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UBCHEA ARCHIVES
COLLEGE FILES
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Yenching
Academic
Department of Education
1920-1924

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Jim Stuart
1/11/20

TRUSTEES OF
PEKING UNIVERSITY
2/13/207

A "TEACHERS' COLLEGE" OR DIVISION OF EDUCATION IN PEKING UNIVERSITY

L. The Need.

1. The shortcomings of Christian Education in China are every where recognized, and all who are interested in this department of mission work are agreed that better training of teachers in the first essential in the improvement of the schools. Probably at least nine tenths of the teachers in Christian schools at the present time have received no professional training. Here in North China there is as yet no normal school prepared to give teachers suitable training for their work.

2. The present and future constituency to be served by teacher training is so great that a single institution for such training in China would be quite inadequate - even in the course of middle school teachers. In the provinces of the north which would naturally look to a normal school in Peking for a supply of trained teachers, probably from twenty to thirty graduates prepared for middle school positions would be required every year to meet the demand. The number required for primary schools would be at least five times as great.

The Advisory Council of the China Christian Educational Association, at its last two consecutive annual meetings, adopted the following resolution: "It is resolved that the China Christian Educational Association favors the establishment in Mandarin-speaking China of one normal school, so strongly staffed and equipped as to serve as a model. In connection with this normal school there should be established a school of research and demonstration, for the purpose of working out the best curricula and methods for lower and higher primary schools. This school should be so well staffed that the teachers will have time to investigate and reflect, compare notes and and criticize each other's work. It should have at least two experts from abroad, one experienced in the work of the

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in the light of all the circumstances. It would be clearly unwise, however, to utilize the funds of the China Medical Board in such a proposition without their thorough understanding and consent.

It would seem advisable that the Chinese donor turn over the amount of funds donated by him absolutely to the University. It should be clearly understood that the transfer is not in the nature of a loan. The amount donated by the Chinese donor and the amount donated by the China Medical Board could then be put in a trust fund with the University as Trustee under an agreement providing that the Chinese donor should be permitted to manage the investment of the principal amount of the trust fund for a stated period of years provided he would guarantee to the University a certain amount of income yearly and guarantee the University against loss of the principal amount. If the interest guaranteed was at a reasonably low rate in comparison to Chinese current interest rates, there would be ample consideration for the personal guaranty on the part of the Chinese donor. To protect the Chinese donor, provision should be made in the agreement that as manager he would be entitled to any profits earned by the fund over and above a certain interest rate which might be the same as that stated in the guaranty or perhaps somewhat above that rate.

It would seem that such an arrangement would be advantageous from the viewpoint of the Chinese donor or any other banker who might be willing to add to such a fund for the reason that the principal amount of the funds being foreign held would have a certain amount of

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File "School of Education"

學大京燕

PEKING UNIVERSITY.

COLLEGE OF ARTS AND SCIENCES

K'uei Chia Ch'ang

PEKING, CHINA.

re. Chicago Univ
participation

~~OFFICE OF THE DEAN~~

23 Feb., 1920.

Rev. H. W. Luce,
Vice-President of Peking University,
New York.

My Dear Mr. Luce:-

Dr. Stuart often shows me letters from you on University matters, and from these, as well as from letters from Secretary North, we feel that we are being kept quite well informed regarding developments in New York, and are greatly rejoiced at the splendid progress you are making.

I have handed to Dr. Stuart from time to time certain material having special reference to our proposed School of Education in connection with the University, to be forwarded to you, and I trust this will reach you in due time.

I am sending to you today enclosures which contain a new proposition-- namely, that the University of Chicago "adopt" our School of Education as its foreign educational work. One enclosure is a copy of a letter to President Judson, of the University of Chicago, and the other is a copy of a letter to Dr. Judd, Director of the School of Education. Copies of the enclosures which went to them in their letters have already reached you, I trust.

This suggestion has grown out of remarks which Dr. Stuart was making at a recent Faculty Prayer-meeting. I immediately conferred with Dr. Stuart regarding the matter, and he heartily approved of it, and suggested that I take the matter up at once, keeping you fully informed regarding the proposition, so that you can be ready to lend a hand at that end, if there is opportunity. I have written to President Judson a second letter in which I have described your special connection with the University, and your special interest in Education, and am suggesting that you are the person with whom he should confer if he wishes to give favorable consideration to the proposal.

