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Shantung / Chefoo
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Monroe, Paul

1919 - 1932

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JAN 31 1919

248

January 27, 1919.

Prof. Paul Monroe,
Columbia University,
New York City.

My dear Prof. Monroe:

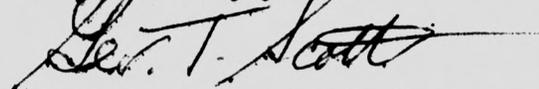
As Secretary of the North American Joint Board of The Shantung Christian University it is my pleasant duty to inform you of your choice by cooptation, along with Pres. John H. T. Main, as a member of the above Joint Board. The representatives elected to this Board by the various cooperating Mission Boards met in New York City on January 14, 1919, for organization. These representatives elected by the cooperating Boards are empowered to coopt other members not exceeding one-half the number of elected members.

A copy of the Minutes of the meeting of organization enclosed herewith will indicate to you the Mission Boards at present cooperating and the representatives which they have so far elected to the Joint Board. The enclosed copy of the Proposed Constitution will give you other information that you may desire.

As you are well acquainted with the Shantung University I need not refer to its highly commendable history, purposes or work. The Board knows of your deep interest in the type of thing that the Shantung University is doing and we earnestly trust that nothing will prevent your accepting your cooptation to the membership in the Board which is fully sensible of its need of just the kind of cooperation that you can lend.

With kind regard, I beg leave to remain,

Very sincerely yours,



Secretary of the North American Joint
Board of The Shantung Christian University.

GTS/R

Encs.

0475

RECD. SCOTT

FEB-6 1919



Ansd. _____

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe
Teachers College
Columbia University
New York

FILING DEPT.
APR 14 1919
248
SECRETARIALS

February 5th 1919.

Dr. George T. Scott,
Board of Foreign Missions,
156 Fifth Avenue, NEW YORK.

My dear Dr. Scott,

I beg to acknowledge receipt of your letter of the 27th informing me that I am appointed to the Board of the Shantung Christian University. I hereby indicate my acceptance of this appointment with the hope that I may be of some service to this institution.

Very truly yours,

Paul Monroe

*Sent him minutes
Proposed constitution etc
2/6/19*

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0476

RECD. SCOTT

APR 23 1919

Ansd. 23

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe
Teachers College
Columbia University
New York



April 22nd 1919.

Dr. George T. Scott,
Shantung Christian University,
156 Fifth Avenue,
NEW YORK.

My dear Dr. Scott,

I discovered immediately after writing my letter to you the other day that President Goodenow is still in this country. I had an opportunity of seeing him on Saturday last and spoke to him about using his influence to secure Dr. Finney's cooperation on the Shantung Board. President Goodenow is of course interested in China, though I take it not greatly in missionary institutions, and is on the advisory board, I believe.

As soon as you are ready to approach Dr. Finney I shall be glad to write President Goodenow again so as to bring the matter up distinctly in his mind.

Very truly yours,

Paul Monroe
Director.

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RECD. SCOTT

JUN 2-1920

Ansd. ✓

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe
Teachers College
Columbia University
New York

re incorporation

FILING DEPT.

OCT 8 1920

248
SECRETARIES

June 1, 1920.

Dr. George T. Scott,
156 Fifth Avenue,
New York City.

My dear Mr. Scott:

With reference to the incorporation of Shantung Christian University under the Regents, may I suggest that you have a conference with President Edmonds of Canton, regarding the advisability of this before he goes further with Commissioner Downing. I have heard from him but have also talked rather briefly with Dr. Edmonds, who feels that there are very serious limitations, one of them being that the diplomas have to be provided for four months in advance and that they can have no Chinese characters on them.

Very truly yours,

Paul Monroe

Director.

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Paul Monroe
Teachers College
Columbia University
New York

FILING DEPT.

SEP 1 1920

248
SECRETARIES

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

re incorporation

July 10, 1920.

8/3⁰

Dr. George E. Scott,
Wyoming, Ohio.

My dear Dr. Scott:

I regretted not being able to reach you for the preliminary meeting of our Near East Committee on Education. We have another meeting on the 14th and I am sorry to learn that you are yet to be out of the city. It is necessary for us to have these meetings when certain of the members of the Committee are within reach.

The other day I had a further conference with Dr. Finley. He thinks it will be quite possible for Shantung University to be incorporated under the Regents, and will further this desired end; at the same time he feels, and I think quite properly, that if this is done he should not be upon the Board of Trustees of the institution. In fact, it would be quite impossible because of his relationship to the Regents.

I am

Sincerely yours,

Paul Monroe

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D. SCOTT

JUL 24 1920

Ans. _____

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE DEPARTMENT OF EDUCATION
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY

FILING DEPT.

SEP 1 1920

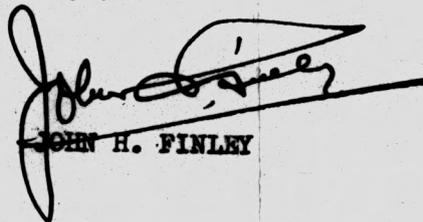
248
SECRET

July 20, 1920

Dear Professor Monroe:

I made oral answer to your letter written the latter part of May, asking me whether I could accept a place in the Board of Managers of Shantung Christian University. This is to confirm my statement that it would not be possible for me to do so if the University is seeking incorporation by The University of the State of New York. I shall be interested to hear further of your plans when your board has been organized.

Cordially yours



JOHN H. FINLEY

To
Professor Paul Monroe
Director, School of Education
Teachers College, Columbia University
New York City

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G. SCOTT

JUL 24 1920

Ans.

a.30

Paul Monroe

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

FILING DEPT.
SEP 1 1920
SECRETARIES

re incorporation

July 22, 1920.

Dr. George W. Scott,
Secretary of the Shantung Board,
156 Fifth Avenue,
New York City.

My dear Dr. Scott:

I am enclosing letter from Dr. Finley,
which explains itself. If we do not incorporate under the
Regents we should by all means avail ourselves of his inter-
est.

Very truly yours,

Paul Monroe
Paul Monroe

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FILING DEPT.
SEP 7 1930
24
SECRETARIES

u -

August 31st, 1930.

Mr. Paul Source,
Columbia College,
Columbia University,
119 West 116th Street,
New York, New York.

Re SHANTUNG UNIVERSITY.

My dear Mr. Source:

Thank you for your two letters to me regarding stepping toward the incorporation of Shantung University and Mr. Finley's relationship to the North American Joint Board.

Upon my return from vacation I telephoned to your office and learned from your Secretary that you were out of the City. Any time convenient to you I should be glad to take up these and other matters regarding Shantung.

Under separate cover I am sending to you and other members of the North American Joint Board copies of "Shantung Christian University Bulletin" No. 19, which gives the important minutes of the Field Board of Managers at their annual meeting, June, 1930. On the cover I am calling your special attention to particular minutes of importance to the North American Joint Board.

Mr. Paul Gessert, Treasurer of the University, is opening his office here in this building and will be here for a number of weeks promoting interests of the Institution.

Sometime in the early fall should we not plan to hold a meeting of the Board or at least of the Executive Committee?

With kindest regards, I am

Very sincerely yours,

J. T. Scott

WTS:mk.

0482



April 24th, 1921.

Paul Huron, Ph. D.
Teachers College,
Columbia University,
116th St., New York.

My dear Mr. Huron:-

Let me confirm in a brief written memorandum what I conveyed to you personally the other evening, namely, that the British Joint Board of Shantung Christian University at its recent meeting expressed its great pleasure at the thought of your approaching visit to China, and of the service which you could render there to Shantung Christian University. Particular reference is made in the minutes of the Board to the possibility of your inquiry into the matter of a Chinese charter for the University.

The British Board hopes that you, and possibly also Dr. Sailer, may be in China at the time that the Chairman and Treasurer - Mr. E. M. ... and J. Aerial ... M.B. - of the British Board are there for the dedication of the Peking Medical School Buildings. You fully appreciate the high advisability that degrees which a Chinese charter might enable the University to grant should be recognized by Universities in America and Great Britain for Post-graduate study.

With kindest regards, and with every wish for a highly successful and safe trip, I am

Sincerely yours,

Les. T. Scott

LS/S

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Paul Inoué

Yenching College
Canton University
Shanghai

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APR 25 1922
248
SECRETARIES

SCOTT REC'D

MAR 7 1922

March 2, 1922.

re-Attitude of Chinese faculty

Phonetic

Dr. George T. Scott,
Shantung Christian University,
156 Madison Avenue,
New York City.

My dear Dr. Scott:

I am enclosing copy of a letter I wrote to President Balme just as I was leaving China. The entire situation is one which I shall be glad to talk over with you and Dr. Brown some time at your convenience. Since arriving home I have received two letters from President Balme. In this last one he spoke of one of the changes which the faculty had agreed upon, namely, the Vice President, and also of his hope, and their hope, of getting Mr. P. C. Chang, who is now with us as a graduate student. Mr. Chang is the brother of Chang Po-ling and has been head of the College department of Nan Kai. I myself had had some hope that they might interest Mr. Chang, but it is clearly out of the question; he has no interest in the situation, and this is indicative of what I fear is a general situation and not merely a personal one. It has come to me through my last year's visit. It is going to be very difficult indeed to interest any of the abler and more experienced of the Chinese student body in the mission institutions. I have been a party in endeavoring to interest several of these men in four different positions, and I find practically everyone approached in an indifferent mood. And these men that I have talked with repre-

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MAR 2
1922

sent, so far as I can see, most of the available supply. I personally feel that it is a very serious situation and that this indifference is going to bring a wider gap between the mission institutions and the educated young Chinese than now exists. If true this is going to have a further serious effect in any attempt to transfer these institutions gradually to native interest, control and support. Perhaps we can talk the situation over some time in the future.

I am

Very truly yours,

Paul Monroe

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Copy

Paul Mouw

FILING DEPT.
248
APR 19 1922

My dear Dr. Balme:

It is with greatest regret that I shall ~~be unable to see~~ you, both for personal reasons and because I greatly desire to talk over the Affairs of the University. I am writing a few of my impressions on paper - they will sound much more blunt than I desire to make them.

I did not visit the University until after three months of travel in China. On all occasions I asked for impressions of the Shantung University along with many other questions. I always found both from Chinese and from foreigners a cordial appreciation of the work of the University, but there was always a "but." I was very anxious to find out the occasion for this, and even put the question in this rather harsh form to a group of the Deans when I met. I had three conferences with the deans or faculty on the three days while I was there. In fact they seemed not to be conscious of a situation which seemed an open secret to everyone else. One explanation given by friends - not of the faculty, was that part of it grew out of the rivalry of other mission institutions. This might explain some of it, but not the lack of confidence of the Chinese.

My own explanation, after considerable inquiry and reflection, is that it is due to failure to take the Chinese fully into the confidence of the missionaries and to accord them equal treatment, or even adequate consideration. My own impression is that the Chinese feel they have little concern in the institution. In fact, before I left, and not of my seeking at all, statements came to me both from the Chinese faculty and from the student body to this effect. I have not the time now to write this fully, for I am very heavily pressed with engagements, but I do want to make to you a brief statement.

Some of these counts are: the Chinese faculty are not paid enough. They are not given enough consideration in deliberation concerning university problems; often times they feel that they are ignored and are seldom if ever treated as equals. Even the Educational Committee commented on this and came to the same conclusion, and noted that no interpretation was made into the Chinese language in conference. Their houses are markedly inferior to the foreign ones; they hold no important office in the college. (I am aware that the faculty are now desirous of changing this)

The students are conscious of this feeling on the part of the Chinese faculty and of the fact that there is division of sentiment among the foreign faculty. The student complaints were even much more trivial. The only serious part of it was that the total situation created a feeling that they were viewed as inferior. Moreover, I find frequent recognition of this situation, both with China and missionaries familiar with the situation. The Missionary Educational Commission got something of the same impression, for I find the comment on their notes. - No translation with Chinese throughout the conference.

My own interest in the university was first created through the knowledge that all the work was in Chinese and supposedly the institution was more closely identified with Chinese interests than others of the mission institutions. To my dismay I find that the general impression is quite the reverse.

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APR 19
1922

The university certainly has one of the best plants, if not the best plant of all the mission institutions. It has great opportunities in science teaching, and in education as well as in medicine. I hesitate to form a judgment of its influence from my short visit. I hesitate to make any suggestions, especially since I realize that they are wholly gratuitous, but perhaps it may not be amiss if you will understand that they have no official significance whatever and are merely for your consideration as growing out of my study of the government school situation. First, that the Chinese staff be strengthened with more and better men and that they be paid better salaries; Second, that some Chinese be selected for important administrative positions, possibly both Vice President and dean of the arts school. Third, that through some means they and the students and the public be made to feel that they have some part and influence in the life of the institution.

Nothing which I have written applies to the Medical School, and I realize also that it does not apply to any situation in which you have had a part.

I realize that it is presumptuous of me to write as I have and that out here I have had to assume the unfortunate role of a critic - a friendly one, I know, though others may not. But even if a little good may come of it I am willing to bear the odium of the offense. The university has great possibilities of influence, many of them unrealized. The faculty, the trustees, and all who know you and your work, believe in the possibility of their realization under your leadership. May my presumption contribute a wish towards that end.

With best wishes for your work, and with kindest regards personally, I am

Sincerely yours,
Paul Monroe.

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Paul Mowbray

SCOTT RECI

OCT 7 1922

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SECRETARIES

Ans'd _____

September 28, 1922.

Dr. Harold Balme,
Shantung Christian University,
Tsinan, Shantung, China.

My dear Dr. Balme:

Thank you for your favor of July 20 explaining the situation at Tsinan, and giving a record of the action of the field Board.

I am glad to have a statement of the attitude of the Chinese, and especially of the Chairman, Dr. Chang Feling, regarding the emphasis which is being placed upon the training of teachers as the major objective of the Senior College work. I quite realize the strength of their criticism and have not been ignorant of this argument in forming my own views.

I have believed in the functionalizing of the Senior College work for the following reasons:

First. The Chinese are much inclined to be too abstract and theoretical in their studies and are temperamentally disinclined either in foreign institutions or at home, to give themselves to a practical application and the interpretation of their studies.

Second. We are finding in American education that this same emphasis is needed, and, furthermore, that the most successful line of collegiate study for the great mass of our students is that which

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gives this emphasis. There are many who send their sons to engineering or professional schools with the idea that they really get a better education, even of a cultural character, in that through the training in the application of knowledge the student comes to a better grasp of it and that such practical studies really affects his conduct and character in a way that the abstract and theoretical, or many of the so called liberal studies, do not do.

Third. The Chinese students in America are strongly inclined to take the more abstract and theoretical studies even in their professional work. They do better work academically in these than in the practical studies. But I am more convinced year by year that what they need here as well as at home is training under professional supervision in the application of various lines of knowledge to social conditions and to conduct.

My particular reason for stressing teacher training in the vocational work of the Senior College at Shantung is that

1. At Tsinan the larger part of the graduates have gone into teaching.
2. To my mind the great need of the mission work, or better still, the most needed factor in the development of a native Christian Church, is a strong body of native teachers of Christian character and influence. My impression was that all that could be trained in Shantung could readily be absorbed in the expansion of the native Christian schools, whether under mission or native auspices.

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whether under mission or native auspices.

The fundamental reason for stressing the teacher training at Tainan is because of its relation to the mission work. I am quite sure that this was the basis of the judgment of the commission.

