

綻 Blossom

Commemorative Issue for the
60th Anniversary Celebration of
Wenzao Ursuline University of Languages

Wenzao at Sixty—
Foundations, Dedication, and the Future

Volume One

文藻60躍進新程
Wenzao 60 Embracing a New Era


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Congratulatory Remarks from the Chair of the Board of Trustees

Through the grace of God and the unwavering dedication of generations of faculty and staff, Wenzao Ursuline University of Languages has flourished by the Love River in Kaohsiung, guided by the educational philosophy of Saint Angela Merici (1474-1540), foundress of the Order of Saint Ursula, which emphasizes care, respect, and *I Will Serve (Serviam)*. Today, Wenzao celebrates its 60th anniversary, marking sixty years of growth and achievement. As an alumna of Wenzao's inaugural class and currently serving as Chairperson of the Board of Trustees, I am filled with profound gratitude and a sacred sense of mission to carry forward our legacy and open new paths for the future.

Looking back over the past sixty years, Wenzao has remained steadfast in its commitment to its motto, Revere the Divine, Love the Human, with the University's 3L Core Competencies—Life, Language, and Leadership—serving as the foundation of our approach to educating our students. **Life (Loving Life)** teaches us to respect life and demonstrate reverence for God's creation. **Language (Loving Communication)** builds bridges to the global community, enabling Wenzao to engage internationally and bringing Taiwan to the world stage. **Leadership (Leadership in the Spirit of Christian Service)** cultivates leaders with a passion for service who shine brightly throughout the world. At the same time, as the world confronts the 21st-century wave of generative artificial intelligence (AI), Wenzao has chosen not to stand apart but to face this challenge with confidence. By leveraging cutting-edge technology to accelerate professional learning, Wenzao pursues a development strategy that gives equal weight to AI and the 3L Core Competencies, shaping New-Era Wenzaorians who are capable of harnessing advanced technologies while preserving a deep sense of humanistic care.



Today, Wenzao Ursuline University of Languages celebrates its 60th anniversary under the theme ***Blossom*** (綻). As a religious sister, I often pray that Wenzao may be more than simply a place for learning languages and acquiring professional knowledge; may it also be a sacred place where souls are nurtured and formed. Scripture reminds us: “Unless a grain of wheat falls to the ground and dies, it remains just a single grain; but if it dies, it produces much fruit” (John 12:24). The vibrant and abundant Blossom we witness today is the result of countless predecessors who willingly served as those grains of wheat over the past sixty years. Blossom captures the very moment when a flower opens, the joy of emerging from the cocoon, and a powerful outpouring of positive energy—symbolizing the accumulation of six decades of dedication, now coming into magnificent bloom.

As we look to the future, I hope that every Wenzaorian will continue to carry the same thirst for truth and love for the world demonstrated by generations of Wenzao alumni. Sixty years of splendor are but the prelude to an even grander chapter. In the years ahead, let us join hands so that Wenzao may continue to grow in love and blossom in excellence, and the spirit of Wenzao may continue to spread its fragrance across the world stage for generations to come.

Chair of the Board of Trustees

Sr. Cecilia Wang, O.S.U.


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ST. ANGELA

Chapter I

500 Years of Sacred Fire, 60 Winters of Radiance: Enlightening Heritage of St. Angela's Education

Whenever visitors enter Wenzao Ursuline University of Languages, they may find St. Angela Plaza, which is next to the students' dormitory, a rather mind-soothing place. On the mosaic wall appears a simple sketch of a nun standing calmly with an amiable look, as well as a message to the upper right, "I am in your midst," meaning "I am with you in the group." This was the final promise to later generations made by St. Angela Merici (1474-1540) on her deathbed, and her presence is still evidenced nearly 500 years later amidst Wenzao's faculty and students. In the fall of 2026, the Wenzao campus is celebrating the 60th anniversary of its establishment, an important milestone for completion after an epoch of 60 years. Looking back to the early days, we will find that the mission and education philosophy of Wenzao University originated from a heritage bequeathed by the Company of St. Ursula, a spiritual group founded by St. Angela. Dating back to the 16th Century in Italy and evolving into the 21st Century in Taiwan, the history covers various ages and over different continents as a testimony to the unreserved devotion of the numerous Ursuline Sisters to compose in the Lord's Grace an epic of life-to-life education.

I

Origin:

Wisdom of St. Angela and the Birth of the Company of St. Ursula

In 1474 St. Angela Merici, the founder of the Company of St. Ursula, was born of a farmer's family in Brescia, northern Italy. Being unsophisticated but intelligent, she had a peaceful and generous personality and she committed herself to the Christian belief. After years of frequent encounters with worldly misery while leading a hermitically spiritual life, she had developed extraordinary wisdom and charity. On November 25th, 1535 she united some prominent and wise ladies of the higher class and formed a group of laywomen in a mission to educate young girls. It was named after St. Ursula, a British saint of the 4th Century. In a vision to consecrate themselves and their families, and to rectify the social evils, these female youth of kindred spirit were expected to lead a life together centered on Christian values, thereby heralding the modern-day education for women.

St. Angela was neither formally educated nor ever worked in any school similar to the modern ones. However, the writings that she bequeathed, *The Rule (Regola)*, *The Counsels (Ricordi)*, and *The Legacies / The Testament (Legati)*, so abounded with wisdom of an educator that when she was canonized, she was bestowed a title of honor as an educator. Her education philosophy was founded on the Christian belief. Ahead of her time, she believed in the pedagogy that every individual should be respected for his or her given values and divine mission, that teachers should prioritize the Lord's plans for the students, guide them and boost their potentials accordingly instead of demanding them to fulfill teachers' expectations. Furthermore, in a gentle but firm manner, teachers should care for students, instruct them, and encourage them. As stated in *The Counsels*, "You

will achieve more with kindness and gentleness than with harshness or sharp rebukes." She continued that teachers should act "according to place and time, now gentle and now severe, and little or much as there is need." St. Angela also underscored the importance of teachers' demonstration in person, i.e. behaving as living models to transmit the values of life. When teachers face setbacks in education, they should appeal to faith, optimism, and hope. By collaborating in the team spirits and adapting the same pace unanimously, a teaching workforce will be able to obtain the maximum education outcome. In addition, teachers should be keen on the challenges of a new era and be brave enough to make reforms. She reminded in *The Legacies*, "If according to times and circumstances, the need arises to make new rules or do something differently, do it prudently and with good advice." Such core values as respect, gentleness, kindness, living out a model, faith and reform as repeatedly advocated by St. Angela have constituted a comprehensive and ever-renewing education philosophy and a clear path for numerous educators of the future generations to follow.



II

Globalization:

Ursuline Education Expansion and Eastbound Missions to the Chinese

The Company of St. Ursula started by St. Angela was later based in France in the 16th and 17th Centuries and soon spread to other European countries, developing from a group of laywomen into a formal religious organization as the Order of St. Ursula. Boarding schools were even established in the 17th Century to meet the urgent demands for women's education. Since then, education has been formally included as one of the important apostolic engagements. The 19th Century was an important period of expansion for the Ursuline Order. Footsteps of the Ursuline Sisters were found throughout Central and South America, Africa, Asia, and Australia, and they respectively founded schools of the modern scale in different continents, thus prompting the globalization of the Ursuline Order. In 1900, some independent monasteries joined together to form the Roman Union of the Order of St. Ursula and headquartered in Rome. Currently the scope of work of the Union covers services in 36 countries and in 70 schools. With universal bonds of sisterhood, the units of the Union can be classified into three categories: global, regional, and diocesan, each serving particular communities and offering respectively to children and adolescents of diverse age the needed education from preschool to university. In rural areas, women empowerment, child care, and adult education are enhanced as well, in accordance with Catholic education missions to promote social warfare.

The Ursuline connections with the Chinese world began in 1922 when three Canadian Sisters first arrived in China. In Shantou (or known as Swatow) and Chaozhou in the Province of Guandong, China, they founded an orphanage, a

primary school, and Private Chenxing Girls' Middle School. In 1937, the Second Sino-Japanese War broke out. The Sisters were completely cut off from having any contact with the external world, but they stayed unshaken on duty for education and for the disadvantaged. Around 1950, the Sisters were forced to leave Mainland China but the seeds of education did not cease growing.



III

Establishment in Kaohsiung:
Three Pairs of Hands to Shape Wenzao University

On August 19th, 1958, four Ursuline Sisters, namely, M. Marie Ursule Blot, M. Augustine Zing, Sr. Teresa Lin, and M. Marie Agnes Huang arrived and resumed their mission in Hualien, Taiwan. In the beginning they served in the Cathedral in Hualien, and soon started a kindergarten. In the same year, they established Stella Maris Girls' Junior High School (now Stella Maris Ursuline High School). In 1960, St. Joseph Primary School was founded (now Stella Maris Primary School), followed by the establishment of a junior high school. To address the local needs in the diocese, the Ursuline Order also established the Sisters of St. Martha and recruited young indigenous females, extending care for the disadvantaged in rural areas in Taiwan. The development in education reflects the Ursuline charism: not only schools are founded but projects are locally adjusted to serve humanity in need.

Also founded by the Ursuline Sisters, Wenzao Ursuline University of Languages is a higher education institution, whose name reveals profound meanings in its cultural heritage and faith. "Wenzao" is taken after the first Chinese bishop, Bishop Wenzao Lo, (1616-1691), a model for faculty and students to learn from his convictions on seeking the truth, communicating cultures, and serving humanity, while "Ursuline" pinpoints the University's spiritual identity.

The success of Wenzao's establishment relied on the three pairs of loving hands that "rocked the cradle."

The first pairs of hands were engaged in decision-making and resources support. After the resolution to found a college in Kaohsiung was passed in 1964, Mother Felicia Pastoors, the fourth Chair of the Roman Union of the Order of St. Ursula, organized immediately a fund-raising project to collect donations globally

for the building expenses from the Ursuline chapters. Thanks to financing in time, construction was able to proceed smoothly without delay. In her term she took pains to regulate the preparation for the college operation. In 1967, Mother Pastoors visited Kaohsiung in person for the inauguration of the college complex.

The second pairs of hands pointed to a foresight in the school's strategic planning and a vision. The first Chairperson of the Board of Trustees was Archbishop Joseph Cheng Tien-siang, who discerned the increasing needs for foreign language talents and college education in Kaohsiung, which was then a city on the rise to transform into an international harbor. He invited the Order of St. Ursula for assistance in providing expertise and abundant education resources. On the basis of a distinguished tradition with international connections, the blueprint of a junior college featuring foreign language education was drawn.

The third pairs of hands accomplished implementation through selfless devotion. In the preparatory stage, Sr. Marie de Lourdes Simon took over all matters of construction and personally attended to every detail to perfection. She dedicated herself unreservedly and was honored "Mother of Wenzao." Her touching stories of coming over the three continents will be recounted in a later chapter.

In 1966, with the seamless cooperation of these three pairs of hands, Wenzao was finally established with the approval from the Ministry of Education and admitted students in Departments of English, French, German and Spanish. The Board of Trustees appointed Mr. Fu-chou Wang as the first President of the College.



IV

Representation:
Realization of Serviam in Wenzao

Wenzao's inheritance of the pedagogy is a spiritual torch relay over a period of five centuries. Practices were first handed down in 1535 by the predecessors in the Company of St. Ursula, and were systemized on a theoretical framework in 1652 by the Ursuline Order in Paris, France with the publication of *Reglement*, which elucidates the Ursuline philosophy of education. In spite of several revisions, the ideals and goals remain unchanged and consistent to the present day and are indispensable foundation to Wenzao. The Ursuline Order defines education as collaboration between the divine and the human, which is a sanctification processing in the creation of mankind to be accomplished by students' exercising their potentials and perfecting self-fulfillment. The ultimate goal of education is to develop in students a healthy personality that is mentally, spiritually, and emotionally balanced. With open-mindedness to the Lord, to other people, and to the world, they are to serve communities in a whole-person perspective. However, teachers play a pivotal role in education; they are expected to be cultivated, knowledgeable, unyielding in faith, and capable of instilling life in lives of the many. To incorporate these qualities, teachers should strive for solutions through contemplation and education, the two sides of the same coin, as two approaches that never fail in the Ursuline conviction; in contemplation and prayers, teachers are inspired by life from the fountainhead and they in turn hand it onto students in their teachings.