There are many reasons why it seems to me specially fitting that the University of Chicago should extend its "missionary-educational" interest to Peking at this time. These reasons will be as obvious to you as to me, and I need not stop to enumerate them.

I feel confident that this proposal will be very interesting to you, and I sincerely hope that the way will be opened for you to confer with these who may be interested in the matter at the University of Chicago, and that something of permanent and substantial value will result.

With cordial personal regards,

Very sincerely yours,

Howard Crosby

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copy for Mr. Luce

File "School of Education"

February 21, 1920.

President Harry Pratt Judson,
University of Chicago,
Chicago, Illinois, U.S.A.

My dear Dr. Judson:-

Perhaps you will remember that I called on you about the first of December in 1917 to discuss with you the question of a suitable site for Peking University. I well remember your advice when I asked you how much land should be secured. You said, "Find out how much you want and then buy twice as much." You will be interested to know that some such counsel as this has prevailed in our Board of Managers here on the field, as well as in the Board of Trustees in New York City, for we have decided to give up the site we had selected in the city as being entirely too restricted and our agents are actively at work now endeavoring to purchase land for the University just outside of the city to the west. We are endeavoring to secure one hundred acres or more for the permanent site of the University.

Since I discussed University matters with you at that time considerable progress has been made. About a year ago we succeeded in finding a suitable man for president of the University in the person of Dr. J. Leighton Stuart, formerly of Nanking. Dr. Stuart took up his duties in the University last summer and is already manifesting, in many ways, the wisdom of the authorities in electing him to this important position.

The building program of the University has engaged the attention of the Trustees in New York and the Board of Managers here on the field. About two months ago Mr. Murphy of the firm of Murphy and Dana, architects, in New York and Shanghai, spent several days in Peking. He had come directly from New York, where he consulted with the Executive Committee of the Trustees. Upon his arrival in Peking he went over very carefully with the President and members of the staff of the University here the building requirements and has prepared an extensive building program. This has been reported back to the Trustees in New York and the essential elements in the same have been approved.

Another forward step which is very interesting, considering the former social and educational practices in China, is the step to amalgamate the Women's Union College here in Peking with the University. This will ultimately result in co-education, no doubt, although during the initial stages of the arrangement it may seem best to hold classes for men and women separately, at least in part. Of course this is an advance step for China, but we can scarcely say that we are leaders in this idea, for the National Educational Association, at its annual meeting in Taiyuanfu last October, have recommended to the Board

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of Education in Peking the policy of complete coeducation in institutions of learning of University grade. Our plans for coeducation, however, are probably further advanced than that of any other institution in China, either under government or mission auspices, and many people are watching our new enterprise with great interest.

Ever since last summer the authorities of the University, both here and in New York, have been busy formulating the needs of the University for staff, buildings, equipment, etc., with a view to incorporating these requirements in the plans of the financial campaign of the Interchurch World Movement in America. Recent word from New York reports that the amount set down in the budget of the campaign for Peking University buildings, equipment, enlarged staff, etc., during the next five years is \$2,775,000; and there is an additional million set down for endowment. This will indicate to you briefly something of the magnitude of our plans and the extent of our hopes and prospects for this institution here at China's capital.

I am writing to you to-day more especially to discuss the School of Education. At the present time all we can do in the department of education is to offer a few courses in the College of Arts and Sciences for the purpose of preparing our students to teach in secondary schools. The authorities of the University, however, are planning for a School of Education in connection with the University which will be as complete and efficient as possible. At the request of the Board of Managers last spring, I prepared a statement outlining the plans for this school of education. This statement was approved by the Board of Managers and has been referred to the Board of Trustees in New York, along with plans for other special departments of university work. I am enclosing herewith a copy of the statement just referred to and also a copy of an "Extract from the Architect's 'Building Program' for Peking University," relative to the Division of Education". These documents will, I think, indicate the extent of our plans with regard to these schools of education. You will probably deduct that in developing these plans the School of Education of the University of Chicago has served somewhat as a model. I have been studying, as I have had opportunity, the organization of your School of Education, as well as that of Teachers' College, Columbia, and also prominent normal schools in the United States. I have also been in correspondence with Dr. Judd, director of your School of Education, and had a very suggestive letter from him, written on the 19th of last May. The following paragraph from Dr. Judd's letter I consider especially significant and pertinent:

"The establishment of a teachers' training school in connection with a university has enormous advantages. It has the advantage of offering to the students in training large possibilities of election in all of the departments of the institution. This seems to me to be a very great advantage. Furthermore, I think that the institution for the training of teachers should be intimately bound up in its organization with the academic department so that the standards of admission and the standards of graduation shall be at exactly the same level. On this matter, however, I think I have written you at

some length before, and I need only now to emphasize the fact that we are developing rapidly the scientific attitude within our own department and are producing a body of material which, I think, will make perfectly clear the mission of the university department of education."

