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**Seventeenth Meeting of the Board of Managers.**

*13 October 1920*

**EXHIBIT B**

**Alumni Fund and Plans for Business Course**

A small committee representing the faculty and the Alumni Association met on October 7, 1920, to consider plans for the development of the commercial department and are still working on the curriculum and plans for the completion of the alumni canvass and collections, and for the courses of study. Mr. Small has drawn up a suggested plan for the Alumni Hall. In general there seems to be consensus of opinion on the following points:

1. The Senior College of Business Administration and Commerce should be in Shanghai, and a part of the University, so that graduates of our Junior College could go on and get our Regents degrees as for other departments.
2. Our courses should begin with the third year of the Middle School and cover four years - two in the Middle School and two in the Junior College, but one continuous course, The emphasis in the Middle School being on Business English, Bookkeeping, Typing, Stenography, Commercial Geography, etc., so that students who cannot continue in the Junior College will have a practical training that will help directly on their life work, and that those who go on to two years or five years more advanced business and commercial studies will, when they go out after graduation and begin at the bottom in company or office, have some slight practical ability with typewriter, accounts, etc.
3. Entrance requirements for Middle School grade will be the first two years of our Middle School or equivalent. Entrance requirements to the Junior College are still under consideration, but it is felt that students should here be required to have the practical subjects taught in the two years of Middle School - Business English, Typewriting, Stenography, Bookkeeping, as they would not be taught in the Junior College.
4. It is hoped that as Dean or Head of this Department we might put one of our alumni. We have two or three who have specialized in the United States, in Commerce and Business.

All plans are as yet somewhat indefinite, but the alumni and we are thinking and working in general along these lines.



UNIVERSITY OF NANKING FUTURE REQUIREMENTS FOR THE COLLEGES  
ESPECIALLY FOR NEXT FIVE YEARS IN PERSONNEL, BUILDINGS & EQUIPMENT  
March 1924

The budget called for by the Educational Commission (See 684) on the basis of present practices in China (with an addition to Chinese salaries to conform with our present scale) for a general college of four years for 150 students is \$62,000 Mexican. This is their minimum. Our budget for 1924-5 for a four-year college of 250 students is \$70,842.41, including overhead. Their minimum estimate for a similar college of 300 students is \$110,000. Our plan, based on absolute necessity, for a college of 330 to 350 students calls for an increase of only \$7,000 over our 1924-5 budget. The Commission's requirement for 300 students is 330 teaching hours. We have in our last four years, with 220 students, 155 teaching hours. In a word, we have in budget, in teaching hours and in staff, just about one-half of what the Educational Commission says is the minimum for a reasonably good college in China on the basis of present practices. The cost basis of the Commission is Mex. \$4,312.50 per foreigner and \$1,396 per Chinese; \$4,500 and \$2,000 will come nearer to the facts in the University. The Commission, in fact, say that it will be necessary to add \$1,000 to the salaries of Chinese (in their cost basis) in order to hold them.

In detail, our needs for intensification may be stated as follows:

1. Personal relationships. There is most serious and fundamental need for more personal fellowship between faculty members (especially between foreign and Chinese) and between faculty members and students in order that the very purpose for which the institution exists may not be defeated. A greater leisure is essential if such fellowship is to be developed. It requires, of course, great steadiness of purpose on the part of the administration in keeping the true ideals in the minds of all, and determination to keep to a limited programme. But the best of will cannot goad jaded instructors to the keenness of mind and spirit that will cause them to reach out in this way to each other and to their students.

2. Enrichment of the curriculum. In general terms, the number of students in the years corresponding to our present Senior College will be 2.5 times as great in the fall of 1926 as in the fall of 1923, The size of the average section in 1923 was 15. Having in mind the smaller sections in advanced and specialized courses, it is safe to say that 20 is a sufficiently high average attendance in a missionary college in the higher classes. We should require approximately double the faculty we now have in these years in order to conform to this standard. In the present Junior College, there should be an increase of 25% in faculty in order to make an average section of 30 students. This would make about ten full-time teachers. If proper allowance is made for furloughs, language study and sickness, provision would have to be made for at least thirteen. Of these, probably one-half should be returned students and one-half foreigners. At \$2,000 for six returned students and \$3,000 for seven foreigners (single and married) this would amount to \$33,000 Mexican annually. This estimate does not provide for housing and is probably low on other items.

3. University extension. There is demand in arts and science, as in agriculture and forestry, for extension work - in education, sociology, science, and general "welfare work" in the community. The faculty should be leading the students as a force for community improvement. The work of the faculty should be eased to an extent almost equal to that demanded for study and research in order to meet this need.

4. Research and investigation. So far as can be recalled, no book has ever been published by the faculty of the University of Nanking, although one book was prepared by Dr. F.G. Henke, mostly while he was on the faculty, but was published after he had left - the reason for his resignation being chiefly that there could be no opportunity for research in the University. The load of at least six of the arts and science faculty should be reduced from 25% to 50% in order that they might be enabled to carry on studies which are necessary if they are to make their maximum contribution to education in China. Some budget should also be provided to carry on such work. Such a policy would require the addition of two full-time instructors, together with research assistants and budget amounting to a total of, say, \$10,000 Mexican per year, besides housing.

Staff Needs for the College of Arts and Science  
for the Next Five Years

The following schedule is based on the needs of a four years' arts and science college of 300 students, plus subfreshman of 200 students (including agriculture and forestry subfreshman) as recommended by the report of the Educational Commission. (Our Arts College has 260 students in four years and by the fall of 1926 will have 330 to 350 students.) A foreigner; B Chinese graduate of a foreign college; C Chinese graduate of a China college.

| Subject                   | Total staff of instructors needed |   |   | Present staff |    |    | Increase needed |    |    | Increase planned |   |   |
|---------------------------|-----------------------------------|---|---|---------------|----|----|-----------------|----|----|------------------|---|---|
|                           | A                                 | B | C | A             | B  | C  | A               | B  | C  | A                | B | C |
| Biology                   | 1                                 | 1 | 2 | 1             |    | 1  |                 | 1  | 1  |                  |   |   |
| Chemistry                 | 2                                 | 1 | 5 | 2             |    | 5  |                 | 1  |    |                  |   |   |
| Chinese                   | -                                 | 2 | 2 | .5            |    | 4* | 1               | .5 | 2  |                  |   |   |
| Economics                 | 1                                 | 1 | 1 |               | 1  |    | 1               |    | 1  |                  |   |   |
| Education                 | 2                                 | 1 |   | 1             |    |    | 1               | 1  |    |                  | 1 |   |
| English                   | 6                                 |   |   | 3.5           |    |    | 2.5             |    |    | 1                |   |   |
| Geology and Geography     | 1                                 |   |   |               |    |    | 1               |    |    |                  |   |   |
| History                   | 1                                 | 1 | 1 | .5            | .5 |    | .5              | .5 | 1  |                  |   | 1 |
| Japanese                  |                                   | 1 |   |               |    |    |                 | 1  |    |                  |   |   |
| Mathematics and Astronomy | 1                                 | 1 | 1 |               |    | 1  | 1               | 1  |    |                  |   | 1 |
| Modern Languages          | 1                                 |   |   |               |    |    | 1               |    |    |                  |   |   |
| Philosophy                | 1                                 | 1 |   | .5            |    |    | .5              | 1  |    |                  |   |   |
| Physics                   | 1                                 | 1 | 3 | .5            |    | 1  | .5              | 1  | 3  |                  |   |   |
| Political Science         | 1                                 | 1 |   | .5            | .5 |    | .5              | .5 |    |                  |   |   |
| Psychology                | 1                                 | 1 |   | .5            |    |    | .5              | 1  |    |                  | 1 |   |
| Religion                  | 1                                 | 1 |   | 1             |    |    |                 | 1  |    |                  |   |   |
| Sociology                 | 1                                 | 1 | 1 | .5            | .5 |    | .5              | 1  | .5 | 1                |   |   |
| Administration            | 1                                 |   | 1 | .5            |    | 1  | .5              |    | 1* |                  |   |   |
| General Science           | 1                                 |   |   |               |    |    | 1               |    |    |                  |   |   |

\*Old style Chinese teachers.

General Science man is wanted to improve and develop all the science teaching work, as well as do some teaching in some one of the science departments.

In addition to the above, in common with the College of Agriculture and Forestry, though affecting double the number of students, we need

1. a physical director,
2. a religious work director,
3. a university physician.

The preceding schedule provides a reasonably adequate faculty for the four-year college, but not for the subfreshman year. In order to have sections of from twenty to thirty students, the teaching hours in that year should be increased fifty per cent, which would add about 25% to the cost of instruction for the year.

The schedule does not provide for the addition of any subjects except Japanese and modern languages.

#### Normal Needs of the College of Agriculture and Forestry in the Next Five Years

Personnel. Of the ten men listed below, six are to be added to departments which now exist. At least six of the ten should be foreigners and the other four returned students. In addition, for each of the ten, there should be one or more China graduates added, as well as a budget for travel, supplies, and equipment. The order of the list is not significant.

1. Rural sociologist.
2. Agricultural economist.
3. Rural educationalist.
4. Soil technologist.
5. Entomologist.
6. Horticulturist.
7. Botanist.
8. Animal husbandry and poultry man.
9. Agricultural engineer.
10. Veterinary scientist.

#### University Library

This statement does not include a statement concerning the development of the Library. Such a statement was prepared and presented on January 3 January 1923 and this is being followed.

#### The University Building Needs

The following items could be advantageously utilized within the next five years, and are not in excess of the normal requirements for an institution with the number of students and variety of courses offered in the University of Nanking. The first five are listed in order of need.

|  | Estimated cost<br>in 1924<br>Mex. \$ |
|--|--------------------------------------|
| 1. Science hall for College of Agriculture<br>and Forestry                                     | 90,000                               |
| 2. Dining room-dormitory unit  | 25,000                               |
| 3. Two double dormitory units  | 23,000                               |
| 4. Library   | -                                    |
| 5. Gymnasium - temporary   | 4,000                                |
| 6. Two double dormitory units  | 23,000                               |
| 7. Dormitory and social room for single teachers<br>and assistants                             | 23,000                               |
| 8. Gymnasium - permanent (indefinite) \$5,000 to   | 50,000                               |
| 9. 11 residences to provide for present<br>foreign staff                                       | each 12,000                          |
| 10. 15 residences to provide for normal increase   | each 12,000                          |
| 11. 15 residences for married returned students  | each 8,000                           |
| 12. 20 residences for married China graduates<br>and assistants                                | each 6,000                           |
| 13. Electric light and power plant   | 75,000                               |
| 14. Agricultural field buildings, including<br>combined dormitory for short course<br>students | 40,000                               |
| 15. Finishing basement of Severance Hall   | 3,500                                |
| 16. Campus improvements  | 4,000                                |
| 17. Infirmary  | 3,000                                |

The following buildings are needed not only for the development of the work in the group indicated, but to relieve the pressure now on the colleges and middle school, particularly for class and dormitory space:

|  |          |
|--|----------|
| Gymnasium - Kan Ho Yen (indefinite) \$5,000 to           | 25,000 ? |
| Kindergarten and primary school<br>buildings as follows: |          |
| Administration and class rooms                           | 25,000 ? |

#### Equipment Needs

|                         |          |
|-------------------------|----------|
| 1. Science laboratories | 25,000 ? |
| 2. Water supply         | 10,000   |

#### Language School

The needs of the Language School are not included in this statement.

STATEMENT OF POSSIBLE DEVELOPMENT ON PRESENT BASIS

1. Three foreigners, a physical director, a director of religious work, and an instructor in sociology or economics, should be added. With the exception of these three cases, no families should be added.
2. Other increases in staff should be single women, returned students, and China graduates.
3. There should be increased use of assistants, readers, and labor-saving devices.
4. The classes in the subfreshman and freshman years should not be reduced in size (the present average being about forty-five); the classes in the sophomore, junior, and senior years should be increased to an average of thirty.
5. In each department in which courses are offered in the subfreshman and freshman years there should be at least two instructors (normally one Chinese and one foreigner). NOTE 1.
6. The plan of limiting the number of college students as previously formulated should be enlarged to provide for not more than 350 students in the College of Arts and Science and half that number in the College of Agriculture and Forestry. This does not include a subfreshman year of 200 students.
7. The new buildings are needed in the following order: (1) science hall; (2) dining room-dormitory unit; (3) two or more additional dormitory units; (4) library; (5) temporary gymnasium; (6) residences for foreign staff as provided for the missions, and one or two houses each year for the Chinese staff.

This statement of possible development greatly reduces normal requests for foreign staff and for buildings and permits increase in the number of students. It means, therefore, a change of policy from the plan of intensive, thorough, personal work, towards which we have been aiming. It is disheartening to have the present circumstances force us into this change. The change means that a large proportion of classes will be twice as large as efficiency warrants. It means that plans for enrichment of the curriculum must be laid aside. It means that the faculty must largely lose the stimulus of opportunity for research or writing. It means that faculty-student relations must in the majority of cases be impersonal. It means that the number of permanent units (families) in the faculty will not be normally increased.

NOTE 1. This calls for a Chinese in education, history, mathematics, and psychology. The addition of a full-time secretary and stenographer is greatly needed.

It would be disastrous if we did not realize the direction of this change. For in many ways it is a change away from the central missionary aim of the University. And it is a change that

is liable to gather impetus as it goes. It will require a united and determined and sustained effort to keep this realization alive and to hold fast to the ideals of a missionary institution.

Among the circumstances that force this change are the probability that for several years increased income from sources other than fees will not be available; that from a period of small classes, especially in the upper years, we are swiftly passing into a condition of large classes in every year; that increased numbers of students do not cover the additional expense necessary for giving those students the quality of education that has been our ideal; and that the change to the so-called 6-6-4 system complicates our situation through difficulties in administering a combined third year senior high school and subfreshman year at the Drum Tower.

It may be asked why, in the face of these facts, it is proposed to change our policy by increasing the number of college students. The answer is that the present suggestion regards 350 as the most effective number of students for the economic administration of the College of Arts and Science and of half that number for the College of Agriculture and Forestry. It will be recalled that the Educational Commission estimated that 300 students can be cared for at twice the expense of 100 and that a college of less than 150 is uneconomical. Moreover the two lower of the present five years of this College are now actually on a basis or above a basis of this size; and the faculty and other adjustments necessary to care for these two classes have already been made. It is easier to realize some of the things involved in this change because nearly half of the change has been accomplished.

We have termed it disheartening to have the present circumstances force us into this change. Of course, unless we permit this to mean a permanent lowering of our standard of missionary education in China, the forcing may not be exclusively grievous. It is at least making us face facts; and some of its lessons seem to be wholesome ones, in the way of economy, of wiser direction of the missionary's effort, and in more effective training and use of our Chinese fellow-workers. But the patches of pink lining in the cloud are not large ones.

NOTE 2. The following table shows the Arts and Science enrolment as it is now (combining the two semesters of 1923-1924), as it was planned, including Agriculture and Forestry in the earlier estimate, and as it is proposed by the suggested plan here given.

| <u>Class</u>          | <u>Present year</u> | <u>Earlier estimate</u> | <u>New estimate</u> |
|-----------------------|---------------------|-------------------------|---------------------|
| Subfreshman           | 200                 | 107                     | 160                 |
| Freshman              | 107                 | 73                      | 110                 |
| Sophomore             | 42                  | 67                      | 90                  |
| Junior                | 28                  | 60                      | 75                  |
| Senior                | 27                  | 60                      | 65                  |
|                       | <u>404</u>          | <u>367</u>              | <u>500</u>          |
| Excluding subfreshmen | 204                 | 260                     | 340                 |

March 1924.

PROPOSED PLAN FOR THE REORGANIZATION OF THE DEPARTMENT OF CHINESE IN THE COLLEGE OF ARTS AND SCIENCE OF THE UNIVERSITY OF NANKING.

By C. C. Chen.

12 June 1924

To the Finance Committee of the Board of Managers:

At a meeting of the Executive Committee of the University Faculty Advisory Council on May 26, 1924, through the invitation of Mr. Sarvis, the Acting President, I had the privilege of bringing before the Committee my proposed plan for reorganizing the Department of Chinese of the College of Arts and Science. After considerable time spent in sympathetic discussion of the plan, the Committee recommended that it be submitted to the Finance Committee of the Board of Managers for decision, because the reorganization involves an increase in the budget, and any increase in the budget must be considered and approved by the Finance Committee.

In order to be sure of your sympathy in considering the proposal and wholehearted approval of and support in its realization, I am herewith submitting this memorandum for your reference before the actual discussion begins. I beg to present the plan in three parts, namely (1) the need, (2) the plan, (3) financial support.

I. The Need.

(1) Need for mission work.

The ultimate end to which all missions, churches, and Christian institutions and agencies are driving is the Christianization of China, to help China reorganize her national and social life on the principles of Jesus Christ, to make Christianity a permanent Chinese religion, and the spirit of Christ the governing soul of the Chinese people.

At present millions of dollars are spent annually in the training of good physicians, preachers, teachers, etc., with this end in view, but we fail to see the importance of training men of letters, translators, and journalists - in a word, good writers.

Have we not often asked ourselves how Buddhism, a foreign religion, was made a permanent Chinese religion, and why the Chinese intellectual class take such pride in studying Buddhism while very few scholars, comparatively, appreciate the study of the Bible? It seems to me that Buddhism first gained a hold on the Chinese people through a sympathetic study of it by Chinese scholars. The more they studied it, the more they understood it, hence the more they believed in it. What made the scholars study it enthusiastically and sympathetically was its beautiful literary translations. Through an appreciation of its literary beauty, they came to appreciate its content, the religion. In the same way the foreign doctrines like Darwinism, Socialism, etc., came to play so large a part in Chinese life. And it is also why Mr. Liang Chi-chang succeeded in the process of modernizing the Chinese mind, and Mr. Hu Suh-bing achieved wonderful success in the literary revolution in such a short lapse of time. These men were both excellent writers.

In the process of Christianization we certainly need physicians, agricultural experts, teachers, and preachers, but we need as much, if not more, good writers, who by their vision, faith, and skill can reveal to the Chinese public the beautiful truth of Christianity and the beautiful personality of Jesus Christ. Christian colleges, if they serve to fulfil this end, should train good writers as well as physicians, preachers, etc. In order to do this a strong Department of Chinese is needed.

(2) Need for Christian Secondary Education.