The education mission of Wenzao University reflects this tradition in a modern interpretation: the 3-L core values, namely Life (life education, in regard to esteem for the person, individual difference, and service for



life), Language (language education, in regard to promotion of cultural exchange and cultivation of talents with a global view), and Leadership (leadership in service, in regard to team building for social care and implementation of services). In addition, the common motto "SERVIAM," which is shared globally by all Ursuline schools, has branched out specifically the five attitudes toward life in the "Laurel Method": Serviam, Hope, Above all, Togetherness, and Lead a New Life and every one of these five complies with St. Angela's guidelines.

As an embodiment of the Ursuline spirit, a badge of SERVIAM has been designed for Ursuline schools around the world. The seven stars of the Ursa Minor (Little Bear / Little Dipper) symbolize directions, and the Cross indicates charity. The Latin word "Serviam" manifests the idea that "I will serve or I am willing to serve." Meanwhile, on the Wenzao flag is depicted a small tree growing on a steep slope, signifying that every young life struggling in hardship will persevere without fears for the setbacks by gaining strengths from immersion in the discipline to "Revere the Divine and Love the Human." St. Angela implored teachers in *The Counsels* to safeguard young souls, "Love your daughters equally; and do not prefer one more than another, because they are all creatures of God. And you do not know what he wants to make of them."

IV

Blossoming:

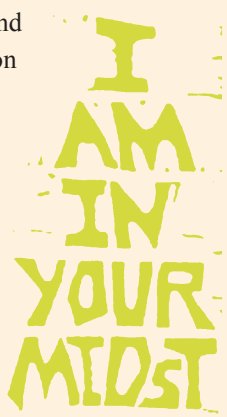
Transformation over 60 Years and Anticipation to Next Radiance

Meeting challenges from times, Wenzao has kept responding to the social needs in its transformation. In 1966, only female students were admitted as the name Wen Tzao Ursuline Women's Junior College of Foreign Languages indicated. Five years later in 1971, the public witnessed the commencement of its first graduation from the English Department. In 1980, the recommendation and approval by the Ministry of Education brought a new dimension; first male students were admitted and the college was renamed as Wen Tzao Ursuline Junior College of Modern Languages. In 1999, Wenzao was promoted to 4-year undergraduate status with varied degree programs and was renamed (also revised in romanization for internationalization) as Wenzao Ursuline College of Languages, with an affiliated junior college. In 2013, Wenzao was promoted further to full university status and was renamed as what we know today: Wenzao Ursuline University of Languages.

Today on its 60th anniversary in 2026, Wenzao University is welcoming an important milestone since establishment. For a period of 60 years, Wenzao has closely followed St. Angela's commitment, "I am in your midst" in the progress of time with continuous changes. Not only is the 60th anniversary a glorious moment to trace the earlier footsteps but also a time to stride in confidence toward a promising era. Facing the unpredictable global challenges, Wenzao will adhere to its core values to "Revere the Divine and Love the Human." Through the 3-L approach, a growing number of young talents will be nurtured to develop in them a global view and love for service. This apostolic group of the Ursuline Sisters, blessed by the same Grace from the Lord and going after the same calling for our mission, is filled with the sacredness to

live out the Gospel spirit vibrantly in a world of diversified cultures. Confronting a divided, violent, and hopeless world burdened with wrongdoings, they strive to preach in innovation the ideals of unification, harmony, and hope with the view of turning themselves into prophetic signposts. They nourish life, especially lives of the youth and women and they stand by the poor and the disadvantaged. Spanning five centuries, St. Angela's wisdom has taken root, sprouted, and flourished in Wenzao's development. As a platform for education, Wenzao has been making it possible for the heritage to persist in its watering of life-giving renewal in the youth and nourishing them to blossom in radiance for another 60 years.

This river of education, which has meandered for 500 years to reach Taiwan and has flowed here for 60 years, is not merely a continuation of theoretical beliefs but an everlasting act of "watering" life and "nourishing" students with holiness at the sacrifice of youthful years and toils of the numerous Ursuline Sisters. For the same calling, they have come in the Lord's Grace to dedicate their whole life to the campus in southern Taiwan and to manifest Serviam in practice. Therefore, for those who truly wish to understand the history of Wenzao, they shouldn't miss reading about the hands that silently "rock the cradle" of Wenzao. The following four chapters will lead readers to see the profiles of four Ursuline Sisters: first, Mother Marie de Lourdes Simon, "the Mother of Wenzao," who traveled across oceans to lay the foundation; then, Sister Fidelis Wang, "Forever the President", who has served two terms and still counsels on the education of character formation; and then, Sister Angela Chen, who offers a model of wisdom with gentleness and firmness generated from resilience during turbulent years; and finally, Sister Ellen Mary Elizabeth Mylod, who lived up to excellence and leadership in teaching for a half century in Taiwan, where it became her second and final home. Let us take a closer look at the images of these four apostolic figures, and we will be able to testify the touching Ursuline stories behind the Wenzao education achievements.





Mother Marie de Lourdes Simons: The Founding Mother of Wenzao

Mother Marie de Lourdes Simons, OSU (1899-1984), was born in New York City on September 30, 1899. From an early age, she dedicated herself to serving the Lord, and throughout her life she remained devoted to missionary work and the education of young people. Her vocation took her across Europe, Asia, and North America. Nearing the age of seventy, she crossed the ocean to Taiwan, where she laid the foundations for Wenzao Ursuline Junior College of Modern Languages for Girls. Generations of Wenzao faculty and students would come to call her affectionately “the Mother of Wenzao” and “the hand that rocked Wenzao's cradle.”

A Life of Humility and Obedience

In 1921, Mother Marie de Lourdes entered the Eastern Province of the Ursulines of the Roman Union in the United States, a religious institute with more than four centuries of educational tradition. That same year, she traveled to France to begin her novitiate and made her first vows two years later. From the outset, she showed a fearless willingness to travel far from home in service of the Church's mission. In 1927, she left the United States for Thailand, where she helped establish the Thai Province. In 1934, she was called to serve at the Generalate in Rome. Over the next three decades, she held important positions as general treasurer for the missions, and director of formation, and accompanied the Prioress General on visitations to Ursuline communities around the world. Yet despite her senior position and the respect she commanded, what inspired the greatest admiration was her freedom from attachment to rank and her complete obedience to her mission.

In 1965, at age sixty-six, Mother Marie de Lourdes readily accepted a new call from the Lord. Despite her age, she crossed the ocean to Taiwan and served for six years as regional superior of the Ursulines of the Roman Union in Taiwan. She devoted herself wholeheartedly to this Asian island, where much remained to be built, putting down roots and beginning anew. It was faith in its purest form.

A Pioneer Who Built a School from the Ground Up

When Mother Marie de Lourdes arrived in Taiwan, Bishop Joseph Cheng, OP, of the Catholic Diocese of Kaohsiung was actively working to establish a junior college of foreign languages in response to the growing demand for language professionals in this port city. With international fundraising support from Mother Felicia Pastoors, Prioress General of the Ursulines of the Roman Union, the responsibility for building the new school fell to Mother Marie de Lourdes, who had only just arrived. She personally oversaw every stage, from evaluating sites and supervising construction to recruiting faculty and planning the curriculum. In 1966, Wenzao Ursuline Junior College of Modern Languages for Girls officially opened. Zhengqi Hall, the school's first building, rose in a traditional palatial style. The inaugural class comprised 200 young women in four language programs: English, French, German, and Spanish.

Classes began on September 24, marking a new chapter in foreign-language education in southern Taiwan.

Mother Marie de Lourdes set forth Wenzao's educational mission: "to strengthen language education, seek truth, foster communication among cultures, and serve humanity." She believed that education was "a work of cooperation between the human person and God." She hoped students would develop intellect, will, and emotion in equal measure and become whole persons who were open to God, to others, and to the world, attentive to society, and committed to serving others. In preparing teachers, she insisted that they cultivate their inner lives through contemplative prayer. To her, contemplation and education were two sides of the same calling; only then could teachers pass life on through the witness of their own lives. Even when funds were scarce in the school's early years, she pressed ahead with construction of a residence hall for female students. The residence hall was completed and opened in 1971. In appreciation of the motherly care she had shown her students, the Wenzao community unanimously named it Lourdes Hall.

A Living Embodiment of "Revere the Divine, Love the Human"

In 1971, determined to become fully part of the land she served, Mother Marie de Lourdes renounced her U.S. citizenship and became a citizen of the



Second from Left: Mother Marie de Lourdes; second from right: Sister Fidelis Wang



From left:1st Mother Marie de Lourdes

Republic of China. She had long admired Chinese culture, particularly its strong sense of ethics and human relationships. Through this decision, she declared in deed that Taiwan was now her homeland and that Wenzao's faculty and students were her family. In later years, she suffered a stroke. She regarded her illness as a cup of suffering entrusted to her by God and bore it quietly and willingly. Even from her sickbed, her thoughts remained with every corner of the campus and its students. In 1981, Pope John Paul II awarded her the Pro Ecclesia et Pontifice Cross in recognition of a lifetime devoted to missionary work and education. She died on February 5 of that year and returned to the Lord.

Looking back on Mother Marie de Lourdes's life, we see a woman who devoted most of her years to missionary service around the world and then poured the full radiance of her later life into Kaohsiung, Taiwan. Her contribution to Wenzao was both concrete and immense: she personally helped establish Taiwan's only junior college devoted to foreign languages. Her religious witness was less tangible but no less lasting. Through a life marked by humility, obedience, selflessness, and perseverance, she gave the fullest expression to the ideal of "Revere the Divine, Love the Human.



Mass celebrating Mother Marie de Lourdes's reception of the Pro Ecclesia et Pontifice Cross



Mother Marie de Lourdes with Wenzao graduates



A Radiant Morning Star, Our President Forever: Sister Fidelis Wang

At Wenzao Ursuline University of Languages, the name of one elder has long been woven into the life of the campus. From Wenzao's arduous beginnings in 1966 to its sixtieth anniversary, with generations of graduates now flourishing around the world, she has shone like a serene morning star, guiding countless students along their paths. She laid the foundation for Wenzao's tradition of character formation and remains, in the hearts of its alumni, "our President forever": Sister Fidelis Wang, OSU.

Hearing the Call Within: Setting Out on a Path of Faith and Education

Sister Fidelis was born on March 31, 1933, in Baoding, Hebei province. Her parents were both educators in government service. During her undergraduate studies in the United States, she was deeply moved by the presence and example of the Sisters there. They cared for her with the tenderness and attentiveness of mothers and older sisters. Through them, she experienced a love both selfless and pure; they also offered her an inspiring example of inner freedom and serenity amid material hardship. Their inexpressible joy quietly planted the seed of a religious vocation in her heart. Her parents, however, were not Catholic. At first, they not only failed to understand why their daughter would choose this austere path of lifelong consecration but also strongly opposed her decision. Yet despite her family's lack of understanding, this sacred call could not be silenced. In 1957, she entered the Ursulines of the Roman Union with firm resolve. During the years of religious formation that followed, she received the religious name Fidelis and ultimately made her perpetual vows as an Ursuline Sister.

She later pursued a master's degree in education at The Catholic University of America in Washington, D.C. Immediately after graduation, she was assigned to teach and guide a fourth-grade class at an elementary school in New York. At the outset of her teaching career, she had to teach American schoolchildren entirely in English—undoubtedly a formidable challenge. Yet the challenge kindled her passion for teaching and strengthened her confidence, laying a foundation for her later efforts to advance language education and foster exchange between Chinese and Western cultures.