A third and more general reason for the proposed organization of the work on the vocational basis, lies in the general argument for the functional treatment of the various subjects, especially those of a Senior College. The teacher training basis is about the broadest basis for these applied studies.

It was the theory of the old Jesuit system of schools, probably the most effective system of secondary schools that was ever organized, that the pupils should teach the complete course of study which he had followed before he was considered a master of it. In other words, the proof of the mastery of knowledge was the ability to impart it. My belief is that the student will have a very much better knowledge of science or language or mathematics, either for its professional use or for its cultural value, if he has studied it so that he may impart it, than if it is pursued without any test of his ability to use it. I think then that this professional focussing of the work of the Senior College will be of value to the student; not only should he become a teacher, but should he enter into any other line of activity. In a somewhat similar way, the study of psychology, and to a considerable extent, that of school administration and of method has

SEP 28 1922

a value in other fields almost as great as in teaching. Particularly in China, I think, it would be a good introduction to newspaper work, editorial work, literary work of any kind, and into many phases of business.

It was my understanding that the Senior College, with its appropriate preliminary courses in the Junior College, also was to stress the application of science, with special reference to the medical profession. But this same emphasis upon the working knowledge of science would be of value to agriculture, in many lines of industry, and in teaching, as well as in medicine.

In other words, the "spread" of the subjects in vocational courses is, in many respects equal to the "spread" of the old "liberal" subjects, for as a matter of fact the traditional cultural education was really professional education for the one, or at most two, liberal professions which existed at that time, when this course was formulated and for long afterwards.

We are simply trying to carry this same idea over into our modern educational world. Furthermore, I believe that even with the best facilities possible the Senior College offering should be functionalized along probably four or five lines at the most.

These groups would be,-

First. The science group, with probably specific fields of medicine, industry and agriculture.

Second. The commercial group.

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Third. The public service group, including training in economics and government, more closely related in some of its aspects to editorial work and to business.

Fourth. Teaching, which has a similar bearing upon newspaper and literary work, and perhaps business.

Out of these offerings there might be selected a group of courses designed by those preparing for more advanced work of a university character in the commonly accepted fields of liberal culture.

Very few institutions in China, whether of government or of mission support, can carry small of these lines. There must be some selection and narrowing of the field of work to meet the limitations of funds and to avoid competition.

My own impression was that at Tsinan the change to the vocational course in medicine and in teaching would call for little or no change in the elimination of subjects taught, or possibly even of courses offered, but would be largely a change in the point of view and of purpose in the organization of the subject by the instructor and its mastery by the student. The main point in my mind always is the training of the student to use the material which he acquires. If the courses as best organized do not provide for the needs of all the students, it would certainly be a fair question in time whether from these offerings there should be segregated a sufficient number to create a separate program of study for the students going on to advanced academic work of a research character.

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1922

I have examined the announcements of a number of institutions in China and it appears to me that they are going the way that our institutions have gone here in America, to the very great modification of the courses with the idea of covering the entire field of knowledge. I am convinced that this is impossible and for the student getting a general education not only hopeless but a mistaken effort. I think I have mentioned the fact that here in our own institution, -true a professional school rather than an academic college, a few years ago, we condensed our course offering by probably 50%, and I am sure that we have done far more effective work since.

There is one objection which the critics of the proposed plan raise, which cannot be met; the solution must be suggested from the field, namely, that the students in China are not accustomed to paying tuition for a course in training as a teacher. Of course this is quite true. In fact America and the other English speaking countries are the only ones that do charge for this training. This, together with the fact that the profession is purely a paid one, may present an insuperable difficulty, but even so, if in the judgment of those who are doing the work on the field, it is insuperable, then the whole problem must be approached anew and on the basis of what the actual educational demands of Chinese society are and what it will support. I should like to raise the question whether you think in this case that the maintenance of the old art course would satisfy the need and would receive adequate support. Also, whether again if this is true, if it is not

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1922

-7-

also true that the great needs of the mission and of the native church is for the training of teachers.

With appreciation of the work which you and your colleagues are doing, and with personal regards,

I am,

Sincerely yours,

Paul Monroe,
Director.

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SCOTT REC'D

OCT 7 1922

Ans'd

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe
Teachers College
Columbia University
New York

FILING DEPT.

OCT 10 1922

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SECRETARIES

Luc Dr Balme

October 6, 1922.

Dr. George T. Scott,
156 Fifth Avenue,
New York City.

My dear Dr. Scott:

I am enclosing a letter to President Balme in answer to one he recently wrote me concerning the objections raised in the Board of Managers to the proposition that the Senior College work be organized wholly along the two functional lines.

?/ I am holding my letter to Dr. Balme to see whether you have any suggestions concerning the last paragraph and the question which I raise. Is it wise to raise this question?

Very truly yours,

Paul Monroe

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SCOTT REC'D

OCT 18 1922

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe

Teachers College
Columbia University
New York

re. Mr. Cassatt

FILING DEPT.

OCT 24 1922
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SECRETARIES

October 13, 1922.

Dr. George T. Scott,
Shantung Christian University,
156 Fifth Avenue, New York City.

My dear Dr. Scott:

I was not quite satisfied with the way we left the request of the Board of Managers for recalling Mr. Cassatt to undertake a financial campaign. I wonder if we could have a statement of things needed according to the judgment of the Board of Managers, and of the items which would probably enter into the budget for which the campaign would be waged. I should also like to know what the attitude of your Board is towards this proposition.

Certainly if they carry out our recommendation concerning the development of the School of Education they will need the practice school, and it must be a good one. This cannot be developed and supported without considerable additional funds.

I am

Sincerely yours,

Paul Monroe

Paul Monroe,
Director.

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FILING DEPT.

OCT 24 1922

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SECRETARIES

*re Mr Cassat
charter*

October 18, 1922

Dr. Paul Monroe
Teachers College
New York City

Dear Dr. Monroe:

Thank you for your inquiry of the 15th received today on the question of Mr. Cassatt's return for a financial campaign in the interest of Shantung University.

In accordance with your suggestion I will be happy to request the Board of Managers for a list of the items for which they propose to secure funds through a campaign and will ask them to arrange these items in preferential order.

The attitude of the Presbyterian Board is necessarily determined by comparing the needs of various institutions with which we are related and Shantung University at present is easily one of the best cared for both in the matter of plant, staff and equipment. In fact of the thirty-six higher educational institutions for which this Board has partial or sole responsibility, Shantung University I believe is accorded the most generous treatment. A number of other schools with pitiful equipment are inaugurating campaigns just at this time and the Presbyterians would not feel justified in again injecting a Shantung University property campaign into our home constituency.

Inasmuch as the new library and theological buildings give a larger building equipment outside of the wall than can at present be adequately occupied, Dr. Wershoff and I have suggested to Dr. Baine that one of these buildings, say for instance the library, (the library being temporarily on one floor of the theological building) be used for the practice middle school. The British Boards feel that it would be extremely unwise to project a Shantung campaign in Britain at this time. It of course makes a difficult and awkward situation for the University but nothing like as bad as for a score of equally deserving institutions some of which, within their own areas at least, are as influential as Shantung University.

Regarding a Charter, the British Joint Board has concluded that "it is no use waiting longer in a vain search for a British charter" and has decided in favor of making application to the Regents of the State of New York which was recommended by the field Board in September 1921. The British Board inquires if a charter could be secured for the conferring of degrees without necessitating incorporation of the University as a property holding body. Some of the British

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10/10/22

Mission Boards which have considerable investments in the University property naturally wish, if possible, to have the property title stand as at present and not transferred to an incorporation foreign to them. I do not know whether a degree conferring charter can be obtained without incorporation for property holding purposes. Could you inform me on this point?

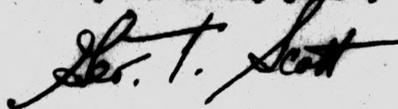
What would be the best way of proceeding with this entire question of charter and incorporation? Do you believe that a charter from the Regents of New York State is best under the circumstances? I know that Hanking University has frayed somewhat under the restrictions and obligations of its charter from the Regents. Perhaps you and I had better confer regarding the situation, possibly calling Dr. Finley into conference.

I sometimes think that it would be better to make the real managing body the field Board of Trustees. Under the District of Columbia the technical title of property holding body is known as "Incorporators" and the "Trustees" are the practical managers. My thought is that the incorporators might be the two Joint Boards combined as one of them or one of the leading Mission Boards, and the trustees could be the field Board of Managers. This is entirely permissible under the District of Columbia law and it is not even necessary, I believe, for the Board of Incorporators to be citizens or residents of the United States. A District of Columbia charter has a poor rating in America but in China St. Johns and Boone have given it a good name. Do the graduates of Boone and St. Johns labor under disabilities in American universities as compared with the graduates of other colleges incorporated by the Regents of New York State?

Securing a charter which will satisfy all three points of this Shantung triangle calls for a combination of high diplomacy and skill at chess! I look to you.

With kindest regards, I am,

Very sincerely yours,



SES:MEP

Copy to Mr. A.E. Armstrong

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SCOTT REC'D

OCT 24 1922

Ans'd ✓

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

Paul Monroe

Teachers College
Columbia University
Acto Port

FILING DEPT.

NOV 10 1922

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SECRETARIES

Conf. 11/8

October 21, 1922.

Monroe with Downing = 4/8.

Dr. George T. Scott, ✓
Shantung University,
156 Fifth Avenue,
New York City.

My dear Dr. Scott:

1) I should be glad to meet with you and Dr. Finley
and others regarding cooperation for Shantung at any time you
2) suggest. Would it not be well also to ask the representatives
of Nanking and Canton if they have had specific difficulties
because of their New York Regents incorporation?

It is quite true that the District of Columbia
Charter does not carry any prestige here in the United States.

3) Regarding your financial campaign, I quite see
your point of view and accept your conclusions with one modifi-
cation. It will be quite necessary for them to build up a prac-
tice school of the Middle School grade, at least, if not of
lower and higher primary; also, if they are going to develop
even a limited School of Education. This will take some money
although I should imagine it might be accomodated so far as the
buildings were concerned, for the time being, in the present
plan.

Very truly yours,

Paul Monroe
Paul Monroe,
Director.

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TRANSFER

SHANTUNG



Copy for Dr. North

November 10, 1925

Dr. Paul Monroe
Teachers College
Columbia University
New York City

Dear Dr. Monroe:

Let me thank you cordially for sending me a copy of your letter of October 7th to Dr. John D. MacRae, Acting President of Shantung Christian University relative to the educational policy of that Institution. It is very good of you to write so carefully and helpfully out of your broad experience in the educational world and I am sure that the University will be greatly benefitted by your valuable discussion of the objects of the University.

You ask me to make any comment which might seem desirable on your outline of policy. I am sure that a great majority of those in responsible relationship with the University would endorse very largely and perhaps entirely the view which you so vividly and vigorously present. As you well know, the point of difficulty comes in making the ideal a reality, especially within the limitations peculiar to a foreign missionary institution. However, Shantung University will continue to carry on as best it may along the lines of its constantly improving principles of education for the vital and constructive benefit of its social environment.

Inasmuch as Dr. Eric M. North is now the Secretary of the North American Section of the Board of Governors and Rev. A. E. Armstrong of Toronto is the Secretary of the Board, I am forwarding the copy of your letter to them.

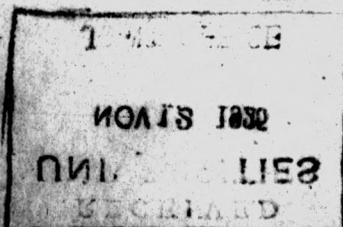
With sincere thanks and warmest personal regards, I am

Sincerely yours,

(Signature)
George T. Scott

OTS-RMF

Copy for Dr. North
" " Rev. A. E. Armstrong



0500

Paul Monroe

Teachers College
Columbia University
New York

SCOTT REC'D

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SECRETARIES

P. 7

SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR

NOV 17 1922

Ans'd

22

November 15, 1922.

Dr. George T. Scott,
Presbyterian Board of Foreign Missions,
156 Fifth Avenue, New York City.

My dear Dr. Scott:

I had read the letters of President Balme and of Dr. Cochrane, recently written from the field. I believe that we should have a meeting of the Executive Committee, or, better if possible, of the entire Board, to discuss this situation. I quite agree that the situation they present is a most important and difficult one. I agree thoroughly with the statement of both regarding the importance of getting Chinese members of the staff and I fear that the members of the Mission Boards here at home do not understand the significance of this nor of its urgency. I have tried to point out in every place, where I have had the opportunity, the importance of this move. If it is not taken I should not be surprised to see happen in China some time soon what formerly happened in Japan, to a limited extent, and what is now happening in Turkey in a far more radical form, namely, that those in ^{political} control will try to eliminate the foreign teacher altogether. Even if this extreme is not reached it is so apparent that the mission schools are going to lose their influence and prestige or be able to continue only in a minor and mediocre way unless this is done, if

*Increase of
Native Teachers*

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my judgment Shantung University is the worst offender of them all in China. From my first acceptance of membership on the Board you may recall that I stated that I was interested in accepting only on condition that it would agree to make the institution more Chinese and employ a larger proportion of Chinese both in teaching and in administration. Very little has been done to this end. The foreign staff has been continuously increased but only a few efforts towards adding persons of standing to the ~~native administrative~~ staff. I know from talking with a number of the Chinese who would be qualified to take such positions, that they will not do it unless the spirit of administration indicates that a sufficient number of Chinese are to be taken in to make it worth while. If it is not done Shantung will not grow in influence and not very much in favor, no matter how much additional funds are put in.

Not by the Board

The real question is whether the supporting Boards ^{are} interested in maintaining the institution merely for a limited service with the mission church itself, or that they are interested in building it up as a strong Christian influence looking towards the development of a strong native church. I believe this question must be answered shortly.

Funds for native members of staff

The further essential element in the answer is whether funds are to be made available from some source for the employment of native members of the staff. It is no answer to say that they are now overstaffed; I think possibly this is true. If it is true, the only answer then is fewer

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Missionary members and more native.

With regard to the other problems at Shantung, I think probably the delay will not be so serious. In other words, should there be some redistribution of the work so that some of the newer buildings could be used for the vital needs of the work in education, the new ^{plan} might be feasible. Even the expansion of the ground may be left until later, although no doubt it will be far more expensive to provide for expansion then.

If no further funds are available, it will be possible to maintain the Senior College of Arts much as it is, without making the effort at transition into a School of Education. This would be unfortunate, but at least would maintain the school at its present status. I am quite convinced, however, that if we carry out the plan of developing the School of Education we will need additional funds, at least for the staff, including some Chinese members. If this latter cannot be provided for, the effort is not worth while in my judgment. Funds for an additional building for a practice school would be highly desirable.

Naturally I cannot balance the needs of the various schools and mission enterprises, as must be done by the mission boards and their secretaries. But if those boards have rejected a united financial campaign and administration and have permitted special campaigns for special institutions such as are now going on, it seems to me that we ought not to tie the hands of the Shantung authorities on the field by not

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1922

allowing them to conduct a campaign here for funds, at the same time that we have voted these new administrative and educational obligations upon them in the conduct of the work. So I suggest that we have an additional conference and either make some provisions for additional funds or change our advice as to the reorganization of the universities along the professional lines.

Very truly yours,

Paul Monroe

Says "only official channel"

As Dr. Balme has addressed to me several of these inquiries, if you do not advise otherwise I will write him along the lines I have suggested, but will send it after we have had the proposed conference, if that can be in the near future.