If we study the general conditions of our secondary schools today, we are convinced that the teaching of Chinese is, as a rule, very poor. It is not only poor in teaching methods, but, unfortunately, sometimes the teaching is not in accord with our faith and even contrary to the aim of Christian education. At present the need of better teachers, and Christian teachers, of Chinese is generally felt, but the supply is limited, so limited that only two places in China have the possibility of training them. Some of our school principals are obliged to take more progressive measures and send prospective teachers to the National institutions for this special training, but I have found that their experience there is not pleasant. We must have better Christian teachers of Chinese for our secondary schools, and these Christian teachers must be trained by ourselves. It is to the Christian colleges we look for the supply. In order to fulfil this obligation a strong Department of Chinese is needed in the College of Arts and Science.

(3) Since the general aim of the Christian college is to train active and intelligent Christian leaders, as a college graduate my own experience compels me to confess that in many ways the work of our graduates is handicapped, and their service to the church, to society, and to the nation are limited by lack of understanding and appreciation of Chinese learning and of training in the art of expression, especially in writing. Speaking for the graduates the College has not equipped us with the proper culture of Chinese gentlemen, an effective tool in Chinese leadership. As a matter of fact, one of my schoolmates was forced to discontinue his profession as a college instructor, for which he had spent many years of preparation, on account of lack of training along this line, and another lost his position for the same reason. I am so convinced that many of us could have served more efficiently if the University had had a strong Department of Chinese with a group of instructors able to command our respect and hold our attention and interest so that we could adequately appreciate their knowledge and skill. So from our actual experience as graduates we feel that a strong Department of Chinese is very much needed.

(4) Eight years ago there was a civil service examination for college graduates. I took my college diploma and applied. Upon investigation, my application was rejected because the University was not recognized as a good standing college yet. Last year when I was in the Anhwei Bureau of Education one of our arts graduates applied for a government scholarship for study in America. As a rule any Anhwei teacher after five years of actual and successful teaching in Anhwei schools is eligible for a scholarship for further study in foreign countries. When the

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Bureau was about to approve his application, they received a number of letters detrimental to him, in which it was pointed out that government recognition had been given to the College of Agriculture and Forestry and not to the College of Arts and Science of the University and that the latter had not such a good standing as the former. Then this schoolmate went to America, not as an arts graduate of the University but under some other classification. It is certainly a common prejudice against Christian colleges, but we must recognize the fact that government recognition of the College of Arts and Science is necessary, and the recognition of the College of Agriculture and Forestry makes this even more necessary. This may not affect some mission colleges very much, but it means a good deal to our graduates in time of need. The return of the Indemnity Funds by the U. S. A. and England will increase the number of students who will be sent to the different countries. Government recognition will undoubtedly eliminate many obstacles in the way of our graduates. While the only difficulty for us in securing recognition is our weakness in the teaching of Chinese. So for the good reputation of the University and the benefit of our graduates, we must get the government to recognize the College of Arts and Science at an early date. In order to do so a strong Department of Chinese is necessary.

As head of the department, I have always been loyal to my convictions and attempted to do my part. I am aware of the fact that the President, the Dean, and my colleagues are always ready to support me in improving the work of the department. Efforts have been made lately to increase the teaching efficiency of the men in service, on the one hand, and to arouse the interest of the students on the other. The progress on the part of the teachers so far as I can see is very slow, while the students are getting on more rapidly, so rapidly that unless specially good instruction can be provided they will be disappointed. So the situation urges me to enlist your immediate support in organizing a stronger department.

II. The Plan.

Among the essentials for a strong department the teaching staff appears to be the first in importance and difficulty. We must have men possessing the following qualifications:

- (1) Sympathetic understanding of the aims of Christian education, if not Christian men.
- (2) High scholarship with a scientific attitude and a universal viewpoint.
- (3) Influential teachers and powerful and attractive leadership.
- (4) Rich teaching experience.
- (5) Good reputation - commanding the respect of the students and of the friends of the University, as well as of the Chinese government, which will make government recognition easy and possible.
- (6) The spirit of cooperation.

With these qualifications in mind, I have been keeping in touch with some leading men in the country. Fortunately I have found two men who will undoubtedly be able to fulfil these requirements. I submit their records for your consideration.

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A. CHEN CHUANG FANG (Chieh Suein), aged 39. B. A., National Peking University.

Experience:

- a. Editor and compiler, Bureau of National History.
- b. Head of Department of Chinese, Teachers College for Women, Peking.
- c. Head of Department of Chinese, National Southeastern University, Nanking.

Author of:

- a. A college text-book - introduction to the study of Chinese learning (philosophy, history, and religion)
- b. Notes on the study of the classics and history.
- c. A treatise on historical method.
- d. Methods and standards for examining old books.
- e. A short history of Chinese philosophy.

B. HU WEN WEI (Shiao Sheh), aged 38. Graduate of the Liangkiang Normal College.

Experience:

- a. Professor of literature, Ming Dah College, Hunan.
- b. Head of Department of Chinese Language and Literature, Teachers College for Women, Peking.
- c. Head of Department of Chinese Literature, National Normal College, Wuchang.
- d. Professor of Chinese Literature, National Northwestern University (loaned by the National Normal College for organization work).

Author of:

- a. Long and short lines, by Tsui Loo.
- b. Poetic criticisms.
- c. Development of rhetoric in China.
- d. Comparative study of Chinese and English poetry.
- e. Introduction to the study of novels and dramas.

I have made a careful study of these two gentlemen and their qualifications. I realize the need of the Department of Chinese of the University and of Christian education as a whole, and feel my responsibility to the same. Since I would have to share their success or failure, I would not recommend them so strongly if there were any doubt about them. Both of them are holding very prominent places in national universities - Southeastern and Northwestern. Mr. Chen has been repeatedly requested by Tung Luh University, in Yunnan, who have offered him a remuneration amounting to \$400 per month, and Mr. Hu is receiving \$300. They both promise willingly to come to us and accept a very much smaller salary. They come at my request. I have informed them how their work is needed and how other departments are strong but not the Department of Chinese; how our administrators always prepare good conditions in which we can work; and, further, how by serving the University here they serve Christian education in China. I feel, gentlemen, that to secure men like Mr. Chen and Mr. Hu for the University is the best way in which I can serve my Alma Mater. It would be an honor and prestige to work with them in the same department.

In order to make the best use of these men, and in order to make the University serve most the Christian cause, my plan would be, if approved by the President and the Dean, as follows:

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- A. To reorganize the Department of Chinese into a strong college department with the following double aim:
  - (1) To equip the ordinary college graduate with an appreciation and knowledge of Chinese essential for active and intelligent Christian leadership.
  - (2) To equip those who specialize in Chinese with a full appreciation of the ideals and a knowledge of Chinese essential to competent journalism, translation, writing, teaching, etc., for senior middle schools and colleges.
  
- B. To organize a special three-year course (somewhat parallel to our School of Business Administration and our School of Education) for training of middle school teachers in language, literature, and history. This will supply the pressing need of Christian middle schools and help to solve a part of the problem.

III. Financial support.

Our original budget for the Junior and Senior Colleges for 1924-5 is \$470.00 per month. It is apportioned as follows:

|   |              |
|---|--------------|
| C. C. Chen, head of the department            | \$100.00     |
| F. S. Luh, instructor of philosophy & history | 100.00       |
| S. J. Yeh, instructor of literature           | 100.00       |
| T. H. Shi, instructor of literature           | 80.00        |
| K. C. Hwang, corrector of essays              | 60.00        |
| C. S. Cheo, part time assistant               | <u>30.00</u> |
| Total per month                               | \$470.00     |
| Total for the year                            | \$5,640.00   |

The proposed budget for the new plan is as follows:

|  |              |
|--|--------------|
| C. C. Chen, head of the department                             | \$000.00     |
| C. F. Chen, professor of philosophy, religion,<br>the classics | 220.00       |
| S. S. Hu, professor of literature                              | 220.00       |
| S. T. Yeh, instructor of language and literature               | 100.00       |
| C. Fang, instructor of history                                 | 100.00       |
| Y. P. Woo, assistant in language                               | 60.00        |
| C. S. Cheo, part time assistant                                | <u>30.00</u> |
| Total per month  | \$730.00     |
| Total for the year   | \$8,760.00   |

Difference: \$260.00 per month,  
\$3,120.00 for the year.

Interest from about \$12,000.00 in the Alumni  
Fund for this particular purpose,  
about \$960.00 per year.

Actual increase \$2,160.00 per year,  
180.00 per month.

That is to say, we shall have a pretty strong department with an increase of \$2,160 per year and \$180.00 per month. With this corps of teachers we shall be able

- (1) To offer more advanced courses to senior students.
- (2) To offer some fundamental courses to junior students of the second year.
- (3) To take care of the 150 new students with ten hours of Chinese for the first year.
- (4) If the dean approves, to offer special courses for secondary school teachers.
- (5) If the Dean of the College of Agriculture and Forestry approves, to offer courses specially relating to the development of Agriculture in China.
- (6) To write suitable text-books or syllabi for use of Christian colleges and middle schools, or to investigate any problem relating to Chinese if called upon.

One may ask, is it not too much to pay these gentlemen \$220.00 each, while other instructors with higher degrees only get \$200.00 or less? To this I wish to reply that we pay them more because (1) they are certainly rare, (2) they are getting more at present, (3) Chinese instructors in other departments are mostly our own graduates and we do not desire such a comparison; we think it is an honor for the Alma Mater to have first-class Chinese instructors. May I tell you that St. John's University told me that they would like to pay at least \$250.00 for either one of these men if I would secure them for them. May I also say that Mr. Liang Chi-chao is going to teach in St. John's in the fall and he will receive a very much larger salary than any of the Chinese instructors in St. John's.

Again, one may ask can we not take in just one of them? Of course we could, but it must be borne in mind that all experts are specialists. If we want our Department of Chinese to be an all-round, strong department, then these two men are the least we can get along with. In them we find that one is a specialist in philosophy, religion, and history, and the other is a specialist in literature, so both are needed.

In conclusion I wish to call your attention to the fact that with the addition of these men our Department of Chinese would be the strongest in serving the Christian cause. If we compare the amount we spend with that spent by other Christian colleges, we shall see that in spite of the increase of \$180.00 per month, or \$2,160.00 annually, in our new budget, we shall spend only half as much as St. John's is spending for the same number of students, perhaps less. Their budget for 1924-5 is about \$18,000.00. If we compare the amount we spend for the Department of Chinese with what other departments of the University spend, we shall see that the amount is not justified. I believe that this increase is reasonable and it is not too heavy for the University to bear. As the Committee controls the University finances, and in controlling the finances you also control the University policy, as a loyal son of the Alma Mater and a faithful head of the department, I sincerely and respectfully submit this whole problem for your consideration, criticism, and approval.

Thanking you in anticipation, I am,

Most faithfully yours,

C. C. Chen

Head of the Department of Chinese  
University of Nanking.

Nanking, June 10, 1924.

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Nanking, June 1935.

To the President and Dean of the University:

In view of the fact that attacks toward the Christian institutes are constantly coming from all sides, we feel the necessity of taking up our responsibility and defending our University by presenting her some suggestions. We have enjoyed very much some things. We have grievances as the University has difficulties. Now we are presenting our suggestions on the constructive side and on the basis of loving the University as well as ourselves. And these suggestions, if possible, we sincerely request the University to carry out. However before stating our suggestions, we sincerely request the University to have a clear understanding on the following five points:

- (1) Our motives are neither anti-Christianity nor anti-foreigners.
- (2) We are not agitated nor utilized by any party, but we are doing this on our own accord.
- (3) All the suggestions are in the form of request but not demands, to say nothing of threats.
- (4) We are not taking advantage of the Shanghai accident but our suggestions have already been formed out two months ago.
- (5) None of our suggestions is destructive by all are constructive to the University.

I. Suggestions relating to registration of the University in the Educational Board of the Chinese Government. (If unable to be realized at the present time, the University is requested to prepare for registration as early as possible.)

In order to secure equal opportunity to serve the nation as well as to avoid underestimation of the graduates from Christian institutions in Chinese society, we request the University to register at Chinese Educational Board so as to give us equal chances which the governmental students are now enjoying. On the part of the University, she should have registered for the sake of respecting the educational authority of the Chinese government. Should the University encounter too much factual difficulties, we sincerely request the University to register as early as possible.

II. Suggestions relating to increasing elective courses and reducing required courses.

The foremost aim of college education is to develop individualities of the students and to cultivate special talents. In view of the fact that, under the new educational system we have only four years for graduation, we can not but pay utmost attention to those courses which we wish to master. As a rule of our University under the old educational system, all our courses in the first two years are required, and even in the remaining three years (old senior college) we still have many required courses. This obviously robs us of our opportunities for taking those courses in which we are especially interested. Therefore we sincerely request the University to increase some elective courses and reduce some required courses.

III. Suggestions relating to religious instruction and services or rites.

A. Religious courses.

The purpose of religious education is to give the students a clear understanding in Christianity. So it is undesirable to require too many courses to vex the students. Be the religious courses reduced, it will as well as better increase the interest in religion and the spirit of free investigation in Christianity. We sincerely request the University to reduce religious education to eight credits which may be taken by the students in any of the five years. (If the sub-freshman class is abolished, it may be still reduced to six.)

B. Chapel service.

Although chapel service is to secure a spiritual understanding and contact with God, yet, as many famous missionaries pointed out, it is undesirable to have formal worship publicly. However, as our University is supported by missionary, we do not unreasonably expect the University to abolish the Sunday chapel service. Therefore, we sincerely request the University to preserve Sunday service as usual, and to make those chapel services in the six week days voluntary; those who take part in the services on the week days may be given points, while those who absent themselves may not be reduced points.

IV. Suggestions relating to improving the point system.

No doubt can exist that there are appraisable merits in the point system; however, it has some existing abuses which we wish the University to get rid of. In our University we can not deny that we already have heavy regular courses which correspondingly will lessen our activities beyond our regular studies. Moreover, not a few of our students have outside work. We believe that it is better to have good and honest points in less number than to have a great number of points secured in an illegal and improper way. Therefore we sincerely request the University to reduce the number of requirements of points and to reduce the point system to right order.

V. Suggestions relating to providing new courses.

The unsufficiency of courses and the failure of carrying out the scheduled courses have given great dissatisfaction to the wants and ambition of the students. Therefore we sincerely request the University to offer German and French (which should be provided in a god college) and other necessary new courses besides the scheduled ones which should be offered at the same time.

VI. Suggestions relating to improving the sanitary conditions of the University.

A. To build new dormitories and to improve old ones.

In our University, we have to old and too few dormitories, in which each room may be crowded by fourteen or even sixteen persons. These rooms have poor ventilation and insufficient sunlight. This does not coincide with the minimum requirements of the sanitary and hygienic principles. This obviously curtails the lives of the students. So, we sincerely request the University to increase new buildings and to improve the old ones.

B. Board conditions.

Our University provides the poorest board for the students and this poor provision makes most of them to take meals outside the

University. In so doing, they are compelled to suffer a great deal from inconveniences as in the bloody summer and bitter cold winter. However if all the board fees we pay were used for the board, we might be supplied with very delicate food indeed. Therefore we sincerely request the University to be responsible for the salaries of the proctor and to use all the fees to provide the board for the students.

C. Improving and increasing latrines.

The latrine in the north of Administration Hall is too small, it is not large enough for half the students to go there within five minutes. Some students have to urinate outside the latrine, an unhealthy thing. Therefore we sincerely request the University to improve those old latrines and to build some new ones.

VII. Suggestions relating to the number of students of one class.

It is a common thing in our University in having classes containing from 100 to 150 students. This obviously robs the students of their opportunity of reciting, discussing and asking questions. We sincerely request the University to offer required courses in every term (such as Economics 130, Psychology 130, Biology 132 and 133) and to have as few number in each class as possible. If the University have enough money, we request her to find for us some more professors and instructors.

VIII. Suggestions relating to the choice of professors and instructors.

The function of professors and instructors is to help and direct the students to master certain knowledge in certain fields. We admit that we have many good professors - such as Messrs. Hu, Chen Chuh-hsuen, Bates, Illick, and Hamilton - in our University; but still there are several who can not satisfy the least wants of the students. We therefore sincerely request the University to give advices to those who already in the University and to take the greatest care in choosing new ones in the future.

IX. Suggestions relating to improving library.

Relating to the scarcity and narrowness of the reading rooms in the library the best method is to build a new, separate library. However, that task can not be done without large funds. Yet in view of the fact that a new hall is going to be completed in the summer, so more lecture rooms will be provided. It is therefore not difficult for the University to assign several, four or five rooms, for library use. We sincerely request the University to satisfy this want.

Sincerely yours,

|                  |                 |                 |                 |
|------------------|-----------------|-----------------|-----------------|
| Chang Chao-ling  | Hu Chen         | Chu Choa-lung   | Tsu Shiu-ru     |
| Cheo I-kwei      | Chen Shan-yu    | Chan Chin-li    | Li Wei-wan      |
| Hwan Shui-tsai   | Tsu Shoa-pin    | Wang Hung-toa   | Hsan Hoi-huo    |
| Hu Shai-kwei     | Li Tsu-yu       | Shao Hung-yu    | Hu Tsen-ying    |
| Liao Wen-kwei    | Hsueh Shu-sin   | Wang Shoa-tang  | Lo Kan          |
| Chiang Hsi       | Chu Yu-shu      | Chen Toa-chien  | Chang Chi-hsing |
| She Shou-teh     | Tu Tsiang-hsing | Wang Pa-jan     | San Chang       |
| Wan Shu-yung     | Peh Szu-chiu    | Chang Wei-tang  | Choa Chi-tang   |
| Su Pin-tsen      | Ko Fu-tsiang    | Hsu Yuan-ling   | Chen Ho-ling    |
| Tsu Ping-hwa     | Yu Ke-tsung     | Moa Ting-shan   | Tsai Chi-tsang  |
| Cheo Ming-tsiang | Li Tieh-tsen    | Chen Tsung-nien | Wang Kwan-chen  |
| Chang Ming-shao  | Men Choa-tang   | Tsu Gan         | Chang Choa-pi   |
| Li Yuan-kwan     | Chang Chen      | Tsing Yuan-pan  | Tan Chin-yong   |
| Wang Yu-shiu     | Sieh Lang-teh   | Tu Hwan-hsing   | Liu I-kwan      |
| Chen Kuo-poa     | Ho Tson-kan     | Liu Pu          | Lu Ting-tai     |
| Chen Ru-feng     | Yu Shen-wen     | Chang Teh-lin   | Lu Hwa-oh       |
|                  | Tsu Tsun-tai    |                 |                 |

UNIVERSITY OF NANKING

Nanking, China, June 22, 1925.