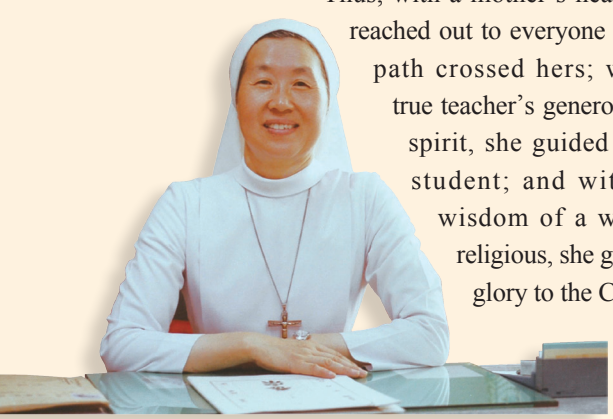
Taking Up the Mission of Founding a School: A Motherly Leader at the Helm—Twice

In 1965, Bishop Joseph Cheng Tien-siang, O.P., of the Diocese of



Sister Fidelis with Wenzao's first gradates, 1971

Kaohsiung formally invited the Ursulines of the Roman Union, who were already serving in the Diocese of Hualien, to come to Kaohsiung and establish Wenzao under Taiwan's newly introduced five-year junior college system. Sent by her religious community, Sister Fidelis joined the work of establishing the new school. She assisted Wenzao's first President, Mr. Fu-Zhou Wang, with school administration and went on to serve as director of student affairs, director of academic affairs, and acting President. She was subsequently appointed President twice—first as Wenzao's second President and later as its fourth—and for many years bore responsibility for Wenzao through the crucial stages of its early formation and growth. Whether in religious life or in education, Sister Fidelis approached others with the spirit and values at the heart of consecrated life. She believed that "education is a work in which we cooperate with God." Thus, with a mother's heart, she reached out to everyone whose path crossed hers; with a true teacher's generosity of spirit, she guided every student; and with the wisdom of a woman religious, she gave all glory to the Creator.



Sister Fidelis as Wenzao's second President, 1974

Nurturing the Spirit of Wenzao: A Mentor Dedicated to Character Formation

Throughout her terms as President, Sister Fidelis led with a spirit of trust and respect, encouraging faculty, staff, and students alike to realize their full potential. She firmly believed, "A school is a community that fosters a life of beauty. Like life itself, it must remain ever vibrant and dynamic … always open to truth and to a fuller life, always moving toward a creative future." She aspired to educate language professionals and promote exchange between Chinese and Western cultures. At the same time, she laid the foundation for Wenzao's tradition of "character education," thereby making "the sound development and formation of students' character" one of Wenzao's founding aims.

This conviction also found visible expression in the plaid-skirt uniform she personally championed. She explained that a school uniform embodies the spirit of a school, inspires young people to give vibrant expression to truth, goodness, and beauty, and symbolizes both what the school teaches its students and the responsibility it bears for them. She once reminded students, "Language is a tool

for communication. Wenzaorians have the language skills that enable them to continue learning new things." She would also encourage them, "Cherish who you are, because there is no one else in the world exactly like you—no one who can ever take your place!" When alumni returned to their alma mater forty years after graduation, they still remembered these teachings clearly, showing that Sister Fidelis's influence on Wenzao students was far more profound than one might imagine.

Over the years, alongside her work in shaping Wenzao's development, Sister Fidelis served successively as an Ursuline Community Superior, Provincial, and president of the Association of Major Religious Superiors of Women in Taiwan. In 1990, she became the second Chairperson of Wenzao's Board of Trustees and served until 2013, bearing the weighty responsibility of guiding Wenzao for more than two decades. During this period, she was also instrumental in establishing the Le Ming Cultural and Educational Foundation as a platform for collaboration between the Ursuline community and a Catholic lay organization. She hoped that the torch of education would be passed from one generation to the next, its flame never extinguished.

A Far-Sighted Request: Advancing Research on Saint Marie of the Incarnation

Sister Fidelis's contributions extended beyond administration and teaching; they also reflected her far-sighted commitment to scholarship and the transmission of faith. In 2015, she approached Yu-Ying Chung, former head of Wenzao's French Department with a request: that Wenzao translate books about St. Marie of the Incarnation (Marie Guyart, 1599-1672), an Ursuline Sister who had been canonized by Pope Francis, so that more people could come to know the saint's life and work. That request set in motion a journey to trace the saint's footsteps. Chung traveled alone through France and Canada, tracing the places associated with Saint Marie's life. In Quebec, she personally examined letters written in the saint's own hand more than



Sister Fidelis with students, 2006

three centuries earlier and later brought these precious documents together in the bilingual volume *Les Manuscrits de Sainte Marie de l'Incarnation née Guyart (The Manuscripts of Saint Marie of the Incarnation, née Guyart)*. In 2023, a Chinese translation of the biography *Marie de l'Incarnation* was published. The 400,000-character volume, one of the few complete translations of the work, took three years to complete. Looking back on this rich harvest, we see that it all began with Sister Fidelis's encouragement—seemingly modest, yet far-reaching. It not only brought a work of genuine cultural significance to fruition, but also allowed the Ursulines' vision of bringing the Gospel to Asia—a vision handed down for nearly five centuries—to shine anew in twenty-first-century Taiwan.

Six Decades Together: Forever Our President

Even after relinquishing her administrative responsibilities, Sister Fidelis's bonds with Wenzao and with generation after generation of alumni never weakened over time. In 2018, Wenzao held a homecoming for alumni celebrating the fortieth, thirtieth, and twentieth anniversaries of their graduation. More than 250 alumni returned to campus, and Sister Fidelis was invited to address the gathering. She encouraged them to retrace familiar paths across the campus with their former classmates and reminisce about the moments that had shaped them. Nor were overseas alumni gatherings ever without Sister Fidelis's blessing. In that same year, when President Shieu-Ming Chou led a delegation to Germany, the group brought with it a video greeting she had recorded for Wenzao's alumni in Europe; seeing her familiar face moved them deeply. In June 2026, Wenzao's European alumni association held its annual gathering in Heidelberg, Germany, in celebration of the University's sixtieth anniversary. President Hwei-Lin Chuang shared another video of greetings and blessings, recorded jointly by Sister Fidelis—then in her nineties—Sister Hui-Ming Xu, OSU, and Sister Angela Chen, OSU. Alumni from generations spanning half a century, now living around the world, were once again moved to tears. "Forever Our President" is the affectionate title by which generations of alumni express their enduring love and respect for her.

On March 31, 2025, as Sister Fidelis celebrated her ninety-second birthday, alumni offered this tribute: "Your ninety-two years have been marked by wisdom

and loving care. With your warm smile and selfless dedication, you have lit the way for countless students as they grew. Like a radiant morning star, you have always led us onward, giving us courage."

On March 31, 2026, as she turned ninety-three, alumni associations in various regions prepared bouquets and handwritten cards, conveying the birthday wishes of alumni around the world and once again addressing her as "Forever Our President." As alumni came forward one by one to embrace and congratulate her, she would respond to each with the same gentle words: "God loves you."

Looking back, Sister Fidelis was sent to Taiwan to assist with teaching. She was subsequently appointed President twice and later served as Chairperson of the Board of Trustees. Now in her nineties, she has witnessed Wenzao's transformation over six decades, from its beginnings as Wenzao Ursuline Junior College of Modern Languages for Girls to today's Wenzao Ursuline University of Languages. She has never drawn attention to all that she has given. When she speaks of the past, her recollections are touched with humor and humility, yet every word is spoken in earnest. Her candor and childlike sincerity, together with her unwavering commitment to education and genuine care for her students, have left an indelible mark on the lives of generation after generation of Wenzao students. She is the most beautiful presence in the unfolding story of Wenzao and, in the hearts of all its alumni, the morning star whose radiance will never fade.



Group photograph at the unveiling of Zhenfu Hall and the establishment of the St. Mary of the Incarnation Research Center at Wenzao Ursuline University of Languages



A Spirit of Equanimity Forged in Turbulent Times: Sister Angela Chen

Tempered through Displacement and Hardship

The formative years of Sister Angela Chen, OSU, read like modern history in miniature, spanning eras and places. In all, she attended seven secondary schools and six universities, and her journey took her through Nanjing, Shanghai, Chongqing, Hong Kong, and the United States. As a child, she attended primary school in the Shanghai French Concession. During her junior high school years, she studied in the Shanghai International Settlement, where, however reluctantly, she was required to salute the Japanese soldiers standing guard whenever she entered or left the school grounds. During her junior high school years, the war later forced her westward to Chongqing, where she completed her junior high education at a Christian school. When the war against Japan ended in 1945, she returned to Shanghai to attend senior high school. After graduating, she gained admission to the Department of Chemistry at Fudan University. The Chinese Civil War, however, brought renewed social upheaval, prompting her to leave Shanghai for Hong Kong. After a two-year wait, she was awarded a full four-year scholarship to the College of New Rochelle in New York and began her studies there in the winter of 1951.

One experience remained etched in Sister Angela's memory for the rest of her life. To pursue her studies in the United States, she had to travel to Taiwan to apply for a passport. While there, however, she was mistaken for a Communist spy and detained for three full days. In her later years, reflecting on these experiences, Sister Angela often said, "Precisely because I had lived through so many things beyond most people's imagining, I learned not to take so many things in life too seriously." Born in Nanjing and raised in Shanghai, she had



Sister Angela Chen, 1978

journeyed through Chongqing and Hong Kong before eventually going to the United States to study. She even held a U.S. passport, yet Taiwan was where she lived and served longer than anywhere else. Those years of displacement and upheaval had also forged in her a spirit of forbearance and equanimity. In her subsequent work with students, even as she upheld an educator's rigorous standards, she could always understand the confusion and vulnerability that young people experience as they grow. She became a teacher and mentor who balanced firmness with compassion.

A Symphony of Faith and Science

The paternal grandparents of Sister Angela Chen were Christians, while her maternal grandparents were Buddhists. During her university years, students were required to make a three-day retreat. This time of quiet reflection prompted her to reconsider what she sought in life and the direction she wished to take. Deeply moved as well by the teaching and example of the Sisters at the university, she resolved to receive Baptism before graduating in her senior year.

After entering the Ursuline community, Sister Angela experienced the rigorous discipline and many trials of religious life. She had originally studied chemistry at university before turning to education, yet the habits of experimentation and verification instilled by her scientific training profoundly shaped the way she later approached school administration. For her, science and faith were not in conflict; rather, they complemented and enriched one another. Whether observing the division of labor and cooperation within an ant colony or discovering through dissection that higher animals share common organ structures, she saw the wonder of God's creation in all things. She often encouraged those around her to spend time in nature, quiet their hearts, and contemplate the goodness of the Creator.

From Stella Maris to Wenzao: A Deep and Enduring Commitment to Education

After coming to Taiwan, Sister Angela first devoted herself to education at Stella Maris Girls' High School in Hualien. Founded by the Ursulines in 1959 and led by Sister Ai-Mei Qin, OSU, the school primarily served students

from remote areas and disadvantaged backgrounds. In 1969, to accommodate the implementation of nine-year compulsory education and meet the educational needs of seminarians, Stella Maris began admitting male students and was renamed Hualien County Private Stella Maris High School. Sister Angela served there as director of academic affairs and later twice as principal, gaining extensive administrative experience. In 1967, Mother Felicia Pastoors, OSU, Prioress General of the Ursulines of the Roman Union, visited Taiwan and toured Stella Maris, Wenzao, and other schools, warmly commending the Sisters' educational work. Ten years after Mother Felicia's visit, Wenzao hosted the first meeting of Ursuline Sisters from the Asia-Pacific region, representing China, Thailand, Indonesia, Japan, and India.

In August 1975, Sister Angela Chen joined Wenzao, where she taught while also serving as a class adviser and head of the Registration Section. She later took on the additional roles of school secretary and director of personnel. These responsibilities gave her a thorough understanding of Wenzao's administrative operations and the needs of its faculty



Sister Angela with members of the faculty

and students. In August 1978, drawing on the administrative experience she had accumulated over many years at Stella Maris and Wenzao, Sister Angela Chen was the natural choice to assume leadership of the institution as Wenzao's third president.

Steering Wenzao Through Change, Laying Foundations for the Century Ahead

During the presidency of Sister Angela Chen (1978-1981), Taiwan faced serious diplomatic challenges, and the Ministry of Education looked to Wenzao to train men for diplomatic service. In response to the country's needs, Wenzao began admitting male students in the fall of 1980. This change affected every aspect of the institution's operations: campus buildings and facilities, student life and formation, physical education, military training, and nursing instruction all had to be adapted. Drawing on her extensive administrative experience, President Chen brought order and coherence to this complex transition. As part of that transition, the institution was renamed from Wenzao Ursuline Junior College of Modern Languages for Girls to Wenzao Ursuline Junior College of Modern Languages.