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SCOTT REC'D

NOV 17 1922

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SECRETARIES

November 15, 1922.

Ans'd

President Evelyn Dine,
Christian University,
Shanghai, China.

My dear President Dine:

I am enclosing copy of the letter
which I have sent to Dr. Scott. This covers a number of points
which you have raised and also gives my position concerning
them. As you are familiar with the sources of support of
the institution you realize of course that the Board of
Trustees is little more than an advisory board under these
circumstances, as we have no access to any other resources.
Consequently the policy must be dictated to a very large ex-
tent by the policies which the Board themselves must adopt.
Included with this policy is the question whether a special
campaign should be put on for a given institution. I wish
that this might be done and, if it is consistent with the
conventional attitude, I am sure that it will be. We re-
alize that plans which were recommended cannot be carried
through without some additional financial help.

With regard to the second suggestion,
the use of endowment funds for last purposes, I agree most
heartily with Dr. Scott and the Board at home. I have seen
so many instances of improper financial policy on the part

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1922

of religious institutions that personally I could not sanction anything which looks towards the diversion of endowment funds to other ends. There are several tragic instances of this kind before the American public at the present time. I have no doubt that these land purchases should be made and hope that the funds will be forthcoming, but not by drawing on endowment funds.

Regarding the third request, that of a bank loan to cover the erection of residences, I have no personal judgment. It is largely a business problem. Undoubtedly these residences are needed and the Presbyterian Board hopes seem to be in a position to supply some of the necessary funds. With the higher rate of interest charged on the field it does not seem very good business to borrow in any way which seems to be a pyramiding process.

While I realize this letter does not give you any answer to your difficulties, I at least wish to assure you that the members of the Board are conscious of the difficulties of your position and are giving consideration to them here. I am hoping that the near future may bring some steps towards their solution.

I am

Sincerely yours,

Paul H. Moore,
Director.

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SECRETARIES

November 22nd, 1922.

Dr. Paul Monroe
Teachers College
525 West 120th Street
New York City

Dear Dr. Monroe,

Thank you for yours of November 15th with the copy of your letter of the same date to Dr. Balme regarding a number of the questions which now confront Shantung University.

I am enclosing a copy herewith of my letter of November 14th to Dr. Mackay, the Senior Secretary of the Canadian Presbyterian Board and Vice-Chairman of the Shantung Joint Board. Dr. Mackay had received Dr. Balme's letter, and had written to me with some concern. After receiving my letter of the 14th, Dr. Mackay has written thanking me for giving him a broader view of the situation, so I venture to send to you a copy of my letter to him.

Your earnest desire for a larger number of Chinese on the administrative and teaching staff is cordially seconded, I believe, by every member of the Joint Board. The American Mission Boards have added no foreigners to the staff in recent years, except the Canadian Board which undertook cooperation in the Theological School and in the Arts School which necessitated placing one foreigner in each school. There have been large increases in financial grants to the institution for what are known as "Native Work Classes" and the hope was, certainly of the Northern Presbyterian Board, which has made increases of \$11,000.00 to \$12,000.00 Mexican in its annual subsidy to the institution, that this money would be largely used in building up the Chinese staff. The best solution is probably the one you suggest, namely, "fewer missionary members and more native", and I am inclined to believe that the Mission Boards which supply the salaries for the foreign teachers would be willing, upon request from the field, to transfer this salary money to the regular budget for the employment of competent Chinese.

The whole difficulty is that of adjusting the eager ambition for rapid progress on the part of the field to the reluctant willingness of the sources of support at home. When an automobile is moving faster than the engine, it is difficult to adjust the gears, and the clutch has to be handled very delicately. Our task as a Joint Board is to speed up the engine and slow down the car and keep the two geared in harmonious progress.

You inquire about writing to Dr. Balme. Of course, write to him just as freely and fully as you desire, making sure that he realizes that your letters are

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1922

Not official or written on behalf of the Joint Board, for unless the Board specifically requests to the contrary the Secretary is, by the Constitution, the only official channel of communication.

Will you be good enough to let me know the result of your inquiry regarding Incorporation under the Regents when you hear from Albany?

A meeting of the Joint Board or its Executive Committee should be held I believe, as soon as possible after the return to the office of Dr. Arthur J. Brown, Secretary for the Presbyterian Shantung Mission. Dr. Brown is still convalescing from an operation on his throat, but plans to be back in the office within a few weeks. Mr. Hopkins, the Chairman of the British Board, will be present at our annual meeting in April.

Very sincerely yours

Geo. T. Scott

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Teachers College
Columbia University
New York

SHANTUNG

val-9/28/28

INTERNATIONAL INSTITUTE

TRANSFER

PAUL MONROE, PH. D., LL. D.
DIRECTOR

GEORGE S. COUNTS, PH. D.
ASSOCIATE DIRECTOR

I. L. KANDEL, PH. D.
THOMAS ALEXANDER, PH. D.
LESTER M. WILSON, PH. D.
MILTON C. DEL MANZO, PH. D.

September 26, 1928.

To the Members of
The Board of Trustees of
The Shantung Christian University,
150 Fifth Avenue, New York.

Gentlemen:-

I have just learned after my prolonged absence that the Shantung Christian University is still seeking a Chinese president and that among those mentioned has been the name of W.T.Tao.

I hasten to write to all the members of the Board that in my judgment Dr. Tao is the best qualified man I know in all China for this position. I know Dr. Tao very well and have the utmost confidence in him, in his integrity, in his ability, in his high purpose, in his willingness to make sacrifice. There is only one point upon which I can not answer, an important one and I raise it simply because Dr. Wallace has raised it. That concerns Mr. Tao's intellectual attitude, especially toward Christianity and the Christian Church at the present time. He is a Christian and I think his family have been before him. He may have changed his views somewhat. This must be inquired into.

Aside from this one point I can assure the members of the Board that he is an ideal man for such a position. Mr. Tao was a student of mine for some years, sacrificed a doctor's degree for a real education. He has held many positions of trust, was executive secretary of the National Educational Association in China for some years when it was an effective body. He accompanied me as one of my secretaries when I visited the various provinces of China for the educational authorities. He is an effective speaker, a man of conviction and courage and modesty. I have been in his home, I know his wife and his children and his sister. He has broad educational ideas and wide experience. He is greatly interested in Rural educational problems and is now devoting himself at great sacrifice to the building up of a normal school for the training of rural teachers and rural conditions.

I have written in haste that there may be no delay in bringing this matter to the attention of the Board, so that this note may be somewhat incoherent. But there is nothing I can do which would be of more importance to the welfare of Tsinan than to bring this suggestion to your attention and urge its adoption.

Very truly yours,

Paul Monroe, Director
International Institute.

M/R

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Teachers College
Columbia University
New York

INTERNATIONAL INSTITUTE

PAUL MORSE, PH.D.
DIRECTOR
GEORGE S. COOPER, PH.D.
ASSOCIATE DIRECTOR
H. L. KANDEL, PH.D.
THOMAS ALEXANDER, PH.D.
LESTER M. WILSON, PH.D.
MILTON C. DEL MAR, PH.D.

[Faint, mostly illegible text, likely a letter or report, spanning the middle and lower portions of the page.]

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Dr. Paul Monroe

TRANSFER

Teachers College
Columbia University
New York

SHANTUNG

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PAUL MONROE, PH. D.
DIRECTOR
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ASSOCIATE DIRECTOR
I. L. KANDEL, PH. D. NOV 24 1928
THOMAS ALEXANDER, PH. D.
LESTER M. WILSON, PH. D.
MILTON C. DEL MANZO, PH. D.

INDEXED
Gansoh

November 23, 1928.

Mr. George Scott
Presbyterian Board of Foreign Mission,
156 Fifth Avenue, New York City.

My dear Mr. Scott,

[I am enclosing the monograph on Astronomy by Professor Wang, together with the letter of Dr. Hayes. I am sorry that I am just on the eve of leaving for the Orient or I would try to interest some astronomer in looking them over and passing on them. However, there is one part of the inquiry I can answer immediately. That is with reference to the Doctorate.

So far as I know no reputable American university will give a Doctor's Degree without at least one year's full residence in graduate work in the University and from one to two additional years' residence of graduate work either there or elsewhere. So there is no possibility of having a Doctorate granted on the basis of these monographs. It is possible that some university might accept work already done as satisfying the requirement for a dissertation but certainly not without at least two years' resident work. In the case of Professor Wang who lacks a knowledge of English, this perhaps would be difficult to arrange.]

Regretting that I cannot be of more assistance, I am

Very truly yours,

Paul Monroe

Paul Monroe, Director
International Institute.

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Teachers College
Columbia University
New York

INTERNATIONAL INSTITUTE

120 WEST 67TH STREET
NEW YORK 23, N.Y.
DIRECTOR: GEORGE S. CLARKE
ASSOCIATE DIRECTOR: HENRY H. KISSACK
SECRETARY: MARY K. WOOD
TREASURER: J. W. WOOD

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TRANSFER

SHANTUNG

INDEXED

Shantung Christian University

November 23, 1928.

Dr. Paul Monroe,
Teachers College,
New York City.

My dear Dr. Monroe,

After you left the Shantung meeting on Wednesday afternoon, the Governors discussed briefly the question of the presidency of the University. Everyone agreed that the future of the institution and the degree to which it will succeed in the work outlined for it in the Correlated Program will be greatly influenced by the choice made at this time of a president. There was not sufficient time available to discuss thoroughly the qualifications of Dr. W. T. Tao for the office, and the Governors would have been reluctant to take any very definite action anyway, for they feel the formal initiative must come from the field. They did express a very earnest desire, however, that you might discuss this matter with the field authorities of the University after you reach China.

I will try to reach you by telephone tomorrow morning or Monday, and will also mail to your boat a copy of the minutes of the Shantung meeting.

Very sincerely yours,

B. A. Garside

BAG/G

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TRANSFER

SHANTUNG

INDEXED

Shantung Christian University

November 26, 1928.

Dr. Paul Monroe,
c/o Dollar Steamship Co.
Sailing President Jackson,
Seattle, Wash.

My dear Dr. Monroe,

We enclose a copy of the minutes of the Shantung meeting of last week. The items to which we particularly call your attention are on pages 5 and 6, the relation of Cheeloo to the correlated program, and the question of University staff.

As to the relationship of the University to the Correlated Program, you were present at the discussion and know the attitude of the members of the Board of Governors. I believe that the reaction on the field to these proposals has been on the whole good. If during your very full schedule while in China you could find it possible to stop in Tsinan for even a day to discuss the program with the members of staff I know that your presentation of your convictions on the matter would have a tremendous influence and would do a great deal to help everyone at Cheeloo catch the vision of the opportunities and possibilities in the line of educational service suggested for the University. If you find it impossible to visit the University, you may have an opportunity to talk with members of the University staff or of the Field Board of Managers.

We worded the formal minute of the Governors on the question of University Staff in very general terms. We did not mention specifically the question of the Presidency, though that was the main theme of the actual discussion. Our reason for this is that we cannot tell what will be the situation on the field when these minutes reach them. It is possible that the Board of Managers may have already made some nomination for a president, and under that condition too definite a reference to the matter in our Governors minutes would prove embarrassing. We hope, however, that if you find the situation still unsettled, and that it seems Dr. W. T. Tao is likely to be available and may possibly prove the correct man for the place, you will discuss his name with members of the Board of Managers and others as opportunity offers. Certainly the University must get a qualified President, and that speedily if it is to go forward without serious injury. And if the institution is to play the part allotted to it in the Correlated Program, the new President must be qualified by training and viewpoint to carry out this program.

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Dr. Houser

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Nov. 20, 1928.

I enclose a list of the Field Board of Managers. You will note that a number are in Shanghai, several are in Peking, and others are at port cities you are likely to visit. I believe I suggested to you by telephone that Mr. Ralph Wells in Shanghai might be a good initial point of contact. I am writing him a note at this time.

With all good wishes for your journey, including the usual Chinese farewell "i liu p'ing an", I am

Very sincerely yours,

B.A. Garuda

BAG/G

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FIELD BOARD OF MANAGERS

•• Rt. Rev. Bishop T. Arnold Scott, D.D., Taian, Shantung. (Chairman)

(Shanghai Members)

- Mr. Ralph C. Wells, 23 Yuen Ming Yuen Road, Shanghai
- Dr. Cheng Ching-Yi, 23 Yuen Ming Yuen Road, Shanghai
- Rev. C. G. Sparham, 23 Yuen Ming Yuen Road, Shanghai
- Miss Ting Shu Ching, 19 Yuen Ming Yuen Road, Shanghai
- Miss Margaret Frame (Alternate) 23 Yuen Ming Yuen Road, Shanghai
- Dr. F. C. Yen, (Alternate), Shanghai
- Dr. George C. Worth, American Presbyterian Mission South, Shanghai

(Peking Members)

- Rt. Rev. Bishop G. R. Grosse, Methodist Mission, Peking
- Dr. Y. Y. Tsu, Peking Union Medical College, Peking
- Dr. W. T. Tao, Nat. Assn. for the Adv. of Education, Peking
- Dr. Clementina Nash, Presbyterian Mission, Peking.

(Other Cities)

- Dr. Chang Po-ling, Hankai University, Tientsin
- Mr. Lin Dao-Yang, Tsingtao
- Mr. Lin Tai I, Am. Pres. Mission, North, Tsingtao
- Mr. William Booth (Alternate) Am. Pres. Mission, North, Chefoo
- Dr. H. T. Chiang, Hodge Memorial, Hankow, Hup.
- Rev. J. Mellon Mensies, United Church of Canada, Chengtsho, Honan
- Rev. A. G. Castleton, Choutsan, Shantung
- Miss Elsie L. Knapp, Taian, Shantung
- Miss Mary Scott, Taian, Shantung
- Dr. M. S. Li, 59 Hsien Ming Chieh, Taiyuan
- Dr. C. F. Johnson, Tsinan,
- Yee Hsing-lin, Tsinan (Vice Chairman)
- Han Chung-hsin, Tsinan
- Chang Ta-ch'en, Tsinan
- Sung Hui-wu, Tsinan

- Member of Administrative Council
- Other particularly important members

TRANSFER

DR. MONROE AND FINANCE COMMITTEE
INFORMAL DISCUSSION ON THE BUDGET

SHANTUNG

MR. LO - A number of us feel that we are so hard up that it will be impossible for us to do anything toward this new programme. Of course we all realise that we need more money, but it is a question whether with our present financial resources we can do anything, and if so what are some of the practical steps that we can take before we can get any more money from any campaign that may be conducted abroad. A few weeks ago some of us heard there might be a chance for us to get about \$2500 Mex. from the International Famine Relief Committee for demonstration work. In connection with that we thought it would be necessary for us to have a centre which would include an evangelist and also a woman evangelist, a nurse and a rural school teacher to form a group to take up a centre somewhere in the country to make experiments, to serve as a sort of laboratory for the staff and students to find out what are the real needs, and then in the light of that we can better change our courses here. That only calls for \$2000 Mex. but many of the people here seem to think that we simply cannot do it. We have not enough to carry on present work and this is something new.

SHIELDS - The practical difficulty is that all these mission grants are ear-marked so that anything like this means an assessment on the various schools.