Dear Students:

As some had left the University before the general faculty meeting held on June 19th, and as I wish to reply briefly to the letter addressed to the President and Deans (and through us the Faculty) and signed by some sixty-five of our best students, I am sending you this letter.

We wish first, however, to express our appreciation of the distinct help you all were to the other students and organizations in the city in preventing violence and holding the agitation to more constructive lines. We believe that your conduct as students of the University has enhanced the good name of our student body and of the University of Nanking.

The Faculty, by unanimous vote of all present at the meeting, decided to give full credit for the present semester on the basis of the average grade of the work done up to June 3, 1925, without final examinations. Those who on this basis are either conditioned (C), deficient (D), or failing (F) in their work shall be governed by the usual rules.

You will, I am sure, understand that this action of the Faculty was taken in view of the very special circumstances of your absences from regular school work. It is under no circumstances to be taken as a precedent for dispensing with examinations, for absence from class without permission, for giving credit for work which has not been done in class, or for not reducing credit in accordance with the regular rules of the school.

We appreciate very greatly indeed the tone and spirit of your excellent letter, suggesting certain improvements in the University. We are glad to have such constructive suggestions, and we value the moderation and reasonableness of these suggestions all the more because they were handed in during the height of the excitement over the May 30th incident, and because they have no anti-Christian attitude and are all constructive. I will comment briefly on the suggestions, point by point, with the general statement that we, too, have been conscious of the need of all of these reforms and not a few others that might be mentioned, and that we shall, as funds and opportunity afford, actually put these improvements into effect. Another preliminary statement must be made. We are quite uncertain just now as to the future of mission school education. The American Christian people who voluntarily and willingly give millions of dollars annually cannot but be affected by the prolonged anti-Christian agitation and anti-mission school agitation, and by the disordered condition in general that prevails in China, due to militarism and banditry. The recent

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troubles, with exaggerated and misleading accounts in the American papers, will further tend to retard the free giving to mission enterprises in China. Then there may be a decided falling off in our student enrollment, and, if so, it will further limit the possibilities of actually carrying out the needed improvements, you suggest and which we have in mind.

I. Registration. Possibly some do not know that the College of Agriculture is registered. The registering of all of our mission schools has been receiving special attention in East China the past year. A special committee and the Secretary of the East China Christian Educational Association are working on it. The political and the educational authorities of Chekiang, Kiangsu, and Anhwei have been interviewed by this Secretary and others, and you may be assured that whenever possible the University in all its parts will be registered. All advise not pushing the matter at Peking till a more stable situation there in education has been achieved. We recognize that as an educational institution in China we should conform to the laws and policies and authority of the Chinese authorities. In all Western countries and in Japan and India, private schools are registered if they conform to certain minimum requirements, and are left free to add such special features or to make such special variations or experiments as do not conflict with these minimum requirements. Private schools are supported because donors believe in the great importance of the special features and variations (the chief one in the case of Christian schools being the privilege of teaching religion). Whenever the government policy becomes such as to make registration possible, the University will be registered.

II. Increasing Elective Courses. Ability to add more elective courses depends on our ability to increase our staff, and that, of course, depends on our income. Mr. T. S. Kuo, of Southeastern University, is joining us this fall as Associate Dean of the College of Agriculture and Forestry; we have invited Dr. Chen Yu-kwan, one of our own graduates and a Ph. D. of Columbia University, to be Dean of Science; Doctor Whitman, of the Massachusetts Institute of Technology and editor of one of our important science magazines in America, will likely be here in the fall to help us for one or two years on the problems of teaching science; Doctor Hamilton, the doctor reports, will be fully recovered and ready for full work in the fall. In American universities, for undergraduate work, the pendulum swings back and forth between more and fewer required courses. Just now it is swinging more towards more required courses, on the theory that a smaller number of foundation courses well mastered gives a better preparation both for life and for specialization in postgraduate courses. But as we can secure more teachers we shall certainly add more elective courses. Our definite policy is to improve what we have rather than to add new departments. Our aim in the College of Arts and Science is to have at least one Chinese and one foreigner (for the present) in each department. We do not aim at professional training, except in chemistry.

III. Religious Instruction. Early in the fall of 1924 the question of abolishing required Sunday classes was raised, and it was voted soon afterwards to do this. At the same time important steps were taken to vitalize the teaching of religion and adapt it better to the needs of the students. In the eyes of the Faculty, and of the founders and supporters of the University, its main function, the only function which in any sense justifies its continuance, is the function of making men truly religious. Some think this can be best done by abolishing required religious education. Some feel very sure that this would be disastrous. Canton Christian College recently tried voluntary chapel a year and went back to the other system. Yenching University gets from 20% to 30% of its students at chapel. No question is occupying more of the attention of the Faculty than is this one.

IV. The Point System. Faculty members, too, realized from the beginning that the point system was open to serious abuse, and undoubtedly something better will in due time be worked out. It will take time more experimenting to arrive at the best solution, no doubt.

V. German and French. Here, too, it is partly a question of finances. We have just so much income. The various departments, the Finance Committee, and the Board of Managers apportion this income to the best of their ability. Always they have to cut out work and teachers urgently asked for by departments or individuals. We would be glad for any suggestion as to how our budget could be revised, this work or that department decreased, so as to allow us to add a teacher for French and German. With the limited resources available, we have gone on the theory that it was better to give GOOD work in Chinese and one foreign language - English - than to weaken either to give a few beginning courses in other modern languages, especially as these courses would benefit only a very few men, those going abroad for Ph. D. work, generally. We believe in doing intensive rather than extensive work, both for the sake of sound education and because of limited finances. More than 45% of the time of our students is now given to language and literature, and a very considerable portion of their energy in other classes is really absorbed by the study of English. We have questioned whether, in a well-balanced education, a larger proportion of time should be given to language. Next to Chinese and English, Japanese is by far the most useful language for an educated Chinese, because it brings large amounts of cheap and good material within his reach and because it brings him into contact with a country whose future is sure to be very closely connected, for good or for ill, with the future of China. We already provide instruction in Japanese.

VI. Sanitary Conditions. Here, too, we agree entirely with you and are doing our best to secure new dormitories. During the summer, if the situation clears up, we shall make certain changes in the east dormitories that will give a little relief. Just as soon as we can finance it, we shall put a new dormitory in the east compound, and a new bath house. But, as I pointed out in the beginning, it is going to be harder to get American Christians to give us money now. They are more and more insisting that, after over a hundred

years of preaching and teaching, the Chinese themselves, if they appreciate the Christian schools, should begin to help more in their support and management. It would be a fine thing if our students and Alumni could collect money for a new and sanitary dormitory and dining-room.

VII. Board. We have repeatedly asked the students to manage their boarding arrangements, as is done in many institutions. We find it increasingly difficult to do it satisfactorily, and if prices increase, as now looks probable, we shall have increasing difficulties. We usually run the boarding department at a loss. It seems only reasonable for the students to pay for their board, and since the students will not themselves manage it, the proportionate cost of the time of the Proctor given to this part of his work seems an inevitable charge against board. We sympathize with your point of view but see no very good remedy as yet. We shall, however, be glad for further suggestion in the fall.

VIII. Improving Latrines. We shall hope to have these suggestions followed out during the summer, if student attendance gives promise of being normal.

IX. Large classes. Here previous remarks apply, for it is entirely a matter of sufficient teachers to enable us to have proper sized classes, and sufficient teachers is a matter of finance. You will be interested to know that we are not the only institution having this fault. Practically all of our government institutions in America have very large classes - I heard of one course having 1,500 students taking that course! It is only the Church and private schools in America, with huge endowments, that are able to so strictly limit their students that they may have relatively small classes. Even our public grade and high schools in America have this problem. We are doing our best to meet the obviously unsatisfactory condition in many courses, and your suggestion is a good one and will be followed as best our limited staff allows.

X. Choice of Teachers. This problem is always present with school administrators, everywhere, and it is aggravated, in the case of foreign teachers, by the distance and impossibility always to know candidates personally. There must always be a process of elimination, and you may count on our desire being as great at least as yours for first-class teachers in all departments. Mr. Holroyd, who has spent five or six years in Nanking in mission and school work, together with the other men we are securing, will help on this problem. It is one we are always working on, we hope to advantage. The efficiency and reputation of an institution depends to a large extent on its teachers, so it is both to your advantage and to ours to secure the best possible teachers, and this is our policy on which we are constantly working.

XI. Library. Doctor Williams has approached friends in America for funds for a new Library Building, but these friends will now wait till they see what China is going to do before making such large

funds available. In the meantime, Mr. Clemons and his staff have asked for the entire north side of the second floor of Severance Hall for library purposes this fall. This rearrangement will afford a little temporary relief, and we shall do our best with the space and funds available.

We have the money in hand for a gymnasium and are hoping to put up this building this summer or early in the fall.

You will be somewhat disappointed, I fear, with this reply to your excellent letter, as we are, too, but we can assure you that we shall not be content with these words, but just as rapidly and as completely as possible we shall move forward in every way we can to improve our work and the conditions in which we must do it.

Just one further word as to the future. You will all recognize, I am sure, the impossibility of our continuing the work of the University if conditions in the fall continue as they have since June 3rd. The teachers are here to teach classes and manage and control the school. If classes are continually broken up, no matter what the cause, of course we cannot function. Also, if students control or dictate the policies of the school, as they do so frequently in the government schools, obviously we cannot hold our teachers. Americans would return Home, and Chinese would secure other kinds of work. You should know that nowhere else in the whole world do students assume the authority in schools that they do in China, and I think you will agree that it is to the very great detriment of sound education. Of course, we know the causes for this in China and are not blaming any one, but simply stating the fact that student government of education means, ultimately, no education. Chinese philanthropists are giving relatively little to education of any kind now, and largely because as yet they see too few good results of education. So, whether you return to the University of Nanking (which we hope you do) or enter other schools, we most earnestly beg of you to obey the authorities in charge, and when reforms are necessary try to bring them about in the very commendable manner you have followed in sending us the clear and convincing statement you have. Then, appreciating the difficulties that all school authorities are experiencing now in China, patiently give them time to work out these reforms as they are able.

Hoping that you have a quiet and restful vacation, with not a few opportunities for serving your fellow men in your neighborhood, and looking forward to having you back in the fall.

Very cordially yours,

A. J. Bowen,

President.

Whereas, we, the college faculties of the University of Hanking, recognize

1. That there is among the students of China a sincere desire to establish in the nation a democracy of reality and not simply of form;
2. That this desire is perfectly legitimate and worthy of commendation, because in it are contained the seeds out of which may grow the future improvement and development of the nation;
3. That it is only to be realized as a result of the inculcation of right ideals of government, and a proper education of the people, which in turn depends upon intelligent and directed practice as well as upon theory; and
4. That students in school have a better opportunity to assist in laying these foundations when they are given a share in the responsibility for meeting the problems of school government.

We do hereby grant to the students of this University a

#### CHARTER

authorizing them to establish a student government association under the following provisions:-

1. The students may have complete and perfect freedom in determining the type of organization which they shall adopt, except as hereinafter specified;
2. The original constitution together with all subsequent amendments or revisions shall be passed upon by the whole student body after approval of the first draft by the faculty;
3. The constitution should specifically recognize and express its conformance to the regulations of the University;
4. The chief governing body shall be the official organ of communication between the faculty and students on all matters of common interest, therefore provision shall be made for direct faculty representation on this body, with advisory powers;
5. Nominations for student representatives on the governing body shall be made by the students, and subject to faculty selection before final election by the students;
6. The student government association must assume full responsibility for its acts and legislation and the consequences thereof;
7. This charter may be revoked at any time its provisions are not carried out.

CONSTITUTION OF THE STUDENT GOVERNMENT OF  
THE  
UNIVERSITY OF NANKING.

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Article I. Name and Object

- A. The name of this organization shall be the Student Government of the University of Nanking.
- B. The object of the Student Government shall be to promote the self-governing spirit in the student body through the management and direction of self-governing activities.

Article II. Organization.

- A. The membership of the Student Government shall comprise all the students registered in the college departments of the University.
- B. The Student Government shall consist of two departments, namely the legislative council and the executive department.

Article III. Finances

- A. Each member of the Student Government shall contribute a membership fee of one dime for one school year, one third of which shall be paid at the beginning of each term. ( Under special circumstances, when additional money is needed, the legislative council may make special arrangements for extra contributions)

Article IV. Legislative Council

- A. The council shall be composed of nine members, elected from the three departments of the College, namely the College of Arts, the College of Agriculture and Forestry, and the Junior College, each college contributing three members. One third of the representatives of each of the three departments shall be elected at the beginning of each school term.
- B. The legislative council shall have a chairman, a vice-chairman, an English secretary, and a Chinese secretary, all elected from the same body.
- C. The term of service of the members of this body shall be limited to one year, and no member can serve for more than one year consecutively. The officers shall be elected for one term only.
- D. Method of Election.
  1. Students who have studied in the college department of the University for one term or more shall have the right to vote for members on the legislative council.
  2. All those who have been in the college department for one term and who have the qualifications stated in

## D. Method of Election:

1. Students who have studied in the college department of the University for one term or more shall have the right to vote for members on the legislative council.
2. All those who have been in the college department for one term and who have the qualifications stated in Rule 18 of the school regulations shall be eligible for membership on the legislative council.
3. For every member to be elected by one of the departments the department shall nominate three candidates. From these three the faculty shall select two. Of these two the department shall then choose one.
4. In elections a signed ballot method shall be used.

## E. Powers of the legislative council. They shall be:

1. To make, or pass upon, all regulations of this Student Government.
2. To determine the policies of the organization.
3. To consider and pass upon recommendations of the faculty.
4. To consider and pass upon any recommendation of the student body which is supported by ten students.
5. To discuss and pass upon matters brought up by members of the council.

## F. Actions taken by the council shall be put into effect by the various committees of the Executive Department.

All matters that have to do with the administration of the school shall be referred and recommended to the President of the University.

## G. The legislative council shall provide regulations for the conduct of its own business meetings.

Article V. The Executive Department

## A. Organization.

The executive department shall consist of:

1. The sanitation committee.
2. The arts committee (literary activities, debating, etc.)
3. The athletic committee.
4. The social committee.
5. The publications committee.
6. A general secretary.
7. A general treasurer.

In each committee there shall be a chairman, a secretary, a treasurer, and a number of assistants.

## B. The members of each committee shall be nominated by

the legislative council and then elected by the student body. The member who receives a plurality of votes shall be the chairman of the committee to which he is elected.

- C. The term of service of the members of the Executive Department shall be limited to one year. No member shall hold more than one office at one time.
- D. The powers of the Executive Department are as follows:
  1. To carry out the actions taken by the legislative council. (Affairs concerning two committees shall be carried on by the cooperation of these two committees)
  2. To make recommendations to the legislative council.
- E. The functions of the committees:
  1. The sanitation committee shall supervise the sanitary conditions of the school, having charge of matters concerning the dining-room, dormitories, etc.
  2. The arts committee shall have charge of matters connected with literary activities such as debating and oratorical contests.
  3. The athletic committee shall have charge of matters relating to athletics.
  4. The social committee shall have charge of the activities of the student body in relation to organizations outside the school.
  5. The publications committee shall have charge of the publications of the student body, such as the University Magazine.
  6. The general secretary shall have charge of the records of both the legislative and executive departments of the student government; and the general treasurer shall have charge of all matters relating to finances.
  7. (Note: The Y.A.C.A. being a special organization of the University, shall manage the People's Schools for the Student Body.)
- F. Each committee of the Executive Department shall draw up its own regulations for business transaction, subject to the approval of the legislative council.

Article VI. Appendix.

- A. This constitution shall be written both in English and Chinese. When any question of interpretation arises decision shall be based on the Chinese reading.
- B. The constitution shall be in force when it is announced.
- C. If thirty students object to any article of this constitution and their recommendation for amendment is approved by a three-fourths vote of a general meeting of the student body at which four-fifths of the students shall be present, the article may be revised.

RECOMMENDATION OF THE COMMITTEE ON GRADUATE  
STUDY  
TO THE UNIVERSITY BOARD OF MANAGERS  
March 17, 1926

I. Historical

On September 28, 1922, the New York Board of Regents took formal action granting to the University of Nanking the permission to submit to the Board candidates for the degrees of Master of Arts (M. A.) and Master of Science (M. S.) under the following conditions:

- "1. That the courses of study leading to these degrees be submitted in detail by the University of Nanking for approval by the Commissioner of Education.
- 2. That in the case of each candidate for the M. A. or M. S. degree, evidence be submitted that such candidate has only been admitted to the course leading to either of these degrees after having satisfactorily completed the required course and received the degree of B. A. or B. S.
- 3. That the application for a degree for any applicant be accompanied by a detailed statement of the work which he completed leading to such degree."

At the time this permission was granted the various departments of the University were not immediately ready to avail themselves of it and until recently no statement of courses was worked out to present to the Commissioner of Education. A faculty Committee on Graduate Study was appointed, however, to study into the matter and prepare the statement when circumstances matured for it.

II. Recommendation

It is now the judgment of the Committee that while it is still impracticable to offer courses leading to the degree of Master of Arts, the institution is, on its science side, possessed of sufficient resources in staff and equipment to offer graduate instruction leading to the degree of Master of Science without calling for any appreciable increase in budget for either staff or equipment. Such instruction can now be given in the Departments of Agriculture, Forestry, Biology, Physics and Chemistry. The list of courses is accordingly drawn up and submitted herewith to the Board of Managers with the recommendation that we be authorized to submit it in detailed form and with a complete statement of the method of administering such instruction to the New York Commissioner of Education for his approval in accordance with the requirement of the Board of Regents.

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### III. General Plan of Conducting Graduate Instruction.

The plan for this graduate instruction does not contemplate the multiplication of recitation periods and classes as most of it will be handled in the form of projects and directed research through conferences with instructors in the departments concerned. In cases where graduate students are in courses open to undergraduates, the instructors will assign them extra work but without adding to the total lecture hours. In practically all cases, moreover, graduate students will be required to assist the instructors in conducting routine undergraduate work. These arrangements together with the fact that the contemplated number of graduate students which the departments expect to carry is very small will make possible the provision of graduate work of the proper quality without overburdening the instructors and without detracting from the regular tasks of undergraduate instruction.