The particular message which I have in writing to you to-day is to suggest that the University of Chicago "adopt" the School of Education of Peking University as its department of foreign work. I have in mind, for instance, the development of "Yale in China" in Changsha, as well as other important foreign educational interests supported by other prominent universities in America. So far as I know the University of Chicago has not yet assumed the support of any such work. As an alumnus of the University I should be interested in having the University undertake a work of this sort, and, as I have reflected on the matter, it has seemed to me that the School of Education of Peking University would be a very suitable field for the development of the University of Chicago's interest in foreign educational work. You have visited China, have studied the needs of the country with respect to education, and are entirely familiar with the strategic location of our university here in Peking and the immense influence it will be in a position to exert. The field of teacher training and the study of education is entirely an open one, for there is, with the exception of government normal schools, no thoroughly equipped institution to undertake this kind of work north of the Yangtze River.

I do not know how this proposition will appeal to you. Of course there are many important details of the arrangement to be taken up and elaborated. I write to-day simply to mention this possible program and ~~xxxxxx~~ ^{am} sure that you will receive the suggestion sympathetically and give it such consideration as it deserves, perhaps discussing the proposition with prominent members of your university staff. Dr. Burton, for instance, I am sure would be greatly interested. In view of the nature of the work suggested, I am also writing to Dr. Judd of the School of Education. The correspondence which I have had with him indicates a sympathetic interest in our work on his part and I am sure he will be interested in considering this proposition, as well. I am sending to him a copy of the enclosures which I am sending you, and I am mailing to you and to him copies of our recently published announcement of the College of Arts and Sciences. We are expecting to prepare a complete catalogue of the University, to be issued two or three months hence.

I have discussed the proposition contained in this letter with President Stuart, and it has his enthusiastic approval. If you should desire further information about the plans of the University, I would refer you to the secretary of the Board of Trustees, Dr. Eric North, 150 Fifth Avenue, New York City.

Very sincerely yours,

Howard S. Galt

Department of Education, Peking University.

HSG/M

Enclosures.

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Copy for Mr. Luce

February 21, 1920.

Dr. Charles H. Judd,
Director of the School of Education,
University of Chicago,
Chicago, Illinois, U.S.A.

My dear Dr. Judd:-

Your last letter to me of May 19, 1919, arrived in due time and was very much appreciated. Plans for the development of a school of education in Peking University are under earnest consideration, both here and in New York, where our Board of Trustees has its headquarters.

I am enclosing herewith a copy of a statement relative to the proposed school of education in Peking University; also, an Extract from the Architect's 'Building Program' for Peking University, relative to the Division of Education". I am enclosing, besides, a copy of a letter I have just written to President Judson of the University of Chicago. These enclosures will indicate to you the scope of our plans for the school of education and will also bring to your attention a suggestion that the University of Chicago adopt the School of Education of Peking University as its special field for foreign educational work.

In view of the nature of this suggestion it seemed to me important to correspond with you on the subject, as well as with President Judson. If the occasion is opportune for the members of the University of Chicago to undertake such an enterprise as this, I am sure that President Judson and yourself, as well as other authorities of the University, will be glad to give this matter their sympathetic consideration. Of course it is impossible to foresee at the present time all that might be involved in such an arrangement. On the one hand we should hope that there might be considerable financial support; but, on the other hand, we should hope, also, that the connection with the School of Education of the University of Chicago would interest members of your staff in the problems of education in the Orient and that such persons might visit our University here in Peking from time to time and bring to us the benefits of the advanced work in education which you are carrying on there. In a word, apart from the financial interests, I would hope for a very close connection between your school of education and ours,- a connection which, I am sure, would bring us immense benefit and perhaps not be altogether devoid of benefit to your school of education, also.

In view of the enclosures I am sending I need not write more at length now, and I shall be glad to hear from you regarding this or any other matters connected with the development of a department of education in our university at your convenience.