After stepping down as president, Sister Angela undertook other assignments within the Ursuline community in Taipei. In August 1983, she returned


Sister Angela with graduates


Presenting an award at the Patriotic Song Competition, 1982

to Wenzao to teach while also serving as director of general affairs. During this period, she oversaw the purchase of approximately 1,488 square meters (450 ping) of privately owned land on the eastern side of the campus to build what is now Mingyuan Building. She also sought the Ministry of Education's approval for an NT$80 million bank loan to finance the construction of an auditorium and an administration building. These projects entailed a multitude of complex and interrelated tasks, and Wenzao's limited financial resources made those years especially difficult. Yet they also laid important groundwork for the subsequent expansion of Wenzao's campus. In 1989, in response to the needs of the Church, Sister Angela was invited to work in the "Bridge Church" ministry of the Chinese Regional Bishops' Conference. In August 1991, she returned to Wenzao for her third period of service, teaching until her retirement the following year, bringing her career in education to a close.

Whether teaching or attending to school affairs, Sister Angela Chen always struck those around her as approachable and ready with a smile. Whenever difficulties arose, she faced them in the spirit of "Do all that you can, and leave the outcome to God." Whatever the outcome—success or failure—she accepted it with equanimity. Her cheerful equanimity did not spring from an innately carefree disposition. It was the hard-won wisdom of a lifetime, forged little by little through wartime displacement, the trials of her religious vocation, and even the terror of wrongful imprisonment. Sister Angela would often say, "Times move on. Many things in the past may seem unreasonable by today's standards, but each belonged to its own particular time and place. We need not judge the past harshly. She led the school with a scientist's spirit of rigorous inquiry and treated others with a religious sister's humility and trust in God. In that turbulent age, she wrote a chapter of quiet resolve in Wenzao's mission of educating and forming the young.



Making a Foreign Land Home: Sister Ellen Mary Mylod and Wenzao across Half a Century

"I have long felt that I am Taiwanese, and Kaohsiung is my home." Sister Ellen Mary Elizabeth Mylod, O.S.U. (1933–2026), said these words more than once in her lifetime. Her deep blue eyes reflected not the mist of England, but the brilliant sun of southern Taiwan. Early on the morning of July 6, 2026, this Ursuline Sister, who had journeyed alongside Wenzao Ursuline University of Languages through more than half a century of its history, entered eternal rest in the Lord in Kaohsiung and was called home to heaven at the age of ninety-three.

For every Wenzaorian who had once walked through Huayu Hall or sat in Sister Mylod's classroom, this was more than news: it brought half a century of shared memories to a grace-filled close. From London to Kaohsiung, and from serving as a teaching assistant at a convent school to becoming a pioneer in foreign-language education, she lived out the spirit of Serviam—"I Will Serve" —and showed through her life what selfless dedication truly means. Her life shone forth as a witness to this truth: home is found not in ties of blood, but wherever the Lord leads.



Sister Mylod in 1973

Divine Providence at Work: An Educator Formed amid the Flames of War

Sister Mylod was born in London in 1933 into an ordinary working-class Irish Catholic family. She grew up in a turbulent era: the flames of the Second World War swept across Europe, yet the seeds of faith had already taken root in her family. At the age of eleven, amid the privations of those years and under God's providential care, she entered a grammar school founded by the Ursulines. That young girl, then a pupil of the Sisters in London, could hardly have imagined that, some two decades later, the Ursulines would found a school named Wenzao on a distant island in Asia—or that she herself would become one of the most devoted laborers in that vineyard.

At sixteen, an avid reader, she had her heart set on working in a library. She excelled in every examination yet was not offered the position because she was "too young." What seemed a setback in worldly eyes proved instead to be the unfolding of God's will. She went on to work as a teaching assistant at an Ursuline convent school, and the work awakened in the depths of her soul a vocation as an educator. At eighteen,

she formally entered religious life with the Ursulines, dedicating herself to God without reserve.

She later majored in French and Latin at the University of London and completed coursework in education at the University of London Institute of Education. At just twenty-five, she assumed the demanding role of headteacher at St Angela's Ursuline School in London. By worldly standards, she might already have seemed assured of a fulfilling and settled life as an educator. Yet in her inner life, Sister Mylod remained keenly attuned to the call of the Holy Spirit.



Sister Mylod with students

Sent Forth by the Ursulines: Into an Unknown Mission Field

After several years as headteacher, Sister Mylod was granted a year's leave, which she spent in Rome. In the Eternal City—the heart of the Catholic Church and a place steeped in a rich heritage of holiness—she was freed for a time from the administrative burdens of school leadership and was able to spend extended periods in prayerful conversation with the Lord. In those days of quiet reflection, she came to a realization: "I should take on a wider range of assignments so that I might put my gifts to fuller use."

In 1973, at the age of forty, she made a decision born of profound faith—one that astonished many. In obedience to the mission entrusted to her by the Ursulines of the Roman Union, she left behind her secure teaching post in Britain. Setting out alone, luggage in hand, she boarded a plane for the first time in her life. Her destination was an unfamiliar city that she had not even been able to find on a map, where the climate was hot and she did not speak a word of the language. It was a missionary journey from which there would be no turning back. This act of obedience not only

changed the course of her life but also laid a cornerstone for foreign-language education in Kaohsiung.

A Faithful Builder: Laying the Foundations of Foreign-Language Education

For countless alumni, Sister Mylod's name is almost synonymous with Wenzao itself. In Wenzao's early years, she was like an architect guided by the three theological virtues of faith, hope, and charity. She personally designed the curriculum framework, teaching materials, and teaching methods for the Department of English. To ensure that her students could fully absorb what they were learning, she wrote her own books on English-language teaching and developed a comprehensive instructional system far ahead of its time.

This system not only underpinned Wenzao's Department of English but also became the blueprint for the later development of its French, Spanish, German, and Japanese departments. Wenzao's multilingual character today rests on foundations painstakingly laid over many years by Sister Mylod, the skilled craftswoman who set each rough stone firmly in place.

Across five decades of teaching, she served as chair of the Department of English during Wenzao's five-year junior college era, as the founding chair of the Department of Foreign Language Instruction, and as a member of Wenzao's Board of Trustees. The more than 30,000 students she helped form have gone on to serve in every sphere of society, becoming salt and light in their respective fields.



Named an outstanding teacher by the Private Education Association, R.O.C., Sister Mylod receives the Hung Dao Prize at the award's second presentation in 1988

Alumni who knew Sister Mylod are unlikely ever to forget the rigor she drew from the Ursuline tradition. In the classroom, she was exacting and meticulous, holding her students to rigorous standards much as a gardener carefully prunes a branch. Outside the classroom, however, she showed a mother's tenderness, offering her young students warm and easygoing companionship. She often said, "Simplest is best" and "Morality is the basis." These two sayings reached far beyond language instruction: they became the truest reflection of the holy life she lived in God and enduring maxims for many Wenzaorians throughout their own lives.



Sister Mylod in 1977, then chair of the Department of English

A Model of Distinguished Service: A Blue-Eyed Taiwanese through and through

As the years passed, Sister Mylod's hair turned gray, but her love for this land only deepened. On many occasions, she welcomed the Holy See's chargé d'affaires and other Church and international dignitaries on Taiwan's behalf, quietly contributing to Taiwan's diplomatic outreach. In 1988, she received the second annual Hung Dao Prize from the Private Education Association, R.O.C., becoming the first foreign teacher in the award's history to be so honored.

Another profoundly significant day in her life came on September 18, 2017. That day, Chen Chu, then mayor of Kaohsiung, personally visited Wenzao and solemnly placed a Republic of China national identification card in the hands of Sister Mylod, then eighty-four. She thus became the first foreign national in Kaohsiung to be naturalized

in recognition of special contributions to the Republic of China. In the presence of Archbishop Peter Liu Cheng-chung, Bishop of Kaohsiung, and with the blessings of all those gathered, Sister Mylod accepted the card and said joyfully, "This is the most special day of my life. Thank you, Lord Jesus, and thank you to everyone who made this possible. I am Taiwanese."

During the naturalization process, Sister Mylod said with firm conviction that, even if she were ultimately unable to obtain citizenship, she had long considered herself Taiwanese, with Kaohsiung as her home. "Although my eyes are still blue and my Chinese is only so-so, no one here has ever made me feel like a stranger." This love—an extension of God's love—has remained constant through the years.

Wenzao's Psalm: May Perpetual Light Shine upon Her Soul

After fifty-three years—from 1973 to 2026—the bells of Huayu Hall still echo. Yet the elder in faith who always offered students a warm smile in the corridors, having devoted her entire life to education and evangelization, has now fulfilled the mission entrusted to her by God. To Wenzao students, Sister Mylod was never simply a teacher from abroad. She was a cornerstone of Wenzao's educational mission, a mentor who helped shape the character of countless students, and a Taiwanese woman whose very life bore witness to the truth that "in Christ, we are all brothers and sisters."

Sister Mylod often said, "Simplest is best." Her greatest gift to Wenzao and Taiwan was this simple faith in the Lord: fidelity to one's vocation and wholehearted love for others. She spent her life making a foreign land her earthly home as she journeyed toward her heavenly home. Sister Mylod, may you rest in the glory of God. You will always be Taiwanese—and Wenzao's enduring psalm. May perpetual light shine upon you.


校訓 敬天愛人
REVERE THE DIVINE
LOVE THE HUMAN
MISSION STATEMENT
敬天愛人

Chapter II

Sixty Years of Dedication to Language Education: Engaging the World through Understanding and Service

In 1964, the Ursulines of the Roman Union were invited to establish a foreign-language school in Kaohsiung. Two years later, Wenzao Ursuline Junior College of Modern Languages for Girls was formally established. With love and service at the heart of their educational mission, the Ursulines planted a seed of language education. Six decades on, that seed has grown into a flourishing tree. From its beginnings as a junior college, Wenzao has developed into a university of languages comprising five colleges, more than a dozen departments, and a range of master's programs. Today, Wenzao is an institution of higher education centered on languages, with holistic education, a global outlook, and social engagement integral to its mission. It has earned a solid reputation in Taiwan's foreign-language education landscape. The five essays collected in this chapter offer five distinct perspectives on the past sixty years, tracing how generations of Wenzaorians have taken language as their starting point and charted paths of their own.

"Six Decades of Dedication to Language Education" revisits the foundational convictions that have shaped language education at Wenzao. For Wenzao, language has never been merely a tool for communication; it is a means of understanding others, engaging in intercultural dialogue, and responding to a changing world. From its long-term planning for the General English curriculum, through the innovative work of the Language Diagnostic & Consulting Center (LDCC), to interdisciplinary initiatives responding to the rise of bilingual education, English-medium instruction (EMI), and artificial intelligence (AI), Wenzao has consistently made "accompaniment," rather than "selection," the guiding principle of its language education. Through this approach, every student can progress at a pace suited to their needs, gradually developing a well-rounded character and a coherent worldview. This philosophy is the firmest foundation of Wenzao's six decades of educational endeavor and the fertile soil from which the other four essays in this chapter have grown.

Among the many languages taught at Wenzao, Mandarin education has always held a distinctive place. "Cultivating Chinese Language Education: From Seeds to Harvest" traces Wenzao's development from the pioneering establishment of its Department of Applied Chinese more than two decades ago. The University subsequently founded the Chinese Language Center and expanded



In 2007, Sister Cecilia Wang OSU, a member of the Junior College's first graduating class, was elected first Asian Mother General of the Roman Union of the Order of Saint Ursula.

its online Mandarin teaching services. In 2022, Wenzao consolidated its related teaching resources and established Taiwan's only College of Mandarin; on August 1, 2025, it further founded the Online Mandarin Teaching Center. The journey has been far from smooth: both the declining birthrate and the disruptions caused by the COVID-19 pandemic posed formidable challenges. Yet Wenzao has remained convinced that Mandarin is not only its bridge to the world but also a window through which it can tell Taiwan's story and share Chinese culture internationally. From face-to-face classrooms to cloud-based instruction, and from enrolling international students to implementing major international programs such as the U.S. Department of State's National Security Language Initiative for Youth (NSLI-Y) and the U.S. Department of Defense's Project Global Officer (Project GO), Wenzao has forged a distinctive path in Mandarin education—one that is both firmly grounded and richly diverse. In doing so, it has also given renewed global visibility to two key terms: "Taiwan" and "Traditional Chinese."