#### Reasons for offering graduate instruction.

The advantages to be gained are obvious:

1. Graduate training in subject matter and teaching experience will be provided without sending students abroad.
2. In working at their projects the students will be collecting data indigenous to China, which will not only serve their future teaching purposes but also be useful for the later production of a body of Chinese scientific literature.
3. Opportunity for research in specifically Chinese problems will be afforded for the professors in science.
4. Instructors will be stimulated to make their courses more Chinese in subject matter, thus strengthening undergraduate instruction in both interest and value.

#### How it can be done in Physics and Chemistry.

As an instance of how the proposed plan works out in detail, we cite the statement of the Departments of Chemistry and Physics:

- " 1. For the present, graduate study would be on the fellowship basis only - the fellowship to pay less than half the regular salary rate.
2. The graduate fellows would study half time and assist in laboratories or in instruction (during the second year) for a period of two years. No credit would be given for assisting but the fellow would have to 'make good' there or drop out and this experience would be one of the most valuable parts of his whole training.
3. The major courses would be laboratory problems running over two years, for which half or more of the total credits would be given. These problems would be 'set up' by the instructor for this work. The fellow would be put

1133

on his own resources and expected to get results. The instructor would only need to drop in a few minutes at unexpected times to keep a line on the quality of work being done. This with occasional conferences over difficulties would keep the work running. The time required would not be more than each of the instructors should give to research to keep alive in his subjects.

As to costs:

4. The plans do not contemplate any additions to the present staff in chemistry; and only the return of Mr. Wei Hsich-ren (at present doing graduate work in Physics at the University of Chicago) or some one else to give two well-trained teachers of Physics, both of whom are needed for the present program. Until the second physics teacher is secured, graduate study in that subject will be limited to minors for students majoring in Chemistry or other groups.
5. The plans do not call for the expenditure of any large sums for equipment. Investigational problems can be arranged so as to involve no special equipment beyond that provided by local manufacture at nominal costs. ('In our experience at Soochow University over a period of five years, during which time we granted four Master's degrees, we did not spend \$100 gold for special equipment for graduate work'. E. V. Jones.)"

The courses proposed.

The list of courses proposed by the Departments of Biology, Chemistry, Physics, Agriculture and Forestry will be found on the attached sheets.

Respectfully submitted,

Clarence H. Hamilton

for the Committee on Graduate Study.

GRADUATE COURSES IN THE UNIVERSITY OF NANKING

Biology

- 160 ECOLOGY\*. A study of the modifications in the form and structure of plants in connection with environment and of their adaptations to the conditions under which they live. This is done partly through seminar reports by members of the class.  
Autumn semester. Prerequisites, Biology 132, 134.  
Class 2, laboratory 1, hours credit 3.
- 161 IMMUNOLOGY\*. Instruction in immunology, vaccine therapy and antitoxin treatments.  
Spring semester. Prerequisite Biology 148.  
Class 3, laboratory 2, hours credit 5.
- 162 ADVANCED ZOOLOGY\*. A laboratory course with individual conferences, dealing with the morphology and embryology of some group or several groups of invertebrate or vertebrate animals.  
Given on demand. Prerequisites Biology 144, 145.  
Conference 1, laboratory 1 or 2, hours credit 2 or 3.
- 163 ADVANCED PLANT PATHOLOGY\*. Laboratory technic consisting of practice in isolation of parasites, germination, inoculation and carrying of stock cultures.  
Fall semester on demand. Prerequisite Biology 154.  
Class 1, laboratory 2, hours credit 3.
- 164 DISEASES OF SPECIAL CROPS. Includes special study of the diseases pertaining to the field in which the student is specializing.  
Fall or spring semester. Prerequisite Biology 154.  
Class 2, laboratory 2, hours credit 4.
- 165 PEST CONTROL. Discussion of exclusion, quarantine, protection, eradication and methods of selection for disease resistance. Also the preparation of fungicides and insecticides and their application.  
Fall or spring semester. Prerequisite Biology 154.  
Class 2, and laboratory 1, hours credit 3.
- 166 SPECIFIC PROBLEMS IN PLANT PATHOLOGY. Consists of research and investigation of some special disease or problem in disease control.  
Should continue at least for one year. Prerequisites Biology 154, 163.  
Hours credit 3 to 10.
- 167 SPECIFIC PROBLEMS IN BOTANY. Consists of investigation of problems in plant ecology or taxonomy.  
Prerequisites Biology 141, 143, 160.  
Hours to be arranged.

168 ADVANCED BACTERIOLOGY AND ANIMAL PATHOLOGY\*. A survey of the principal historical periods in biology from Aristotle to the present time, with especial reference to evolution and factors underlying this theory. Spring semester. Prerequisite Biology Class 2, hours credit 2.

170 MORPHOLOGY OF VERTEBRATE ANIMALS. An advanced study of the comparative morphology and development of the vertebrate animals. Spring semester. Prerequisites Biology 144, 145. Class 3, laboratory 1, hours credit 4.

SEMINAR. Required of all graduate students of the Department of Biology. Both semesters. Weekly.

THESIS. Required of all graduate students of the Department of Biology. The thesis is to be done under the direction of the instructor with whom the student is pursuing his major study. The student must show some ability to do independent work.

\*Starred courses are open to undergraduates. Graduate students will be required to do extra work which will be determined by the instructor in charge. All laboratory periods are at least 3 hours in length.

Chemistry

|  | Credits  |
|--|----------|
| 181-182 Seminars - Organic and Inorganic                                     | 2½       |
| 180 Special Problems: Thesis Investigations                                  | 5 to 25? |
| "179 Organic Chemistry, Advanced Laboratory Course, Synthetic                | 2½ to 5  |
| 177-178 Advanced Organic Chemistry   | each 2½  |
| 176 Advanced Physical Chemistry  | 5        |
| 175 Physiological Chemistry  | 5        |
| 174 Forest Products  | 5        |
| "173 Organic Chemistry, Advanced Laboratory Course, (Combustions) Analytical | 5        |
| 172 Organic Analysis, Cereals, Oils, Sugars, etc.                            | 5        |
| 171 Organic Qualitative Analysis   | 5        |
| "170 Advanced Quantitative Analysis, Inorganic                               | 5        |

" Courses marked " are new ones.

2022454

Physics

|                                      |            |
|--------------------------------------|------------|
|                                      | Credits    |
| 170 Advanced Electrical Measurements | 5          |
| 172 Advanced Optics                  | 5          |
| 173 Experimental Problems            | 2½ or more |
| 174 Modern Physics                   | 5          |

*Plant Breeding*  
Botany

Agriculture

|   |                |
|---|----------------|
| Plant Genetics  | 5 or 6         |
| Principles of Plant Breeding (laboratory and lecture) | 4              |
| Experimental Methods                                  | 4 or 5         |
| Laboratory Course in Plant Improvement Research       | 4              |
|   | By arrangement |
| Rural Organization                                    | 3              |
| Agricultural Statistics                               | 3              |
| Advanced Farm Management                              | to be arranged |
| " " "   | 4              |
| Seminar: Farm Management Marketing                    | 1 per semester |
| Prices  | -              |
|   | 3              |

Forestry

|  |   |
|--|---|
| Field Silvics                                    | 3 |
| Advanced Silvics                                 | 5 |
| Research Methods in Silviculture                 | 5 |
| Statistical Methods in Forest Investigation Work | 2 |
| Forest Management 162                            | 3 |
| Forest Management 163                            | 2 |
| Dendrology 160, 161, 162                         | 9 |
| Dendrological studies of timber trees            | 5 |
| Forest Problems 160                              | 3 |
| Forest Policy                                    | 4 |
| Forest Administration                            | 1 |
| Wood using Industry                              | 3 |
| Forest By-products                               | 3 |

20227454

A REPORT ON THE PRESENT CONDITION OF THE MIDDLE SCHOOL OF THE UNIVERSITY OF NANKING FROM SEPTEMBER 7 TO SEPTEMBER 17, 1927

I. The School Administration

The administration of this school is carried on by a special committee of five appointed by the Board of Managers. They are Messrs. C. F. Liu, Kung Tsen, L. K. Leng, K. P. Ki, and P. S. Tai. For the sake of dividing the work, six sub-committees have been elected in a faculty meeting on September 7.

- A. Committee on Registration:  
Li Hung-teh, Leng Lien-chiah, and Mih Sih-tshoong.
- B. Business Committee:  
Leng Lien-chiah and Yang Kah-li.
- C. Committee on Finance:  
Chen Chuen-ho, Tai Pen-shang, and Kung Tsen.
- D. Secretaries:  
Dao Tung-pu and Ki Veng-ling.
- E. Committee on School Sanitation:  
Tai Pen-shang and Wu Lien-seng.
- F. Social Committee:  
Kung Tsen, Wu Ah-pah, P. Koh, and Ling Zung-dz.

The following is a table of the school administration:

|  |                                   |     |
|--|-----------------------------------|-----|
|  | Board of Managers                 |     |
|  | Special Committee of Five         |     |
| 1. Committee on Registration   | 4. Secretaries                    |     |
| 2. Business Committee  | 5. Committee on School Sanitation |     |
| 3. Committee on Finance  | 6. Social Committee               |     |
| <br>   |                                   |     |
| 2. <u>Teachers and Other Co-workers</u>  |                                   |     |
| A. Number of teachers present  |                                   | 19  |
| B. Letters received stating they will come before September 20   |                                   | 3   |
| <br>   |                                   |     |
| 3. <u>Students</u>   |                                   |     |
| Number of students registered  |                                   | 114 |
| New students enrolled from first entrance examinations   |                                   | 9   |
| Students living in school dormitory at present   |                                   | 45  |
| <br>   |                                   |     |
| 4. <u>Finance</u>  |                                   |     |
| A. With the purpose in view of receiving 150 boarders and 100 day students, immediate repairs on buildings and |                                   |     |

equipment are of paramount importance. So far as the present present is concerned, an amount of fifteen hundred to two thousand dollars is necessary for the whitewashing of the administration hall, the school Y. M. C. A. building, the higher primary school building and Mr. C. F. Liu's residence, the fixing up of electric lights, and repairs on desk drawers and chairs.

(We do hope to have this amount of money, provided the Finance Committee of the Board of Managers can find means of obtaining it.)

- B. As the boarding of the students is entirely up to the students themselves, no boarding fee so far has been received. Students are required to pay at least half of their tuitions at the beginning of this term and the other half must be guaranteed and paid before the first of November.
- C. From the beginning of this term up to date, September 17, the amount of cash received is \$895 and that of tuition guaranteed, \$844.
- D. The amount of cash received should be, and as a matter of fact has been, daily handed in to the University Treasurer's office.

#### 5. Classes and class rooms

##### A. Schedule:

Attached is a schedule of this term from which the distribution of the classes among the teachers is clearly stated.

##### B. Classrooms:

There are altogether 14 classrooms, 11 rooms in the higher primary school building and 3 in the administration hall.

#### 6. School Sanitation

Servants have been busy for the cleaning of the floors and surroundings of the buildings and the school compound.

Several kinds of medicines have been provided for the students in case of accidents; arrangement has also been made with Dr. Kiang ( ) for serious cases.

#### 7. The Social Committee

With the only exception of the old dormitory and the school Y. M. C. A. building that are still occupied by a small number of soldiers, the rest has already been ready for use. Notices from the Bureau of the Military Affairs ( ) and from the commander of the Seventh Army have been obtained and posted on the wall, forbidding the coming in of any more soldiers. Messrs. Kung Tsen and Wu Ah-pah have called on the commanders of the different armies and their permissions have been obtained that in case the school can really go on as usual, no more soldiers will come in and stay.

The Middle School,  
University of Nanking,  
September 18, 1927.

The Board of Managers,  
University of Nanking,  
Shanghai.

Dear Sirs:

We, the members of the Middle School Faculty, feel extremely sorry for not having received the resolutions passed by the Board of Managers in time on account of the interruption of communication. As a consequence, Mr. Kung, our delegate, came to you last time and explained that all what we have previously done was entirely due to the non-arrival of your resolutions. We also feel very fortunate indeed for the kind promise that you have given us, to proceed the school affairs as far as we can. We are, now, presenting you a copy of report which is carefully worked out based on true facts and by which, we presume, you may at least have a bird's-eye-view in regard to the present condition of this school.

We are earnestly hoping your favourable decision and further kind help.

Very sincerely yours,

(Signed) T. Kung

L. C. Leng

Cheo Chi-shan

P. S. Tai

82

University of Nanking,  
Nanking,  
September 18, 1927.

To the Board of Managers  
University of Nanking.

Dear Sirs:

In response to your appointment to investigate the Middle School question, we had a conference together yesterday afternoon at 4 P. M. in the home of Pastor Lee and another bigger meeting with seventeen Middle School teachers at the Middle School, 2 P. M., and have found in the said meeting the following sentiments unanimously expressed by all the teachers present:-

1. As the means of communication was broken the minutes of August 31 were delayed (received not until September 9) so they opened the Middle School on the proposed date, September 8. They have no idea whatever of disregarding the opinions of the Board of Managers.
2. By the plans which they have worked out, resolutions passed regarding salaries, personnel, committees and schedule of the class work, they have shown a spirit of cooperation and unity.
3. Definitely expressed time after time they have no other purpose except the continuation of the Middle School and upholding of the school morale.
4. Unanimously voted to ask Principal C. F. Liu's coming back immediately to resume his office chair in Nanking.
5. We do respect the actions of the Board of Managers whatsoever and under any circumstances.

After the meeting we had another conference at 5 P. M. in Pastor Lee's home and decided to make the following recommendations for your consideration:

1. A minimum of \$1,000.00 be provided by the Board for the repair of the school adequate to accommodate 150 to 200 boarding students.
2. That in view of such a unanimous request, Mr. C. F. Liu be asked to favorably consider his coming as the Principal as soon as possible.
3. That it is desirable to open the school for the question will be more complicated if otherwise.
4. That Mr. Chang Fang be requested to report to the Board, more fully or clearly, the actual prospect of the question.

Faithfully submitted,

(Signed) Chen Yü-gwan  
Djang Fang  
Handel Lee  
Yaotong C. Lee  
Li Teh-i

1141

REPORTS

November 1927

Summer School

One of the reasons for holding a summer session was the need to have the buildings occupied so that soldiers might be persuaded not to take possession of them; another reason was to give students an opportunity to make up work which they had not been able to do in the spring semester. As many as possible of the students and teachers were urged to remain during the summer. Two hundred and seventy-six students enrolled, including nineteen visiting students from Ginling College. Thirty-one students who had matriculated failed to attend classes. The faculty consisted of twenty-five teachers, and in addition there were five administrative workers and a few assistants. Seven of the teachers came from schools in Shanghai or Peking. Thirty-eight courses were offered, both for advanced students and those wishing to enter college in the autumn. All classes met six days a week, doing solid work equivalent to two-fifth's of a term's work. The faculty were paid on the basis of amount of work done. The social side of the session was under the direction of Mr. Ni Tsing-yuen and this did much to promote good feeling among both students and faculty. The total receipts amounted to \$3,795.32, and the expenses \$3,900.82, leaving a sum of \$105.50 to be covered by funds remaining from previous summer schools (see action M-341).

The Colleges

A number of old students did not return this autumn. Some transferred to Shanghai College; others were prevented from coming because the northern part of Kiangsu was occupied by the Northern army. We had estimated for 480 students but received 415 only, which will affect the budget to a certain extent, though the shortage will not be very great. The College Administrative Committee has appointed a sub-committee to take charge of this matter, which will involve reductions in budget appropriations. Twenty-one members of the faculty had left the University since March (some temporarily), so that a number of new teachers had to be engaged. A list of these will be found under action M-434. Mr. Hsiung Tsiang-hsu has come to take charge of the religious work in the Colleges. On an average there have been about 150 present at the Sunday services, which is a good percentage. As long as services are voluntary there can be no antagonism. Troops moved out of the buildings on October 21. The buildings were in a better condition than had been expected, and services are again being held in Sage Chapel.

In the College of Agriculture and Forestry, the Department of Cotton has been temporarily merged into the Department of Agronomy. Mr. Cheng Chui-peh now supervises the work in entomology. Research work is being done according to the plans laid down in previous years. Beginning with this autumn semester college work has been divided into four groups: (1) agricultural economics, including farm management, and rural sociology, (2) biology, (3) crop production, (4) forestry. Each student must be prepared to select in his junior year a major in one of these groups. Because of the disturbed state of the country extension work has been confined to the region south of the Yangtze.

-16-

The Library

The Library is suffering from inadequate staffing. Mr. S. Y. Li is teaching another course in the College of Arts and Science, and Mr. K. C. Liu is carrying a great deal of administrative work in his capacity as secretary of the College Administrative Committee. There have been no changes in personnel, except that Mr. Tsao Tsu-ping is now a regular member of the staff. With regard to losses of books, only a few have been returned to the Library, and some have been purchased as there was opportunity to do so. It has been difficult to limit the purchase of teachers' reference books, because there are so many new teachers either teaching new courses or teaching old courses in a new way. The amount the Library has been used has been very satisfactory, although the figure for the past three months has been somewhat less than for the corresponding months in the previous year. On an average fifty books were borrowed daily for home use. This does not include the use of reference books in the Library. The new catalogue and the work in indexing have helped to increase the usefulness of the Library. The Research Library is engaged in the compilation of the Agricultural Encyclopaedia Sinica and the indexing of articles on agriculture.

The Middle School

The decision to proceed with the opening of the Middle School was a very wise one. Mr. Reisner visited the Middle School on November 4 and with Mr. Gee went over the property and on the following day had a delightful luncheon given by the faculty. There are 164 students, the fees received amount to \$5,703.00, and the fees guaranteed to \$2,749.00, making a total of \$8,452.00, which the administration seem to feel will carry them through this semester. They have been authorized to spend up to \$1,000.00 on repairs to buildings, which show signs of occupancy by the military. School work is concentrated in the science hall and administration building. There are enough benches in the chapel to seat the present enrolment, and, all in all, everything is going very satisfactorily at the Middle School.

The Hospital

The buildings on the west side of the road are in very fair shape. There is a sign up on the Hospital indicating that it is now the municipal hospital, and it has been reported that the hospital is being used as a hotel. Not very many patients visit the hospital and the present staff have very little to do, and, in addition, the inside workings of the hospital are not going very smoothly so it would seem to be a good time to negotiate for the return of the hospital. It was the feeling of the Board of Managers that something should be done to have the hospital returned, the Hospital Administrative Committee working out plans to be submitted to the Executive-Finance Committee.