HSG/M

Very sincerely yours, *Howard S. Galt*

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PLANS AND ESTIMATES
FOR THE DEPARTMENT OF EDUCATION AND NORMAL TRAINING
IN _____ UNIVERSITY

Peking,
March, 1922.

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0302

PLANS AND ESTIMATES
FOR THE DEPARTMENT OF EDUCATION AND NORMAL TRAINING
IN UNIVERSITY

SCOPE AND PURPOSE

To meet present needs, the University is called upon to provide for the professional education of teachers for primary and secondary schools, both men and women, and to offer in the University curriculum the courses in Education which the subject demands as being one of the most comprehensive and vital of the social sciences.

To provide professional education for primary and kindergarten teachers as required by present conditions in China, means a normal department of secondary school grade. This is lower than the grade of work in other departments of the University, but the following important considerations justify this course:-

1. The University is organized for service as part of the Christian movement, and no greater opportunity awaits it at the present moment than that of leadership in the whole range of Christian education.
2. While in the future, and in accordance with the recommendations of the Educational Commission, some of the stronger middle schools in North China may undertake this work, they are not in a position to make provision for it now.
3. Even if a number of Middle Schools do provide for this work in the future, the University should maintain a course for primary teacher education,⁺
 - (a) to serve as a model for the normal departments in the middle schools;
 - (b) to train the teachers for those normal departments; and
 - (c) to complete the educational processes serving as laboratory material for the University department of Education.

COURSES IN EDUCATION WHICH SHOULD BE OFFERED

The following table indicates in a tentative way the different courses, and the minimum of semester hours for each, required to meet the purposes stated above. The column marked "Middle School" indicates the semester hours which should be offered in training primary teachers; the column marked "University" indicates the same for secondary school teachers.

0303

<u>Subjects</u>	<u>Semester Hours</u>	
	<u>Mid. Sch.</u>	<u>Univ.</u>
Introduction to the Scientific study of Education	4	4
History of Education	4	8
Theory, or Principles of Education	4	8
Educational Psychology	8	8
Measurements in Education	4	8
Educational Sociology (School and Community)	4	8
School Management; Supervision; Administration	4	8
Methods, general and special, and practice teaching ...	12	16
Kindergarten theory and methods	30	--
	<u>74</u>	<u>68</u>

TOTAL SEMESTER HOURS 142

TEACHING STAFF FOR PROFESSIONAL SUBJECTS

The above courses and hours should be considered as the minimum requirements for efficient work, and the total of 142 semester hours would call for five fully qualified and full-time teachers. In addition there should be one person giving full time to the supervision of practice teaching. The special qualifications of these ~~(five)~~ ^{Six} members of the staff may be set down as follows:-

- 1 Teacher qualified in History and Theory of Education
- 1 " " " Educational Psychology including Tests and Measurements
- 1 " " " Educational Sociology, School Management and Administration
- 1 " " " Methods of Teaching
- 1 " " " to supervise practice teaching
- 1 " " " in Kindergarten training

These combinations in qualifications are only suggestive, and other combinations may be equally practicable.

LABORATORY SCHOOLS

- 1. Laboratory Kindergarten (see below)
- 2. Primary Laboratory Schools:- A coeducational day school, 6 years course, ages 6-12. Classes limited to 20 pupils each, or 120 pupils in all.

Staff:-

- 1 Principal (man)
- 3 General teachers (men and women)
- 1 Teacher of practical arts for boys, and play director
- 1 " " " " " girls " " "
- 1 janitor

Buildings and Grounds.

Buildings, 1 story, Chinese style. Space required about 1½ acres

1 Assembly room to seat 150 people (about 25'x45', 3 chien)

4 class-rooms (about 14'x22', 2 chien each)

1 work-room (shop) for boys (about 12'x20', 2 chien)

1 " " " girls " " " "

1 teachers' room (1 chien)

1 janitor's room " "

	silver currency
Estimated cost of above buildings	\$4,200
Compound Wall, 750' (linear) @ \$2.00	1,500
Heating Plant	2,000
Plumbing	200
Electric light installation	100

Furniture, etc.