MONROE - As I tried to emphasise this morning, the major thing is a clarification in the minds of staff and students, probably the work you have been already doing, but the clarification of it, and the sharpening of it, and a better preparation for it. A more conscious and direct effort first to study the problem these students are going to meet when they go out and secondly the kind of teaching that will prepare them to meet it. If they are trained doctors they cannot do more perhaps than help the whole community in the health problem. If they are teachers their task would be to help the whole community so far as education is concerned. If preachers, to help the whole moral tone. Teachers could help in games etc. without taking much more outlay. I grant you you cannot go very far without having some pretty clear demonstrations and without making some experiments, and both of these will take some money. That you ought to have and ought to have immediately. I should say that the importance of that ought to be emphasised upon the board at home, both by visitors here to your institution, by the authorities themselves, and by the outside authorities interested in the matter. There ought to be a small sum secured immediately for some kind of demonstration and experimentation. The next thing would be your middle school as a means of training in this sort of thing for your own student body perhaps. This focussing upon a specific programme which the other institutions cannot do and which Cneeloo has been doing more or less in the past and perhaps ought to do more effectively and more consciously, ought to have the result of getting more adequate support. I cannot promise. Of course your chief support is the Northern Presbyterian Board and I understand Dr.

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Scott is planning to spend half a year on the field. When he gets here he ought to be induced to stay long enough so that you can educate him as well as his trying to educate you. Frankly he is not very thoroughly committed to this programme. I do not think he understands it very well, and I think the job will be for you to convert him and not for him to convert you. I think he rather favours your old-time programme of an Arts School pure and simple.

As to the possible sources of this support, I am afraid I could not say off-hand. I think the only thing to do is to put it in this general budget so that it forms a part of the campaign and see that it is put over with the rest. Certainly the acceptance of such a part in the programme as has been indicated, if it has the backing of the boards at home, is much more apt to get support in the financial way than simply to keep on under the old status quo. They will be under obligations then more or less to see the thing through.

LO - if that is the case, before we can get any more money from this campaign, what else can we do except to gradually build up the spirit?

MONROE - That is the larger thing, and I think the most important thing. But I think if it was made a problem of the instructor and his class to see how it could be worked out - I do not think anybody on the outside can do it for you - if it was made a conscious problem both of the student and of the instructors, if they are committed to the idea there could not be any more fruitful subject of study than just that thing. Just as modifications can be made of each particular course, in economics, in literature, in history, in each of the sciences - certainly it is fairly clear there, you have got the whole range of rural health, village life, agricultural life, simple commercial life, health life, various processes of that kind out of which to make the curriculum. What can we do in the way of each one of these subjects? I conceive there could be a good deal done there. How much can be done in simple surveying which would be helpful to the students in carrying on their work later?

Porto Rico is one of the places I had to study for the government. There it was simpler, though it was a mission school, and again largely supported by the Presbyterian denomination. They were training their students largely along these more direct lines. They started there largely in very simple engineering or construction work. They did a great deal in improving the water supply and in improving the sanitary conditions of the village and doing something in the way of protection of farm crops and animals, all this in concrete instruction, and they sent a good deal of the instruction around. It is a good deal of that type of thing that could be studied. You do a good deal in the way of rural sociology and economics, certainly that would be worth a great deal more than a vast deal of theoretical instruction.

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What is there in the nature of this extension institute which you have which would lend itself to some of this extension work in the field or in the country? Have you any funds by which you could organise some of these groups to go out and give simple instruction with regard to hygiene and contagious diseases, sanitation etc.?

WILLIAMSON - We have not estimated for that kind of work. This is simply an institution which has drawn the people from the surrounding district, and we have dealt with them on the spot.

MONROE - Have you moving pictures, stereopticans etc.?

WILLIAMSON - Not specially prepared. There has been very little of this done. Men have travelled to schools. If we are going to do it properly we shall have to have more money for it. We simply make models, charts, carry on lectures in the place itself. We would come to a certain extent into contact with the rural extension department which we are planning now, and it is just a question as to how we should divide that work up.

MONROE - I suppose the only thing is to ask for a moderate amount of funds to make beginnings along this line and see if it cannot be forthcoming.

LI - it seems to me that if we only had a little money to make a start it would hasten what you call the preparation of the minds of the staff as well as students, but if you simply treat the subject in a very academic way and say that is all very desirable and quite ideal, it won't go very far. So I think if we had just a little money, say from 5 to 10,000 dollars to make a start, to open the eyes of people to the possibilities in the future, you can utilise a tremendous influence in such a concrete illustration to open up the eyes of staff as well as students.

MONROE - Do you have a summer session?

LI - we generally plan for a summer session but the political situation has not made it possible always to carry it out.

MONROE - In your theological training do you send the students out for evangelistic work on Saturdays and Sundays?

LO - Not very recently, also because of the political situation. Before this year we have been sending out students very regularly and also at the beginning of every spring term the whole staff and students went out for about a month into the country villages.

MONROE - How much would it take to finance a similar kind of service for the Arts students and staff to spend Saturday in the villages? Could it be done?

1928

LO - We usually sent out about two or three each week and that would cost us, including the month we spent out in the spring, about \$400 or \$500.

MONROE - Could not the same thing be done with the Arts students? You ought to have some funds for doing things of that kind.

CRESSY - (Referring to statistical report). The situation has changed since these statistics were drawn up but at that time you had 32 members of the Arts staff of whom 17 had no degree above the B.A. degree. That has changed for the better since but I think we all agree that the very first thing to be done is to secure men with graduate work. The difficulty has been lack of money. You would have to be prepared to pay \$3000 a year to secure such men. The first consideration would be to secure funds to put the Arts faculty on a proper college basis and then find men who are interested in this programme, so that it would be rebuilt on this line. That could not be done without an additional \$5000 or \$6000 a year. But granted that could be done we could probably build up the Arts faculty on these new lines. That would be a very practical way of getting into this.

MONROE - Say an additional \$10,000 - \$2000 for experiment, \$2000 to provide for the expense of these groups and \$5000 or \$6000 for teacher of rural sociology etc. would meet the immediate needs. I cannot give you any promise, but certainly I can unite in urging the importance of that on the Board at home. I do not get home till 1st March. I doubt very much if Dr. Scott starts out before that time. I will have a chance to talk it over with the essential authorities. Could you not put this in your budget, not as perhaps in quite the same group as the other, but as a contingency, that if there is agreement this idea should be carried out. These sums are desirable if not essential for the initial steps.

CRESSY - Mr. Lo and others were speaking this morning of going in and experimenting, feeling our way here into this new programme. A short distance away we have an institution that has actually got a long way in it. In rural sociology they have new men, they have organised a lot of cooperative societies. It seems to me instead of starting de novo here to first find men and start the men to experiment, we might form some plan of bringing their experts up here, say a man in rural sociology, a man who has been handling loan societies, get a man up here for a month and fix a curriculum for next fall so that you could have a series of men from Nanking. In that way get some immediate contact and get the help of the men there. They could leave when the trains are running through at 5.30 in the evening and get here at 9 o'clock the next morning.

MONROE - I think that is very desirable because even the largest universities do that at home without time to cover the whole field.

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CRESSY - I was in Nanking five or six days ago and I ventured to talk that over with Mr. Watkin and Mr. Chu and both said they would be glad to cooperate and they would be willing to do anything they could.

LI - In the way of offering courses I think at least a term should be the arrangement. They would simply come here to help out in directing the work into certain activities. You would have to have a permanent man on our own staff to follow it up after he leaves. A man being here five or six weeks won't amount to very much if there is no-one to carry it on.

CRESSY - I was thinking of supplementing it. Your new man could give the theoretical and supplement it with a man from Nanking to do the practical work.

MONROE - Anything you could get to shorten the period of apprenticeship. Perhaps you could put several of these things together. There is a rural sociology man in Yenching could be lent for a month or two. Put it together and you might make a course and get a variety of points of view. There are a number of these people engaged now on rural research. All of that would be more towards just giving you a conception of the problem; you have got to have some man permanently responsible to direct the training and instruction of the students.

CRESSY - Yenching have some special funds for agriculture and up to last year were doing college work in that field which they have now given up. Dr. Stuart has himself suggested the possibility of a transfer of those funds and if this institution embarked upon such a programme probably those funds could be better used here than at Yenching. I raised the question with him again during the last two or three days. The fund is not very large. I mention this in a very tentative way as something that is a possibility and the suggestion having been made by Dr. Stuart himself. That could not be done unless the people who are concerned in giving the money are convinced that it would be handled in a very thorough-going way.

MONROE - It is suggested at home also to the various boards that they secure an expert in rural sociology for service in connection with mission boards and they are trying to get President Butterfield. I should think it would be wise to try and get him here. You are more apt to get him if there is a real problem for him. He is very greatly interested in China. He has retired from active work in the States. I should think it would be an entirely proper thing and you have some possibilities of realisation. Write to him and invite him and urge that the Boards make it possible for him to come out for a year. Ask him also if he could bring along one or two of these young men. He has had a great deal of experience in studying these problems in various countries. It is done through Dr. Warnings' committee. There has been talk for years of trying to get an agricultural expert out here to study the whole field of rural mission work in China and I think this plan has been worked out as a realisation of that long-discussed plan.

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Whether ~~or not~~ he should stay here on the immediate spot all the year, certainly he might well make this the centre. I think it was proposed to make a two or three years' study. Let him make this institution the centre of that whole effort and at least stay here for one full year to organise and launch the programme. If you go on with concrete suggestions and programmes of that kind you are the more apt to get definite response to it.

CRESSY - What would be the relation of this institution and the School of Agriculture in Nanking in relation to such a programme?

MONROE - If the authorities really want to do a thing they find it easy enough to work it out. It is only when they do not care to do these things that they find it difficult to do them. That would be one of the best ways to get at the real problem. President Butterfield is not so much an agriculturalist, he is an expert on rural life. That has been his work, so that he would handle the whole problem rather than the agricultural problems, though as he has been the head of two agricultural colleges he would know how to do that as well. I think that would be a real possibility. I would be willing to write about these things also from Peking as well as to speak about it when I get home. Any letter I write now would only be one boat ahead of the boat I take. I will agree to do both these things if you gentlemen here think well of it, and if you will write also from the institution.

LI - I think it would be well worth while for you to approach the Boards with these two distinct propositions that we might hear from them as soon as they reach a decision. At the same time we will write too.

MONROE - Write to Dr. Scott covering both points and then write to Dr. Warnshuis concerning the one in which he is interested.

SHIELDS - We want some way of getting this to other boards besides the A.P.M.

MONROE - I shall write to Dr. Scott as representing the Shantung Board.

SHIELDS - Are you sure letters written to him that way would get to the Board?

MONROE - I would suggest I am writing to him in this capacity.

? - Would Dr. Monroe want as a basis of that some action by the authorities here, either the Arts faculty or whatever would be the proper group?

MONROE - They had better take their actions independently.

CRESSY - in the thinking of the groups that I have been in touch with the agricultural problem or the rural problem here has been thought of a good deal in terms of improving the agricultural process. Keisner has been keen on that. There are in Dr. Monroe's thinking two other factors of equal or even greater importance in increasing the welfare of rural communities; one of these is health, cutting out the loss by sickness you double efficiency. You perhaps add as much as by doubling your crop. Another would be the organization of rural life as to loans or credits. If that is the case it opens a whole field for an institution of this sort which is not a peculiarly agricultural affair, but which will have just as great result. So far as I have been in contact with it, it seems to me that this is a phase of it which we have not touched on much in our thinking.

MONROE - I believe the personal hygiene element and the sanitation element is more important than the strictly agricultural. If they take that as a part of the problem, it is more important than agriculture, in agricultural results, in moral results, in health results. It will raise the whole tone of the people, raise their economic standing etc. It is the heaviest burden the population carries and we can make more progress along that line than almost any other. The economic element of dietetics also. Certainly half of the infant mortality in the Philippines was due to poor feeding, improper diet, and another half of it due to impure water, and where the other elements came in I don't know! There are very large elements there which enter into the life of the people. I do

think, however, that there are many needs in the way of agriculture too. Here you have the illustration of the State of Iowa which just about doubled its wealth through teaching the children in its schools the process of seed selection in the one major group, which was the corn group. There are many simple features of the agricultural problem concerning seed, concerning pests and so on which could be taught to children.

CRESSY - I have frankly to confess a great deal of ignorance. It seems to me this phase of it is a new phase. When your work is done everybody can see the people have more money to spend and are in better shape and that is where you have tangible results.

LI - That is how we understand the work proposed for this university in contradistinction to the work assigned to Nanking. Nanking is assigned to agriculture. Here we take the rural life as a whole, its intellectual, spiritual, moral, economic sides. Because we have a combined school which is supposed to train teachers to go out and teach, and we have a theological school to take care of the spiritual side, and we have sociology workers to bring about recreation and health, and also doctors to go to the villages to raise their physical well-being.

SHIELDS - I can see now we ought to make that a part of our interne's work,

MONROE - It certainly would inspire them to take an interest in that phase of the work in their after-life.

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SHIELDS - If there are places near enough.

CRESSY - Why not use a lot of our schools and churches where we have superior men and bring your pastors and teachers in for a short course and let your medics take a whack at them also.

SHIELDS - We did that in /25 or /26. We had a special summer school here for a month, an intensive course for teachers and preachers. We had about 25 or 30 of them came here and we gave them a very good course. We gave them practical work. The conditions have been such since that we have not done it again.

MONROE - You have not any measure of the results.

CRESSY - Suppose you select your people from your centres where you expect to send your internes. They can prepare things for the internes. Then we begin to get some demonstration centres which are also training centres for internes.

LI - You can only do that through churches already existing, unless you go to large expenditure in setting up new centres.

CRESSY - Take the most promising places.

MONROE - Don't you think in many of those communities where you have no church or school that the young men might go in and gradually get acquainted with the leaders and finally get their confidence and begin such work as this?

LO - From our experience that our Theological School has, I think it is really easier to do it that way than to go into a church.

MONROE - I think it might be better.

CRESSY - How many such villages have your men got into?

LO - We have one centre there but there are about thirty villages around within five li.

MONROE - From the point of view of the institution you might get very much more result out of that, working on these non-sectarian things with the village elders and not antagonising the officials through developing schools, you might get very much further in your whole programme of raising the community. Why not try to work out new machinery for doing this?

LO - I think the experiment of starting a rural school in this centre as the theological school has done, is a complete illustration of this. I do not believe that sort of thing can be accomplished quite as easily in a place where there is a church. We started a school there this way. We started popular education first for one winter and then later we

visited the people who had children to go to school and of course they were all dissatisfied with the kind of school they had, and we put up the proposition "You give the amount of money that you are spending for your school now and we will provide a good teacher for you". They got the school-house and all the furniture and in addition to that they collected at least from \$100 to \$120 a year. That was the first thing they did. Unfortunately the situation is so bad that the school has to be closed. If the school had been going on I think in another year you could get \$150 from them.

MONROE - It seems to me that is the ideal thing. Let them develop this plan in as many villages as you can supply with men. Have you any physical education man?

LI - We have a physical education man but I do not believe that kind of work has been done in the villages.

MONROE - With the dramatic instincts of the Chinese people you can do a tremendous lot through recreation simply in getting these ideas over if nothing else.

In conclusion I think it simply amounts to this. Before this thing can go very far in the expansion of this work you would need to have sufficient provision for it in this larger budget. But before that could be put over with any very great success there would have to be a pretty definite grasp of the vision of the thing here and considerable enthusiasm for the realisation of some such programme. I think that would be a necessary backing to it. And the more concrete and tangible these things can be made, the better it is. Even if the concrete things do not go very far they may be more important in the long run than the vague general schemes.