1143

# REPORT OF THE UNIVERSITY MIDDLE SCHOOL

Fall Semester 1938

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Toward the end of last term the Szechwan Provincial Government sent out an order calling the students of Senior Middle Schools, from the second term of the first year to the first term of the third year, to Chengtu for Military training and camping but the date was not definitely settled and the detailed arrangements were not fully announced at this time. If their original plan had been carried out it would have upset all our work. In order to make up the loss of the students due to this military training some proposals were made, either to resume our class work earlier than the regular date or postpone the class work until after their return, which would more or less be following the new calendar published by the Board of Educations. As late as the latter part of August arrangements for military camp had not been fully and clearly decided so we opened our work on the 28th of August and class work, both the Senior and Junior Middle School, on the 1st of September.

Last term there were five graduates from the Junior Middle School and twenty-seven from the Senior Middle School. One out of the Junior five and eleven out of the Senior twenty-seven were students with letters of transfer. To follow the new rule published by the Board of Education and with the permission of the Bureau of Education, our graduates of last term did not attend the joint examination but they were examined by the representative sent by the Bureau of Education here at the school.

Two entrance examinations were held this term, the first one on the 12th and 13th of July and the second on the 24th and 25th of August. The total applicants numbered 516. We tried to keep the ratio between the old and now at 1:2 for boys and 1:1 for girls. So we accepted 260 students out of these 516. Since the area affected by fighting has been extending inland the students of I-Chang and Hankow have crowded in with letters of transfer so we have had to admit more new students than we originally decided.

Last term we had 313 students, 235 boys and 78 girls. Toward the end of last term more than forty students were dropped on account of the moving of their families and because the lessons were too hard for them with the exception of 27 Senior graduates only 41 girls and 103 boys came back this term. Now we have 558 students enrolled but 25 have already dropped their work. Actually there are 533 students divided into fourteen classes. We did not open classes 81 and 92 because there are too few students. The largest class of this term is 48 and the smallest one 17. (See table one.)

Our student body covers sixteen provinces. Szechuan students amounted to 39% of the whole and Wan Hsien students to 57% of the Szechuan students. (See table two and three.)

Now we have 125 students in our girls' dormitory and 332 in our boys' dormitory. These two dormitories are entirely separate. Only twenty-five girls are day students as their homes are here in the city and 50 boys are living in their homes. More than six-sevenths of our students body are boarding students. This

term we have made a special effort to introduce military discipline, so the beds in the dormitory, table, in the dinning room, seats in the class room. Morning study and evening study are feinitely assigned and well supervised. Although the student body is larger than last term as a whole they behave quite well. There are many new students from different environments, schools and backgrounds, but we have not yet found any trouble times.

So far as personnel is concerned Mr. Pu Kwon-ti has gone to Nan Yang. Mr. Hsu Kwon-liang to Nankai School, Mr. Tsu Kweh-cheng returned to University for further studies, and Mr. Yieh kwon has left for good. We have a few new persons to add to our faculty and office:

|                      |            |
|----------------------|------------|
| Mr. Chang Chien-chin | Chinese    |
| Mr. Chang I-swen     | Chinese    |
| Mr. Li Hung-deh      | Methmatics |
| Mr. Hu Ging-chuen    | Office     |
| Mr. Chang Chi        | Office     |
| Mr. Pu Won-ti        | Office     |
| Miss Ling            | Office     |
| Mr. Yuen Me-seng     | Secretary  |

Regarding our school building, we tried with special effort to rent the other half of this garden but in vain. The owner of this garden, the Wan Hsien Orphanage requested too high a rent and is beyond our means to undertake their demand. Veryfortunately we built a new building for the boys' dormitory and dining room this summer, it cost less than 3,000.00 but it accommodates 260 boys in the dormitory and more than 400 students in the dining room. Further necessary repairs and equipment required for new students have been duly provided. Even our students who attended the military camp are back now and we do not have any problems.

The financial condition, as shown in table four, will nable us to get along very nicely this term, even with the heavy expense of building and the refund to the University. We have spent \$3,000.00 for equipment and nearly \$5,000.00 for repairs and building beside \$23,000.00 for salaries and wages this year. However this equipment and building are capital we have put in this institution and came from students fees.

Two special dates are set aside as days of memory here: the 25th of November and the 1st of March. The former is a day for us to remember the bitterness of leaving Nanking and the latter is a day to remember the birth day of the University Middle School at Wan Hsien. Faculty members with their families and old students were invited to attend a religious memorial service conducted by Pastor Chu of Hupugial Church of Nanking on November 25th. It was so inspiring and imressive, most of the new students also shed their tears with us and joined our thanks-giving too. Religion on this occasion becomes realization of actual life.

Submitted by

Djang Fang, Principal.

Table One

| <u>Class</u>       | <u>G.S.O.</u> | <u>G.S.N.</u> | <u>G.S.T.</u> | <u>B.S.O.</u> | <u>B.S.N.</u> | <u>B.S.T.</u> | <u>Total of<br/>the Class</u> | <u>Dropped</u> |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|-------------------------------|----------------|
| 71A                | 3             | 14            | 17            | 2             | 27            | 29            | 46                            |                |
| 71B                |               | 14            | 14            | 3             | 28            | 31            | 45                            | 1              |
| 72A                | 3             | 4             | 7             | 10            | 18            | 28            | 35                            | 1              |
| 72B                | 5             | 4             | 9             | 14            | 11            | 25            | 34                            | 1              |
| 82                 | 5             | 10            | 15            | 6             | 22            | 28            | 43                            | 1              |
| 91                 | 4             | 9             | 13            | 8             | 22            | 30            | 43                            | 3              |
| Total of<br>Junior | 20            | 55            | 75            | 43            | 128           | 171           | 246                           | 7              |
| 101A               |               | 13            | 13            | 3             | 35            | 38            | 51                            | 3              |
| 101B               | 2             | 11            | 13            | 3             | 33            | 36            | 49                            | 5              |
| 102A               | 6             | 2             | 8             | 2             | 9             | 12            | 20                            | 3              |
| 102B               |               |               |               | 3             | 36            | 39            | 39                            | 1              |
| 111                | 3             | 11            | 14            | 2             | 32            | 34            | 48                            |                |
| 112                | 4             | 5             | 9             | 13            | 8             | 21            | 30                            |                |
| 121                | 4             | 11            | 15            | 16            | 18            | 35            | 50                            | 6              |
| 122                | 2             | 1             | 3             | 18            | 6             | 24            | 27                            |                |
| Total<br>Senior    | 21            | 54            | 75            | 60            | 179           | 239           | 314                           | 18             |
| Grand<br>Total     | 41            | 109           | 150           | 103           | 305           | 408           | 558                           | 25             |

Table Two

Students Classification According to their Provinces

|              |     |     |              |    |
|--------------|-----|-----|--------------|----|
| 1. Szechwen  | 208 | 39% | 9. Hopeh     | 10 |
| 2. Hupeh     | 137 |     | 10. Kiangzi  | 8  |
| 3. Kiangsu   | 49  |     | 11. Hunan    | 6  |
| 4. Annwei    | 34  |     | 12. Shansi   | 5  |
| 5. Chekiang  | 26  |     | 13. Liaoling | 4  |
| 6. Kwangtung | 16  |     | 14. Chiling  | 2  |
| 7. Shantung  | 14  |     | 15. Fukien   | 1  |
| 8. Honan     | 12  |     | 16. Kweichow | 1  |

Total 533

Table Three

The Classification of Szechuen Students According to their Native Hsiens

|             |       |     |            |   |
|-------------|-------|-----|------------|---|
| Wan Hsian   | 119   | 57% | Kiangpeh   | 2 |
| Kaishen     | 23    |     | Chu Hsien  | 1 |
| Lian Shan   | 22    |     | Kiang Ging | 1 |
| Yueng Yang  | 13    |     | Fu Shan    | 1 |
| Chong Hsien | 8     |     | Lai Ling   | 1 |
| Fang Chieh  | 8     |     | Chew Ding  | 1 |
| Pai Hsien   | 4     |     | Shih Chow  | 1 |
| Tai Chu     | 3     |     |            |   |
|             | Total | 208 |            |   |

Table Four

Budget of This Term

|                             |                              |                         |
|-----------------------------|------------------------------|-------------------------|
| Income:                     |                              |                         |
| 1. Tuition . . . . .        |                              | \$15,891.00             |
| 2. Incidentals . . . . .    |                              | 2,735.00                |
| 3. Room Rent . . . . .      |                              | 914.00                  |
| 4. Equipment . . . . .      |                              | 1,098.00                |
| 5. Medicine . . . . .       |                              | 549.00                  |
| 6. Athletics . . . . .      |                              | 549.00                  |
| 7. Application . . . . .    |                              | 516.00                  |
|                             | Total                        | <u>\$22,252.00</u>      |
| Expenditure:                |                              |                         |
|                             | <u>Up to End of November</u> | <u>End of this Term</u> |
| 1. Salaries . . . . .       | \$7,820.20                   | \$13,400.00*            |
| 2. Equipment . . . . .      | 972.22                       | 1,200.00                |
| 3. Repairs & Building . . . | 3,117.11                     | 3,200.00                |
| 4. Wages . . . . .          | 254.25                       | 390.00                  |
| 5. Rent . . . . .           | 125.00                       | 125.00                  |
| 6. Other Expenditures . . . | 1,359.00                     | 1,800.00**              |
| 7. Refund to University . . | 2,000.00                     | 2,000.00                |
|                             | Total                        | \$15,684.16             |
|                             |                              | <u>\$22,115.00</u>      |

\* It includes December and January payment with 5 months' payment to every one on 80% with \$40.00 Basis.

\*\* It includes every other items.

Supplement Number 1

Report of the University Middle School  
April 1, 1939

The regular work of last term was closed on the twentieth of January but those who had attended the military camp continued until about the end of February. During the vacation period Wan Hsien was Bombed by the Japanese twice. The second time was even more barbarous and terrible than the first. Nearly one-third of the most prosperous business and residential districts were destroyed.

At the beginning of this term we were faced by the following situations affecting our enrolment. First of all, the well-to-do families among the local people, on account of these dreadful bombings, were moving to nearby suburbs and cities. Of course their children would go with them. On the other hand refugees from the war zone, who could afford it, had moved either to Chungking or to Chengtu. Most of their children had gone with them. Secondly, new middle schools were springing up. Toward the end of last term there were four new middle schools either established by local people or moved to Wan Hsien from other cities. During our first year here the University Middle School was the only one with either senior departments or coeducation. But now others are offering the same advantages, with the exception of the Changsha Junior Vocational School. The total facilities of Wan Hsien are very limited but must be shared by five groups. These are the anking Lu Ko Middle School, the Changsha Junior Vocational School, the Kwoh Hwa Middle School of Shanghai, the local Wen Kwoh Middle School and our own. Thirdly, last term we had 553 students, only 27 of whom were in the graduating class. But those registering early for this term totaled only 350. The rest either asked for letters of transfer or were ready for some new institution here in Wan Hsien. That means we are losing our old students and at the same time we have no prospect of new ones.

Furthermore, the cost of living here risen two or three times above what it was, while buying facilities are decreasing. The period for doing business each day is only from three to six O'clock in the afternoon. And consequently most of the goods is being moved rapidly to other places. Every store is keeping only a very small amount of goods for sale. Village huts rent for more than better equipped houses in the city. Rice is the only commodity which has not risen in price very much. Everything else has risen to three or four times the price of a year ago. Those who are living on reduced salaries under these conditions are, at a disadvantage, obviously.

There are two hundred and thirteen new students who applied for entrance examinations. One hundred and eleven were admitted. Three hundred and thirty-two old students came back. These, with seventy-eight transfer students, bring the enrolment to five hundred and twenty-one.

Regular school work was started on the second of February. The classification is as follows:

Table 1

| Class | old        |           | new        |           | Total      |
|-------|------------|-----------|------------|-----------|------------|
|       | Boys       | Girls     | Boys       | Girls     |            |
| 71A   | 4          |           | 36         |           | 40         |
| 71B   |            | 4         | 4          | 20        | 28         |
| 72    | 24         | 13        | 9          | 5         | 51         |
| 81A   | 25         | 9         |            |           | 34         |
| 81B   | 12         | 7         | 2          | 13        | 34         |
| 82    | 1          | 1         | 10         | 4         | 16         |
| 91    | 18         | 8         | 9          | 2         | 37         |
| 92    | 21         | 8         | 2          |           | 31         |
| 101   |            |           | 28         | 12        | 40         |
| 102   | 38         | 9         | 7          | 1         | 55         |
| 111   | 42         | 6         | 7          |           | 55         |
| 112   | 20         | 8         | 5          | 3         | 36         |
| 121   | 14         | 6         | 4          | 1         | 25         |
| 122   | 23         | 11        | 5          |           | 39         |
| Total | <u>242</u> | <u>90</u> | <u>128</u> | <u>61</u> | <u>521</u> |

According to this table there are eight classes in the Junior school and six in the senior, 370 boys 151 girls. The enrolments of these classes are above our maximum standard of forty. This is due to lack of class room space and the unexpected return of old students who did not register early but later requested to come back. We are not admitting any new girls to our senior and upper classes.

Table 11

Distribution of Students According to Their Localities - 1st & 2nd Term

| Province    | 1st term   | 2nd term   |
|-------------|------------|------------|
| Hupeh       | 137        | 169        |
| Szechuen    | 208        | 180        |
| (Wan Hsien) | (119)      | (94)       |
| Kiangsu     | 49         | 38         |
| Anhwei      | 34         | 28         |
| Chekiang    | 26         | 26         |
| Kwantung    | 16         | 19         |
| Hunan       | 12         | 11         |
| Hopeh       | 10         | 10         |
| Shangtung   | 14         | 8          |
| Fukien      | 1          | 6          |
| Liaoling    | 4          | 6          |
| Kiangsi     | 8          | 7          |
| Chiling     | 2          | 1          |
| Kweichow    | 1          | 0          |
| Honan       | 6          | 6          |
| Shansi      | 5          | 6          |
|             | <u>553</u> | <u>521</u> |

This table shows a high increase in Hupeh students and slight increase in Fukien, Liaoling and Shansi students. But there is a marked drop in Szechuen students and especially those from Wan Hsien itself. The other provinces are the same or only slightly different from 1st year. At first we did plan to open two 101 classes, but as a matter of fact, there is one with 40 students.

This shows no apparent sign of absorption of last term's Junior graduates. It was reported that more than 500 students graduated from the different Junior Middle Schools in this district.

Our teaching staff is approximately the same as last term. Only Mr. Kiang Ben-ming, on account of his health, left school for good and went to Kunming for a long rest. Miss Pen An-tsien, recent Ginling graduate, has taken his place in the biology department. The military officer, Mr. Chao, was called back to active service in the army and Mr. Hsiah is taking his place. Mr. Peter Hu, assistant in the science department at Nanking came recently from Ningpo to be in our business department. Since last term, as the student body has increased, the work of our staff has become consistently heavier. The teaching load is still twenty-four hours a week, with supervisory and disciplinary responsibilities besides. However we can still maintain our standard, physically, mentally and spiritually.

BUDGET FOR SPRING TERM 1939

1. INCOME

|                           |                    |             |
|---------------------------|--------------------|-------------|
| Balance from last term    | \$2,390.11         |             |
| Tuition                   | 15,630.00          |             |
| Incidentals               | 2,605.00           |             |
| Equipment                 | 1,042.00           |             |
| Room rent                 | 840.00             |             |
| Athletic fees             | 521.00             |             |
| Medical clinic fees       | 521.00             |             |
| Application fees          | 285.00             |             |
| Surplus from registration | 150.00             |             |
| Board (full)              | 10,500.00          |             |
| Board (half)              | 108.00             |             |
| Light                     | 1,260.00           |             |
| Breakage                  | 1,042.00           |             |
| Total                     | <u>\$36,894.11</u> | \$36,894.11 |

2. EXPENDITURES

|                                      |                    |                    |
|--------------------------------------|--------------------|--------------------|
| Scholarships (14 $\frac{1}{2}$ )     | 435.00             |                    |
| Salaries                             | 12,785.00          |                    |
| Repairs                              | 500.00             |                    |
| Equipment                            | 500.00             |                    |
| Rent                                 | 125.00             |                    |
| Stationary and Office supplies       | 600.00             |                    |
| Wages                                | 400.00             |                    |
| Athletic and Medical fees            | 500.00             |                    |
| Library and laboratory expense       | 500.00             |                    |
| Admission expense                    | 100.00             |                    |
| Miscellaneous                        | 500.00             |                    |
| Board                                | 10,608.00          |                    |
| Light                                | 1,260.00           |                    |
| Refund on deposits                   | 1,042.00           |                    |
| Refund to University                 | 2,000.00           |                    |
| Shanghai Union Middle School Expense | 200.00             |                    |
| Total                                | <u>32,055.00</u>   |                    |
| Contingent                           | 4,849.11           |                    |
|                                      | <u>\$36,894.11</u> | <u>\$36,894.11</u> |

To avoid the necessity of constant transfers back and forth to and from Chengtu all monies are kept in the Wanhsien Branch of the Bank of China and monthly reports made to Chengtu, to the University Treasurer's Office. The figure for the balance from last term is a little different from the report of last term, because in January we refunded some fees, such as board, light and deposits, to those students who attended the military camp. Some of the items in the expenditure column are tentative. We can save one or two thousand dollars from them. By the end of this term, except for the refund to the University, we can save five thousand dollars including the balance from last term.

#### PROBLEMS

We have reduced our tuition to \$30. per term, but the Szechuan Educational Commission and local officials are demanding that we further reduce the tuition next term because they charge only \$5. per term to Junior Middle School students and \$8. to Senior Middle School students. Our fees are higher than any other Middle School and also too far from the regulation fees fixed by the Education Commission. Personally, I wonder if there is any way to get around this. What should be done?

If we are going to reduce our tuition and at the same time we have no way to maintain enrolment how can we maintain the institution? Expenditures are at the minimum now.

I sincerely hope for some instructions and guidance with reference to these matters.