The ultimate purpose of language education is to enable students to truly engage with the world. "Wenzao's Internationalization: Past, Present, and Future" traces three stages in the development of Wenzao's internationalization over six decades: sowing and taking root, laying institutional foundations, and flourishing together as a university community. From appointing foreign priests to teach in its founding years to maintaining dual-degree partnerships with over fifty renowned institutions overseas today, internationalization at Wenzao has long since extended beyond the remit of the Office of International and Cross-Strait Cooperation; it is embedded in the very DNA of everyone who teaches and learns at the University. The story of alumna Fu-Mei Freda Chuang stands as the most moving testament to this conviction: a single opportunity to venture abroad can transform the course of a life completely. The essay reminds us that internationalization has never been a matter of abstract rankings or statistics; it is a process through which, one person at a time, horizons are broadened and lives transformed.



Wenzao Ursuline University of Languages 60th Anniversary Gratitude Concert

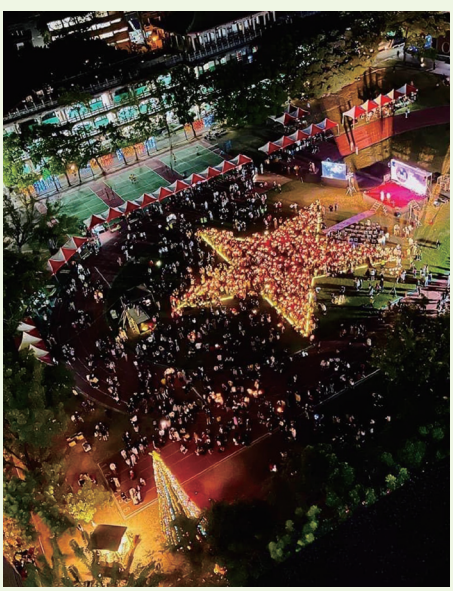
Yet engaging with the world also requires us to gain a genuine understanding of a culture different from our own, instead of merely imagining it through our preexisting filters. "Breaking Stereotypes Begins with Understanding" focuses on Southeast Asian studies, a field to which Wenzao has devoted substantial effort for nearly two decades. From offering Southeast Asian language courses in 2008, to establishing the Center for Southeast Asian Language Teaching in 2014, and then formally founding the Department of Southeast Asian Studies in 2019—with regional studies, rather than language training alone, at its core—Wenzao has always believed that only by truly drawing close to a culture and understanding its people can we set aside our preconception. Whether through in-depth field-study programs with Taiwanese businesses in Vietnam, Thailand, and Indonesia, or through the Wenzao International Conference on Southeast Asian Studies, now convened for the tenth time , these efforts, built up day by day, exemplify a rare and valuable attitude: when we encounter an unfamiliar culture, the best response is not to judge, but to ask questions and listen. Herein lies the deepest meaning of language education—it teaches us not merely how to "speak" another language, but how to "understand" the people who speak it.

Ultimately, understanding must be translated into action. The fifth essay, "Connecting with the Land through Language, Building a Future for the Common Good: A Ten-Year Chronicle of USR at Wenzao (2017-2026)," documents how Wenzao has put its expertise in foreign languages at the service of society since it began participating in the University Social Responsibility (USR) Program in 2017. From rural farming communities in Gaoshu Township, Pingtung County, to the historic neighborhoods of Old Zuoying; from bilingual cultural immersion camps for elementary school children to the "Wenzao Little Screws" volunteer team accompanying migrant workers in examination rooms at Kaohsiung Veterans General Hospital, Wenzao faculty and students have carried their service into communities across Taiwan, hospital clinics, and international volunteer settings. Over ten years, dozens of courses, more than a thousand students, and over a hundred activities have borne witness to the way Wenzao has drawn on its motto, "Revere the Divine, Love the Human," and the spirit of Serviam, "I will serve," transforming its expertise in languages into a bridge linking the land and its people. The essay also shows that Wenzao's global outlook and local commitment have never been

parallel paths; they are one and the same conviction lived out in different settings.

Five essays, five perspectives—each seemingly distinct, yet all closely interconnected. Language education is the root, equipping Wenzaorians to understand the world; Mandarin education is the bridge through which the world comes to see Taiwan; internationalization gives Wenzaorians wings, carrying them to all five continents; breaking down stereotypes opens their eyes, freeing their understanding from the constraints of familiar filters; and local USR engagement is the hand that puts language expertise to work, transforming it into a force for social change. These five dimensions jointly offer the fullest portrait of Wenzao over its sixty-year history: a university steadfast in its belief that language is more than a skill—it is the starting point for understanding, dialogue, and action.

Looking back from the vantage point of Wenzao's sixtieth anniversary, we see more than a succession of milestones and figures. We see the life stories written day by day through the commitment of countless Wenzao faculty members, students, staff, and alumni in Taiwan and around the world. The University's name, institutional structure, and surrounding environment have changed, but its founding commitment to cultivating character and a broad understanding of the world through language has remained constant for sixty years. As Wenzao looks toward the next sixty years, it will remain at the meeting point of language, culture, and the wider world, nurturing learners and practitioners who can understand differences, communicate across cultures, and make responsible judgments in a changing world. These five essays are Wenzao's most heartfelt offering to mark its sixtieth anniversary and an invitation to the future: an invitation to every reader to see, through language, a wider and gentler world.



2021 Advent Lights Ceremony

Six Decades of Dedication to Language Education

In 1964, guided by the educational spirit of "Love and Service," the Ursulines of the Roman Union of the Order of Saint Ursula founded in Kaohsiung the institution that would later become Wenzao. Official approval to establish the school was granted in 1966, and "Revere the Divine, Love the Human" was adopted as its motto.

Over the past sixty years, Wenzao has undergone three name changes. Originally known as Wenzao Ursuline Junior College of Modern Languages for Girls, the institution entered a new chapter in 1980 with the admission of male students, becoming Wenzao Ursuline Junior College of Modern Languages. A further change came in 1999, when it was upgraded to Wenzao Ursuline College of Languages, followed in 2013 by its official renaming as Wenzao Ursuline University of Languages. Along the way, from its origins as a junior college, Wenzao has grown into a comprehensive university of languages comprising five colleges, more than ten departments and graduate programs. Its name and institutional structure may have changed, but one core conviction has remained constant: to cultivate the whole person through language education.

For Wenzao, language has never been merely a tool for communication or a professional skill for employment. It is also a means of understanding others, engaging in intercultural dialogue, and responding thoughtfully to an ever-evolving world.

Today, Wenzao encompasses English, French, German, Spanish, Japanese, Southeast Asian languages, Applied Chinese, Translation and Interpreting, International Affairs, International Business Administration, Digital Content Application and Management, Communication Arts, and other fields of study. Together, they form a professionally oriented university of languages in which language remains at the core while diverse disciplines advance side by side.

Beyond their major language, students often study a second or even a third foreign language, while building interdisciplinary competence through double majors, minors, and professional programs. This form of education enables Wenzaorians to graduate with a keen sensitivity to language and a strong capacity for intercultural adaptation—qualities that have become among Wenzao's most distinctive hallmarks in Taiwan's higher education landscape.



Through its major and minor system, Wenzao's five-year junior college program combines foreign language expertise with interdisciplinary learning, enhancing students' competitiveness in further study and future careers.

I. Whole-Person Education as the Guiding Philosophy; Language throughout the Learning Trajectory

At Wenzao, language learning involves far more than vocabulary and grammatical structures. Students also encounter cultural differences, choices of values, and the responsibilities with communication. Wenzao's concern, therefore, has never been simply whether students have reached a particular level of proficiency, but how, through sustained reflection in the process of language learning, they gradually grow as whole persons. It is this philosophy that gives Wenzao's language education a depth and continuity that distinguish it from that of many other institutions of higher education.

Wenzao's General English curriculum offers a clear example. English

learning does not end with general education in the early years of study; rather, it continues through the junior year, serving as a central thread that connects foundational learning with professional learning. Through a carefully structured sequence of courses and annual proficiency assessments, students are able, at different stages, to learn at levels that closely match their evolving abilities, instead of being hurried through a course under a single standard. Language learning thus becomes a long-term process that adjusts dynamically with students' growth, rather than merely a short-term academic requirement.

II. Diagnosis with Support: Each Step in Learning Can Be Seen

This English-learning journey does not stand alone. It is closely connected with Wenzao's distinctive Language Diagnostic and Consulting Center, an innovative practice that brings the concept of medical diagnosis into educational support. Through systematic assessment of foreign-language proficiency and one-on-one learning consultations, students are able to understand clearly how they are performing in listening, speaking, reading, and writing. With guidance from professional instructors and teaching assistants, they can then adjust their learning strategies and pace with greater precision.

Language learning here is no longer a cold accumulation of grades, but a continuing process in which learning can be understood, adjustments made when needed, and professional support provided along the way. By using diagnostic feedback to support adjustments in students' learning pathways, this innovative mechanism has enabled Wenzao to cultivate a culture of foreign-language learning that is both uncommon in Taiwan and highly exemplary.



BEST TEST Reward cash presented in traditional red envelopes to empower student learning (February, 2025)



2026 EMI Forum at Wenzao, "Innovative Pathways for Glocalizing EMI: Bridging Multidisciplinary Bilingual Education and Digital Transformation"

III. From Bilingual Education to EMI: A Natural Extension of a Strong Language Foundatio

It is precisely this long-term and solid foundation in language education that has positioned Wenzao to advance national bilingual initiatives and English as a Medium of Instruction (EMI) along a mature and natural path. After years of language learning supported by a comprehensive system of guidance, students have built a strong foundation and acquired the ability to adjust their own learning strategies. Studying professional subjects through English therefore becomes not an abrupt new requirement, but a natural extension of their learning journey.

Building on this foundation, Wenzao has successfully secured support from the Ministry of Education through the Program on Bilingual Education for Students in College (BEST) under its Key Cultivation Program in a Designated Field. With language expertise and intercultural communication competence at its core, Wenzao continues to cultivate graduates who are able to communicate and collaborate professionally in international settings.

IV. Embracing the AI Era: Advancing Technology, Sustaining the Humanities

In recent years, the rapid rise of artificial intelligence (AI) has opened new directions for thinking about language education. In responding to the new wave, Wenzao has not viewed technology as a substitute for language learning; rather, it has embraced it as a new opportunity to deepen language education.

Recent competitions and activities on campus, including the "Wenzao AI Speaking Challenge" and the "LLM Treasure Hunt," reflect this approach by bringing language, the humanities, and technology together. Through these initiatives, students and faculty explore how AI is reshaping human communication, knowledge creation, and cultural understanding. At Wenzao, technology has never diminished the value of language; instead, it has become an important means of encouraging intercultural and interdisciplinary thinking, enabling students to engage with new technologies while preserving a strong humanistic sensibility and sound judgment.



At Wenzao's 2025 Graduation Ceremony, the university introduced the DaVinci generative AI platform for the first time, offering AI-generated illustrated graduation greetings.



The Office of International and Cross-Strait Cooperation organized an interactive activity bringing members of the public and overseas students together. Visitors had the opportunity to experience diverse cultures and win small gift.

V. Meeting Evolving Needs, Moving across Disciplines

In response to shifts in industry and society, Wenzao is building on its established foundation in language education to gradually develop minor pathways integrating business and artificial intelligence. Through these pathways, students go beyond language expertise and gain a deeper understanding of how language functions in business communication, intelligent applications, and interdisciplinary collaboration. This new direction continues Wenzao's long-standing educational approach: language does not stand apart from other disciplines, but continues to connect, interpret, and communicate across different cultural and professional contexts.