REPORT OF INFORMAL MEETING
OF DR. MONROE
WITH THE DEANS' COMMITTEE

SHANTUNG
TRANSPORT

Friday morning, January 17th. 1929

Present:- Dr. Monroe, Mr. Cressy, Mr. H.C. Tsao, Dr. Leighton Stuart, Dr. Li Tien-lu, Dr. Shields, Dr. Miner, Dr. Lair, Rev. H.R. Williamson, Mr. S.C. Lo and Dr. C.A. Stanley.

After Dr. Li had made a short speech of welcome Dr. Monroe addressed the meeting as follows:-

Whatever I should say at the various meetings will no doubt be repetition because I only have one line of argument, and I would say I do this on my own accord. While the Board at home when I met with them a few days before I left, expressed the desire that I would make the visit here if at all possible and I agreed to do so if I found it possible, I must say that there is lack of unanimity of opinion among the members of the Board regarding this correlated programme, I think for the same reason that there is here, that it is more or less misunderstood.

Perhaps if I give just a little of the background of it in my own thinking it may help you also to set it straight.

The difficulty lies in the whole programme or nature of American and Anglo-Saxon education, and it goes back to the general social philosophy of the 18th and early 19th century. In the whole building up of our modern culture as it is centred around industrial development and modern machinery and so on, the dominating factor in our modern social structure, civilisation, culture, the whole thinking was based upon an individual philosophy. The general theory was that if you allow the individual the fullest freedom possible, his own self-interest and motive for personal development and advancement would care for all the rest. The general theory then, regarding government, regarding industry, regarding social life, was that you should leave the individual just as free as possible to work out his individual aims and purposes and put no restriction upon that enlightened self-interest, and self-interest would produce all that was necessary in the way of social evolution and attain all that was desirable in the way of social welfare. It was the doctrine preached by John Stuart Mill, Herbert Spencer, and in education by Sir William Hamilton and all that group of the great English thinkers of the early half of the 19th century, from the very beginning of our industrial civilisation. Now we have gotten away from that both with regard to government and industry and social life. We now clearly see that what is necessary is a very definite regulation of all these forces and motives and activities in the interest of the general social welfare; that you cannot depend upon enlightened self-interest to reach the conditions of organised life in industry or in government, in politics or in commerce, or in any of these things, and that you must have control of these for the benefit and the welfare of the group as a whole. Very much of our life, very much of our whole social organisation and effort is devoted to the control and direction of these things.

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Now this same philosophy which controlled life with reference to most of its stages, controlled our thought with regard to education, and it connects up with the natural individualism of the Anglo-Saxon people, but the general theory is the same, that is: if you allow the individual free scope to work out his own personal ambitions you get the highest that can be attained in the line of education. It is exactly the same philosophy which controlled in all the rest of our social life up until well through the 19th century, but certainly for more than half a century has been abandoned both in theory and in practice. Now the American college and the American type of education, as well as most of the English, is based on exactly that theory. Educate the individual by giving him as good a training as you can in various lines, and that is all that is necessary. The rest will take care of itself; this educated individual seeking the best in his profession will secure the best that is possible in society, and that is all that you need do with reference to the educational system. To see that conception more clearly all you have to do is to contrast with it the conception of education as held and as worked out on the continent in Europe in almost any country, or in a country like Japan. There their whole educational system is organized for the specific purpose of meeting very definite social needs and they begin to organize and segregate these groups of students very early in their career. Germany, for instance, had a great variety of these divisions and numerous points at which segregations and selections had to be made. For instance, about 9 years of age the family of every child had to decide whether that child was going ahead in the ordinary routine activities of life, - handicrafts, agriculture, industry - or whether he was going into commerce or industry or the professions, and if he was not going into any of the professions he had to decide and go into a particular type of school. The decision might be postponed for three years longer, until he was 12, but after he had passed that point he could not possibly make any reverse decisions, and if he was going into industry he would go into one type of school, if he was going into business he would go into that type of school, or if he was going into any of the professions he must go into the gymnasium - in law or medicine or theology, they all had to take this specific course, and that had to be decided as early as at 9 or at latest 12 years of age. He could not reverse the decision after that time. Now practically all European educational systems, continental systems, are based upon that, with that segregation of these various groups, with compulsion all the way along very definitely, and their whole educational scheme is organized to prepare these students in these fairly definite social groups. Consequently there is a precision about European education which does not exist in the Anglo-Saxon, and there is an accuracy and a finish to their education which does not exist in American education at all. Now we get something else of course, we get this individualism and initiative and freedom and so on, but we lack one thing which educational thinkers have been realising and emphasising now for a long time and that is that by this more general firing up in the air or simply saying that you educate the youth, give him his professional equipment

without any tendency, without any effort either to train him for or even impress him with the particular social applications and trying to formulate that education in terms of the needs of society rather than in terms of the needs of the individual student alone, we do not get to the real solution of many of these very important social problems. That is one reason, of course, for the striking efficiency of industry and of the whole social procedure in the Germanic countries.

Taking a more extreme case of that, you have it in Japan. There the organisation of their educational system is under very rigid control so that they can let in or let out of their secondary schools. They can admit to them and they keep adjusting the standards so as to get into those secondary schools the number of people who are to be trained for those higher professional and government walks in life that they can absorb, and they do not have a great number of others admitted that are trained for types of activities perhaps for which they cannot adjust themselves or for which there is no place. To diverge just for a moment to give you the situation which I have in mind. Contrast the situation in the Philippines with that in Japan. We carried the American system of secondary education into the Philippines and are there developing what we call the academic or "high collar" education, and we are producing there perhaps 15 or 20 times the people that can be absorbed. There is nothing for them to do. We went into some provinces which are industrial. The high school was turning out something like 60 graduates every year. According to actual investigations there was no room to absorb more than 5 or 6 of these every year. They had an industrial school and an agricultural schools, but had abandoned them because it is so much easier to run an academic school. And the result was there was more disturbance in that province than in any other place in the Philippines. They had so many people there with this kind of education which simply did not fit. They had not been prepared for anything specific which actually existed. On the other hand the other type of education has limitations as well. I recall this illustration in Japan. They needed three men in their laboratory of seismology and so they picked out three that they thought were competent men to go into this very important part of the scientific work of the government of Japan for the forecasting of earthquakes. It happened that two of these men died and the third one proved of no account, unable to carry on the work. So there you have a specific limitation of this thing when it is too thoroughly carried out. What I am trying to give you is the contrast.

Now it is clear that we cannot introduce into America the Germanic or continental type of education. It does not fit with the Anglo-Saxon type of temperament and it does not fit with our society. I think that is true of China. Contrast the society of China and Japan and you see the lack of central power. It is not possible in Chinese life, it is not possible in American life. On the other hand I think we have to admit that this purely individualistic theory of education is no longer adequate or tenable or fills the bill for American education, and I think it does not for American education projected over here into China, or for Chinese

education in general. What the educational thinker is trying to do, then, is to provide a scheme of educational activities which will reinforce, supplement or substitute for this purely individualistic theory of education some kind of social motivation. Now we really in our Anglo-Saxon thinking seldom think through the process of education. We carry it far enough along to think how we want to educate this boy, but we stop our thinking right there in this old Anglo-Saxon philosophy with the idea that when we have got him educated he can care for himself and for his adjustment to society. We until recently had very seldom thought of the problem of education in terms not of the student but in terms of social needs. What are we educating these boys and girls for? That is, what is the particular thing in social life which we want to accomplish and need educated people to accomplish? I think the effort is all directed toward trying to work out the problem to that stage. What are the actual social processes which we want to effect and to accomplish by these educated youths? And when we have formulated this, try to organise our education work not on the basis of pre-conceptions or traditions, not on the basis of purely individual needs of students, but to formulate your educational process really in terms of the actual social needs which you are trying to accomplish. Now when we come to formulate, or anyone comes to formulate the problem for specific systems, and graduates of institutions or of a particular institution, it is the effort to get at that particular problem, and as we face the great social needs of China we are running up against this great problem. What is it that the Christian institutions, the Christian educational institutions in China here are seeking to accomplish? Is it simply to educate a certain number of youth who are then to be turned free to do what they please? Or is it to educate a certain number of youth to accomplish certain definite ends in Chinese life? I think the nearer we can get to that specific problem the the nearer we get to a satisfactory solution of our educational problem. Now among these very great needs of Chinese life which the missionary educational institutions would seek to better if not to solve, is the fact that from 80 to 90 per cent of the people of China live in what you might call non-urban areas, they live outside of the great cities, in the villages, the small towns, the provincial capitals and so on, but they do not live in those very great cities. - Shanghai, Canton etc. And there would be the parallell fact that nearly all of our old system of education though thought of purely in terms of the individual, equipping the individual as best you can and letting him go out to suit himself, shift for himself and make the best use he can of himself, all that kind of education tends to direct the youth into these big urban centres, to the entire neglect of the 80 or 90 per cent of the people who do not live in them. Now I think we can see very clearly the result of this kind of education where it has been carried on long enough. Personally I am convinced, and I have talked this idea ever since I have been teaching the subject, that the condition of rural New England throughout the past generation, especially now, is due very largely to this fact. The old New England Academy, one of the finest institutions ever developed, deliberately drained off from the rural life of New England the very best of its stock and did that for generations, until there is now no more

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backward region morally than rural New England. How can it be otherwise? It was a great gain to California, a great gain to the Middle West, these states have been built up by these men. But it destroyed the population within which it was born and destroyed the social structure out of which it came, and it is to remedy some such situation as that which might eventuate here in China, so far as the Christian forces are concerned, that it was suggested that this particular institution, in line with its past, having drawn its students as it has in the past altogether from what you may call the non-urban centres, and having sent most of its students back into these centres, project this as its specific problem and with the consciousness of the needs of that social situation, train its students more directly and more adequately to meet those problems, which they are facing any way, than they could if you simply turned them out without having any adequate preparation for that, so far as the curriculum or the work in college course or secondary school course has been concerned, and make the effort to reorganise our teaching largely in terms of the social needs of that great mass of the Chinese people. It does not mean agricultural training, any more than it means training of the preachers and the teachers and the doctors of these people. It simply means training them in terms, in elements, not of individual success, but in terms of social needs and of the solution of these social problems, and equipping them to meet the problems which they run up against and which perhaps you will better fit them for meeting because of their education in the middle school or in the University. It is practically a question, of focussing the work of the institution. It would not mean that they would have any less biology but they would have biology in terms of the health problems of the community, of the sanitary problems of the community, of the agricultural problems of the community, or of the individual health problems of the community, or of the care of children. It would not mean that they would have any less chemistry or other sciences, but that they would have it in terms of the chemistry of the farm or of the home or whatever it may be. It would not mean any less necessarily of any of these subjects, but simply giving them a focus or an interpretation in terms of the actual places where they would use that knowledge, and use it to the very best advantage. Now that means, putting very much more of a burden on the faculty than on the student. It is revising the conception of the nature of the process of the teaching primarily I think, and if the teacher gets it, the group is bound to get it. It is a question of whether we vision more than anything else. It is not a question of whether we are to force these students whatever. None of it can be done by force, and after you have got it all through, if a man says "I want to go off to Shanghai" well let him go, that is all there is to it. If he has got the proper vision in the use of these things 99 times out of 100 perhaps he will go to the place which he has been prepared for. I think it is inevitable that those large cities are going to grow larger and add a large proportion of the Chinese population to them. I think that is the meaning of industrialism, and it will have a great benefit for the non-urban regions; it will reduce the population, raise the price of farm products etc., but if that is not to be done in a way which entirely ignores the value of human life, this rural

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population - that is, the non-city population - has got to be prepared and equipped for that. The conditions I have seen recently in the big factories in the Chinese city in Shanghai are intolerable. They are certainly as bad as they ever were in the early stages when this theory prevailed in England, the early days of the industrial system. But if you had going out from Shantung Christian University a stream of these young men and women as doctors and as teachers and as preachers and as leaders of any kind into these communities, giving this sort of training to the people of these communities, they would not be subject to being drawn off into the life of Shanghai and these other commercial cities to be enslaved in this condition that is practically worse than animals are forced to live. Thus it would prepare them to meet this situation. I should like to give you as an illustration the very best working out of this policy I have ever seen, and I have advocated something of this kind for the country forces ever since I came in contact with them something like 18 years ago. And this process is carried out by a government which is considered one of the least intelligent governments which is considered one in existence. It is a government which is frankly anti-religious in its attitude, with a population which is far inferior in intelligence and calibre to the Chinese population, and yet it is being done successfully. I have seen it and I think it is one of the most striking educational experiments on process at the present time in the whole world, and that is in the government of Mexico. It is carried out by two young men that were trained in our own institution, and they got this vision. One of them is now Minister of Education. He was earlier educated in the Presbyterian Mission school in Mexico. He is of Jewish ancestry. They have organized there what they call cultural missions, and the people who engage in them are called cultural missionaries, and they are trained in a government normal school that is created for this specific purpose. These young leaders are trained in groups of five or six. One of this group is a specialist in public health, one is a specialist in games, physical exercises and amusements - the recreational side of life - one is a specialist in agriculture, one is a specialist in domestic science, the training of women in household affairs, one is trained in the ordinary industrial processes connected with farm life, and one is a specialist in education. That group of six or seven people go out and live for two months in a rural community in some large village with a number of smaller villages around them, and they educated the whole community. They gather together all of the adults or as many of them as they can gather. That is their job, to get the backing of the whole of that adult population in that community, teaching them with regard to sanitation, personal hygiene, public health, teaching them with regard to their industries, giving them some ideas of public recreation. Of course the native population there has a good deal of the native and primitive recreational activities and a great deal of the native and primitive art and industries, and on the basis of that in a population which has been enslaved practically for generations, they are making a new people. And one of the first things to come out of that is a creative art, a new art expression out of the

life of these people: It is one of the most striking things on the whole earth. It is vital, it is creative. A certain amount, of course, was in the minds of the people to begin with, but that is one of the earliest results of this new vitalising of the people. I had not finished the procedure. After they have lived in one community for about two months they have organised this community with all its leaders - school teachers, mayor, the progressive trained people - into a committee and when they go away they leave this whole programme in the hands of this committee. Usually it is the business of the school teacher to carry it out, but they try to enlist the priest and all the public officials and the school teachers in carrying out this programme, not simply for the children but for all the community. Then they go on and live in another community for two months, and they keep circulating the whole year around with practically no vacation, or if they do have a vacation it is to go back to the normal school and get further training. After two years they plan to have another group to go and visit these same villages. There you have a population practically 90 per cent rural. Perhaps that can be done on that scale only by government, but it is that type of thing that I have in mind personally as the vision for your type of education. Train your student, no matter what profession or line he is in, so that when he goes out he has a conception somewhat similar to that as his job. If he is a doctor he becomes a leader in the whole health problem of the community, not simply to cure the ills of certain individuals for the benefit of his professional ambitions as an individual, but that his job is a social job and as much to prevent disease as to cure human ills. The same way with the preacher, the same way with the teacher. The Hampton Institute and similar schools at home organise on a somewhat similar though less clearly defined plan. They do not care just what their pupils do. They get just as much service of this kind out of a banker, and perhaps more because with the negro race it is economic training which they need. He may be a blacksmith, he may be a dentist, he may be any of these things, but his job when he goes out is to become a leader of his people in all these lines, and I have followed these people out into the country in the south, often-times into their homes, and have seen the effect of the method, on the living conditions, bringing in so many of our modern ideas of sanitation and hygiene and all of the moral uplift that these things bring along with them.

