-Educational College	Major Incidents in Hong Kong
1915 Mar	▪ Establishment of St. Paul Girls' College ▪ Rented premise at 2 Caine Road	
1916	▪ Premise changed from 2 Caine Road to 99 Caine Road	
1920	▪ Premise change from 99 Caine Road to 47 Caine Road	
1923	▪ Prepare to build new school premise	
1924 Jan	▪ Land of 30,000 sq ft at MacDonnell Road granted from the Government officially ▪ Construction began	
1925 Jun	▪ Laying of foundation stone	▪ Canton-Hong Kong Strike
1927 Sep	▪ Completed construction of MacDonnell Road school premise, i.e. 1927 Main Building	
1939	▪ Set up new laboratory and lab equipments at Main Building	
1941 Dec	▪ 1927 Main Building was used by the Government as First-aid Station No. 7	▪ Japanese invaded Hong Kong
1942 to 1944	▪ School suspended	▪ Japanese occupation
1945 Aug		▪ Japanese surrendered
1945 Oct	▪ School resumed. ▪ St. Paul's College amalgamated with St. Paul's Girls' College to become Joint College. ▪ School divided into 4 sections: Kindergarten, Primary, English secondary and Chinese secondary	
1949	▪ Set up new teaching rooms of home economics, arts, gym and commerce at Main Building	
1950	▪ Colonel E.G. Stewart reopened St. Paul's College that was moved to new school premise at Bonham Road (Former St. John's Hall)/ ▪ St. Paul's Girls' College that remained co-educational renamed as St. Paul's College (Co-educational) ▪ Indoor swimming pool covered up and became gymnasium	
1951	▪ Chung Chi College used 33 MacDonnell Road and St. John's Cathedral as evening school premise	
1953	▪ Students lodging ceased ▪ Acquired 1 Calder Path as primary school site (present site of Wealthy Heights), primary school moved from Glenealy to 1 Calder Path	

1955	▪ St. Paul's College (Co-educational) renamed as St. Paul's Co-Educational College	
1954	▪ Chung Chi College moved to Glenealy (i.e. Hoare Building) ▪ Acquired 2 Calder Path and renovated it into 'Dr. Catherine Woo Hall' (胡素貞堂)	
1957	▪ 1959 West Wing construction began ▪ Whole-day primary school changed to AM & PM schools	
1959	▪ 1959 West Wing completed	
1965	▪ 50th Anniversary of St. Paul's Co-Educational College ▪ Alteration works at the 1 Calder Path and Main Building	
1968	▪ 2 Calder Path demolished ▪ Started construction of 1971 Annex Building at the former site of 2 Calder Path	
1971	▪ East Wing completed ▪ Primary school moved from 1 Calder Path to 1971 Annex Building	
1975	▪ Named the hall of 1959 Annex Building the 'Sir Robert Kotewall Hall' (羅旭龢爵士堂)	
1981 Jan	▪ Named the Main Building the 'Dr. Catherine Woo Wing' (胡素貞博士樓)	
1985	▪ New annex to the Main Building completed ▪ New indoor swimming pool at 1 Calder Path completed ▪ Installed air-conditioning for the whole school	
1989 Oct	▪ 1 Calder Path primary school annex completed	
1990 Jan	▪ Named the 1959 Annex Building the 'Dr. B.M. Kotewall Wing' (羅怡基博士樓)	
2006	▪ 2006 SIP Building completed	
2008	▪ 1971 East Wing demolished	
2011	▪ 2011 Phase 1 Building estimated completion	

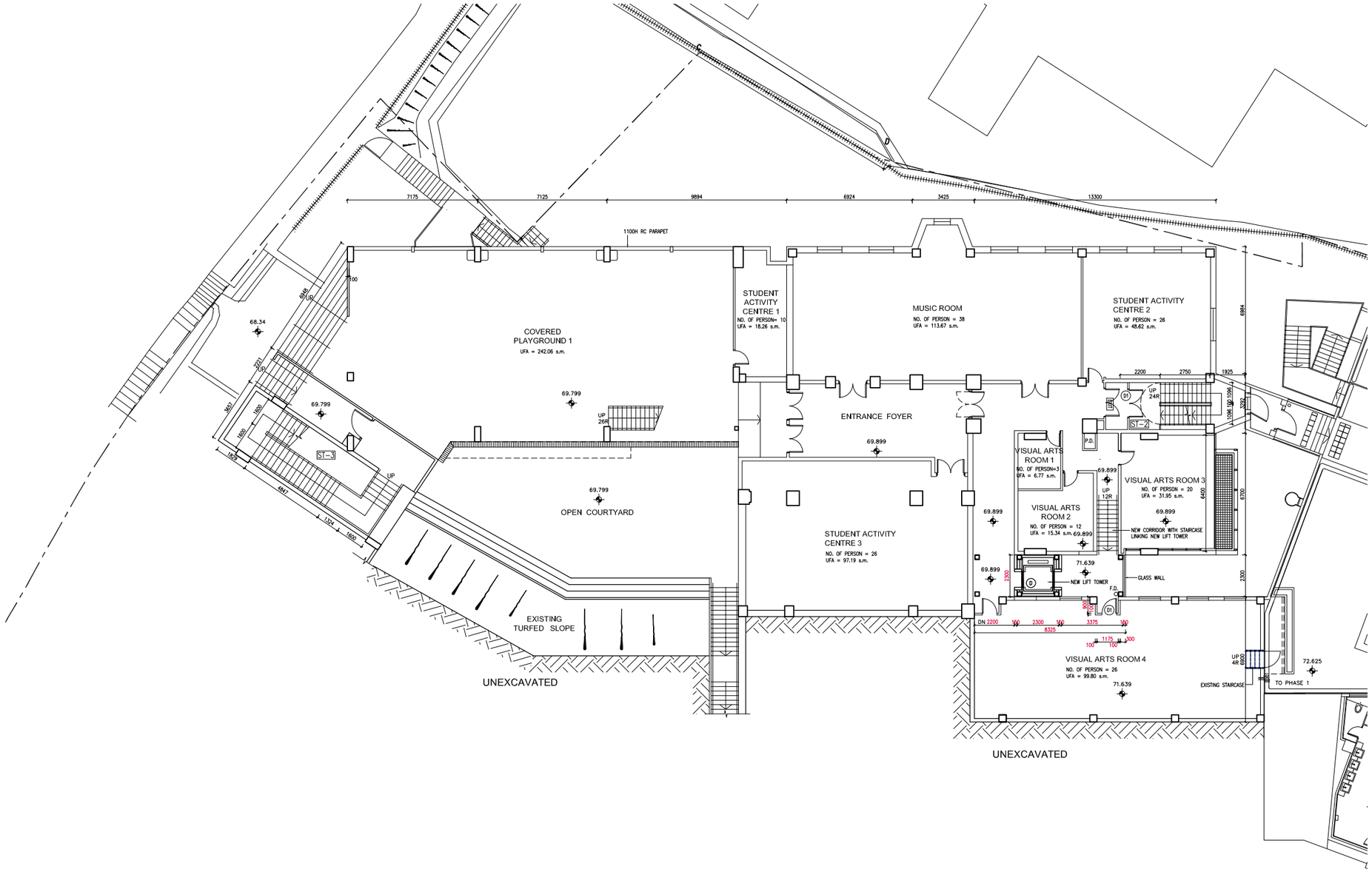
Appendix 2: Preliminary renovation design proposal