2026 AI Application Minor Program — Wenzao attracts overseas students with its high-quality international learning environment.

Conclusion:
Grounded in Language, Global in Vision

Looking back on six decades of language education at Wenzao, we see a university that has not simply followed shifting policies or trends, but has consistently responded to the changing times under the guiding values of whole-person education. From the design of English-language learning and a support system centered on diagnosis and guidance, to bilingual education, EMI, and interdisciplinary applications of AI, Wenzao has consistently placed language and intercultural communication at the heart of its educational mission, accompanying successive generations of students as they grow and thrive amid waves of technological change.

As Wenzao looks toward its next sixty years, it will continue to stand at the intersection of language, culture, and the world, cultivating learners and practitioners who can understand differences, communicate across cultures, and exercise responsible judgment in a world in flux.

No matter how the times may evolve or how rapidly technology may advance, Wenzao continues to believe that language remains one of the gentlest, yet most powerful ways of understanding the world. Every student who leaves Wenzao carries with them the linguistic and intercultural literacy cultivated over sixty years, becoming a bridge of communication and connection in whatever corner of the world their journey may take them.

Six decades of commitment to language education represent Wenzao's most heartfelt invitation to the world: we welcome more students to step onto the global stage through language, and we invite the wider community, through sixty years' sustained endeavor, to see Wenzao's enduring dedication and commitment to language education..

Cultivating Chinese Language Education: From Seeds to Harves

Wenzao Ursuline University of Languages, Taiwan's only university devoted exclusively to foreign languages, has upheld its motto, *Revere the Divine, Love the Human*, for sixty years. Grounded by its educational mission—*To place Chinese culture at the core and, through professional language instruction and holistic education, cultivate language professionals with a global outlook*—Wenzao has remained deeply committed to language education throughout this journey. Among the many languages taught, Chinese language education has always held a special place. It serves as Wenzao's bridge to the world and a window for sharing Taiwan and Chinese culture globally. Six decades of cultivation have brought forth flourishing branches, blossoms, and abundant fruit.



Students at the Chinese Language Center

I. Mother Tongue · Foreign Languages · Culture: Chinese as Dialogue

This reflects Wenzao's core philosophy of language education. While Wenzao is renowned in Taiwan for its foreign language education, it has from the outset embraced an approach in which the mother tongue and foreign languages complement each other. Its five-year junior college Chinese curriculum draws on the traditional fields of Chinese learning—classics, history, philosophy, and literature—providing a framework for dialogue between Chinese and foreign languages and cultures. Its four-year university program considers workplace applications and digital texts and works in conjunction with specialized fields of individual departments, opening up limitless possibilities for collaboration between language and professional expertise. Established in the 2002 academic year, the Department of Applied Chinese became the first department in Wenzao's four-year university program and the first—and to this day, the only—specialized Chinese language department in Taiwan's technical and vocational education system. In the 2008 academic year, the Graduate Institute of Teaching Chinese as a Second Language was established. In 2024, the department and graduate institute were integrated, creating a complete pathway for developing Chinese language professionals from undergraduate to graduate study. This represents Wenzao's enduring commitment to Chinese language education. A language spoken alone cannot create dialogue. Wenzao's Chinese language education empowers students to communicate with others and connect with people around the world while creating opportunities for Taiwan to engage in dialogue with the international community.



Scenes from Classes at the Chinese Language Center

II. College, Commerce, and Brand: Chinese Language Education in Full Scope

This reflects the far-reaching vision of Taiwan's only College of Mandarin. In 2022, under the leadership of Professor Chang-Mo Hsu, the College of Mandarin received formal approval from the Ministry of Education (MOE) and became the nation's first and only college-level unit dedicated to advancing Chinese language education. Bringing together the Department of Applied Chinese (including its Master's program), Wenzao Chinese Language Center and Wenzao Online Mandarin Teaching Center, the College spans both academic and business fields. It approaches Chinese language education from a new operational perspective, redefining Wenzao's strategic direction and seeking to build its own Chinese language brand. More than an organizational upgrade, this represents the integration and expansion of Wenzao's accumulated expertise and capacity in Chinese language education. Building upon Wenzao's founding commitment to language education and overseeing the operations of Chinese language education, the College of Mandarin can rightly be regarded as Wenzao's most important strategic institution for Chinese language education.



Students from the Department of Applied Chinese gain valuable experience through a five-month Mandarin teaching internship in Japan.

III. In Person · Online · Certification: Chinese Language Education Without Limits

This reflects the distinctive technological benchmark of Wenzao's Chinese language education. Established alongside the Department of Applied Chinese, the Wenzao Chinese Language Center has long been a major hub for international learners in southern Taiwan. From fewer than fifty students in its regular classes during its early years, enrollment surpassed 1,300 students in 2023, setting a record high. Over the years, the Center has also edited Chinese textbooks commissioned by the MOE and has continued to support the program for recommending and sending Chinese language teachers to teach in Vietnam. In response to the digital age, the Wenzao Online Mandarin Teaching Center was established in the 2025 academic year as Taiwan's first specialized unit dedicated primarily to online Chinese language education. It brings together online teaching, teacher training, and teacher certification in a one-stop educational ecosystem—the only one of its kind in Taiwan. Wenzao's Chinese language education has now fully integrated the physical and the online, the classroom and the cloud, and synchronous and asynchronous learning, free from the limitations of time and space.



Dr. Lin Tsui-Yun, director of the Online Mandarin Teaching Center, shares her experience in coordinating the 2025 OCAC Digital Mandarin Promotion Program.

IV. Taiwan, The World, and AI: Chinese Language Education Without Borders

This reflects Wenzao's strategic response to global trends in Chinese language learning. Following the launch of the U.S.-Taiwan Education Initiative in 2020, Wenzao pioneered the MOE's "Taiwan Huayu BEST Program," taking the lead to establish the overseas UST Mandarin Center at the University of St. Thomas in Houston. This initiative aligned with Taiwan's outreach policies of connecting the world through Chinese language education and expanded Wenzao's global footprint. Even before this, the Department of Applied Chinese had actively developed an overseas internship network. Beginning with close partnerships with universities and Taiwanese businesses in Vietnam, the network gradually expanded to France, Japan, the United States, Thailand, Indonesia, Malaysia, Mexico, Panama, and Nicaragua, establishing overseas sites.



Taiwan Huayu BEST Program scholarship students visit the Taiwan Indigenous Peoples Cultural Park in Pingtung to experience Indigenous culture.

Wenzao also has undertaken the U.S. Department of State's NSLI-Y Chinese language scholarship program, the U.S. Department of Defense's Project GO language-learning scholarship program, and the MOE's Mandarin Proficiency Enhancement Program for International Students. In cooperation with Japanese universities, Rotary International, universities in various countries, the MOE, and the Overseas Community Affairs Council, Wenzao has promoted numerous Chinese language initiatives and offered Chinese courses overseas. These endeavors have made significant contributions to Taiwan's Chinese language diplomacy and intercultural exchange. In light of its rapid development in recent years, AI has now become a major focus of Wenzao's development efforts. As AI is increasingly integrated into textbooks, teaching, teacher training, and education, Wenzao's Chinese language education is entering a new AI era that dissolves boundaries between languages, nations, the virtual and the real, teachers and students, and the campus and the wider community. This fulfills Wenzao's founding belief: using language to break down human barriers.



Wenzao's Project GO team and participants visit Sun Moon Lake to experience Taiwan's local culture.

Conclusion: Sixty Years of Dedication, A Global Beacon of the Chinese Language

From a single department to a full college, and from physical classrooms to cloud platforms, Wenzao's Chinese language education has traversed a solid and diverse path. Along the way, countless Wenzao-trained teachers have entered global classrooms, thousands of international students welcomed by Wenzao have learned to speak their first Chinese greetings, and Wenzao has helped shape Taiwan's Chinese learning movement, establishing milestones.

Looking back on our 60th anniversary, Wenzao has taught a part of the world to speak Chinese. Next, we aim to help the world understand Taiwan. Wenzao will continue to sail toward the world with language as our vessel and culture as our sail—making Chinese a means through which the world connects with Taiwan. The journey ahead holds even longer, more far-reaching, and more inspiring stories to tell.



The Chinese Language Center hosts activities celebrating U.S. Independence Day.

Wenzao's Internationalization: Past, Present, and Future

"Enter Wenzao, Step into the World." At Wenzao, this is more than a slogan; it reflects the journeys and lived experiences of countless Wenzaorians over the past sixty years. From the dedicated guidance of foreign priests during the University's early years to today's students studying at partner universities and pursuing dual-degree programs across five continents, internationalization has never been merely one aspect of Wenzao's institutional development. Rather, it has become deeply embedded in the University's DNA. Looking back over six decades, Wenzao's internationalization can broadly be divided into three stages: the formative period of planting seeds and building foundations, the transformative period of institutional transformation and global expansion, and the period of Diversified Growth characterized by university-wide flourishing. Together, these stages have shaped Wenzao's distinctive and enduring path toward internationalization.

I. Planting the Seeds: An International Vision in the Formative Period

From its earliest days, Wenzao Ursuline University of Languages has demonstrated an internationalized spirit far ahead of its time. The University invited foreign sisters, brothers, priests, and professionals from around the world to teach on campus, enabling students to encounter different languages and cultures as part of their everyday learning experience. This multicultural environment laid the foundation for Wenzao's educational philosophy of"using language as a bridge" between people and cultures.

At the same time, Wenzao actively sought government support to provide outstanding students with opportunities to participate in overseas cultural exchange programs. These experiences enabled Wenzaorians to venture beyond Taiwan and engage with the wider world at an early stage in the University's history. Equipped with their foreign-language skills, students introduced Taiwan to international communities while also reaching out to Taiwanese communities overseas. The seeds planted during these formative years would eventually grow into the extensive international network that Wenzao enjoys today.

II. Building the Framework: Global Expansion in the Transformative Period

In the 1990s, Wenzao underwent a major institutional transformation, evolving from a junior college into a college and eventually a university. Along with this development came a broader institutional vision and the establishment of Wenzao's identity as a "high-quality, internationalized Catholic university of languages." During this period, Wenzao joined several major international higher education networks, including the Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU), the Association of Christian Universities and Colleges in Asia (ACUCA), University Mobility in Asia and the Pacific (UMAP), and the Presidents' Forum of Southeast and South Asia and Taiwan Universities (SATU). Through participation in these international networks, opportunities for collaboration with overseas universities expanded significantly, accompanied by rapid growth in the number of Wenzao's partner institutions. At its peak, nearly 350 Wenzao students participated in outbound exchange programs each year, while approximately 280 international exchange students came to study on the Wenzao campus annually. The international exchange system established during this period laid a solid foundation for the University's extensive and well-established global network today.



President Margaret Mei-Hua Chen led a Wenzao delegation of faculty and students to attend the 2019 ASEACCU Conference in South Korea.

III. University-Wide Flourishing: Making Internationalization Part of Wenzao's DNA

In recent years, Wenzao's internationalization has evolved from isolated initiatives into comprehensive, university-wide flourishing. Internationalization is no longer the responsibility of the Office of International and Cross-Strait Cooperation alone; it has become a shared institutional goal embraced across the University. Academic departments and programs have actively developed dual-degree partnerships with renowned overseas institutions. To date, Wenzao has established more than 56 such programs with internationally recognized universities, including the University of Essex in the United Kingdom, San Francisco State University in the United States, and Rennes School of Business in France. As of 2026, 111 students have successfully earned degrees from both Wenzao and the overseas partner universities through these programs, while another 41 students are currently pursuing dual degrees abroad. Through these transnational learning experiences, students broaden their academic horizons, strengthen their intercultural competence, and prepare themselves to thrive in an increasingly interconnected world.



Students from Wenzao's department of Spanish assist the Kaohsiung city government with the "2025 Taiwan Global Pathfinders Initiative Diplomatic Allies Inbound Track Program" to welcome young visitors from six diplomatic allies to Taiwan.