120 double desks, @ \$10.00	1,200
8 tables, @ \$6.00	48
30 chairs, @ \$3.50	105
10 shop tables, @ \$10.00	100
Tools	50
1 organ	150
Maps, charts, etc.	100
Science apparatus	100
Playground apparatus	100

TOTAL FOR BUILDING AND EQUIPMENT \$8,953

Annual Budget

Principal's salary	\$ 600
5 teachers' salaries @ \$400	2,000
Janitor	120
Heat and light	200
Repairs	100
Books and stationery	50
Miscellaneous	100
Total	\$3,170

Less tuitions:-

80 pupils (years 1-4) @ \$.50 per mo.	\$360	
40 " " 5-6 " 1.00 " "	360	720

NET TOTAL BUDGET \$2,450

3. Secondary Laboratory and Normal School

This school must serve a double purpose:-

(1) It will be a regularly organized 6 year middle school, and as such serve as a laboratory school for students in the University who are preparing to be teachers in middle schools. Here they will observe the processes of secondary education and find opportunities for practice teaching.

(2) This school will also be a normal school for students of middle school grade who are preparing to become teachers in primary schools and kindergartens.

The School will make provision for boys and girls alike. At present the plan is to have a coeducational school but not coeducational classes. (This is in accordance with the recommendations of the China National Educational Association, passed at the Annual Meeting in 1919) The Assembly Hall, laboratories and class-rooms will occupy a central court, and be used for both boys and girls, but in separate classes and meetings. On one side will be a court exclusively for girls, on the other side one exclusively for boys. In these separate courts will be located the dormitories, dining halls, and playgrounds. This plan makes possible a great saving in buildings and equipment, permits such limited social intercourse between the sexes at this age as is sanctioned by the best opinion, provides primary teacher education for pupils of both sexes, and also renders the one institution entirely serviceable as a laboratory school for University students of education, both men and women. If there are future changes in China making advisable a greater degree of coeducation in secondary schools, adjustments can be made in this school without any waste in building or equipment.

In maintaining this school numbers will be strictly limited in accordance with the purposes stated above, so that there will be the minimum of competition with other middle schools. The only expansion contemplated will be in the normal department, if so be that future requirements call for the training of larger numbers of primary school and kindergarten teachers.

If the school can be conducted in accordance with these plans, and with the operating budget indicated below, the output each year would be 25 trained primary teachers, and 25 middle school graduates, at the average cost per individual of about \$320. In addition a number of University students of education, preparing for secondary school teaching, would be provided with a laboratory school without additional cost.

A. Limitation of Pupils:-

Lower Middle School, 3 years' course, ages 13-15
 Boys, 3 classes limited to 20 each, total 60
 Girls, 3 " " " " " " " 60

Higher Middle School, 3 years' course, ages 16-18
 Boys, 3 classes limited to 15 academic students each of
 to 25, with the inclusion of normal students, the number
 of normal students not to exceed one-half the total number
 in each class: total of 3 classes, 75
 Girls, the same limitations, " " " " " 75

TOTAL NUMBER FOR THE ENTIRE SCHOOL 270 students

B. Staff (not including teachers of professional subjects
in Education)

- 1 Principal, preferably a man
- 1 Vice-principal and dean of girls, a woman
- 8 Departmental teachers in academic subjects, men and women
- 1 teacher of manual arts for boys
- 1 " " domestic " " "
- 1 Physical director for boys, teaching physiology and hygiene
- 1 " " " girls, " " " "
- 1 superintendent of buildings
- 2 janitors
- 1 matron

C. Buildings and Grounds

Buildings, 1 story, Chinese construction, space required
3-4 acres.

1 Assembly hall for 200 people (about 30'x60')	\$4,000
1 Study hall (for supervised study) 75 students each (each about 20'x35', 3 chien)	1,500
1 Library (20'x35', 3 chien)	1,500
6 classrooms, 25 students each (14'x20', 2 chien) ...	3,000
2 Science laboratories, 25 students each (14'x30', 3 chien)	2,000
2 manual arts rooms, 20 students each (12'x30', 3 chien)	1,000
2 store rooms, (12'x10', 1 chien)	100
1 office, (12'x20', 2 chien)	400
2 teachers' rooms, (12'x20', 2 chien)	800
2 servants rooms, (12'x12', 1 chien)	400
Boys' dormitories, (25 chien) 3 boys each @ \$200	5,000
" dining room, (14'x35', 3 chien)	1,200
" kitchen and storeroom, (12'x30', 3 chien)	600
" bathroom and toilets, (12'x30', 3 chien)	800
Girls dormitories, (25 chien) 3 girls each @ \$200 ..	5,000
" dining room, (14'x35', 3 chien)	1,200
" kitchen and storeroom, (12'x30', 3 chien)	600
" bathroom and toilets, (12'x30', 3 chien)	800
Heating installation for the plant	7,500
Plumbing " " " "	2,500
Electric " " " "	800
Compound walls, 800' linear @ \$200	1,600