Submitted by

Djang Fang

A RURAL INDUSTRIAL COOPERATIVE INSTITUTE

University of Nanking  
Chengtu, Szechwan

December, 1939

1152

202555

Chengtu, December 6, 1939

A RURAL INDUSTRIAL COOPERATIVE INSTITUTE

I. Statement of Need In the past whenever an experimental or training organization has been suggested for small-scale industries in China, the question has always been raised, "Who will do the extension work?" Now that situation has been changed. There is a strong extension agency in the field: Chinese Industrial Cooperatives. But its budget does not include funds for training nor for experimental work. After a year's work in the field it has been brought face to face with the difficulty of securing adequate personnel and to find suitable facilities for carrying on the necessary experimental work in improving small-scale techniques and production.

The need is for junior and senior organizers and accountants for cooperative work and for technicians for various industries of which machine shop, textile, tanning, and paper-making are now most urgent.

Some of these men can be trained in three months, others will need nine months and some two school years. It is thought that three hundred students in all would be a good starting basis.

II. Purpose To establish an institute for training field workers and leaders in cooperative organization, accounting and operation and to develop improved small-scale manufacturing techniques.

The field workers will have from three months' to two years' training in their respective departments.

In order that the training in small-scale industrial technique will lead to continual improvement and in order that the cooperative industries will have the best equipment obtainable for small-scale production in China, it is proposed that the shops for the different industries included carry out an economical but effective experimental program for the development of new techniques and equipment suitable for such small-scale industry in China. (But the "mass production" of any such equipment will be turned over to industrial cooperatives which are independent business concerns.)

III. Departments and Number of Students

|                                | <u>Training<br/>Period</u> | <u>Proposed<br/>Number of Students</u> |    |
|--------------------------------|----------------------------|--|----|
| 1. Cooperative organization    |                            |  |    |
| Senior organizers              | 9 months                   | 10                                     |    |
| Junior organizers              | 3 months                   | 50                                     | 60 |
| 2. Cost accounting             |                            |  |    |
| senior supervisory accountants | 9 months                   | 20                                     |    |
| Junior bookkeepers for co-ops. | 3 months                   | 50                                     | 60 |

1153

III. Departments and Number of Students - continued

|  | <u>Training<br/>Period</u> | <u>Proposed<br/>Number of Students</u> |            |
|--|----------------------------|--|------------|
| 3. Small-scale industrial technique                      |                            |  |            |
| a. Technical advisors for higher<br>and general training | 9 months                   | 30                                     |            |
| b. Operators receiving specific<br>vocational training   | 3 months                   | <u>150</u>                             | <u>180</u> |
| Total students in training at any one time . . . . .     |                            |  | 300        |

This would mean the approximately following number of students trained in two years:

|                           | <u>Junior</u> | <u>Senior</u> | <u>Total</u> |
|---------------------------|---------------|---------------|--------------|
| 1. Cooperative organizers | 400           | 20            | 420          |
| 2. Accountants            | 400           | 20            | 420          |
| 3. Industrial technicians | <u>1,200</u>  | <u>240</u>    | <u>1,440</u> |
| Totals                    | <u>2,000</u>  | <u>280</u>    | <u>2,280</u> |

IV. Educational Approach Each student is to be trained as thoroughly as possible in the techniques of his particular line (cooperative organization, cooperative accounting, or a particular industry) but will study the related subjects enough to appreciate the difficulties of those working in related lines. It is thought that in this way better cooperation will be secured after graduation and in the field.

Nearby industrial cooperatives in each industry in which the institute specializes will provide laboratories for student observation and work, going business concerns where new techniques and equipment can be tested, and in some cases where new equipment can be manufactured after the experimental work has been done at the institute shops.

Consequently, each department will carry on class room instruction, laboratory work for the students either in the shop or field, and, especially in the case of the particular industries, experimental development of new techniques and equipment suitable for such small-scale industry in China.

V. Time and Place It is proposed at present to secure funds for setting up the Institute and for its operation for the period of two years. By that time it is thought that its success will merit its continued support by organizations then interested.

It is proposed to locate the Institute at or near the West China Union University Campus, Chengtu. Here are available the staff, laboratories, and library facilities of colleges of science, agriculture and arts in two institutions which are interested in this kind of work: West China Union University and the University of Nanking.

VI. Responsibility Because of its experience in cooperative organization and small-scale industries, it is proposed that the University of Nanking should assume responsibility and work in cooperation with West China Union University and Chinese Industrial Cooperatives.

VII. Organization

1. A director shall be appointed by the president of the University of Nanking and shall serve as chairman of the Executive Committee.

(It is planned to invite Professor J.B. Taylor to serve as Associate Director.)

2. An Executive Committee shall be responsible for the direction of the Institute. This committee shall be composed of the Director and the cooperating departments of the University of Nanking, West China Union University and Chinese Industrial Cooperatives.

(As planned at present this committee will be:-

|  |                             |
|--|-----------------------------|
| Director, chairman                                 |                             |
| Head of Department of Agricultural Economics,      | University of Nanking       |
| Head of Department of Economics,                   | " " "                       |
| Head of Department of Agricultural Engineering,    | University of Nanking       |
| Head of Department of Chemistry,                   | " " "                       |
| Head of Department of Sociology,                   | " " "                       |
| Head of Department of Chemistry,                   | West China Union University |
| Representative of Chinese Industrial Cooperatives) |                             |

3. The staff shall be appointed by the Director with approval of the Executive Committee.

Department chief for each of the three major departments:

|  | <u>University Department</u><br><u>Responsible</u>     |
|--|--|
| (1) Cooperative organization   | University of Nanking<br>Dept. Agricultural Economics  |
| (2) Accounting: (General, Cooperative & Cost Accounting)                             | University of Nanking<br>Department of Economics       |
| (3) Small-scale industrial technique, with subdivisions in the following industries: |  |
| (a) General and Agricultural Machinery   | University of Nanking<br>Dept. Agricultural Machinery  |
| (b) Textiles: wool, cotton, and hemp   | " " " "  |
| (c) Tanning and dyeing   | West China Union University<br>Department of Chemistry |
| (d) Paper and small chemical industries  | University of Nanking<br>Department of Chemistry       |
| (e) Contingency industry (native iron making, radio, glass, printing)                |  |

VIII. Resources Available in Existing Organizations

1. Land, Buildings and Equipment

|  |              |               |                            |
|--|--------------|---------------|----------------------------|
| (a) Land (West China Union University)           | \$ 10,000    |               |                            |
| (b) Textile plant (wool) (University of Nanking) |              |               |                            |
| Madame Chiang £500 @ \$50                        | \$25,000     |               |                            |
| Chungking Committee                              | 65,000       |               |                            |
| Agricultural Production Promotion Commission     | 5,000        |               |                            |
| West China Union University on Building          | <u>1,000</u> | 96,000        |                            |
| (c) Tanning plant (West China Union University)  |              | 30,000        |                            |
| (d) Machine shop (West China Union University)   |              | <u>50,000</u> | <u>\$186,000</u> \$186,000 |

2. Staff of present organizations

|  | <u>1 year</u> | <u>2 years</u>    |                  |
|--|---------------|-------------------|------------------|
| (a) Part time of the present University of Nanking faculty for expert advice and direction of research   |               |                   |                  |
| (1) Cooperative organization: half time of a Cornell graduate with 7 years' experience   | 1,500         |                   |                  |
| Half-time professor in cooperation   | 1,500         |                   |                  |
| (2) Accounting: half time of 2 professors in accounting  | 3,000         |                   |                  |
| (3) Small-scale industrial technique:  |               |                   |                  |
| a. Machinery: half time of a western engineer with 20 years' experience in China (US\$2,600)   | 16,000        |                   |                  |
| b. Textiles: above engineer and half time of a professor in chemical engineering who also studied textile machinery  | 1,500         |                   |                  |
| c. Paper making: half time of a professor in Chemistry   | 1,500         |                   |                  |
| (4) One westerner to help on general program, cooperative organization and textile development with 11 years' experience in China (US\$1,200)  | <u>12,000</u> |                   |                  |
|  | <u>37,000</u> | 74,000            |                  |
| (b) Part time of the present West China Union University faculty for expert advice and direction of research   |               |                   |                  |
| (1) Part time of two western members of the faculty of the Department of Chemistry with approximately 10 years' experience in China to advise and direct in the tannery and dyeing project (US\$1,500) | 15,000        |                   |                  |
| (2) Tanning and dyeing: half time of 2 professors (1 in tanning and 1 in dyeing)   | <u>3,000</u>  |                   |                  |
|  | <u>18,000</u> | <u>36,000</u>     |                  |
|  |               | <u>\$ 110,000</u> | <u>\$186,000</u> |

VIII. Resources Available in Existing Organizations - continued

|  | <u>1 year</u> | <u>2 years</u>   |                   |
|--|---------------|------------------|-------------------|
| Brought Forward  |               | \$110,000        | \$186,000         |
| (c) Chinese Industrial Cooperatives staff  |               |                  |                   |
| 2 men full time @ \$2,500 per year   | \$ 5,000      |                  |                   |
| 1 man part time @ \$5,000 per year   | 2,500         |                  |                   |
| 1 man in miscellaneous time  | 2,500         |                  |                   |
|  | <u>10,000</u> | <u>\$ 20,000</u> | 130,000           |
| 3. Use of present buildings and equipment at University of Nanking and West China Union University (Library, Chemistry and Physics Laboratories, etc.) |               | <u>75,000</u>    | 75,000            |
| 4. Capital for 4 subsidiary cooperatives by Chinese Industrial Cooperatives  |               | <u>100,000</u>   | <u>100,000</u>    |
| Total resources available in existing organizations  |               |                  | <u>\$ 491,000</u> |

IX. Proposed Budget for New Project (in addition to above resources)

1. Plant:

|  |  |               |         |
|--|--|---------------|---------|
| (a) Land   |  | \$ 30,000     |         |
| (b) Buildings: 10 averaging 40' x 60' (administration, class room, machine shop, textile shop, tannery shop, paper shop, student dormitories and a worker dormitory) |  | 120,000       |         |
| (c) Equipment for each of 5 industries (machine, textile, tannery, paper and contingency)  |  | 150,000       |         |
| (d) Class room and office equipment  |  | 10,000        |         |
| (e) Technical books  |  | <u>20,000</u> | 330,000 |

2. Revolving Fund (mainly for supplies) 50,000

3. Operation Expenses Monthly Annual 2 years

(a) Staff:

(1) Instructional:

|  |       |                 |                  |
|--|-------|-----------------|------------------|
| 1 Director   | \$300 | \$ 3,600        |                  |
| 3 Department heads   | 250   | 9,000           |                  |
| 5 Industrial shop heads  | 200   | 12,000          |                  |
| 9 Instructors (2 each cooperative organizers and accountants: 1 each industry) | 150   | <u>16,200</u>   |                  |
|  |       | <u>\$40,800</u> | <u>\$ 81,600</u> |

Carried Forward \$ 81,600 \$ 380,000

IX. Proposed Budget for New Project - continued

|  | <u>Monthly</u> | <u>Annual</u>    | <u>2 years</u>                   |
|--|----------------|------------------|----------------------------------|
| Brought Forward  |                |                  | \$ 81,600    \$ 380,000          |
| (2) Office staff:  |                |                  |                                  |
| 1 Registrar  | \$150          | \$ 1,800         |                                  |
| 2 Assistants   | 100            | 1,200            |                                  |
| 6 Writers  | 60             | 4,320            |                                  |
| 1 Business manager   | 150            | 1,800            |                                  |
| 2 Assistants   | 100            | 1,200            |                                  |
| 1 Library assistant  | 60             | 720              |                                  |
|  |                | <u>\$11,040</u>  | \$ 22,080                        |
| (3) Shop:  |                |                  |                                  |
| 5 Shop foremen   | \$120          | 7,200            |                                  |
| 25 Skilled workers   | 60             | 18,000           |                                  |
| 20 assistants  | 30             | 7,200            |                                  |
| 20 laborers  | 20             | 4,800            |                                  |
|  |                | <u>\$ 37,200</u> | \$ 74,400                        |
| (b) Supplies and expenses at \$10,000 per industry, class room, office including printing                      |                | 70,000           | 140,000                          |
| (c) Subsidies for students:  |                |                  |                                  |
| (1) Board 100 students at \$10 per month   |                | 12,000           | 24,000                           |
| (2) Travel for students  |                | 5,000            | <u>10,000</u>                    |
| (d) Contingency  |                |                  | <u>1,920</u> \$ 354,000          |
| 4. Associate Director (Prof. J.B. Tayler or his equivalent) at US\$1,800 per year plus travel US\$600 (@ 10:1) |                |                  | 36,000<br><u>6,000</u> \$ 42,000 |
| GRAND TOTAL of budget for new project . . . . .  |                |                  | <u>\$ 776,000</u>                |
| At US\$1.00 equals NC\$10.00 the total in U.S. currency would be   |                |                  | <u>US\$77,600</u>                |

2022 1158

Summary

A. Fixed Investment

|                   |               |                   |            |
|-------------------|---------------|-------------------|------------|
| 1. Plant          | NC\$ 330,000  | US\$33,000        |            |
| 2. Revolving Fund | <u>50,000</u> | <u>5,000</u>      |            |
| Total Fixed       | NC\$ 380,000  | <u>US\$38,000</u> | US\$38,000 |

B. Annual Cost

|                       | <u>1st year</u> | <u>2nd year</u> |               |                   |
|-----------------------|-----------------|-----------------|---------------|-------------------|
| 1. Operating expenses | NC\$ 177,900    | NC\$ 177,000    | US\$35,400    |                   |
| 2. Associate Director | NC\$ 24,000     | NC\$ 18,000     | US\$ 4,200    |                   |
|                       | NC\$ 201,000    | NC\$ 195,000    | <u>39,600</u> | <u>US\$39,600</u> |
|                       |                 |                 |               | <u>US\$77,600</u> |

2025

ANALYSIS OF BUDGET FOR RURAL INDUSTRIAL COOPERATIVE INSTITUTE

| Units                              | Budget |           |           |        |                   | Items                        |                 |        |          |                      |                  | Totals<br>(Chinese<br>Currency) |
|------------------------------------|--------|-----------|-----------|--------|-------------------|------------------------------|-----------------|--------|----------|----------------------|------------------|---------------------------------|
|                                    | Plant  |           |           |        | Revolving<br>Fund | Operating Expenses (2 years) |                 |        |          |                      |                  |                                 |
|                                    | Land   | Buildings | Equipment | Books  |                   | Instruct.                    | Staff<br>Office | Shop   | Supplies | Student<br>Subsidies | Contin-<br>gency |                                 |
| (1) Co-op. Organization            | 5,000  | 12,500    | 2,000     | 2,500  | -                 | 15,600                       | 4,416           | -      | 10,000   | 7,000                | 240              | \$ 59,256                       |
| (2) Accounting                     | 5,000  | 10,000    | 2,000     | 2,500  | -                 | 15,600                       | 4,416           | -      | 10,000   | 7,000                | 240              | 56,756                          |
| (3) Industries - General           | 4,000  | 12,500    | 6,000     | 2,500  | -                 | 8,400                        | 3,248           | -      | 10,000   | -                    | 240              | 46,888                          |
| (a) Gen. Machine Shop              | 5,000  | 23,000    | 30,000    | 2,500  | 10,000            | 8,400                        | 2,000           | 14,880 | 22,000   | 4,000                | 240              | 122,020                         |
| (b) Textiles                       | 3,000  | 15,500    | 30,000    | 2,500  | 10,000            | 8,400                        | 2,000           | 14,880 | 22,000   | 4,000                | 240              | 112,520                         |
| (c) Tanning <sup>u</sup> & Dyeing  | 3,000  | 15,500    | 30,000    | 2,500  | 10,000            | 8,400                        | 2,000           | 14,880 | 22,000   | 4,000                | 240              | 112,520                         |
| (d) Paper & Small Chemical         | 3,000  | 15,500    | 30,000    | 2,500  | 10,000            | 8,400                        | 2,000           | 14,880 | 22,000   | 4,000                | 240              | 112,520                         |
| (e) Contingency <sup>u</sup>       | 2,000  | 15,500    | 30,000    | 2,500  | 10,000            | 8,400                        | 2,000           | 14,880 | 22,000   | 4,000                | 240              | 111,520                         |
| Associate Director                 | -      | -         | -         | -      | -                 | -                            | -               | -      | -        | -                    | -                | 42,000                          |
| Totals (300 students)              | 30,000 | 120,000   | 160,000   | 20,000 | 50,000            | 81,600                       | 22,080          | 74,400 | 140,000  | 34,000               | 1,920            | \$ 776,000                      |
| Totals <sup>u</sup> (200 students) | 27,000 | 112,000   | 144,000   | 20,000 | 50,000            | 74,400                       | 15,840          | 68,400 | 120,000  | 23,000               | 1,300            | \$ 656,000                      |

<sup>u</sup> In case of financial limitations, the two industries started might be deferred and/or the number of students reduced to 200.

THE RELATION OF A RURAL INDUSTRIAL COOPERATIVE INSTITUTE  
TO RURAL RECONSTRUCTION IN CHINA

Studies by the Department of Agricultural Economics of the University of Nanking have shown that the size of farm is too small in China. In other words, the size of farm is too small for most profitable operation. But what can be done about that is another matter. Either you must have more land or less people. Only a very small percentage of increase in available land is possible. There seems to be no way to reduce the absolute number of people at least within a generation or two. The best solution is to try to reduce the number of people engaged in agriculture. This is possible if provision is made so that a smaller group on the farm can take care of the peak labor load at the harvest time and other special periods. Improved agricultural machinery and equipment, diversified farming, and animal husbandry will help make this possible. Another adjustment is to have industry either on or near the farms in nearby towns so that at harvest time many of the workers in small industries can help on the farms. But the other side of the question is: "where will this population that has been removed from the farm go?"

Before the present war the persons that had been crowded off the farms were moving into the large cities to engage in industry. The result of this process in industrial cities was not very satisfactory. The alternative is to develop small-scale industries, scattered through the vast hinterland. You cannot take many people off the farm for industry until you put industry on or near the farm. This industry on the farm stimulates farm purchasing power. The increase in farm purchasing power leads to an increase in industry. Better industry means better farm equipment. Thus a spiral development is started that is mutually beneficial to the rural districts and to the cities. This process will develop more rapidly if agriculture and industry are closely related to each other. Under such conditions there is also less strain on the population since the move is less difficult and a farmer who has learned some industry on the farm can move into an industry as an earner instead of as a learner.