Wenzao has also established Taiwan's only College of Mandarin, integrating the expertise and resources of the Department of Applied Chinese, the Chinese Language Center, and the Online Chinese Language Center. The University has undertaken major initiatives, such as the U.S. Department of State's National Security Language Initiative for Youth (NSLI-Y) and the U.S. Department of Defense's Project GO. These programs bring students from around the world to Wenzao to study Chinese while creating opportunities for Taiwanese language and culture to reach an international audience. Even during the unprecedented challenges of the COVID-19 pandemic, Wenzao's international engagement never came to a halt. Through online collaborative teaching and virtual exchange programs, the University continued to deepen and broaden its partnerships, ensuring that international learning and collaboration could continue despite geographical barriers.

Years of sustained commitment have produced remarkable results. In *Global Views Monthly's* 2025 Best Universities in Taiwan rankings, Wenzao ranked first among Taiwan's private universities of science and technology in the category of internationalization and 13th among all public and private universities nationwide. This recognition reflects Wenzao's longstanding commitment to internationalization and its outstanding achievements in global flourishing.



Wenzao has undertaken major initiatives, such as the U.S. Department of State's National Security Language Initiative for Youth (NSLI-Y) and the U.S. Department of Defense's Project GO.

IV. Looking Ahead: Deepening Partnerships, Connecting the World

Looking to the future, Wenzao will continue to deepen its partnerships with sister universities around the world. In addition to traditional student exchange programs, the University is expanding opportunities for overseas internships, international volunteer service, short-term study programs, and educational tours, providing students with increasingly diverse forms of international learning. One example is Wenzao's partnership with the University of St. Thomas in the United States. In addition to student exchanges, the two universities have worked together to establish a Chinese language teaching center, where Wenzao sends Chinese-language instructors to teach on site and introduce local communities to the richness of Taiwan's language and culture.

In 2025, Wenzao further developed institutional partnerships with the University of Missouri–St. Louis and several universities in the State of Oregon. Through these arrangements, students from Taiwan studying at participating U.S. universities can benefit from preferential tuition rates rather than being subject to standard international student tuition. These innovative partnerships not only reduce the financial barriers for Taiwanese students seeking educational opportunities in the United States, but also create more accessible pathways for young people in Taiwan to pursue an international education.



In 2020, Wenzao and the University of St. Thomas began working together to establish a Mandarin Center.

V. Wenzao Alumni: Living Testimonies to a Global Education

Ultimately, the impact of internationalization is best reflected in the life stories of Wenzaorians themselves. Fu-Mei Freda Chuang, an alumna of the ninth graduating class of the English Department, offers one particularly moving example of Wenzao's international spirit. She recalls being selected to participate in a youth delegation to the United States, an opportunity that took her abroad for the first time. The experience opened her eyes to a much wider world and profoundly changed the direction of her life. She later chose to pursue further studies overseas and eventually devoted herself to long-term community service in New York, where she has worked to support local senior citizens. Looking back, she believes that Wenzao gave her the courage and perspective to venture into the world and, in doing so, to become a better version of herself.

Today, the number of Wenzao students participating in overseas programs each year has grown from only a few dozen in the University's early years to nearly 350. The range of international opportunities available to students has become increasingly diverse, supported by richer and more comprehensive resources.

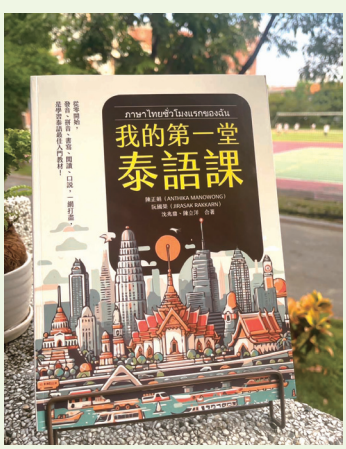
Looking ahead, we hope that every Wenzaorian who carries this international DNA will become a vital bridge connecting Taiwan with the world. Whether serving in international organizations, diplomacy, global enterprises, educational and cultural exchange, or social innovation, Wenzaorians will continue to contribute their expertise, passion, and commitment to meaningful global flourishing. In doing so, they will bring Wenzao's core values of being people-centered and serving society onto the international stage—helping the world see Wenzao while enabling Wenzao to continue reaching out to the world.

Breaking Stereotypes Begins with Understanding

Southeast Asia is one of Taiwan's closest neighbors. Yet, in Taiwanese society, perceptions of this nearby region have often remained partial, fragmented, and shaped by vague impressions. The Department of Southeast Asian Studies at Wenzao Ursuline University of Languages seeks to cross boundaries through language and develop a deep understanding of local contexts, embrace diversity through the humanities and social sciences, and interpret the complex textures of local societies and communities. By challenging stereotypical frameworks, the Department strives to build a more authentic and multidimensional understanding of Southeast Asia, allowing cross-national, interdisciplinary, and intercultural understanding to take root through meaningful exchange.



Students from the Department of Southeast Asian Studies showcase learning outcomes from the Wenzao Immigrant Support and Empowerment Project at an immigrant market and interact with Kaohsiung Mayor Chen Chi-Mai



"My First Thai Lesson" published: A collaborative effort by Wenzao faculty members to create the best Thai textbook for absolute beginners

I. Setting Aside Bias: The First Step toward Understanding

When Southeast Asia comes to mind, many people still picture migrant workers in factories, Southeast Asian shops and food stalls clustered around train stations, or the occasional negative headline. These narrow impressions often stem from distance, not just geographical distance, but psychological distance as well. Wenzao Ursuline University of Languages has upheld the motto, *Revere the Divine, Love the Human*, firmly believing that only by truly drawing close to a culture and understanding its people can we move beyond preconceived notions and stereotypes. Over the past two decades, Southeast Asia has been one of the University's core areas of focus, and it remains the field where Wenzao's educational philosophy is most clearly put into practice.

II. Starting from Language: Understanding the Real Southeast Asia

As one of Taiwan's leading institutions for foreign-language education, Wenzao has long embraced the mission of *connecting the world through language*. With the implementation of Taiwan's New Southbound Policy, Southeast Asia is no longer seen merely as a source of labor, but increasingly as a regional partner with which Taiwan shares deepening economic, cultural, and human connections. Wenzao began offering Southeast Asian language courses in the 2008 academic year and formally established the Department of Southeast Asian Studies in 2019. It is one of the few departments in Taiwan to place regional studies as the core of its curriculum, rather than focusing solely on language instruction. Students in the department study Vietnamese, Indonesian, and Thai while also developing a deeper understanding of local histories, social structures, and political and economic development. More importantly, students learn to see Southeast Asia through the eyes of the people who live there, rather than viewing the region through the lens of Taiwanese media.



The Department of Southeast Asian Studies invited the cultural heritage organization “Badan Warisan Seni Melaka” to perform at Wenzao.

III. Stepping into the Field: Learning Beyond the Classroom

True understanding can never be gained from books and classroom instruction alone. The Department of Southeast Asian Studies maintains a dedicated resource classroom, which offers one-on-one language consultation and serves as a venue for cultural exploration and exchange. In addition, Indonesian, Vietnamese, and Thai student associations are active on campus, organizing cultural performances and events throughout the academic year. These activities provide local students and overseas Chinese and international students with valuable opportunities to interact naturally and learn from one another. The Department is further strengthened by an academic advisory team of more than six faculty members from Southeast Asian countries, who contribute firsthand local perspectives to both students and colleagues.

Since 2015, Wenzao has partnered with the Kaohsiung Southeast Asia Industry and Academic Exchange Association to organize more than ten overseas study programs for faculty and students, centered on Taiwanese businesses in Southeast Asia. Participants have traveled to Vietnam, Thailand, Indonesia, and Cambodia. By stepping into real business environments, students have seen firsthand the vitality, diversity, and potential of the region, and have moved beyond the narrow, one-dimensional stereotypes so often associated with Southeast Asia.

Faculty members of the Department are actively involved in both research and teaching, and they also promote the exchange and continued development of Southeast Asian languages and cultures through a wide range of activities. In addition, they are actively fulfilling their commitment to community engagement and University Social Responsibility. Beyond their scholarly work, the department's faculty maintain close collaborative relationships with government agencies and public and private organizations. Drawing on their professional expertise, they provide Southeast Asian language interpretation, translation, training, and related language services to meet practical needs in society and the public sector.

Examples of this work include the following: providing translation and interpretation for the Social Affairs Bureau Of Kaohsiung City Government in programs on education and cultural promotion for new immigrants; serving as instructors in interpreter training and in language and cultural

education programs organized by law enforcement authorities; taking part in training programs for teaching support personnel organized by the Department of Education; interpreting for, and moderating, migrant-worker training programs organized by the Ministry of Labor; providing interpretation and translation services for training activities at Kaohsiung Veterans General Hospital; and delivering Southeast Asian language training and proficiency assessment programs for private-sector companies. Each year, the Department also organizes a diverse range of Southeast Asian cultural promotion and exchange activities, carrying its teaching and research beyond the campus. Through lectures, cultural events, and public outreach, the Department seeks to deepen public knowledge and understanding of Southeast Asian languages and cultures.

To strengthen students' language proficiency, the Department regularly organizes Southeast Asian language proficiency examinations and, in partnership with the Kaohsiung Southeast Asia Industry and Academic Exchange Association, holds a variety of language competitions, including speech and writing contests. These activities encourage students to demonstrate their language skills while strengthening their ability to use the languages in real-world contexts. In recognition of their expertise and extensive experience in Southeast Asian languages, cultures, and regional studies, the Department's faculty are also frequently invited to speak at relevant events and academic conferences, and to serve as committee members for the Ministry of Examination in related capacities. Through sustained and varied efforts in teaching, research, and community engagement, the Department of Southeast Asian Studies continues to deepen its partnerships with government agencies and local communities, promote Southeast Asian languages and cultures, and cultivate professionals who combine strong language skills with a broad regional perspective. In doing so, the Department aims to enhance its professional standing and influence in Southeast Asian studies and language education, both in Taiwan and abroad.



The Wenzao USR Caring and Empowerment Project:
A Thanksgiving event for the Gangshan community

IV. Building Bridges: Academic Dialogue and Cross-National Understanding

Since 2017, Wenzao has hosted the annual Wenzao International Conference on Southeast Asian Studies (Wenzao ICSEAS). Now in its tenth edition, the conference has brought together scholars and experts from the United States, Canada, Europe, and Southeast Asian countries, with hundreds of academic papers presented over the years.

Past conferences have addressed a wide range of issues, including Taiwan's New Southbound Policy, Southeast Asian regionalism, migration and the experiences of overseas workers, and democratic development in Southeast Asia. Selected discussions have since been compiled into several English-language edited volumes, including *Southeast Asia Under Stress: COVID-19, Geopolitics and Domestic Challenges* and *Southeast Asia: Interests and Discontents*. Through these publications, Wenzao's scholarship on Southeast Asia has reached a wider international academic audience. Beyond building substantial academic knowledge and networks, these dialogues reflect an important attitude toward cultural difference: when we encounter an unfamiliar culture, the most constructive response is not judgment, but curiosity, thoughtful questions, and attentive listening.



Faculty and students from the Department of Southeast Asian Studies participate in the "12th International Conference of ISSCO" in Kuala Lumpur, Malaysia.



Following the closing of the 2025 Wenzao Southeast Asia Academic Symposium, a city tour was arranged for attendees to visit the Zhenfang Mullet Roe Tourism Factory

V. Understanding: Wenzao's Gentlest Gift to the World

Breaking stereotypes has never been a mere slogan. It is forged day by day—one class, one exchange, one field study, and one academic conference at a time. For sixty years, Wenzao has firmly believed that language is the starting point of understanding, and that authentic understanding is the ultimate path toward eliminating prejudice and fostering mutual respect. From the Department of Southeast Asian Studies' sustained engagement with the region to the global journeys of our faculty and students, the University aspires to cultivate not just multilingual professionals, but global citizens who approach difference with empathy and embrace diversity with an open mind. As Wenzao looks toward its next sixty years, it remains committed to guiding students beyond the classroom and into the field, so that understanding may become the most enduring force for breaking down barriers.