Now when anyone is talking about the rural programme for Shantung Christian University I hope that is all that they have in mind. That certainly is all that I have in mind. But it is a very great deal. It does not mean that your students are to be all trained as farmers. It does not mean necessarily that they have all got to go out and live in little bits of villages. But it does mean they are to be trained to realise the significance of their career in terms of the social needs of the community in which they live, and that the dominant need for China is this 85 or 90 per cent of the people away from the urban centres where the foreign influence is felt, and that is a job itself sufficiently great to challenge the very best ability that is to be

found in these Chinese youth. It is not a limitation of their function, if these students are thinking there is now something projected which will prevent them from having something of a career. It seems to me it is making feasible a career in the community in which most of them will pass their life any way and it is a sufficiently large problem, a sufficiently large opportunity, a sufficiently large obligation, to be a challenge to the greatest ability which you can find among the Chinese students of this generation. It is in order that the student body and the institution itself may have some such conception or some such vision as that, I think, that we have been talking in terms of what we may call the rural problem. I think it is a misnomer. What we need to do is to get a different name, but more important than that is to get the actual vision of what is thought of, before the students, and perhaps before some of the instructors who may not have had clearly in mind what is meant by this, as I am willing to admit we need to get it before some of the Board members as well. I want to get the idea before you as clearly as I see it myself.

DISCUSSION

SHIELDS - Would your idea be that we would simply put the emphasis in this way on the courses that we are giving now, or that we should add anything to what we have now? We would certainly have to add something in the way of rural extension, I presume, in regard to agriculture? That has been a thing that has been mentioned several times.

MONROE - I should have to study your curriculum much more definitely. I think it would mean a change in the content of courses more than anything else. I can see your course in biology, or your course in chemistry, or in such subjects still remaining courses in chemistry or biology or whatever they may be, but perhaps with a different arrangement of their subject matter, focussed around the different problems which the students themselves will have to meet. I think of organising the problems of the curriculum in terms of the problems in the social situation which you want to meet rather than in terms of academic lines, which is very much simpler to do.

As to how much agriculture you should have, of course it would be a very great help if in any of these groups - say a rural pastor, if he really knew a good deal about simple agriculture, how to improve the economic status of his parishioners. We only have to go back a few generations in our life in America to the time when the preacher was the physician. Practically all the students who were trained as preachers were trained also as physicians. Thus they knew the little bit about medicine that was known at that time. Where were few separate practitioners. As it was in Europe, too. The monk was the physician. Now similarly the preacher or the peacher or any of these men, if he had this knowledge it would help him to solve the problems of whatever class of people, his parishioners or clients or patients, whatever they were. That would make him so much more of a group leader in that community.

LO - To begin with I think it will be very difficult for the ordinary rural community to support a preacher, a teacher, a doctor, and a nurse. If that is true do you think it would be a wise thing for a little while to give our students a kind of training which will have a little bit of everything, not in any very professional way, a few simple things such as medicine or principles of teaching to a preacher?

MONROE - There are a great many very practical problems involved, and I realise as you say that these communities cannot support all of these specialists. I realise on the other hand that you cannot train that one individual to be a specialist in all these things, and that would seem to be an impasse which you cannot get beyond. There are several suggestions which can be made. The first is that the student who is trained in any one of these fields can be given a very much wider application of his own field. That is very clear with regard to the physician. It needs a public motivation more than anything else. That is quite as true of the preacher, quite as true of the teacher. The teacher, for instance, if he is trained to believe in the education in modern ideas of life for the adult quite as much as for the children of the school as part of his job, would have a very different attitude to the community, would soon have a very different hold on the community. Some of the government institutions are doing that very thing. Dr. T'ao is doing that very thing, only doing it as a government institution, to give these people not only the vision but to give them the training that will enable them to go out and lift the level of the life of the whole community. That is the job of these teachers. Of course part of your problem is to work that out.

Then the second answer I would give to that is, I think one of the first things you should do, partially as a training for your students, is to develop a service of that kind as an extension service. I think you have an extension department of the university. If these students were organised as part of their college course, to spend the summer months out under direction, it would be one of the best parts of their training. They can find out far more of these problems than you or I could tell them about them. I think it would be one of the best ways to spend a small sum on the part of the institution. Do what you do for the interne in the medical profession, or for the student teacher.

The third argument I would use is this. If you can have enough influence over specific communities, the economic standing of that community will be so increased that in the course of a few years' time where they have been able to support only the one man, they can support the whole group. One of the most striking things in the Phillippine situation is the demand of these people for schools. The first thing the community will do is to demand a school, then they will demand an artesian well. I was there 20 years ago when they mobbed those who were making the first artesian well. Now they will go to almost any sacrifice. They have first a school, then a well, then a paved street. The standard of living has been increased about four-fold in about 30 years time. They can do it. It is due to the reduction of economic loss through sickness and disease, through impure water, through con-

tagious diseases, all of those things, The multiplication of the value of agricultural products, of industrial products, has raised the scale of living about 400 per cent in that space of time. They can support these things and one of their first demands is that they have them. Your problem in China is infinitely more complex. You have infinitely more people, the economic burden is very much greater, but that sort of process will go on, so that in course of time, fairly shortly if conditions are normal, the people will be able to respond in meeting these demands themselves.

MINER - Haven't we another asset? We are talking not about simple agricultural communities but the market towns, the hsien cities, and in them there is an increasing number of educated specialists who have gone out from government schools. They are very largely scattered over China. If we had this visiting group of specialists to go around once in two years generally over a whole province in China they can enlist the aid of these resident specialists. They may not be highly specialised but they could help to carry out the programme that was started with social motivation in it.

MONROE - I think that is a reasonable thing with reference to work here in China. You could at least start this in this way. You have missions and churches and schools. Put in young students here as apprentices in helping the preacher and the pastor and the doctor in those communities to reach that conception. That would not conflict with any government programme or with any government organisation and would fit right in with what the university has done before. You would have there an actual nucleus to begin on and a nucleus which might expand. I expect one of the greatest difficulties would be to persuade many of these older men to get the vision. The college presidents find at home one of their greatest problems is the old grad. When you go out into these communities you may find that may be one of your most difficult tasks.

CRESSY - Would it not be necessary then to include in the programme of the institution short courses, it might perhaps be summer or one-year courses, for some of those older men who have been out and bring them back.

MONROE - I think that is very helpful. When I was here some years ago one of the things they had here was a custom which I presume has gone by the board now, of the higher normal schools all bringing back all their graduates after four or six years, bringing them back and giving them a number of months together in the institution. Do you know whether they have anything of that kind still?

TSAO - Not recently, but the Minister of Education is planning on that again.

MONROE - It was one of the best features of the system. It toned up the school and it toned up those men who had been out. A very excellent scheme.

CRESSY - I think that Yenching has been doing something in that line.

TSAO - The summer course that is under plan now will begin in the University of Nanking next summer and they allot some work for the students - practically they are all teachers - to work a whole year from fall to the next summer, and then continue on till another school session in the summer of 1930, then have their examination. Thus the course will last two summers and they will do allotted work in between. That is their present plan. Mostly on rural subjects.

MINER - To come down to a concrete problem right here in our own university. Dr. Monroe mentioned the Department of Biology. Here of course in the Department of Biology we have to have courses to prepare for the School of Medicine, but we certainly for this programme will have to have an entirely different way of teaching biology. Now in our pre-theological course we first put down biology with the idea of having some such course as Dr. Monroe said just now, but we would have to set up two different lines. They have to go into the pre-medical biology course, This is not only a vision but we have got in some way to have large resources. We realise, those of us who are working out of the concrete problems every day, how much expenditure is involved in this. How are we going to solve these concrete problems that come to us?

MONROE - One beautiful part of this scheme or idea is that you will never get them all solved, you will always have a series of live problems to deal with and they won't be just problems about the curriculum or readjustment of petty arrangements between departments and so on. I think there is a continuous challenge in this type of thing. It is continuous adjustment. In the first place, while what you say is true, to work it out thoroughly needs perhaps a great deal of funds, yet the very fact that you have a concrete problem to work on, a specific thing to work towards, makes it possible to do a lot of these things with very much more moderate resources. Some of the schools which have done most remarkably with regard to these things are schools with very little resources. Among the numerous boards I am on is one which is a foundation for making annual awards to people who have contributed most during the year in the way of social advance. The debate just a short time before I left was whether it should be given to Herbert Hoover for relief work in the Mississippi Valley or to those two women who had worked out so much in the way of social work in the Penn school in South Carolina, or Miss Berry who is working with the white population in the mountains. Those foundations work with very little facilities and yet have all made a name for themselves. There are great possibilities under very marked limitations, but I grant you that in many respects it will mean additional support.

LO - It is a question to many of us whether we can make any headway at all without getting any more money. Personally I am very anxious to see you express your personal opinion as to whether we can or not.

WILLIAMSON - It would seem that if we are to collect a body of travelling lecturers or instructors we should need to finance that movement. I do not think we should get their support from the community to which they go. I can conceive of that representing a vocation to a large number of our students. I think possibly it would make a great appeal to them. I think that is one thing we might have in mind and it would involve some sort of special training in addition to what they get in the various schools.

MONROE - I used that more as an illustration, not as an essential part of the plan, although I do think it would be a very helpful part of the plan.

WILLIAMSON - It seems to me one of the most attractive and one of the most effective parts of the plan, thinking in terms of the student body. That is the sort of thing that would make a tremendous appeal to them. Our difficulty here has been to conceive of a possibility of our men settling down in these villages to do the job, but to create a body of men who are to travel round, staying two months in each place enlightening the people, that would present no difficulty from their point of view.

MONROE - My impression was that a very large proportion of your students were settled down not in villages but in very small towns, as pastors, teachers, doctors, and the idea was that all of these, both those who have gone before and those who are to come after, would be given this larger conception of what their possibilities and their obligations were, and that they be prepared to meet them. Now I think the travelling group would be very helpful also, but as a life profession it would not hold the attraction or the opportunity that might be given to anyone settled in the regular professions.

WILLIAMSON - Our doctors have not out into really rural conditions yet.

LO - A good many of them if you include the hsien cities.

TSAO - With regard to the definition of rural, the best word is non-urban. We have in Shanghai 1800 hsien, more than 1800, each hsien can count at least 40 to 50 villages. Down south and even here you will have more than 100 villages. There is the field. And I think the thing that can be done is to cooperate with the educational authority and the church leaders of the hsien first, and have a station, a mission station, in the hsien, and then make a thorough study of the whole hsien, dividing it into sections. Each section would have some work started, and that needs people like doctors to settle down in the hsien and supervise all the medical work and help work the whole district.

MINER - That is what I was thinking. We need more district supervisors for all these different people who are carrying on group work.

STANLEY - Some of us have tried to think some of these things through and the idea that is in the mind of a few of us at least follows very much the suggestions which Dr. Monroe has made. In the first place that definition of rural co-ops almost exactly with what Dr. Monroe has suggested and what I understand we have in mind here and what we have hoped to have started even without additional finance is just such units as have been suggested. We will have social units which will go into a place and work - it may not be two months, it may be a year or two years, and that will be the laboratory in which our students will get training and will be able to repeat what has been attempted in their smaller group. We have definitely projected for this year a demonstration farm, not an experiment station, but a small unit where everything will be done that is justified as a result of experiments made in agricultural colleges. We take their results and put them down in a small way so that the students here will see exactly what is done and can be done by simply a little intelligent understanding of the situation, and then as they go from here they will have that little bias which comes from understanding, so that whether they are teachers or preachers or business men or what not, when the situation comes before them they will have something to meet it with. It seems to me that is trying to get at the heart of the situation. The revision of specific courses is an entirely different matter which probably never will be dealt with. We have had in mind for a considerable time a project just like this laboratory work for the students, but we need enough finance to be able to put the thing forward. For instance, there is resting now before the Deans' Committee - the finance committee of the institution - a very small budget of \$2000 local currency to try and start one of these centres which will make available this social experiment work for us. We do not know whether we can get the money. We are having to rely upon a committee entirely extraneous to our university function for financing our first demonstration centre, but we hope to be able to avail ourselves of what is available. We do need even if only in a small way, some financial help. It is an open question whether we can squeeze out enough money this year to start one of those units, covering just the things which Dr. Monroe suggested, rural life, teaching of agriculture, demonstration, community organisation and such things.

LI - In the minds of the students, a large body of the students in this institution, especially in the Arts School, the main problem is the problem of employment. In this kind of programme of course two factors are to be involved, one is their motive of service, one is their motive of livelihood. Why they come to school here is in the usual way because their parents sent them here, but most of the students seem to look forward to some kind of employment, to some kind of livelihood which might be considered as above the range of livelihood where they have come from. I think the average student would be thinking in these terms. But just at this moment the general academic training will not give people the necessary chance of employment. We all see that. It is not only a problem of Christian institutions, it is the problem of government institutions. They turn out more graduates than can be absorbed profitably by society and I think you have made a very significant remark by saying that it is just largely due to that that the country's condition is constantly

disturbed by these unemployed trained minds. But the students are scared at this new programme simply because of that question. This programme seems to be proposed to solve that problem of unemployment, because this academic training they are taking now won't land them anywhere, but they are scared just at that point. They thought that even their meagre chance of going out and filling business places, official places in these cities, would be cut off, would be narrowed down so that there would not be any chance for them to make a living, simply because the rural districts cannot pay that kind of living, unless they want to go back to where uneducated people have no way but of putting up with it. I do not know what can be given out as an inducement for them to be thinking along this line, unless you can make them see their way more clearly as to future employment. So there comes this next question. I wonder if a wholesale change of the policy of the University would not be better worked out by some special department, simply establishing a rural normal school in connection with the university, and training men who would want to go into this work, say 25 or 50 students, training them normally. Train them with that kind of programme just as you have said is being carried out in Mexico. Then send them out just as the Theological School is training preachers and sending them out. The Theological students are sent here by missions to be trained and then to go back to those different places to definite positions. Have this normal school established, enrolling a number of students, giving them that kind of necessary training and then sending them out to the different districts with a definite establishment in the different villages or hsien cities along this line, and thus to open the eyes of future students enrolling in this university that this is a workable proposition, it solves their problem of employment. Then you can work upon the other motive, impressing upon them the value of the service, the objects of the service. I think we cannot look to the rural resources as being sufficient to employ these people any more than the first churches were established by local money. You have got to do this kind of thing just in a similar way, by a missionary method. Missionaries came over here and started certain work and often they needed native workers and trained them to send to different places. So we might come down to the final phase of the question, the matter of finance.