EXISTING METAL FENCE
EXISTING PLAYGROUND
TRAMWAY PATH
GENERAL STORE
UFA = 16.61 s.m.
MULTIPURPOSE AREA 3
NO. OF PERSON = 15
UFA = 74.83 s.m.
INACCESSIBLE VOID
EXISTING RETAINING WALL
UNEXCAVATED
DEMOLISH EXISTING MASS CONCRETE FILL UNDERNEATH
MULTIPURPOSE AREA 1
NO. OF PERSON = 26
UFA = 89.07 s.m.
MULTIPURPOSE AREA 2
NO. OF PERSON = 38
UFA = 219.30 s.m.
STORE 1
UFA = 9.84 s.m.
STORE 2
UFA = 15.68 s.m.
STORE 3
UFA = 5.36 s.m.
MALE TOILET
EXISTING STAIRCASE
BUILDING LINE ABOVE
NEW LIFT TOWER
LIFT PIT LEVEL +62.84
1300mm H. METAL BALUSTRADE
ON 150mm H. R.C. CURB

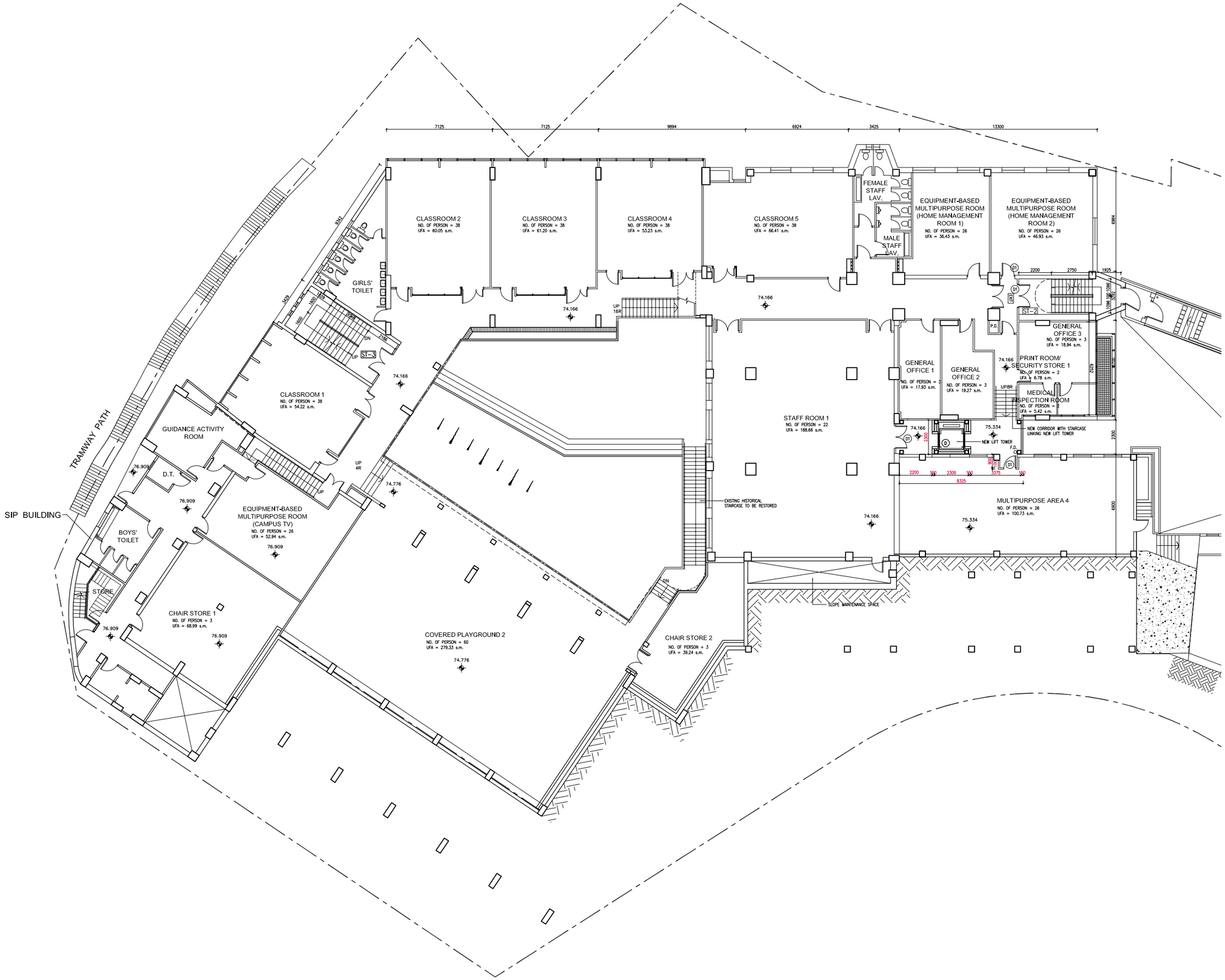
G/F


TRAMWAY PATH
EXISTING METAL FENCE
EXISTING PLAYGROUND
NEW PUMP ROOM
CARETAKERS QUARTER 1
NO. OF PERSON = 4
UFA = 20.14 s.m.
BARRACK ACCOMOD.
NO. OF PERSON = 3
UFA = 19.57 s.m.
STORE 4
UFA = 40.70 s.m.
EQUIPMENT-BASED MULTIPURPOSE ROOM (D&T WORKSHOP)
NO. OF PERSON = 38
UFA = 208.33 s.m.
UNEXCAVATED
UPPER PART OF MULTIPURPOSE AREA 2
FEMALE TOILET
EXISTING STAIRCASE
NEW LIFT TOWER
GLASS WALL
VOID
UNEXCAVATED

M/F


COVERED PLAYGROUND 1
UFA = 242.06 s.m.
STUDENT ACTIVITY CENTRE 1
NO. OF PERSON= 10
UFA = 18.26 s.m.
MUSIC ROOM
NO. OF PERSON = 38
UFA = 113.67 s.m.
STUDENT ACTIVITY CENTRE 2
NO. OF PERSON = 26
UFA = 48.62 s.m.
ENTRANCE FOYER
OPEN COURTYARD
STUDENT ACTIVITY CENTRE 3
NO. OF PERSON = 26
UFA = 97.19 s.m.
VISUAL ARTS ROOM 1
NO. OF PERSON=3
UFA = 6.77 s.m.
VISUAL ARTS ROOM 2
NO. OF PERSON = 12
UFA = 15.34 s.m.
VISUAL ARTS ROOM 3
NO. OF PERSON = 20
UFA = 31.95 s.m.
VISUAL ARTS ROOM 4
NO. OF PERSON = 26
UFA = 99.80 s.m.
NEW CORRIDOR WITH STAIRCASE LINKING NEW LIFT TOWER
NEW LIFT TOWER
GLASS WALL
EXISTING TURFED SLOPE
UNEXCAVATED
UNEXCAVATED
EXISTING STAIRCASE
TO PHASE 1
1100H RC PARAPET
ST-2
ST-3
P.D.
F.D.
68.34
69.799
69.899
71.639
72.625