TOTAL FOR BUILDINGS AND GROUNDS \$42,600

D. Furniture and Equipment

Assembly Hall:-	75 double desks @ \$10.00	\$750
	50 chairs @ \$4.00	200
	1 organ	200
	1 desk	10
Study Hall:-	40 double desks @ \$10.00	400
	1 table	10
	5 chairs @ \$4.00	20
Library:-	10 bookcases @ \$20	200
	6 tables @ \$15	90
	60 chairs @ \$4.00	240
	Books	3,000
Classrooms:-	150 tablet arm chairs @ \$4.00	600
	6 tables @ \$5.00	30
	20 chairs @ \$4.00	80
Laboratories:-	Furniture	1,000
	Apparatus	3,000
Workshops:-	Furniture, tools, etc.	400
Dormitories:-	150 beds @ \$4.00	600
	150 tables @ \$4.00	600
	150 chairs @ \$3.00	450
Dining-room and Kitchen:-	tables & Stools	300
	equipment	200
Playground:-	apparatus	<u>400</u>
	Total for equipment	\$12,780
	GRAND TOTAL FOR BUILDINGS AND EQUIPMENT	\$55,380

E. Annual Budget

Salaries and Wages:-

Principal	\$3,000
Vice-principal	1,500
1 teacher of English	1,500
5 teachers @ \$900	4,500
6 " " \$600	3,600
1 teacher of music	1,500
Superintendent of buildings	300
2 janitors	240
1 matron	150
Heat and Light	1,000
Repairs	500
Clerical help	200
Books and Periodicals	500
Office Expenses	100
Miscellaneous	100
Total	<u>\$18,690</u>

Less income:-

200 tuitions @ \$20 (Normal students free)	\$4,000	
150 room rents @ \$10	<u>1,500</u>	5,500

TOTAL NET BUDGET

13,190

KINDERGARTEN TRAINING

Provision for the training of Kindergarten teachers will be made in the normal department of the Middle School, and no special buildings will be required. The laboratory Kindergarten should be established in close proximity to the Primary Laboratory School. Estimates for cost of equipment and operation are as follows:-

Buildings:-

2 rooms, (about 15'x22', 2 chien each)	\$1,000
1 teachers' room (11'x11', 1 chien)	200
1 cloak room (11'x11', 1 chien)	200
Heating, lighting and plumbing installation	250
Furniture and equipment	<u>300</u>

TOTAL

\$1,700

KINDERGARTEN TRAINING (cont.)

Annual Budget:-	
1 Kindergarten teacher, salary	\$360
Heat and light	100
Repairs and miscellaneous	<u>100</u>
Total	\$560
Less tuitions, 25 children @ \$1.00 per month each	<u>\$225</u>
NET BUDGET	\$335

(Note:- The statements of cost above do not include the salaries of the six members of the staff in the Department of Education nor the sum required to erect a building for this department as one of the academic buildings of Peking University (see Mr. Murphy's original building program))

DEPARTMENT OF EDUCATION AT TSINAN

The location of the work described above at Tsinan would involve certain changes, the most important of which are indicated in what follows.

1. If primary teacher education only be located there:-
 - (a) At least two fully qualified teachers of education would be needed to provide for the professional subjects--or three if Kindergarten training be included;
 - (b) Buildings already in existence might be available for the laboratory primary school (and the kindergartens) thus avoiding further cost of buildings. The operating budget would remain about the same;
 - (c) If boys' and girls' middle schools are developed in connection with the University there, there would be no limitation (or at least not the one indicated) in the number of academic students. Normal students would receive their training in the normal department of these middle schools
2. If secondary teacher education also be located in Tsinan:-
 - (a) the middle schools to be located there would provide the necessary educational laboratory facilities;
 - (b) The full staff of at least five (or six) teachers of professional subjects would be required;
 - (c) A complete senior college of arts and sciences, or something essentially equivalent to it, would be required.

Peking
March, 1922 $\frac{1}{2}$

H. S. G.

School of Education

**Teachers College
Columbia University
New York**

October 20, 1922.