Only through genuine understanding can diverse perspectives truly flourish. The Department of Southeast Asian Studies continues to lead students beyond simplistic stereotypes. Rooted in language and branched into the humanities and social sciences, this learning extends far beyond classroom walls into tangible practice for the common good. Through sustained exploration of Southeast Asia's societies, cultures, and regional dynamics, Wenzao's faculty and students have not only elevated the region's visibility in Taiwan, but have also bridged Taiwan with the international community—building enduring pathways of transnational and intercultural understanding.



Wenzao Ursuline University of Languages partners with OSE to host the "Multicultural Market," fostering a culturally inclusive workplace

Connecting with the Land through Language, Building a Future for the Common Good: A Ten-Year Chronicle of USR at Wenzao (2017–2026)

As Wenzao marks its sixtieth anniversary, it remains guided by the conviction that education should respond to the needs of society. Since Taiwan's Ministry of Education introduced the University Social Responsibility (USR) Program in 2017, Wenzao Ursuline University of Languages has put its long-standing motto, "Revere the Divine, Love the Human," and the Serviam spirit of "I will serve" into action by taking language learning beyond the classroom. Through these efforts, language has become a force for understanding differences, supporting people in need, preserving memories, and connecting communities with the wider world. Over the past decade, Wenzao faculty and students have worked along green waterways, in rural farming communities, in hospitals, and in historic military dependents' villages. Step by step, they have forged a path of social responsibility grounded in foreign-language expertise and humanistic concern.

I. Seeds Take Root: From Learning with Rural Communities to Protecting Waterfronts (2017)

The seeds of USR at Wenzao had already begun to sprout in 2013 when the University established the Social Entrepreneurship Research Center to encourage faculty and students to consider how a university could support local communities. In 2017, the project "Co-creation and Co-learning for Sixth Industrialization in Remote Farming Communities" began working in Gaoshu

Township, Pingtung County. Participants spent time with older residents, joined activities celebrating Liudui Hakka culture, documented traditional pickling and fermentation methods, and used multilingual translation, cross-cultural marketing, and brand storytelling to increase the value of local agricultural products. Through this work, faculty and students came to understand that USR is not about deciding what is best for a community, but about working with residents to identify problems and explore possibilities.

That same year, Wenzao launched the USR + CSR project "Hand in Hand, Protecting Green Waterfronts," bringing together the University, businesses, and communities to address wetland and aquatic ecosystems, environmental education, and the development of waterfront communities. "Hand in Hand" was more than a project name: it expressed Wenzao's sincere commitment to reaching out to local communities and working together to care for the land.



Through its "Intercultural Communication" course, Wenzao's USR HUB project partners with Kaohsiung Hetie Elementary School to launch the "Monday English Class"

II. A Lasting Commitment: Projects End, Partnerships Continue (2018-2019)

Although the Ministry of Education did not renew the project for 2018-2019, Wenzao continued its work in Gaoshu with funding from the Higher Education Sprout Project and expanded its reach to four agricultural communities. The University established the Wenzao Small Farmers' Market as a forum for dialogue between urban and rural communities. Faculty and students also helped local growers obtain southern Taiwan's first TAP (Traceable Agricultural Product) certification for taro and develop the "Purple Crow Taro" brand, named after the migratory purple crow butterflies that pass through the region each winter. This experience of continuing after grant funding had ended affirmed a principle at the heart of Wenzao's social engagement: the project ended, but the University's commitment to the land and its partners never did.

A second path of multilingual service was also taking shape. Beginning in 2013, Wenzao engaged its own international students in helping foreign residents and migrant workers obtain medical care. In 2018, this initiative became the “Little Screws of White Tower” project, bringing student volunteers into health-care settings to ease unfamiliarity and anxiety by communicating with patients in whichever language felt most familiar to them. In this way, the multilingual expertise of Wenzao faculty and students directly addressed the needs of underserved members of society.

III. Multiple Initiatives in Action: USR Becomes a University-wide Endeavor (2020-2022)

In 2020, Wenzao established the University Social Responsibility Project Office and introduced a “one college, one USR project” initiative, elevating social engagement to a university-wide strategy. During the second phase of the national USR Program, Wenzao carried out two start-up-stage projects and four USR Hub initiatives in areas including health care, new immigrants, local culture, and children and older adults.



The “Little Screws of White Tower” project: Wenzao’s USR team visits Keliao Elementary School to organize a sustainability exploration camp for local students

The “Little Screws" volunteer project integrated foreign languages for health-care settings, cross-cultural communication, and service-learning. Project participants provided volunteer support at healthcare facilities and in local communities, developed health-education materials, and organized bilingual camps. During the COVID-19 pandemic, the project continued promoting accessible and welcoming health care through online activities and small-group programs.

Through cross-cultural courses, educational support for children of new immigrants, and multicultural markets, the Wenzao USR Caring

and Empowerment Project for New Immigrants and Migrant Workers helped new immigrants move from participating in activities to actively sharing their cultures and shaping the community's multicultural life. It also facilitated the official registration of the Kaohsiung Immigrants and Multicultures Advancement Association (KIMA). Even during the pandemic, the project sustained these relationships of support.

"OUR TOWN" and its tourism and cultural tours used multilingual storytelling to introduce the Old City of Zuoying, Hamasen, Jiadong, and Hengchun. "Seeing the Need: A Thousand Helping Hands for Learning" provided digital and arts-based support for children with limited resources, while "Living Well in Body, Mind, and Spirit" promoted intergenerational learning among younger and older participants.

From healthcare and support for new immigrants to cultural tours, educational assistance for children, and companionship for older adults, the scope of Wenzao's community engagement continued to expand. These efforts also earned wider recognition. The "Little Screws" project received a Silver Award at the 2020 Taiwan Corporate Sustainability Awards (TCSA) and a Model Award in the Welfare Co-Living category at the 2021 Global Views Monthly USR Award. The Wenzao USR Caring and Empowerment Project for New Immigrants and Migrant Workers and Wenzao's USR Hub projects received Bronze Awards at the 2021 and 2022 Taiwan Sustainability Action Awards (TSAA), respectively. Meanwhile, the "Seeing the Need: A Thousand Helping Hands for Learning" volunteer team took first place in the Social Impact category of the Yunus Prize: Social Innovation and Entrepreneurship Competition. Behind these honors lay the trust that Wenzao faculty and students had built with their community partners over many years.



The USR Hub project: Students from the Department of Southeast Asian Studies shared common Thai phrases during the event

IV. Integration and Deeper Engagement: Courses and Communities Grow Together (2023-2024)

During Phase III of the USR Program, Wenzao's university-wide USR Office coordinated administrative, teaching, and community-based resources. It consolidated the capacity developed through earlier USR initiatives and the USR Hub into three start-up-stage projects in the University Feature Type, creating a stronger foundation for partnerships, curricula, and talent development to deliver sustained social impact.

The Wenzao USR Caring and Empowerment Project for New Immigrants and Migrant Workers built on the university's experience in supporting new immigrants, migrant workers, children of new immigrants, and older adults. It focused on empowering new immigrants, organizing multicultural markets, supporting migrant workers, and fostering student development, while building connections among the Kaohsiung Little Southeast Asia Community, local Indonesian women's and Vietnamese community groups, and other community organizations. At its core, the project went beyond providing services "for" new immigrants: activities were planned with them, and they were given opportunities to present and share their cultures as partners in the community.



The Wenzao USR Caring and Empowerment Project: Students host a Thai elephant shadow puppet DIY workshop



The OUR TOWN Community Sustainability and Interdisciplinary Co-creation Platform:Students discuss ideas and plan an exhibition in groups.

The OUR TOWN Community Sustainability and Interdisciplinary Co-creation Platform brought together community-based tours and cultural interpretation tour guiding, with a focus on Old Zuoying City, Lotus Pond, and the Love River waterfront. In 2023 and 2024, the project incorporated courses offered by the Departments of English, Japanese, French, German, Spanish, and Translation and Interpreting, giving students opportunities to apply their language skills in community settings. Their work included foreign-language tour scripts, promotional videos, posters introducing local attractions, and podcasts. The project also built a co-creation network with local cultural and historical organizations, commercial district associations, museums, and government agencies. Students learned more than how to translate a passage: they learned to respect local memory and retell local stories in language accessible to the wider world.

"SDGs: Seeing the Need—A Thousand Helping Hands for Learning" continued to provide academic and arts-based support for children with limited resources. It introduced technology, multimedia, online tutoring, and therapeutic robots, while also incorporating the transmission of Indigenous arts and cultures. In this way, educational equity meant more than closing academic gaps; it also encompassed cultural access, sustained personal support, and the development of diverse talents.

V. From Projects to Institutional Practice: Sustainability Becomes Part of University Life

After years of implementation, USR at Wenzao has evolved from the dedicated efforts of a small number of faculty members into a system supported by university governance, curriculum structures, and talent development. The University's 2023-2026 Medium-Term Institutional Development Plan identifies "A University of Languages with Social Impact" as one of six major strategies and links it with Ursuline education, interdisciplinary talent, sustainability through the humanities and technology, and the Higher Education Sprout Project.

Through university-level meetings, a data platform, and coordination across units, the USR Office connects colleges, administrative mechanisms, and community partners. Wenzao also supports faculty and students engaged in social responsibility through policies including supplemental pay incentives, additional credit in performance evaluations, diversified pathways for promotion, reduced teaching loads, team teaching, and flexible academic credits. The University has further expanded SDGs-related courses, green-campus programs, and ISO 50001 energy management, bringing the principles of sustainable development into campus life and everyday decision-making.

VI. Stronger Governance and a Broader Scope (2025-2026)

Wenzao entered Phase IV of the USR Program in 2025, with two start-up-stage projects— "SDGs: Seeing the Need—A Thousand Helping Hands for Learning" and "Wenzao's Little Screws: Connecting Hearts around the World" —continuing through 2026.



The SDGs Project "Seeing Needs, Lending a Helping Hand in Learning": Empowering students at Wuquan Elementary School through comprehensive learning and sports mentorship.

Four Hub projects further extended this work into AI applications, multilingual healthcare, educational support, and local co-creation. The Wenzao USR Caring and Empowerment Project for New Immigrants and Migrant Workers also received an Excellence Award at the sixth annual Global Views USR Awards, underscoring the impact of Wenzao's long-term commitment to working alongside the communities it serves.

On March 19, 2026, Wenzao established the Steering Committee for Sustainable Development and University Social Responsibility. This expansion of governance—from the USR Office to a university-wide committee—enables the SDGs, institutional development, and the university's various USR projects to move forward within a unified governance framework.

In the same year, Wenzao received further support through the Ministry of Education's Transitional Justice Education Pilot Project under the University Social Responsibility Program. The resulting project, "Huangpu New Village: Landscape Memory and Social Practice for Transitional Justice," centers on Huangpu New Village. Through historical source research, GIS-based spatial analysis, and digital storytelling, faculty members and students will explore the connections among historical memory, spatial transformation, and contemporary revitalization. Advancing alongside the two USR projects described above in 2026, this project adds historical memory, spatial justice, and democratic education to Wenzao's established areas of USR work, which include migrant worker support, multilingual healthcare, educational assistance, and local sustainability through co-creation.

Conclusion: Making Language a Force for the Common Good

Looking back on the years from 2017 to 2026, Wenzao faculty and students have worked along waterfronts, in fields, hospitals, old city districts, communities, and military dependents' villages. Their journey represents more than the results of individual projects: it is the story of Wenzao responding to the land and its people through foreign-language expertise and its religious spirit. Change may take the form of a migrant worker understanding medical instructions, a child regaining confidence, a community's life story being shared in multiple languages, or a long-silent historic place finally being approached with empathy and understood in depth.

From a single project to many initiatives, and from faculty and student involvement to university-wide governance, USR has become a tangible expression of Wenzao's educational mission. As the University celebrates its sixtieth anniversary, it will continue to uphold "Revere the Divine, Love the Human" and the spirit of Serviam. Wenzao will make language a force for cultural understanding and connection, use professional expertise to respond to real needs, and bring education into the life of the land. Together with local communities, it will write the next sixty-year chapter of shared learning, co-creation, and the common good.

Blossom: Commemorative Issue for the 60th Anniversary Celebration of Wenzao Ursuline University of Languages

Volume One: Wenzao at Sixty—Foundations, Dedication, and the Future

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