1/F


CLASSROOM 2
NO. OF PERSON = 38
UFA = 60.05 s.m.
CLASSROOM 3
NO. OF PERSON = 38
UFA = 61.20 s.m.
CLASSROOM 4
NO. OF PERSON = 38
UFA = 53.23 s.m.
CLASSROOM 5
NO. OF PERSON = 38
UFA = 66.41 s.m.
FEMALE STAFF LAV.
MALE STAFF LAV.
EQUIPMENT-BASED MULTIPURPOSE ROOM (HOME MANAGEMENT ROOM 1)
NO. OF PERSON = 26
UFA = 36.43 s.m.
EQUIPMENT-BASED MULTIPURPOSE ROOM (HOME MANAGEMENT ROOM 2)
NO. OF PERSON = 26
UFA = 46.93 s.m.
GIRLS' TOILET
CLASSROOM 1
NO. OF PERSON = 38
UFA = 54.22 s.m.
GUIDANCE ACTIVITY ROOM
D.T.
EQUIPMENT-BASED MULTIPURPOSE ROOM (CAMPUS TV)
NO. OF PERSON = 26
UFA = 52.94 s.m.
BOYS' TOILET
STORE
CHAIR STORE 1
NO. OF PERSON = 3
UFA = 68.99 s.m.
COVERED PLAYGROUND 2
NO. OF PERSON = 60
UFA = 279.33 s.m.
CHAIR STORE 2
NO. OF PERSON = 3
UFA = 39.24 s.m.
STAFF ROOM 1