MONROE - The thing I was emphasising was not so much the creation of a new employment. I used that merely as an illustration. That would be very desirable to do if you can get funds to do it. I do not think the plan depends upon that. I can conceive of the idea and of the plan that we have in view without any change of employment of any of your students perhaps whatever. It is primarily a matter of a point of view, and a preparation to carry out that same broader point of view. As Dr. Shields said this morning, half of the medical graduates for the last ten years are in mission hospitals. Probably half of them are in private practice. Now they no doubt have their hands full as it is, but if they could be led to see that part of the task of the physician is to have an insight into and care of the public health of the community, to see that the children of the schools get proper instruction in personal hygiene, and that all of that was as much

a part of the work for which they were trained by this institution as to perform private service for the individual patients who needed it, it would be an accomplishment in that line. Especially if they were in smaller cities or communities it would be very much more easily done than if they were in these large cities where of course one individual could hardly affect the life of the community to any extent. Anyway in these larger cities China is soon going to have a body of men adequately prepared for it. One of the "going" things is undoubtedly training for public health service. I suppose a large proportion of your graduates are in teaching and in preaching. Now I do not conceive that they would be otherwise than teaching or preaching much as they are any way, much as those of the past have already been, but I think they would have a very much enlarged scope, an enlarged vision of their obligation and of their opportunity and of their job in general. I think if they had this enlarged conception and were able to carry it out, the community would respond in time with the greater economic ability which would enable you to do these other things. I do not want to urge it on the students merely as a chance for a new kind of job. It is very desirable if a certain amount of that can be done but it is not primarily that but merely that the university in the training of all these men in these various lines should try to give them this conception and try to prepare them through their training to carry it out.

WILLIAMSON - Thinking in terms of the Arts School and then thinking of middle school teaching jobs, at least if they are serving mission middle schools we soon find that they have not jobs waiting for them. There are not so many of these mission middle schools. If they cannot do that they do not seem willing to go into anything else. They would not go into a higher primary school, they are trained beyond that stage and mission schools are not so numerous as to take up the men who are trained for it.

? - Why don't they go into government schools?

STANLEY - I am thoroughly convinced from my experience and knowledge of country schools, middle schools, schools established in the hsien cities that are called middle schools, with the rapid development that is coming with the new life that is coming into the new government, if we are able to train men who have an adequate conception of what teaching that meets the requirements of the rural environment really involves, that there would be no question at all about positions for all the men we can trained more too. I think the situation is going to come much more rapidly than we think. I do not think we need to think in terms of trying to create positions for these men. The men I have known in government positions in the hsien cities are men who are not trained at all for the environment in which they are placed. They are just as much hampered as our students have been in the past. They have been there in Tientsin and Peking in higher normal schools and then turned loose in a district that has not an inch of made roads of any kind, that has no railroad,

that has no water system, that has nothing at all that has anything to do with their previous training, and they are turned loose in that with absolutely no knowledge of anything to contribute to it. They are going to find their jobs and they are going to be as well paid as a lot of men who are sticking round Tientsin and Shanghai now without jobs.

MONROE - I would subscribe to this myself as far as my observation goes.

SHIELDS - One question that has been asked and not answered is if we do make this change will the students come here or will they not prefer to go to Shanghai and Soochow and Yenching or anywhere rather than come here. Can we afford to run our school without any students?

MONROE - The question that might be asked right along with that is, if you work out a scheme which will successfully do this will you not also draw a large number of other students?

LO - I think to begin with there will be a drop in the enrolment of students, but I do not believe that will do very much harm provided that the Board of Directors doesn't judge the institution by the number of students that the institution attracts. If they do not look on things that way I do not believe it will do any harm for us to have a smaller student body in our school if at the same time we have the right kind of staff with the right spirit to study thoroughly the whole situation. But I don't believe in going into this sort of programme with many of the us really not qualified to do it. We have to study and we have to make experiments and while we have a smaller student body we can work, we can study ourselves and by that time I think there will be need for more of this kind of men and women than we can turn out. Of course if the Board of Directors should say "Well unless you have a student body of 200 we want to close down the institution", well, that kills it. I think there will be a drop at the beginning because it will be pretty difficult for young Chinese at the present time to get this vision across. Our teachers have not got it and it will be quite difficult for many of our teachers to see it.

STANLEY(?) - The question was raised a minute ago about why our students do not go into the government schools. That is because we have trained our students in a general cultural education just as government students have been trained. That being the case the government uses its own trained students instead of somebody else's if we have students trained for the job the government have sense enough not to use a man who is poorly trained when they can get one that is well-trained. I cannot see any argument at all on the side of fear of falling numbers. What morals can there be in a Christian institution continuing to turn out men and women who are not fit for their jobs when they know perfectly well they should not do it, and more men and women are being turned out in that way than the country can absorb anyway, - side from the perpetuation of some particular type of institution, and that is not what we are after. We don't want to perpetuate an

institution and turn out a lot of useless men and women highly trained to be disturbers of the community.

LI - If the present training does not seem to fit them for jobs would this rural training that you have been speaking of make them better that way?

STANLEY - I think so for this reason. Tientsin, Shanghai, Peking and Tsinan are going to be filled upto the muzzle some of these days with doctors and with teachers, with clerks and things and there is the whole hinterland which must be filled and it must be filled with men and women of some capacity. This hinterland has got to have men and women trained to be supervisors, educational supervisors of districts, of whole counties. They have got to be trained men and women, teachers of normal schools which are certainly going to be established in each hsien or in groups of hsien through all of the provinces where the whole background of the people is agricultural. As teachers, as heads of these normal schools, as directors of education to correlate the whole system of education, for instance, in a county, along lines which shall not drain the community but put back into the soil something of what has been taken out of it, I think there will be employment for all the material and the best material we can turn out, and the field will be adequate to all their ingenuity, and I think that day will be one us before we know it. I have talked with men who are dissatisfied with their job out in the country because they are trained along one line and they came back to their hsien city inadequately prepared. I know of one man who went to Japan and studied law. He came back and was appointed superintendent of an agricultural station in a hsien a \$60 job. He was helpless and the school was helpless. If anyone around however had had a man that could carry forward that work they would have employed him. I don't think a \$60 job outside a hsien is to be ignored against a \$50 job in Tsinan.

SHIELDS - You spoke of these cities being loaded up with doctors and teachers and so forth. As far as I have been able to find out from our 217 living graduates there are three of them in Shanghai besides five in the London Mission Hospital. There is one in Soochow, two in Wuhu, one in Nanking and four in the hospital. In Peking the only ones I know of our graduates there are in P.U.M.C. and the Methodist hospital. In Tientsin the only one who is there is in the hospital, in Hankow there is one in the hospital. As far as I know practically in the big industrial centres there are say a half-a-dozen, out of 217. So I think that the vast majority, pretty near 100 per cent are going back to these unindustrialised centres.

MONROE - That is exactly the kind of figures I wanted. I wonder if there is anything available for the institution as a whole? As I thought it probable, it seemed to me it was not changing the direction of your students, of those who have been in the institution. It was giving them something more that they could work upon or accomplish.

? - Those figures were looked up and is a general way more than half of the graduates of the institution are in hsien districts.

LI - It shows that at the present time the graduates of the Medical School cannot compete with other doctors in these places, otherwise don't you think the average medical student would have the tendency to get the best living he could, and that is only possible in a big city. In one way it proves one thing. You might just as well look at it from another angle and so I think from Dr. Stanley's remarks I would simply draw this conclusion, if you constantly educate your students in this habitual way, finally they would get into the rural districts simply because they won't get jobs even in the hsien cities. At the present time I think the educational work in Japan is carried to such a high standard that it is not unusual to find rickshaws that are graduates of middle schools. That doesn't mean that you will have to train a special rickshaw coolie at all, but simply that when the other posts are filled up they must struggle for an existence. In one way it explains one thing, but if you look at it from that angle we are just educating our students in that capacity, to go back to the rural districts. The positions in these larger places must first be filled.

SHIELDS - Our Medical men can compete with any of the best in China. The tendency of the man when he graduates is to go to the best hospital, and the best hospitals are not necessarily in Peking and Shanghai. One of our men is leaving a job in the city of Nanking and going to the country to take charge of a rural hospital because he prefers to be there.

LI - Returned students, the highest educated class of Chinese people, returned from abroad with special training in mining and engineering are in the larger towns not in the hsien cities.

MONROE - I think that is wholly a temporary condition due to the very disturbed conditions.

LI - During the time when the new programme was presented to the staff members and university students, among the students the intense feeling was just what I have said, that it meant a narrowed outlook for employment. So I have given that as their ingrained fear, simply because I knew what they were feeling about it and I want to give that opinion the opportunity of being known.

STANLEY - Some of us have the conviction that their fears are entirely unfounded. They will find jobs when they are prepared for them, when they cannot find jobs they are not prepared for.

MONROE - Is not that one of the points of view that needs to be emphasised. There is nothing gained in avoiding these objections which are raised. They ought to be faced

very frankly. There may be actual limitations, but the largest part of the difficulty is in a misconception of the proposal.

MINER - This work that is proposed is in a way a highly specialised work. It is not so highly specialised in specific details but it is highly specialised and it calls for almost creative work along the lines of the mass of the people. It needs almost genius to put these things over. These districts supervisors will be men and women of superlative gifts and I do not think our students have seen that yet. I do not think they have seen the whole scope for their abilities and opportunities of service yet.

TSAO - I think Shantung has more Christian primary schools than any province in China. Now they are all scattered around in our villages and you have the nearest village to make experiments in all these places. Wherever you have a school probably you have churches near by, because they will open at the same time. Both churches and schools should be made community centres. There is the field. Then take Weihsien, There you have over 100 schools in that community. The whole thing is now under the care of the Shantung Christian Educational Association, but you have not got any full-time Chinese secretary and you have not got any programme to supervise these schools and tell them how to take care of the community.

CRESSY - I would like to ask Dr. Monroe if he could go somewhat into detail as to what his programme would mean for the institution. Would it be possible to begin perhaps just as a matter of spirit, that all of the faculty would in teaching their various subjects bring the matter in where it were possible; a great deal of emphasis be laid upon it in chapel or student gatherings. Or would it involve changes in the content of different courses such as he mentioned in biology, which in that case would probably mean a parallel course, and so on.

MONORE - I think the primary change and the most important change of all is perhaps the change in conception, a change in purpose in the minds of ~~teaching~~ teachers and administrators. I think the practical changes in the institution itself will probably be very gradual. It is the question of the practical working out of a conception of this kind. It cannot be done all at once. It cannot be done simply by sitting down and figuring it out theoretically, a large part of it must be learned experimentally, at least experientially. Every man sent out to do this is more or less an experiment and you would learn by these experiments. The whole characteristic and advantage of American education as a whole is that it is altogether experimental. It is not rigid like any European system. I think much of your growth would be along that line. Next, the definite formulation of plans, it seems to me, would be the gradual modification of many of those courses of study in your curriculum to make their content fit this conception. Not only the science subjects would do that but your literary subjects, economics, all those things would be adjusted in time to meet these problems. The third thing I think would involve perhaps the formu-

lation of new courses specifically having this in mind, more or less sociological. The fourth step would need some practical contact with the problem of training these young people either in the summer time or through contact with schools that you have, to make them conscious of the problem by actual contact with it, and by demonstration of what can be done in these communities. I think perhaps the fifth step would be some actual experience in this expansion work either summer time or during a year, apprentice work or internship, whatever it might be called. These are distinct steps. I think a very large part of it might be done in connection with or in a secondary school. Very much of this can be worked out in a secondary school. I think what you need to affect in time is the content of the study in secondary and elementary schools. Give that as a job to your students, especially those who are interested in education. A very large part of their work as can be experiment work, especially in connection with the secondary and elementary schools which are near you and with which you have some contact. In working this out, send them out for a week and let them live with it. I think in Dr. Tao's work all the students have to live for a week with a farmer to see the actual conditions of farm life. I think it is not necessary for them to eat all their food. They pay so much to the farmer and instead of living in the dormitory they live on the farm. The whole thing is really a concrete attempt to work out the third of the three principles of Dr. Sun. That is all it is. Now how can you realise it? I would put it before the students as a patriotic thing as well as an educational one. The specific form is one that no one can impose upon you, you have got to work it out according to your own experience and the materials you have to work with.

CRESSY - In my own thought the chief question that comes up is, Can this be better done in a college or in a middle school? If it can be more or less adequately done in a middle school and men of that training can go into these large villages, large non-urban centres, is not the expense much lower? And if Government schools should do it along that line would not they practically drive out the college men? Is this really a college job or is it fundamentally a senior middle school job?

MONROE - It is a question of focussing your whole conception of education. It applies just as much to the secondary school as it does to the college, to the university just as much as it does to the college. It can be done all the way along. Naturally the college man would be qualified to do the job much more efficiently than the secondary school man, in the first place because he is more highly selected and in the second place because he has had more advanced training. He ought to do a better job.

CRESSY - OUGHT to be able to go out and occupy the top positions in the whole thing and hold his own with this other type of man.

0546

MINER - The more men there are in the secondary schools doing this kind of work the more call there will be for properly trained men at the top.

(After reading Field Board Minutes on Correlated Programme)

MONROE - I think that is very fine as far as I read it. I think I should agree with every one of these. But I would like to emphasise again that the major thing which I have in mind and without referring at all to what the present financial requirements and needs of the institution may be, I think the major thing that I have in mind could be added without any financial addition whatever. I think it is a question of attitude or focussing, motivation, conception of the thing, rather than any great change whatever with reference to the equipment and the quantity of work given. It think it offers to the physicians and nurses, and the teachers and the pastors that are now being trained and turned out with the present equipment, destined as they are for the same locations and occupations as they are, largely an addition to their training in the way of a more comprehensive aim made as tangible and concrete as possible by modifications in the course of their training. All of this other - at least much of it, just glancing at it - is desirable; certainly some of it; if any very great progress is to be made, perhaps would be essential. But was I say I think it can be done without waiting for that, that probably will come far more slowly, but when a general programme is put in for a financial campaign undoubtedly some of these things would have to be included.

CRESSY - Section B. would seem to make a distinction between the present education and the new lines of activity to be added gradually. That would be rather different from the conception which Dr. Monroe has presented that the present lines be given a somewhat different sweep, perhaps an intensification of what you have stood for of recent years. This would seem to contemplate going on with what you have as at present and adding other things.

LI - With their emphasis on rural training.

CRESSY - This would not contemplate anything in contradiction to what Dr. Monroe has outlined.

MONROE - If I may take an illustration if I am getting into a field in which I am a novice, but it seems to me that a very great addition can be made by strengthening and emphasising the work in training what we might call public health nurses rather than public health physicians. There are not many opportunities for the latter. They can probably be absorbed faster than they can be produced, but after all it is an expensive preparation and it is an expensive professional man. A public health nurse can be readily employed attached to any of these schools or churches with very great profit. I should say that that is a thing which ought to be urged upon the community as a part of their church or school work. Thus you take

a person of the same ability and substantially the same training as you have either for the school or for the rural church and complete the equipment of a public health nurse. It opens a career for the women, they could do no doubt in time an enormous amount of this work and just the kind of service that is needed.

SHIELDS - We have all along contemplated that sort of work in connection with the development of our nursing school. We just have not been able to do it.

MONROE - That probably would take some further facilities. It would not be merely supplementing what is being done, and would call for this expansion in your rural field. I do not see why this should not be made a basis for a unit of this kind and somehow that service added. It is certainly as much preaching and teaching as is done from the pulpit or from the desk.

CRESSY - Does this institute of rural life include a great deal in the way of extension and demonstration.

? - It would be the unit that would correlate all the branches. The idea is to have some unit that would pull all the schools together so that the work would not overlap and also that nothing would be dropped in between. It would be an internal proposition, but demonstration in a way.

CRESSY - Might it be desirable to include in the programme a number of demonstration centres in different parts of the province which would tend to upon the way for the groups that would go out and convince communities, and missions, government people and others, just as to the value of this kind of thing so they would want to take on people who would carry on this kind of work?