Such an industry fits into Chinese social and economic organization better than large-scale factory industry in big cities. It will permit the workers to stay closer to their home farms and will let the workers live in less crowded conditions. By keeping them more scattered and closer to the farms, they will be in a better position to tide themselves over any "depression" than when concentrated in large industrial cities.

This system also places less burden on the transportation system because the goods are manufactured closer both to the source of raw materials and to the market. This point is more important in China where it will be a long time before such a highly organized transportation system, as exists in the United States, can be (or should be) developed. Furthermore, the industry envisaged

can be set up with less capital, either for buildings or for imported equipment, because most of the small-scale equipment can be made locally. Since large numbers of China's producers are more acquainted with small-scale management, the problem of securing suitable management will be simpler. For these reasons such a system should facilitate the development of industry in China more rapidly than large-scale industry.

The idea is not to spread existing hand industries. Rather it is to develop a cooperative, mechanized, small-scale industry which will be adaptable either to rural or town production. The "mechanization" referred to means the substitution of small machine production of hand production. In these light industries, the shift from hand to the small machine represents the major improvement in efficiency. Therefore, under present conditions in China, such mechanized small-scale industry is equally efficient in practical operation to large-scale industry.

The cooperative feature is necessary for such a decentralized industry to make possible more economical purchase of raw materials; cheaper and more easily obtained credit; a central shop (or small factory) for operating those forms of equipment which can only be run on a larger scale than possible in an individual home; distribution of profits among members according to service and responsibility and thereby increasing the interest of all the workers in the business; and more efficient marketing of goods.

It is easier to get such an industry going in China than it would be in the West because large numbers of China's producers are more acquainted with such small-scale management. But in order to improve the techniques of the old system and to make it more efficient and stronger through cooperative organization, a promotional agency has long been needed. Now that exists in the form of the Chinese Industrial Cooperative Association in Chungking, with a branch here in Chengtu. Its work extends to all fifteen of the provinces in "Free China". What is needed now is a center, or a number of centers, to train the personnel urgently needed for this work and to concentrate on research to improve small-scale industrial techniques and equipment. Such is the service the proposed Rural Industrial Cooperative Institute plans to render.

CHENG TU, December 21, 1939



An Old Castle

# THE STUDENTS' SUMMER SERVICE CORPS OF 1940

by Lin Pao-yong

## To Li-Fan on Foot

I was a member of the Student Summer Corps. We went to the northwestern part of Szechwan this summer. It is a plateau full of mountains and hills. Ways of transportation are walking, riding in "huakans" (mountain chairs), and horseback. The people living there are minorities of China.

The corps was founded by the church, supported by many Christians and the government. We were to serve the minorities in various ways, such as to look after their diseases, to teach the people, to improve their living conditions, to tell about the present situation of our country and to testify to the Crucified. Rev. Newton Chiang of the Theological Seminary was our leader.

We walked by the River Min. The road was rough and full of rocks. Sometimes it was covered by water and sometimes the rocks were broken and hindered the travellers. We brought some clothes on our backs, wore straw shoes, and had our baggage carried by human laborers. In nearly every ten li distance (three li equal one English mile), we could get water from a tea house, and in every twenty to thirty li, we could get food and lodging. The food supply on the road was scanty; on the third and the fourth days of the journey from Kwansien, we only got rice, noodles, soybeans and salt to eat, and nothing more. We walked forty to sixty li a day; and it took us six days to go from Kwansien to Li-Fan.

The first night from Kwansien we were stopped by rains; so we found a lodging in a big lumber company. After dinner, we gathered under the light of firebrands. Mr. Roy led in prayer. He said: "...Where at this high mountain, with moonlight covering our heads and the running water roaring beneath our feet...". The second day the weather was fine. We walked through steep and great mountains. In the morning we suddenly turned a corner and saw a little valley before us. We saw some men standing on two great logs gliding down the river. The water was shallow and running very quickly. It was full of rocks and turnings, but the men were skillful and glided on in safety. When we crossed the stream we found that we were in the embrace of hills, only in front was there a big turn in the river that led to an opening. The fifth day we reached Wei-chow. On the way we had seen a one-rope bridge about two hundred meters long. The sixth day we walked through mountains with rocks and sands where weathering was vigorous. At four o'clock in the afternoon we arrived at our working station, Ton-Hwa. It was in a circle of queer hills. The rocks on the hills were eroded by wind, and brushed by sand so some of them had become full of holes, some showed layers of hard and soft constituents, some appeared as cylinders, and some hung over water.

The next day we climbed up the mountain to begin our work. On the hillside, among large areas of terraced fields, houses built with rocks were like castles. There we came into contact with the Chiang people.

## The Chiang People

When we reached the mountain village we saw some aged women standing in the way to welcome us. They spoke good Szechwaneze dialect with warm smiles. Their hair and teeth were few; their eyes were dull; and their faces were deeply lined. They showed their welcome and happiness in the simplest way, smiling, which we felt was the most sincere and kind.



A Rope Bridge

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## The Chiang People (Cont'd)

During the four weeks we lived with the Chiang people, we learned that they were honest and polite. They were apt to learn and thirsty for knowledge. One day I saw one of them wash his face with his hands by a stream; another one came up and laughed at him; he said: "Hey! be careful, don't rub your skin away." This showed that they liked cleanliness.



*Students and Chiang people*

They often wore cloth made of hemp. The clothes were not dyed any color. After several years of wearing, they became white from washing, but they were still tough as new ones. The Chiang people and the Chiarongs wore white or black cloth around their heads, also wrappers on their legs. For everywhere in the mountains the bushes and thorns grew and would hurt the legs if they were not protected.

They planted hulled barley, corn, wheat, and soybeans; raised cattle, sheep and chickens. They got plenty of food to eat and sold their surplus.

The houses they lived in were large and strong. They were often built in three floors; the basement was used for livestock, the first floor for drawing room and living room, the second floor for sleeping rooms, and the third floor was dedicated to their gods. As the houses were made of stone and large timbers, they often stood for hundreds of years.

The Chiang people had their own language, but no written characters. They worshipped the White Stone. Religious leaders called "Tuan-kwong" promoted their religious activities. But they also worshipped Buddha and the Lords of Szechwan.

When we asked about their history, they said that it was known only to women. The son-in-law, who lived with his wife's parents, played a part like a bride in a wedding, wearing beautiful clothes, sitting in the sleeping room and pretending to be shy. These two facts showed some traces of woman suffrage in ancient times.

They were strong and tall. They went up high mountains to hunt musk and to get medicinal plants, and often they, men and women, cut wood together, and carried it home on their backs. But they had no doctor to look after diseases. It was their most important need, and also it was our most important work to relieve them, if we wished to make friends with them.



*A Chiang "Castle"*

## Our Work in the Li-Fan Region

I was a member of the group that was stationed at Ton-hwa. We went up the hill to live in the castles of the Chiang people, and found lodging in a temple that was partly rebuilt into a school. There had been a primary school and an evening school. The teacher had just gone away. We immediately took over the work and started another evening school on the neighboring hill. The co-ed members began the work for women and children outside of the schools. Our main work in teaching was reading, writing, arithmetic, and the common knowledge of history, social organizations and sciences. From six o'clock in the morning till ten o'clock at night the sounds of teaching and studying rang and echoed in a small room beside a sacred hall of the temple.

From Monday to Saturday, five or six members would go down the valley every day to visit the villages on the banks of the Min. We looked after diseases, paid visits, made observations, spoke under some old trees on the wayside, acted drama and used the means we had to open a campaign on illiteracy and diseases.

### Our Work in the Li-Fan Region (Cont'd)



*A Meeting*

On a typical day of our summer serving period, the sun came back (so the Chiang people said) sending golden rays through the tiny windows; but the morning fog still covered the peaks of the range. We got up and felt a little cool. A mother had come with a sick baby in her arms. One of the students of the medical college would examine the diseases. Meanwhile, the children came; we had a short ceremony to raise our national flag. A morning service was held in a sunny pavilion. Then came the breakfast with corn flour gruel, beans, flesh of deer, and eggs.

Several students went down the hill with medicines, educational papers, circulars, pictures and a phonograph. As the records turned out music in the village, men and women, boys and girls gathered. We were busy for three hours. Then we walked to another village. Some old men asked us to stay there to teach their children. But many a difficulty would evolve if we separated. After we had done our work, we bought flour, cabbage, bean sprouts and eggs; and cooked them ourselves in a cottage inn. We sat down to have our lunch on low tables. It was about three o'clock in the afternoon when we started back home.

As the earth had not grown dark yet, one of us went to work for the evening school on the neighboring hill. The rest gathered to discuss our work. An evening service followed. Seven or eight women had been waiting for the girl members to go to their gathering place. They held firebrands and led their teachers in a crowd. We lighted up the lamp and began to teach our students. It lasted for two and a half hours. When the class was dismissed, we went to our rooms and found our companions had already fallen into sound sleep. The students held lanterns and sang wild songs as they stepped out of the houses.

The next day I went to the evening school on the neighboring hill. The red sun was half hidden behind the top of the mountains. The sunshine over the opposite range was reflected in purple and blue. The clouds lowered and changed to pink and grey. The breeze blew on my face. I hurried down a narrow valley and crossed the little stream, then climbed by. As I raised my head the castle, though not very far off, looked dim and misty. I whistled. The dogs barked and doors were flung open. Those Chiang people, men and women, young and old, all came out to join the evening class. I slept there that night, and got up early in the morning to go back. Again I arrived at the valley and saw on the opposite side the mist rising steadily. Among the green and beautiful terraced fields the castles stood quietly in the bath of golden sunshine. Suddenly, I caught an inspiration of freshness and the hopefulness of youth. I stopped, and prayed silently for the future of the tribe.



*Students on the Road*



*A Tribal Dance*

Meeting of the Committee of Chinese Studies in the four affiliated Universities in Chengtu, Szechuen, China - 9:00 A.M.  
June 29, 1943

Present: University of Nanking:- President Chen Yu-gwan (chairman), Mr. Li Siao-yuen,  
Mr. Wang Shen-tsu.  
Cheeloo University: - President Tang Chi-ho, Mr. Chang Wei-hua.  
West China Union University:-  
Vice-chancellor S. H. Fong, Mr. Wen Tsai-yu  
Mr. Cheng Te-k'un.  
Yenching University:- Acting Chancellor Y. P. Mei, Mr. Ma Kian,  
Mr. Lin Yueh-hua

Mr. Cheng Te-k'un was elected as secretary of the Committee.

President Chen reported that letters and a New Memorandum for the Affiliated Universities in Chengtu have been received from the Harvard-Yenching Institute and read parts of them.

The presidents reported that the application of the "Full-time Service Subsidy" in the four universities in Chengtu have put the salary list of these institutions on a unified scale, and it was -

1. Voted to inform the Harvard-Yenching Institute that the salary scale of the four affiliated universities has been on a unified scale since November 1942.

In conforming to the wish of the Harvard-Yenching Institute, it was -

2. Voted that the Harvard-Yenching funds be used primarily for the strengthening of the undergraduate training in these universities.
3. Voted that a Sub-committee of Undergraduate Work, consisting of two members from each university, be organized to coordinate the undergraduate courses in these universities, and that Mr. Wen be the convener of this Sub-committee and make reports to the Committee not later than July 19, 1943.
4. Voted that a Research Sub-Committee, consisting of one faculty member from each institution be organized to coordinate the research programmes of these universities, and that Mr. Ma be the convener of this Sub-Committee and make reports to the Committee not later than July 19, 1943.

Adjourned.

*J. K. Cheng*  
Cheng Te-k'un - Secretary

.....  
Meeting of the Committee of Chinese Studies in the four affiliated Universities in Chengtu, Szechuen, China - 9:00 A.M. July 22, 1943.

Present: University of Nanking:- President Chen Yu-gwan (Chairman) Mr. Li Siao-yuen  
Cheeloo University:- President Tang Chi-ho  
West China Union University:- President Dsang Lin-kao, Mr. Wen Tsai-yu,  
Mr. Cheng Te-k'un (Secretary)  
Yenching University:- Acting chancellor Y. P. Mei, Mr. Ma Kian  
By Invitation:  
Ginling College:- Mr. Chen Tsung-fan, Mr. Wang Shih

Dr. Chen extended a hearty welcome to the representatives of Ginling College, also on the campus. Mr. Wen reported on the recommendations of the Sub-committee on the Undergraduate courses. Mr. Ma reported on the recommendations of the Research Sub-Committee.

After discussion and revision of these recommendations, it was:

5. Voted to accept the recommendations of the Sub-committee on the Undergraduate courses, and to request the Sub-committee to carry out these cooperative and coordinated programmes into effect. (Revised recommendations supplemented).

Minutes of Committee of Chinese Studies  
Four affiliated Universities in Chengtu

2.

6. Voted to accept the recommendations of the Research Sub-committee. (Revised recommendations supplemented)

Owing to the rise of the cost of living in Chengtu, and that it would be very difficult for the universities to carry out the recommendations made by the Research Committee, even though these are mainly to continue some of the unfinished research projects and to carry out the instructions of the Trustees of the Harvard-Yenching Institute, it was:

7. Voted to make an appeal to the Harvard-Yenching Institute for more financial support to carry out these projects.
8. Voted to request Mr. Li Siao-yuen, editor of the Joint Bulletin No. 3, to submit a budget statement for the publication of the journal.
9. Voted to request the Presidents of the four affiliated universities to prepare a financial statement for the proposed research projects in their respective institutions.

Adjourned.

*J. K. Cheng*

Cheng Te-k'un Secretary.

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Office of Committee of Chinese Studies  
our affiliated Universities in Chengtu

2.

6. Voted to accept the recommendations of the Research Sub-committee. (Revised recommendations supplemented)

Owing to the rise of the cost of living in Chengtu, and that it would be very difficult for the universities to carry out the recommendations made by the Research Committee, even though these are mainly to continue some of the unfinished research projects and to carry out the instructions of the Trustees of the Harvard-Yenching Institute, it was:

7. Voted to make an appeal to the Harvard-Yenching Institute for more financial support to carry out these projects.

8. Voted to request Mr. Li Shao-yuen, editor of the Joint Bulletin No. 3, to submit a budget statement for the publication of the Journal.

9. Voted to request the Presidents of the four affiliated universities to prepare a financial statement for the proposed research projects in their respective institutions.

Adjourned.

Cheng Te-k'un Secretary

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Committee on Chinese Studies in the affiliated Universities in Chengtu, China  
Research Program of Sinological Studies - in continuation

ANTHROPOLOGY

- I. Hsu I-tang  
徐益棠  
(Nanking): Studies in the History of Chinese Aborigines.  
中國民族史研究
- II. Lin Yueh-hua  
林耀華  
(Yenching): A Field Investigation of the Lolo Tribe in  
Liang Shan, Szechuen.  
涼山保民人種語言文化之調查

ARCHAEOLOGY

- I. Cheng Te-k'un  
鄭德坤  
(West China): Szechuen Han Tombs.  
漢墓及其遺物之研究
- II. Chiang Ta-i  
蔣大沂  
(West China): Ceremonial Vessels and Daily Utensils of the  
Pre-Ch(in Periods). 先秦禮器任器之研究
- III. Lin Ming-chun  
林名均  
(West China): Numismatics of Szechuen.  
四川歷代貨幣之研究
- IV. Liu Chuin  
劉駿  
(Nanking): - Studies on the Stone Inscriptions of Szechuen  
in Successive Dynasties.  
四川歷代石刻研究
- V. Liu Ming-shu  
劉銘恕  
(Nanking): Studies on the Work left undone by Prof. Shan  
Chen-tsu and Shi Yai relating to  
a) Szechuen Archaeological Investigations  
b) Changsha Archaeological Investigations  
c) The Wall Paintings of Szechuen, etc.  
整理長沙四川等地古物調查工作

HISTORY

- I. Chang Wei-hua  
張維華  
(Cheeloo): Early Sino-Russian Relations.  
清初中俄關係研究
- II. Chang Wei-hua  
張維華  
(Cheeloo): Studies on Western Mongols.  
西蒙古史研究
- III. Chien Mu  
錢穆  
(Cheeloo): History of Chinese Thoughts: A Chronological  
Study.  
中國學術史年表
- IV. Han Ju-lin  
韓儒林  
(West China): A Critical Study of the Records of the  
Campaigns of Chingiz Khan. 聖武親征錄校注
- V. Hou Pao-chang  
侯寶璋  
(Cheeloo): History of Chinese Medicine.  
中國醫學史
- VI. Hsu I-tang  
徐益棠  
(Nanking): Studies in Chinese Historical Geography.  
中國歷史地理研究
- VII. Hu Fu-lin  
胡福林  
(Cheeloo): Studies on the Culture of Shang Dynasty - Based  
on the Materials recorded on the Oracle Bones.  
殷商文化研究
- VIII. Shen Chien  
沈鑑  
(Cheeloo): Studies on Chinese Diplomatic History.  
中國外交史研究
- IX. T'ang, Edgar C.  
湯吉永  
(Cheeloo): History of Chinese Political Institutions.  
中國政治制度史
- X. Wang I-tung  
王伊同  
(Nanking): Social, Economic and Political Aspects of the  
Influential Clans of the Northern Dynasties. 北朝門第

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ANTHROPOLOGY

- |   |                         |
|---|-------------------------|
| (Nanking): Studies in the History of Chinese Aborigines.<br>中國民族史研究                             | I. Hsu I-tang<br>徐益棠    |
| (Yenching): A Field Investigation of the Lolo Tribe in<br>Liang Shan, Szechuen.<br>凉山彝人種語言文化之調查 | II. Lin Yueh-hua<br>林耀華 |

ARCHAEOLOGY

- |   |                           |
|---|---------------------------|
| (West China): Szechuen Han Tombs.<br>漢墓及其遺物之研究  | I. Cheng Te-k'un<br>鄭德坤   |
| (West China): Ceremonial Vessels and Daily Utensils of the<br>Pre-Chin Periods.<br>先秦禮器雜器之研究  | II. Chiang Tai-i<br>蔣大沂   |
| (West China): Numismatics of Szechuen.<br>四川漢代貨幣之研究   | III. Lin Ming-chun<br>林慕貞 |
| (Nanking): Studies on the Stone Inscriptions of Szechuen<br>in Successive Dynasties.<br>四川歷代石刻研究  | IV. Liu Chin<br>劉麟        |
| (Nanking): Studies on the Work Left undone by Prof. Shan<br>Chen-tai and Shi Yai relating to<br>a) Szechuen Archaeological Investigations<br>b) Ch'ng-shan Archaeological Investigations<br>c) The Wall Paintings of Szechuen, etc.<br>整理長沙四州等地古物調查之作 | V. Liu Ming-shu<br>劉銘恕    |