NO. OF PERSON = 22
UFA = 188.66 s.m.
GENERAL OFFICE 1
NO. OF PERSON = 3
UFA = 17.93 s.m.
GENERAL OFFICE 2
NO. OF PERSON = 3
UFA = 19.27 s.m.
GENERAL OFFICE 3
NO. OF PERSON = 3
UFA = 18.94 s.m.
PRINT ROOM/ SECURITY STORE 1
NO. OF PERSON = 2
UFA = 6.78 s.m.
MEDICAL INSPECTION ROOM
NO. OF PERSON = 2
UFA = 5.42 s.m.
NEW CORRIDOR WITH STAIRCASE LINKING NEW LIFT TOWER
NEW LIFT TOWER
MULTIPURPOSE AREA 4
NO. OF PERSON = 26
UFA = 100.73 s.m.
EXISTING HISTORICAL STAIRCASE TO BE RESTORED
SLOPE MAINTENANCE SPACE
TRAMWAY PATH
SIP BUILDING
ST-2
ST-3
P.D.
F.D.
UP 16R
UP 4R
UP
DN
UP8R
74.166
74.776
76.909
75.334
7125
7125
9894
6924
3425
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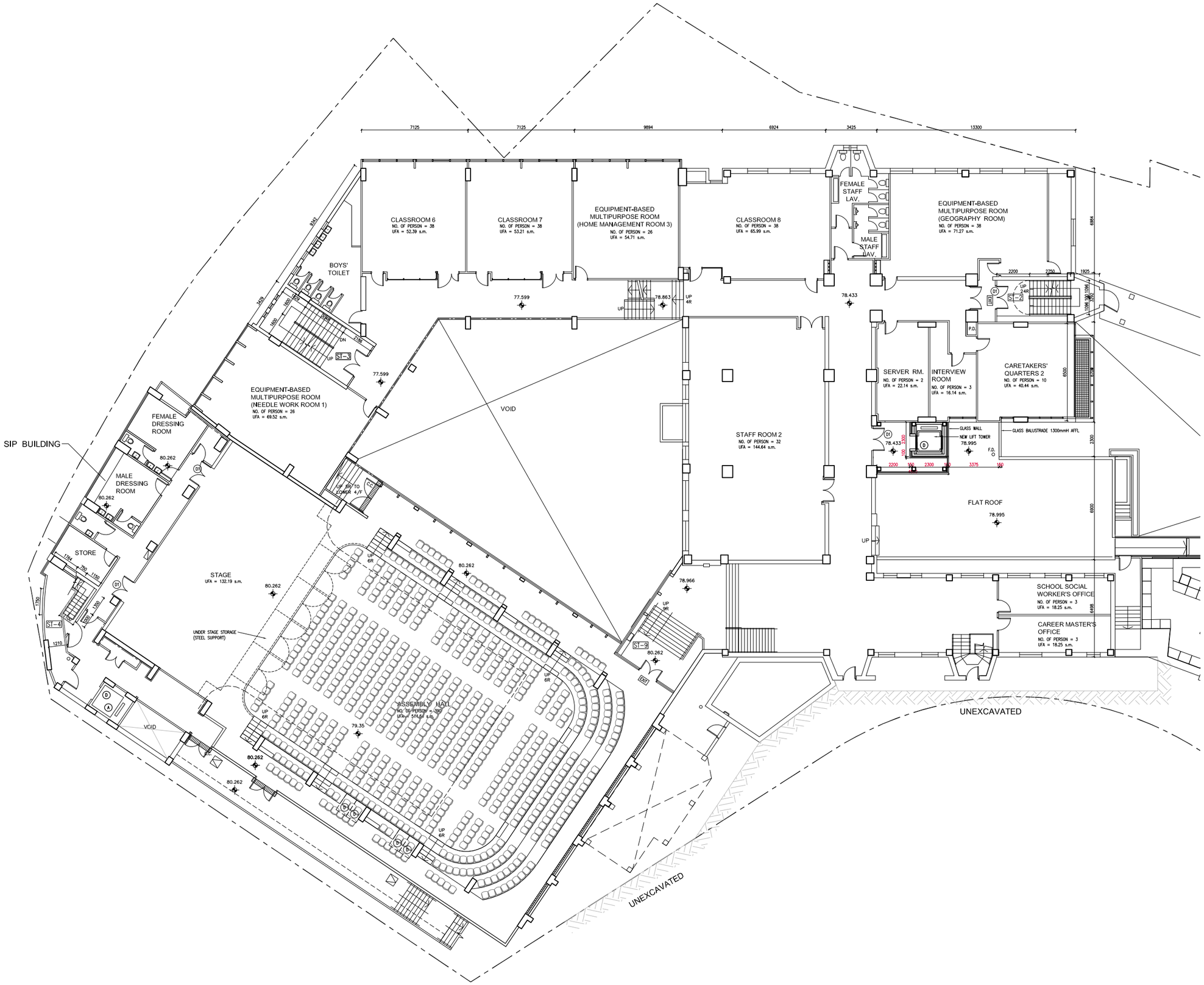
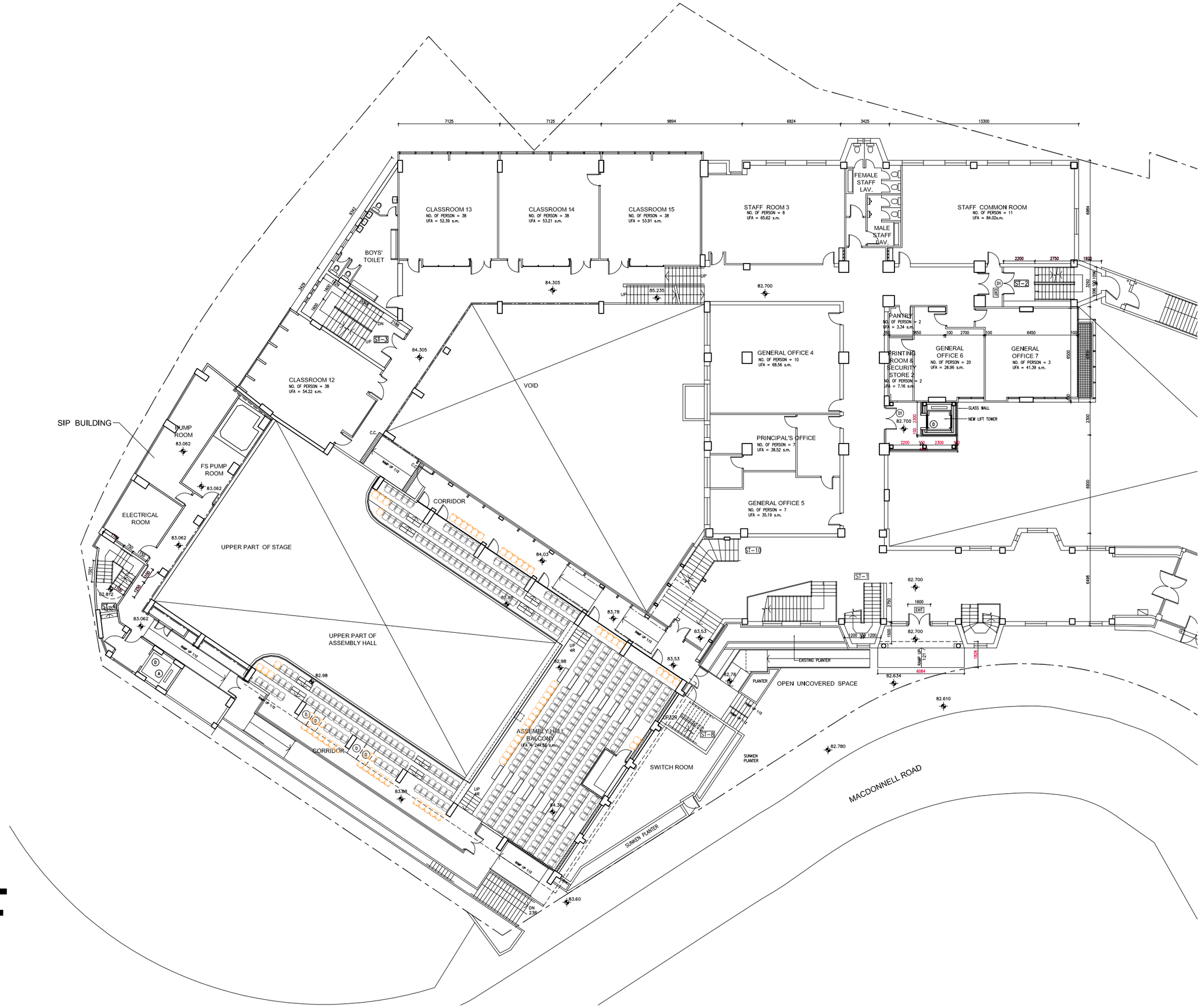
2229
2300