MONROE - These things are desirable, but here is another case where I think it is well to emphasise that much can be done without a great amount of additional expenditure. The best demonstration farm is the farm of a farmer who will allow you to make some demonstrations on it. It is much more convincing to his neighbouring farmers than to have a government do one apart. The best demonstration in home economics is to get some home in the town to let you make experiments in the actual home. I have seen that out in the Philippines. In connection with every one of their larger schools they had a model cottage in which the teacher lived. It was a demonstration home and in this was done the domestic science. It was fairly expensive. Most of them were first American teachers and that was a sort of model home, although it brought in too much that was foreign. Now the government works in nearly all these places through the Philippine teachers and the home has become too elaborate. I think it is very much better for its effect upon the whole life of the community just to take a home as it is and see how much it can be made, and not spend so much time in making ice-cream and cakes. That refers

to the demonstration idea. Get a farmer to let them experiment at with the proper seeds and the proper fertilising of his rice crop and show what can be done with it. That can usually be done in any community.

You would be very much more apt to get the support for these things if they were fixed on a very definite conception of your function here than if they were simply for a University in China.

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Dr Paul Monroe

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61 BROADWAY, NEW YORK

SHANTUNG

FAR EASTERN OFFICE
PEKING, CHINA

SCOTT REC'D

FEB 18 1929

Ans'd 19

TRANSFER

January 21, 1929

Dear Dr. Scott:

I am enclosing a letter from Acting President Li of Shantung Christian University. While this is a personal letter, I am enclosing it since it will save my writing a duplicate of the statement he has made.

I heartily approve of both requests that were discussed in detail during my brief visit. G\$5,000 a year for three or four years would seem to me a minimum essential in carrying out the new program. They have some very definite ideas and I think this is a very modest estimate.

Will you also transmit to Dr. Warnshuis the suggestion regarding Dr. Butterfield? I have not my address book with me - consequently cannot write Dr. Warnshuis directly as I forget his address, but [if Dr. Butterfield could be sent to China for, say, a two-year period, and located for most of that time at Tsinan, this would fulfill some of the long-discussed plans with reference to mission work in China.] Both of these plans certainly have my heartiest approval.

As I am reaching home by the next steamer after this letter, you may forward the enclosure and any answer direct to my office.

Very truly yours,

Paul Monroe

Dr. George B. Scott, Secretary
Presbyterian Board of Foreign Missions
156 Fifth Avenue
New York City

PM:MC

0550

SHANTUNG

Shantung

April 3, 1929.

Dr. Paul Monroe,
325 West 120th Street,
New York City.

My dear Dr. Monroe,

I am enclosing rough drafts of the reports and recommendations which the two sub-committees on which we were appointed were asked to submit to the Board of Governors on April 8th.

The first recommendations have to do with the use of income from the Harvard Yenching Institute trust fund. From conversations with Dr. Eric North and others of the trustees of the Institute it appears that they have no thought of requiring the various universities at this time to use all, or even the major part, of this income for entirely new work in the departments this income is expected to assist. Their desire seems to be rather that this work be carried on with proper standards and as an integral part of the different universities, and that the income be used in ways which will best serve this end. It appears, therefore, that for 1928-29 and 1929-30 the most practicable method of using this income would be to use a part for the support of work now being done (thus releasing an equal amount of general funds for other purposes) and that the remainder be used for new developments in these departments. Carefully worked out plans ought to be formulated at once, covering both the present work and the proposed developments, but it seems obvious that the field authorities must take the initiative in this, reporting their recommendations to the Governors at the earliest feasible date.

Dr. Warnshuis and I had a long talk today in regard to Dr. Butterfield and the possibility of securing support for his work at Chee-loc. Dr. Warnshuis asked particularly that I seek your judgment as to whether Dr. Butterfield is the man we want for this work, or whether some other might be better. He estimated that to provide Dr. Butterfield's salary, travel, and special items of expense connected with his work would require approximately C.\$10,000. per year. He has made several attempts to get support for the undertaking, but has not as yet been successful. He thinks the International Missionary Council will cooperate with us.

Tomorrow I will telephone to get your suggestions and criticisms. If necessary I can come to your office during the day. I am anxious to get the dockets, with their supplementary material, started to each member of the Board of Governors as early tomorrow as I can, so will be anxious to reach some agreement on these two documents.

RAG/S
Enc. 2

Very sincerely yours,

W. A. Service

0552

SHANTUNG

TRANSFER

Shantung Christian University

June 10, 1930

Dr. Paul Monroe
Teachers College,
New York, N.Y.

My dear Dr. Monroe:

Your absence from America has delayed your appointment of a proxy to represent you at the annual meeting of the Shantung Board of Governors in London on June 30. Because of this fact I am writing to report the developments which have taken place since I sent you, several weeks ago, a copy of the notice that went to all members of the North American Section concerning their proxies. Within the past ten days the Executive Committee of the North American Section has appointed two more representatives of the Section who, it is hoped, will be present at the annual meeting on London: viz: Mr. Franklin H. Warner and Bishop L. J. Birney. At the present time, therefore, it is expected that the following six representatives of the Section will be present at this annual meeting:— Dr. James L. Barton (American Board), Bishop L. J. Birney (Methodist Board), Mr. E. H. Cressy (China Council of Higher Education), Dr. James Endicott (United Church of Canada), Mr. Franklin H. Warner (American Board), and myself.

As yet the following have not been designated as proxies:— Bishop Birney, Mr. Cressy, and Mr. Warner. This is due to the fact that Bishop Birney and Mr. Warner were not appointed until practically all members of the Section had designated their proxies, and that Mr. Cressy is not a representative of any of the cooperating boards. I have already written to several members of the Section suggesting that they change their designation in favor of Bishop Birney and Mr. Warner. If you have no other definite preference, we would be happy if you would be willing to appoint Mr. Cressy as your alternate. This would seem to be an appropriate step because of the special interest both of you have in the educational problems of the University and in the University's participation in the correlated program. I know you will feel free, however, to make some other appointment in case you prefer to do so.

We are enclosing herewith another copy of the proxy form for your convenience. I must send Dr. Weir at an early date information as to the proxies appointed by the various members of the North American Section so I would appreciate it if you would make your appointment as soon as possible after you return to your office.

Very cordially yours,

B. Parade

BAG-H

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SHANTUNG

August 21, 1931

Doctor Paul Monroe
Teachers College
525 West 120 Street
New York, New York

My dear Doctor Monroe

A very thorough search of our files does not reveal any late news or interpretation of the government policy as related to Chinese mission schools. Undoubtedly you have the Educational Review of April 1929, wherein are published the Regulations for Private Schools as Revised by the Ministry of Education. Articles 4, 5, and 6 of Chapter I are as follows:-

"Article 4. In case of a private school founded by foreigners, the president or principal shall be a Chinese.

"Article 5. A private school founded by a religious body is not permitted to give religion as a required subject, nor is religious propaganda permitted in the class instruction. If there are any religious exercises, students shall not be compelled to participate.

"Article 6. In case of mismanagement or failure to follow the government regulations, the registration of the private school may be withdrawn or the school may be dissolved by the responsible educational authority."

Again in the October 1930 Educational Review we find an explanation of the Government's policy. It is contained in the following three paragraphs:-

"An important explanation and definition of the Government's policy of regulating and restricting religious education is contained in an order to the Chekiang Provincial Department of Education issued by the Ministry of Education in consequence of an enquiry from the Department.

"According to the order, churches, temples and other religious organs which are established solely for the purpose of propagating and spreading religious doctrines are not subject to restrictions imposed by the regulations relating to religious education. Where, however, any religious body establishes institutions, which, although not bearing the name of schools, impart a general education to the pupils, such institutions shall be subject to the educational regulations.

0554

Doctor Paul Monroe

August 21, 1951

-2-

"The Ministry disapproves the proposal of the Department that all children under the age of 15 should be expressly prohibited from attending any religious service, pointing out that such a measure is contrary to the principle of religious toleration as well as China's commitments to foreign States. Parents should however be urged to send their children below the age of 15 to registered or Government schools to receive an education free from religious bias. - Kuo Min. Translated by the 'North China Daily News.'"

If anything else comes to light within the next few days, I shall be very happy to communicate with you.

Very sincerely yours

C. A. Evans

Assistant Secretary

CAB:MS

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SHANTUNG

August 27, 1931

Dr. Paul Monroe, Director
International Institute
Teachers College
Columbia University
New York, New York

Dear Doctor Monroe

Sorry I misinterpreted our telephone conversation of several days ago.

There is nothing in our files which would throw any light upon the question you have raised, and unfortunately those upon whom we could rely to give an opinion are out of the city and cannot be reached for several days. We are enclosing herewith a copy of a letter issued by the Presbyterian Board a year ago. Undoubtedly you have seen this material before, but it gives the reaction of the various mission boards on the field.

The July number of the Educational Review has also just been received and contains several very fine articles regarding the relation of religion to education, but they do not represent the popular and extreme attitudes.

I shall continue my search for material along this line and I will write you again if I find anything worthwhile.

Very cordially yours

C. A. Evans

Assistant Secretary

CAE:MS

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SHANTUNG

INDEXED

September 12, 1931.

Dr. Paul Monroe,
Teachers College
525 West 120th Street,
New York City.

My dear Dr. Monroe:

In connection with the approaching meeting of our Cheeloo Board of Governors I would appreciate any information you may be able to give in regard to one matter discussed by Vice-President Davies in recent correspondence.

Some months ago Mr. Davies sent me a copy of a letter who wrote you as an official of the China Foundation asking for information as to the procedure the University should use in making application to the China Foundation for support. Since you have been away from your office much at a time since Mr. Davies letter arrived, you may not have had time to go into this question as yet.

I would appreciate it if you would give us the benefit of your judgment, as a member of our Cheeloo Board of Governors rather than as an officer of the China Foundation, as to the desirability of Cheeloo in making application to the China Foundation for financial assistance. When I left China five years ago there was a wide spread conviction among our Christian Colleges that it would be undesirable for them to appeal to the China Foundation for support, lest such a move create hostility among government schools and educators. Apparently the situation has changed radically since then, else Cheeloo would not consider presenting such a request for a support. Because of your close contacts with government educational institutions, an educator in China you can give us valuable advise as to whether it would be desirable for the University to take any formal steps in this direction. Since the question of University finances will undoubtedly occupy an important place at the Annual Meeting of the Cheeloo Governors on September 22nd I would appreciate it if you could find time to express your judgment of this matter in advance of that meeting.

We sincerely hope that it will be possible for you to attend the meeting on September 22nd, for we will look to you for advice and assistance on many of the questions now confronting the Board.

Very cordially yours,

W. L. G. L. G.

BAG:PC

0557

Teachers College
Columbia University
New York

August 25, 1931.

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MILTON C. DEL MANZO, PH. D.
RUTH EMILY McMURRY, PH. D.

SHANTUNG

ML 899 J.

Mr. C. A. Evans, Asst. Secty.,
China Union Universities
150 Fifth Avenue
New York, N. Y.

My dear Mr. Evans:

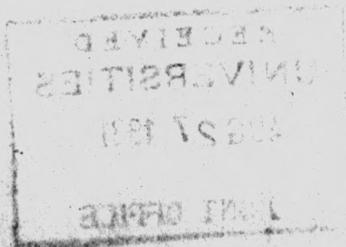
What I wished with reference to the Chinese attitudes toward missions was, the demands made in the educational conferences by representative educators. These would not represent official or legal demands, but popular and extreme attitudes.

Very truly yours,

Paul Monroe

Paul Monroe, Director,
International Institute.

PM:HT



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Department of Education

Division of International Education

Washington, D.C.

August 27, 1931

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Teachers College
Columbia University
New York

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RUTH EMILY McMURRY, PH. D.

SHANTUNG

Mr. B. A. Garside
China Union Universities
150 Fifth Avenue
New York, N. Y.

My dear Mr. Garside:

INDEXED

In the earlier years of the China Foundation I was quite opposed to that Board making any grants to missionary institutions. In these more recent years I believe some grants have been made to Lingnan, and, perhaps, even to Shanghai College. I think if I had been present at the Board meeting at the time of these grants I should have opposed them, though I am now a trustee of Lingnan, and have been in the past of Shanghai. The only reason I acquiesce is that these institutions now are largely under the control of Chinese, and the Board itself is very largely Chinese, but my impression is that this an unwise policy to grant from these funds to missions' supported and controlled institutions: unwise both from the point of view of the mission institute and from the point of view of the board. Certainly, it would be quite improper for me as trustee of Cheeloo to make an effort to secure a grant from the Foundation board of which I am also a trustee. Chinese members of the Board have frequently used their position to urge a grant to the institutions in which they are interested. I believe this to be a mistake, and I know that it has resulted in criticism, not to say resentment.

I am

Sincerely yours,

Paul Monroe

Paul Monroe, Director,
International Institute.

PM:HT

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PAUL MURPHY
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Teachers College
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MILTON C. DEL MANZO, PH. D.

RUTH EMILY MCMURRY, PH. D.

SHANTUNG

June 9, 1952.

ack 6-14-52

Mr. B.A. Garside,
Shantung Christian University,
150 Fifth Avenue, New York City.

My dear Mr. Garside,

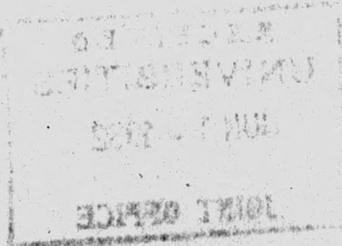
I am writing to authorize you to present to
the proper authorities the following matter.

Since I have accepted the appointment to the
presidency of Robert College and the Constantinople Woman's College,
it becomes apparent that I could not attend any of the meetings
of the Board next year and at best but one during the following year.
Since you need constant attendance as well as members who are well
informed it seems only right that I should hand in my resignation
though this I do with reluctance.

Sincerely yours,

Paul Monroe
Paul Monroe, Director,
International Institute.

PM/R



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Geoffrey College
Columbia University
New York

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SHANTUNG

Shantung Christian University

September 17, 1951.

Dr. Paul Monroe,
525 West 120th Street,
New York City.

My dear Dr. Monroe:

We are grateful to you for your letter of September 16th commenting on the tentative suggestion of Mr. Davies that Cheelee might approach the China Foundation with a request for an appropriation.

I will send Mr. Davies your comments on the matter and pending further word from him will not take any steps in the direction of requesting such an appropriation.

We quite appreciate the delicacy of the position you would be in if Cheelee were to present such a request to the China Foundation. Certainly we would all agree that we could not ask you, as a member of our Cheelee Board of Governors to make any presentation of such a request to the China Foundation that might seem to place Cheelee in a preferred position.

Very sincerely yours,

B.A. Garside

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SHANTUNG

Shantung Christian University

September 18, 1951.

Dr. Paul Monroe,
525 West 120th Street,
New York City.

My dear Dr. Monroe:

We have been planning a simple and informal program for the dinner of the Cheeloo Governors on the evening of September 22nd. The program will consist chiefly of informal brief talks by several of those present, followed in some or all cases by general discussion.

All those who have been sharing in the preparation of the program for the dinner are very anxious to have you talk to us for ten or fifteen minutes on some of the trend in our education in China at the present time which you may consider to be of the greatest interest and significance to such a group as the members of our Cheeloo Board. We, of course, desire that you choose whatever topic and method of presentation you consider will be most helpful.

I am sending a copy of this to your home as well as to your office, so as to be sure you receive the request promptly. At the meeting on Tuesday we can discuss this request further.

Very cordially yours,

B. A. Larside

BAG:PC

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