HISTORY

- |   |                           |
|---|---------------------------|
| (Chefoo): Early Sino-Russian Relations.<br>清初中俄關係研究   | I. Chang Wei-hua<br>張維華   |
| (Chefoo): Studies on Western Mongolia.<br>西蒙古史研究  | II. Chang Wei-hua<br>張維華  |
| (Chefoo): History of Chinese Thought: A Chronological<br>Study.<br>中國學術史年表  | III. Chien Mu<br>錢穆       |
| (West China): A Critical Study of the Records of the<br>Campaigns of Ching Kuan.<br>金瓶梅詞話研究                           | IV. Han Ju-lin<br>韓儒林     |
| (Chefoo): History of Chinese Medicine.<br>中國醫史  | V. Hou Pao-chang<br>侯寶璋   |
| (Nanking): Studies in Chinese Historical Geography.<br>中國歷史地理研究   | VI. Hsu I-tang<br>徐益棠     |
| (Chefoo): Studies on the Culture of Shang Dynasty - based<br>on the Materials recorded on the Oracle Bones.<br>殷商文化研究 | VII. Hu Fu-lin<br>胡福林     |
| (Chefoo): Studies on Chinese Diplomatic History.<br>中國外交史研究   | VIII. Shen Chien<br>沈健    |
| (Chefoo): History of Chinese Political Institutions.<br>中國政治制度史   | IX. Tang, Hagar C.<br>湯吉本 |
| (Nanking): Social, Economic and Political Aspects of the<br>Essential Class of the Northern Dynasties.<br>北朝門第        | X. Wang I-tung<br>王伊同     |

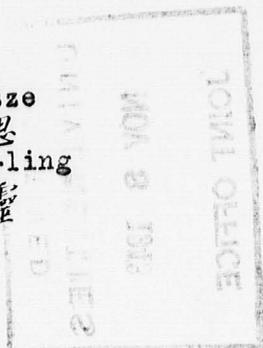
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LINGUISTICS

- I. Chang Wei-sze  
張維思
- II. Chen Shang-ling  
甄尚靈
- III. Lu Hsiang  
呂湘
- IV. Wen Yu  
聞宥
- V. Wen Yu  
聞宥
- VI. Yang Han-hsien  
楊漢先



- (Cheeloo): Studies on Chinese Ancient Phonetics.  
中國古韻之研究
- (West China): Chinese Folk-Etymology.  
漢字俗解之研究
- (Nanking): A Study of Modern Chinese Grammar.  
近代中國語語法研究
- (West China): A Comparative Grammar of the Ch'iang Languages.  
羌語比較文法
- (West China): The Structure of the Jyarung Language and its Relation to the Classical Tibetan.  
嘉戎語法之研究
- (West China): A Miao-Chinese-English Dictionary.  
苗漢英對照詞彙

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## John Dewey and Missionary Education in China.

In the "New Republic" for March 1, 1922, there appeared an article written by Dr. John Dewey on "America and Chinese Education". A study of the article does not reveal clearly the purpose in Dr. Dewey's mind in writing it. He may, as a matter of general interest, have wished to say what he thought of what "Young China" thinks about missionary education. The general trend of the article, however, seems to indicate that he wished to oppose missionary education by using the weight of his name and influence against it. It is of course right and proper for Dr. Dewey to seek to injure that which is injurious, but it would seem that he should base his attack on facts rather than on assumption and assertion.

The article begins with a quotation from a "student" who says that the Chinese delegation at the Washington conference failed, and who explains that failure on the ground that two of the three leading members of the delegation were trained in mission schools. As a matter of fact, the assumption that the conference failed is very much open to question. Probably a majority of thoughtful foreigners and Chinese believe that China got everything that could reasonably be expected from the conference. The great problem now is for her to set her house in order that she shall be able to utilize the advantages secured. Dr. Dewey, while he states expressly that the judgment of the "student" quoted may be valueless, proceeds by implication to support that judgment in its condemnation of missionary education. He does not mention the fact that at least ten members of the Chinese delegation at Washington received their training in mission schools and that four of them were sons of Christian pastors. Neither does he say that David Yui, the "people's" delegate, who criticized the delegation as a whole most bitterly, is the son of an Episcopal pastor, a graduate of St. John's University, and a national secretary in the Y.M.C.A. These men were not chosen by the missionaries or the churches. Why did the government and the "people" choose them? Why was C. T. Wang, the outstanding delegate at the Paris Conference, sent there by his government in spite of his aggressive Christian character, his long connection with the Y.M.C.A., and his training in a mission school? The obvious reason is that there are very few other men available to do this kind of work. It would be interesting to have Dr. Dewey and his "student" select men trained in government universities who would have done better!

The judgment expressed by the student quoted by Dr. Dewey was that "American missionary education has failed to develop independent, energetic thought and character among even its most distinguished graduates. It has produced rather a subservient intellectual type, one which he characterized as slavish." The inference which the reader would naturally draw from the whole discussion is that the judgment of this student is, in Dr. Dewey's opinion, correct. One thing, Dr. Dewey says, can be positively affirmed, namely, "The view in question expresses a belief that is widely and increasingly held in China." The basis for this sweeping assertion is not stated. The facts would indicate that positive affirmations are not necessarily true. It is a well-known fact that missionary colleges and universities are more crowded with students each year. It is also a fact that their charges per student for tuition and food and lodging exceed the average income of a Chinese family of five, while the government schools charge no tuition (or, in exceptional cases, very little) and ~~frequently~~ furnish food and lodging free to their students. The Chinese public may be wrong, but those of us who are engaged in missionary education discover no symptoms of its agreement with Dr.

*almost always*

Dewey. The kind of education offered by missionary institutions is recognized by parents who have children to send to school as the most valuable education that can be secured in China. They do not want their children to become Christians, and they have no love for the foreigners, but they do recognize the fact that the graduates of missionary institutions are able to enter into the intellectual and economic life of China at the present time in such a way as to secure more certain and generous rewards than government graduates can secure. - This may be wrong and "slavish" and due to "lack of initiative", but it is nevertheless a fact that it is recognized by all who have given careful attention to educational statistics. The facts to support this assertion have been collected repeatedly. The writer is connected with one of the largest missionary universities in China, and in the same city is a government university which is generally conceded to be one of the two leading Chinese universities. Its president and two most important deans were trained in missionary colleges, and probably half of the returned student staff have received similar training. At least seven of their faculty, five of them returned students from America, are graduates of the neighboring missionary university. Furthermore, the demand for mission school graduates to become teachers in government high schools is so great and the salaries offered are so generous that it is becoming a very serious problem to supply mission high schools with the teachers. We are glad these men are in government schools and are mapping out new paths for education in China. To us they seem conspicuous for the very qualities which Dr. Dewey's informant says they lack.

One statement in Dr. Dewey's article seems quite amazing when one considers the fact that he has spent several months among educational institutions in China. Again he does not quite take the responsibility for the statement himself, but says that "Young China" believes that missionary efforts (presumably educational) "do not represent what China most needs from the West, namely, scientific method and aggressive freedom and independence of inquiry, criticism, and action." If there is any place in China where scientific method is emphasized, it is in missionary educational institutions; and everyone who is in the least familiar with the situation knows that there is much greater freedom of discussion in mission institutions than in government institutions and that, for that very reason, missionary education has often aroused the antagonism of officials. If there is one aspect of education which, more than another, tends to develop independence of inquiry, it is laboratory science on the one hand and self-direction on the part of the students on the other. In both these respects Missionary institutions are confessedly and naturally in advance. Their faculties realize that the development of initiative, independence, and originality is their chief educational function. The whole old Chinese system of education, the national traditions, the proverbs which the children use, the attitude cultivated in the home and in society -- all these tend to discourage originality and initiative. We are quite aware that our efforts to produce these qualities are in many cases failures; but we do not find greater success elsewhere. So true is this that many observers raise the question whether or not this lack of initiative and independence may not be a racial or an oriental quality. ~~The~~ The qualities in question are rare in any country and are perhaps especially so in the Orient; but it is surprising that Dr. Dewey should imply sympathy with a judgment that missionary institutions are markedly deficient in this

*distinctive*

particular characteristic in which their excellence is recognized by Chinese and foreigners in China. We can explain it only on the basis of the fact that he himself spent very little time in these institutions, and, perhaps, gave undue credit to critics whose claims to originality can hardly be based on their own intimate and personal knowledge of the institutions they criticize.

Dr. Dewey says a great deal about "Young China" ~~as~~ a different Young China from the one discussed by Mr. Bland, — but one wonders which of the two is more truly representative of "China!" The writer has lived and taught economics and sociology with Young China for ten years, and has come to the conclusion that Young China and Young America are wonderfully alike. There is faith, enthusiasm, capacity, dreams; there is also inexperience, impatience, radicalism, lack of balance, and a desire to transform the world in a day. Dr. Dewey says, "They want Western knowledge and Western methods which they themselves can independently employ to develop and sustain a China which is itself and not a copy of something else." It is curious that we all feel that way, and yet that we all owe most of what we are to someone else! In the writer's various attempts to carry out cooperative enterprises with Young China he has found that the tendency to take over American and other foreign ideas and institutions whole and without criticism is much stronger among the Chinese than among the foreigners. No more conspicuous example of slavish imitation of things Western can be found than in the "Model City" of China, Nantungchow. School buildings, banks, theaters, practically everything external, are crassly and glaringly Western — and this in a city dominated by a Chinese of the old style, but one of the ablest and most progressive in the country, who has never studied in a foreign school of any sort and knows no foreign language! The process of adaptation is difficult and, in the nature of the case, must be carried on chiefly by Chinese. Foreigners can state principles, make investigations, apply the experience of other countries, suggest experiments; but the real work of adaptation must be done by Chinese or by Chinese and foreigners working together. In architecture, in education, in ideas, in social organization no group of persons can be found in China who are striving more earnestly to adapt and accommodate East and West to each other than the faculties of missionary colleges. The implication that they consciously and as a matter of policy import Americanisms has no basis in fact.

It is said that Young China dislikes the spirit of imitation. It is quite true that many Chinese blindly and almost vendictively resent the use of certain foreign commodities, institutions, and methods of organization. Fortunately these persons are rarely consistent. They believe in the use of railroads, cotton-mills, battleships, and labor-unions and education. Many of them are ardent followers of Dr. Dewey! With respect to some matters, their attitude is that of prejudice against the foreign because it is foreign — an attitude which is common enough in all countries. The curious fact is that Dr. Dewey should seem to approve of such an attitude. The scientific spirit is surely a spirit of imitation, if by imitation we mean the willingness to use the valuable and true no matter whence they come. It is only a spirit of chauvinism or provincialism which makes people unwilling to use the thing best suited to achieve the end in view just because it is foreign. One of the greatest obstacles to progress in China today is the fact that "Young China" and "Old China" are alike unwilling to study earnestly and adopt

where practicable the features of western civilization which might be advantageously introduced into China; and particularly in government administration they are unwilling to hire experts and give them power until a better system of organization is worked out. It would seem to be better for China if she could learn something from the experience of other oriental nations in this particular.

Missionary schools are charged with producing "commercial, political and religious compradores." The compradores are the business men of China. Far from being the puppets of the foreigners, the latter are absolutely dependent upon them. Dr. Dewey says, with seeming approval, "There is nothing which one hears so often from the lips of representatives of Young China today as that education is the sole means of reconstructing China." If Dr. Dewey shares that opinion, it simply indicates how far away from reality he has been drawn by Young China. In a country where the average annual income per capita is not more than twenty-five dollars gold, business men are needed to pay the taxes to build the schools to hire the teachers to furnish the leisure -- and so on with the House that Jack built! Compradores have apparently increased production and raised the standard of living immensely. We are glad that mission schools are furnishing some men who in "practical" life are making that adaptation of western ideas and methods which China must have if she is to become a modern nation -- and she must become modern unless she can contrive to cut herself off from world intercourse.

Finally Dr. Dewey says, "There are a few institutions in China where the Chinese members of the faculty are put on the same plane of salary, social dignity, and administrative importance as foreigners." He seems to think this equality is desirable, and yet one wonders just why he says it in this connection. The institutions referred to must be missionary institutions, for in government institutions there is no attempt to foster equality in any one of the particulars mentioned. In the Chinese university to which reference was made above, the salary of the president is, so I am informed, less than half the salary of the physical director -- because the physical director is a foreigner! Foreigners are rarely if ever permitted to occupy responsible administrative positions in government institutions, which is probably as it should be. Throughout the Orient it is a well-known fact that in institutions controlled by the government the salaries and certain kinds of privileges of foreigners are very much greater than in the case of natives of the country. Dr. Dewey is quite right in saying that there are missionary institutions (and it is true of practically all) in which an earnest attempt is made to place all members of the faculties on an equality. Still, there are great difficulties. Division of administrative functions between members of different races, with different traditions, different ideals, different customs presents problems of the greatest magnitude. Imagine Columbia University or the National City Bank under the joint presidency of an American and an Englishman -- not to speak of an American and a member of an oriental race! Apparently Dr. Dewey would leave the impression that attempts at equality are general elsewhere but rare in missionary institutions, whereas the fact is that they are common in missionary institutions and almost unknown elsewhere.

Many of us who are in missionary educational work in China are former students of Dr. Dewey or enthusiastic followers of his educational and philosophical doctrines. We believe that he desires to aid China in every possible way. We do not understand why, on the

basis of assumption and heresy, he has used the weight of his influence to damage institutions which, with all their imperfections, are making possibly the most important contribution of America to China. We do not see how, even from his point of view, he expects to aid China by this method. We believe, with him, that there is in China a great need for disinterested educational work, which shall have for its purpose the bringing in of the best there is in the West in order that Chinese and foreigners together may adapt this best to the needs of the Chinese people. We earnestly hope that government institutions will grow and prosper and serve the country more effectively year by year. But with practically the whole population uneducated and without plan or provision for their education, and with the country densely populated and on a very low plane economically, we believe that for decades to come it is desirable from every point of view that America should continue increasingly to contribute to the educational life of China through missionary schools and colleges.

## SCHOLARSHIP STUDENT REQUIREMENTS

Before accepting any student as a scholarship student the following requirements should be made clear to him:

1. At the end of the second year of the Middle School all scholarship students will be assigned to the courses of the School of Education. It is understood that these courses shall in all cases be the equivalent of the Middle School third and fourth years and of the Junior College courses and that the Middle School and Junior College certificates will be granted for the work done in each of these schools.

2. Scholarship students will be expected to do certain work which will take them from one to two years before they enter college. The work to which they will be assigned, whether as teacher or assistant pastor, will be at the discretion of the mission supporting him. The time also shall be decided by the mission as to whether it shall be two years before or after the Junior College course; one year before and one after; or after the completion of any term in the Junior College.

For this work the missions will pay at the following rates:

- a. For middle school graduates: (1) For the first year, \$18.00 per month, of which \$3.00 per month shall be returned for further scholarship. (2) For the second year, \$20.00 per month, of which \$4.00 shall be returned.
- b. For students who have completed one year of Junior College: (1) For the first year, \$22.00, of which \$4.00 shall be returned. (2) For the second year, \$24.00, of which \$5.00 shall be returned.
- c. For Junior College graduates: (1) For the first year, \$25.00 per month, of which \$5.00 shall be returned. (2) For the second year, \$27.00 per month, of which \$5.00 shall be returned.

It is understood that the missions desire to work on this plan, and unless there is formal objection the University will carry it out as far as it is concerned.

THE UNIVERSITY OF NANKING CAMPUS SONG

1. 'NEATH THE STORIED PURPLE MOUNTAIN, WITH ITS CHANGEFUL HUE,  
STANDS OUR CHERISHED ALMA MATER, STURDY, YOUNG AND TRUE.

CHORUS

RAISE THE CHORUS, SPEED IT ONWARD,  
LOUD HER PRAISES RING;  
HERE'S TO THEE, OUR ALMA MATER,  
HAIL, ALL HAIL, NANKING!

2. CLUSTERED IN THIS ANCIENT CITY, GIRT WITH AGE-FLECKED WALLS,  
SHRINED WITHIN OUR LOYAL BOSOMS, STAND OUR COLLEGE HALLS.

CHORUS

3. LOUDLY CLASHED THE DRUM TOWER WARNING, IN THE DAYS OF OLD;  
SOFTLY NOW CALLS ALMA MATER, SUMMONS TO HER FOLD.

CHORUS

4. GATHERED ON THE SPREADING CAMPUS, HOME OF COLLEGE DAYS,  
OLD AND YOUNG WE WOULD TOGETHER, LIFT OUR SONG OF PRAISE.

CHORUS

Banners  
202-3454

"Compliments of members of faculty"

Chin Ling University (U. of Nanking)  
June 27, 1944

# 金陵大學設立

李小緣 林蔚人

李榜儀 裴家奎

劉頌甫

孫文利

魏子人

李榮桐

李燧

李式金

辛潤棠

陳裕光

林禮鈴

王守偉

董維光

香昌

謝景修

程途

戴玉都

劉平信

焦啓源

謝岳仲

趙景廷

潘廷遠

陳錫祺

蔣秉權

陳志偉

郭子

李林

吳紹傑

陳長松

范謙

# 金陵大學

中華民國三十三年

字設立人會惠存

林蔚人 戴運軌 許國樑 陳納述

戴五智 柯象峯 張玉田 王延祺

劉平伯 馬季存 黃瑞宗 司樂堪 李舜自

焦昭源 高子 靳自重 梁宗章 倪惠元

謝岳仲 辛子良 陳竹君 李家文

以海人 胡昌熾 張幹周 程濟

趙景廷 李方訓 周蕃源 楊遇春

潘正遠 郭寶燦 邢浩新

陳錫祺 林福玉 陳廷傑 胡國華

蔣秉權 陳守義 雷在霖

陳克集 洪文慶 危道 謝木中

武德望 李如心 馬育榮 周學為

朱林 李素文 應廉耕 楊樹勉 孫德望

吳怡麟 呂曉瓊 顧衡人 趙東初 曾衛廉

陳長松 李德謙 丁雲林

及大學教職員敬獻

中華民國三十三年六月二十二日於成都