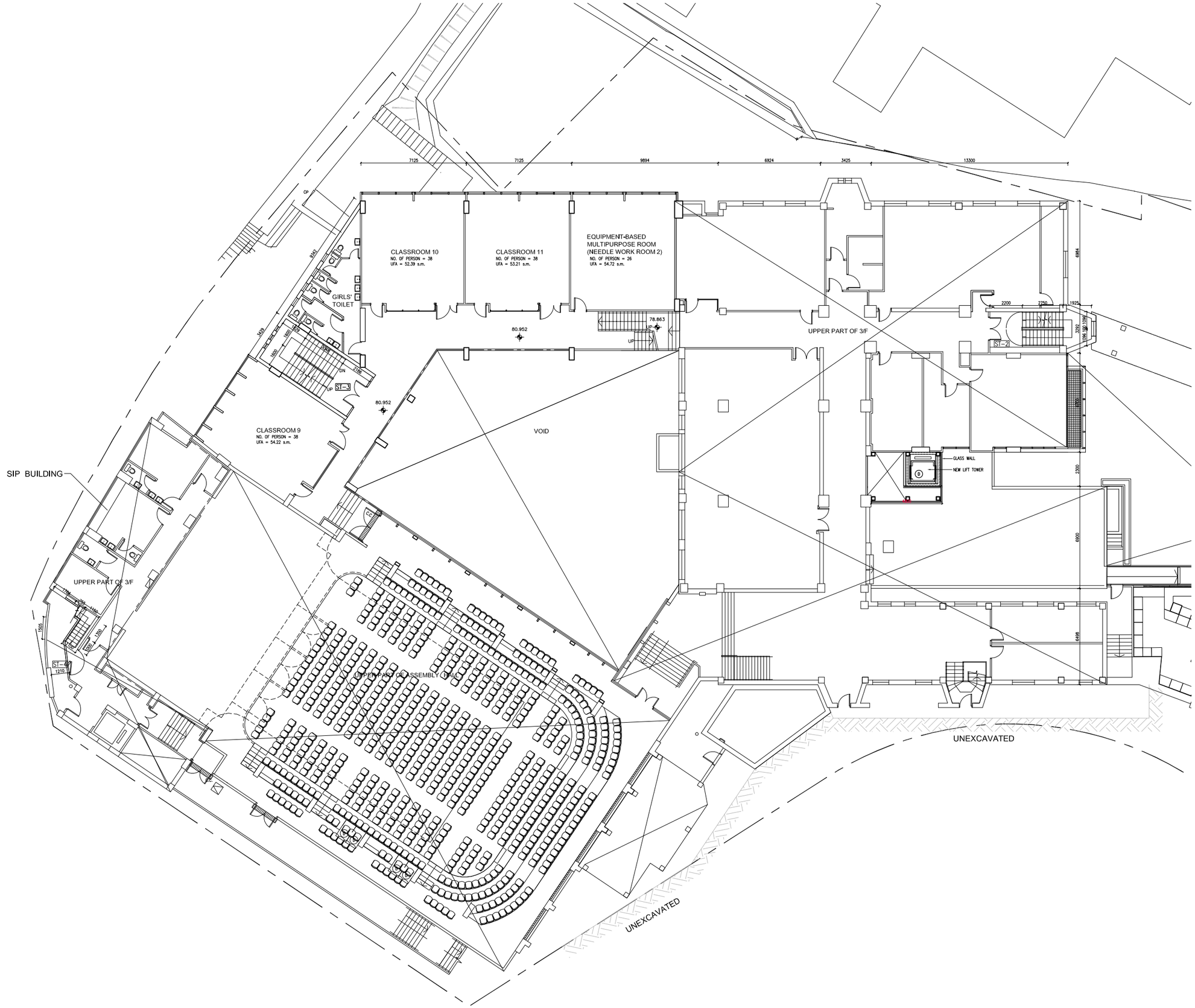
2/F


SIP BUILDING
CLASSROOM 6
NO. OF PERSON = 38
UFA = 52.39 s.m.
CLASSROOM 7
NO. OF PERSON = 38
UFA = 53.21 s.m.
EQUIPMENT-BASED MULTIPURPOSE ROOM (HOME MANAGEMENT ROOM 3)
NO. OF PERSON = 26
UFA = 54.71 s.m.
CLASSROOM 8
NO. OF PERSON = 38
UFA = 65.99 s.m.
FEMALE STAFF LAV.
MALE STAFF LAV.
EQUIPMENT-BASED MULTIPURPOSE ROOM (GEOGRAPHY ROOM)
NO. OF PERSON = 38
UFA = 71.27 s.m.
BOYS' TOILET
EQUIPMENT-BASED MULTIPURPOSE ROOM (NEEDLE WORK ROOM 1)
NO. OF PERSON = 26
UFA = 69.52 s.m.
FEMALE DRESSING ROOM
MALE DRESSING ROOM
STORE
STAGE
UFA = 132.19 s.m.
UNDER STAGE STORAGE (STEEL SUPPORT)
ASSEMBLY HALL
NO. OF PERSON = 499
UFA = 514.64 s.m.
VOID
STAFF ROOM 2
NO. OF PERSON = 32
UFA = 144.64 s.m.
SERVER RM.
NO. OF PERSON = 2
UFA = 22.14 s.m.
INTERVIEW ROOM
NO. OF PERSON = 3
UFA = 16.14 s.m.
CARETAKERS' QUARTERS 2
NO. OF PERSON = 10
UFA = 40.44 s.m.
GLASS WALL
NEW LIFT TOWER
GLASS BALUSTRADE 1300mmH AFFL
FLAT ROOF
SCHOOL SOCIAL WORKER'S OFFICE
NO. OF PERSON = 3
UFA = 18.25 s.m.
CAREER MASTER'S OFFICE
NO. OF PERSON = 3
UFA = 18.25 s.m.
UNEXCAVATED
UNEXCAVATED

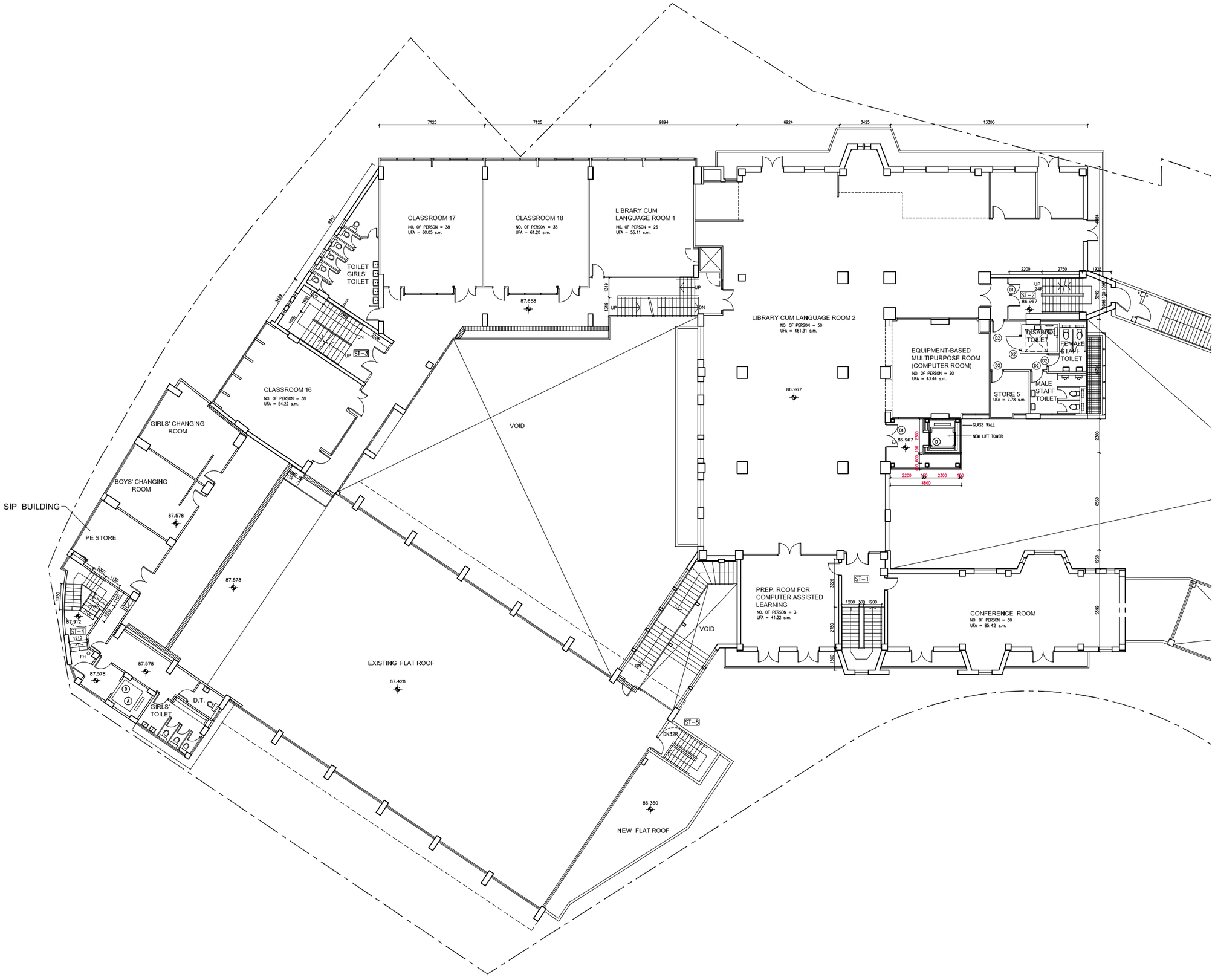
3/F


CLASSROOM 13
NO. OF PERSON = 38
UFA = 52.39 s.m.
CLASSROOM 14
NO. OF PERSON = 38
UFA = 53.21 s.m.
CLASSROOM 15
NO. OF PERSON = 38
UFA = 53.91 s.m.
STAFF ROOM 3
NO. OF PERSON = 8
UFA = 65.62 s.m.
FEMALE STAFF LAV.
MALE STAFF LAV.
STAFF COMMON ROOM
NO. OF PERSON = 11
UFA = 84.02s.m.
BOYS' TOILET
CLASSROOM 12
NO. OF PERSON = 38
UFA = 54.22 s.m.
VOID
GENERAL OFFICE 4
NO. OF PERSON = 10
UFA = 68.56 s.m.
PRINCIPAL'S OFFICE
NO. OF PERSON = 7
UFA = 38.52 s.m.
GENERAL OFFICE 5
NO. OF PERSON = 7
UFA = 35.19 s.m.
PANTRY
NO. OF PERSON = 2
UFA = 3.34 s.m.
PRINTING ROOM & SECURITY STORE 2
NO. OF PERSON = 2
UFA = 7.16 s.m.
GENERAL OFFICE 6
NO. OF PERSON = 20
UFA = 26.96 s.m.
GENERAL OFFICE 7
NO. OF PERSON = 3
UFA = 41.39 s.m.
GLASS WALL
NEW LIFT TOWER
SIP BUILDING
PUMP ROOM
FS PUMP ROOM
ELECTRICAL ROOM
UPPER PART OF STAGE
CORRIDOR
UPPER PART OF ASSEMBLY HALL
ASSEMBLY HALL BALCONY
UFA = 244.33 s.m.
SWITCH ROOM
EXISTING PLANTER
PLANTER
OPEN UNCOVERED SPACE
SUNKEN PLANTER
MACDONNELL ROAD
ST-1
ST-2
ST-3
ST-4
ST-8
ST-10
EXIT
RAMP UP 1:12

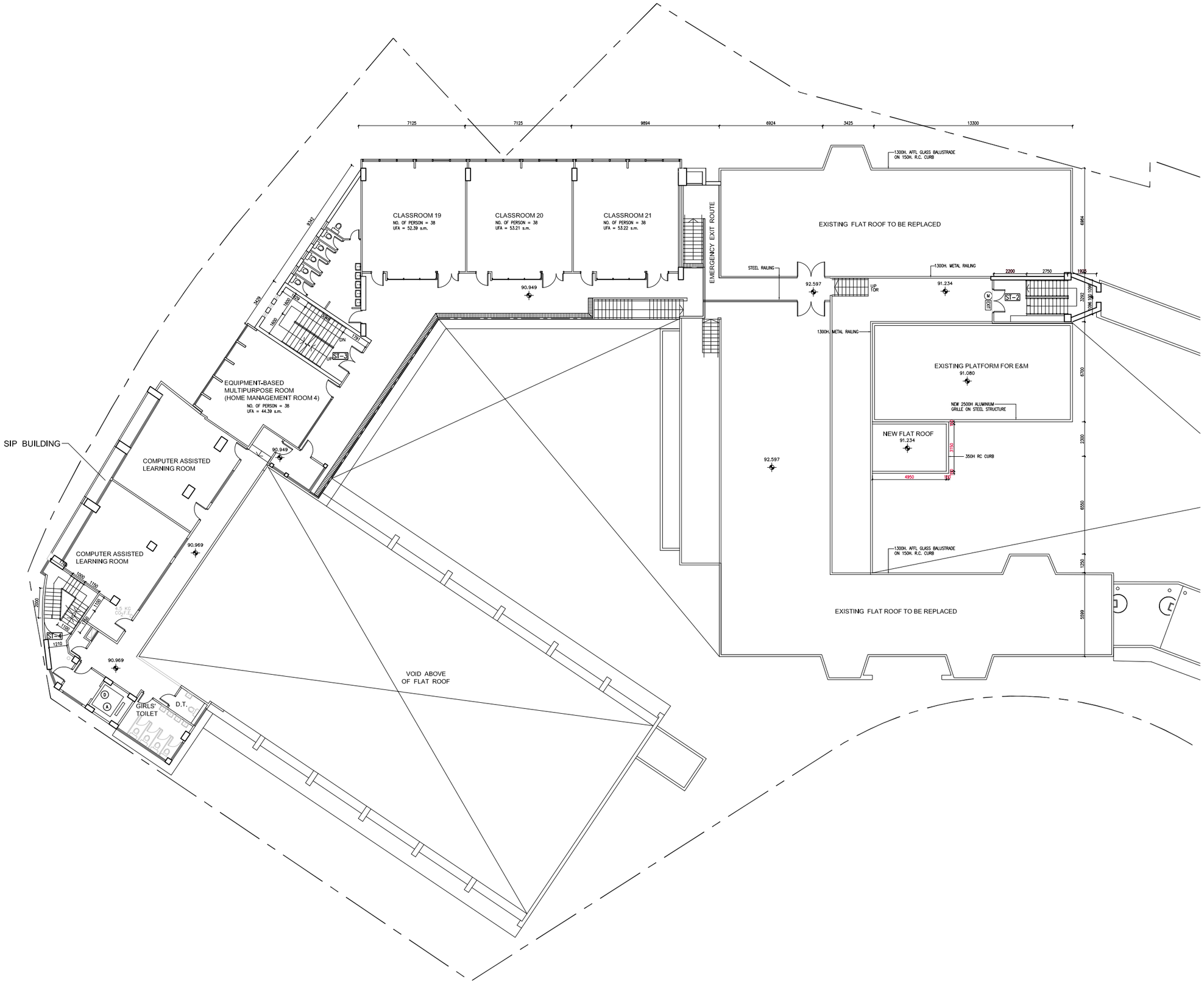
4/F


CLASSROOM 10
NO. OF PERSON = 38
UFA = 52.39 s.m.
CLASSROOM 11
NO. OF PERSON = 38
UFA = 53.21 s.m.
EQUIPMENT-BASED MULTIPURPOSE ROOM (NEEDLE WORK ROOM 2)
NO. OF PERSON = 26
UFA = 54.72 s.m.
GIRLS' TOILET
CLASSROOM 9
NO. OF PERSON = 38
UFA = 54.22 s.m.
VOID
UPPER PART OF 3/F
UPPER PART OF ASSEMBLY HALL
SIP BUILDING
GLASS WALL
NEW LIFT TOWER
UNEXCAVATED
UNEXCAVATED
ST-2
ST-3
ST-4
7125
7125
9894
6924
3425
13300
80.952
78.863

4L/F


CLASSROOM 17
NO. OF PERSON = 38
UFA = 60.05 s.m.
CLASSROOM 18
NO. OF PERSON = 38
UFA = 61.20 s.m.
LIBRARY CUM LANGUAGE ROOM 1
NO. OF PERSON = 26
UFA = 55.11 s.m.
LIBRARY CUM LANGUAGE ROOM 2
NO. OF PERSON = 50
UFA = 461.31 s.m.
EQUIPMENT-BASED MULTIPURPOSE ROOM (COMPUTER ROOM)
NO. OF PERSON = 20
UFA = 43.44 s.m.
STORE 5
UFA = 7.78 s.m.
DISABLED TOILET
FEMALE STAFF TOILET
MALE STAFF TOILET
TOILET GIRLS' TOILET
CLASSROOM 16
NO. OF PERSON = 38
UFA = 54.22 s.m.
GIRLS' CHANGING ROOM
BOYS' CHANGING ROOM
PE STORE
SIP BUILDING
VOID
EXISTING FLAT ROOF
NEW FLAT ROOF
PREP. ROOM FOR COMPUTER ASSISTED LEARNING
NO. OF PERSON = 3
UFA = 41.22 s.m.
CONFERENCE ROOM
NO. OF PERSON = 30
UFA = 85.42 s.m.
GLASS WALL
NEW LIFT TOWER
GIRLS' TOILET
D.T.
ST-1
ST-2
ST-3
ST-4
ST-8

5/F


CLASSROOM 19
NO. OF PERSON = 38
UFA = 52.39 s.m.
CLASSROOM 20
NO. OF PERSON = 38
UFA = 53.21 s.m.
CLASSROOM 21
NO. OF PERSON = 38
UFA = 53.22 s.m.
EMERGENCY EXIT ROUTE
EXISTING FLAT ROOF TO BE REPLACED
1300H. AFFL GLASS BALUSTRADE ON 150H. R.C. CURB
STEEL RAILING
1300H. METAL RAILING
EXISTING PLATFORM FOR E&M
91.080
NEW 2500H ALUMINIUM GRILLE ON STEEL STRUCTURE
NEW FLAT ROOF
91.234
350H RC CURB
EQUIPMENT-BASED MULTIPURPOSE ROOM (HOME MANAGEMENT ROOM 4)
NO. OF PERSON = 38
UFA = 44.39 s.m.
SIP BUILDING
COMPUTER ASSISTED LEARNING ROOM
COMPUTER ASSISTED LEARNING ROOM
GIRLS' TOILET
D.T.
VOID ABOVE OF FLAT ROOF
ST-2
ST-3
ST-4
90.949
90.969
92.597
91.234

6/F

MACDONNELL ROAD ELEVATION

COURTYARD

LIFT TOWER TO 1985 ANNEX

LIBRARY

愛
望
信
ST. PAUL'S CO-EDUCATIONAL COLLEGE
聖保羅男女中學
HONG KONG
1915