**SCHOOL OF EDUCATION
OFFICE OF THE DIRECTOR**

file

Dr. H. W. Luce,
Peking University,
156 Fifth Avenue,
New York City.

My dear Dr. Luce:

You ask for my opinion concerning the establishment of a Teachers College at Peking in connection with the Mission University, and my reasons for it. I am very glad to state these and to do so in the briefest terms possible.

First. Practically all students of the mission situation in China, and most missionary administrators agree that the outstanding need is for the development of the teacher training in the mission institutions, particularly the universities. The recent educational commission has stressed this point. The reason for it is clearly seen. The maintenance of the present strength of the Christian Church and more especially its advance depends upon an educated laity. This can only be attained by a large staff of Christian trained teachers, both in mission schools and in government institutions.

Second. The educational institutions can not compete with the native Christian private and government ones unless there is at hand a body of trained teachers. The government schools have a higher standard of teacher training than have the American public schools. Practically all of their teachers must have a four year professional training,

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and this is given them without expense, as we do the prospective military and navy leaders at West Point and Annapolis. Unless the Christian Church lays great emphasis upon this immediately it will lose first its prestige and then real power and influence.

Third. One of the greatest contributions that the Christian Church can make to China is through proposed educational ideas and practices, based upon christianized democratic principles.

Fourth. When the question is raised why this should be done, the answer is, in all Christian colleges and universities, and perhaps in a number of middle schools, but it should head up in a Teachers College of the highest grade, at some center. In my judgment the center should be the intellectual and cultural and educational center of Chinese life; without question this is in Peking. A further reason is found in the fact that the majority of higher educational institutions supported by the Chinese government are found in Peking. Here is their leading university and their leading higher normal school. As a matter of fact neither the university nor the higher normal school are as progressive or as up to date as the two government institutions at Nanking, because these latter are staffed nearly altogether by American returned students, while those at Peking are largely staffed by and almost wholly dominated by teachers and administrators trained in Japan. Consequently, there is very great opportunity there for a mission institution

of the higher grade in the training of teachers, exerting a very great influence and achieving an outstanding position. But to my mind there is no need of attempting this unless it can be done in a creditable manner. A weak and struggling institution or one doing perfunctory work, or one manned by inexperienced and untrained teachers, carrying out the frequent American educational game of bluff, will not answer. If the work must be inadequately staffed and supported, it would be best not to attempt a pretentious scheme at the capital. Better leave the more elementary and introductory work for the other institutions.

I am convinced, from my study of the whole Chinese situation, and from residence in Peking, which enabled me to visit all the government institutions, that the mission institution of the highest type should be located there and that it should have a strong department for the advanced study and investigation of the educational problem as well as a strong department for the training of teachers. (While I believe that this institution should be located in Peking, I must add that I think it would be in better grace with the Chinese if was not called the Peking University. May I add also that this, in my judgment, will not militate at all against the building up of a strong teacher training institute in connection with the Shantung University at Tsinan. I think this ought to be done, and at the earliest possible date, although I do not believe it needs to be quite comprehensive or so advanced as

the one at Peking.)

As it would take some time to work out any budgetary scheme for the conduct of such a school or an estimate of its plant, I shall have to defer further comment until a later date.

However, I am answering your letter immediately in order that you may know just what I think concerning the development of the University at Peking.

I am

Sincerely yours,

Paul Monroe

Paul Monroe,
Director.

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New England Branch

of the

Woman's Foreign Missionary Society

of the

Methodist Episcopal Church



PRESIDENT
MRS. FRED H. MORGAN
132 BROOK STREET
WOLLASTON, MASS.

CORRESPONDING SECRETARY
MRS. MARY CARR CURTIS
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

SECRETARY OF HOME BASE
MISS CLEMENTINA BUTLER
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

ASSISTANT CORRESPONDING SECRETARY
MRS. LUCIE MEARS NORRIS
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

ASSISTANT SECRETARY OF HOME BASE
MRS. ARTHUR E. BENNETT
40 WARWICK ROAD
BELMONT, MASS.

TREASURER
MISS SOPHRONIA B. RICH
20 SARGENT STREET
NEWTON, MASS.

N.B. - "No." = "Number of".

Historical

The first school for Chinese girls was opened in Singapore in 1825 by Miss Grant, an English woman.

In 1837, Miss Aldersey, also an English woman, opened a school for Chinese girls in Java.

In 1844 Miss Aldersey opened the first school for Chinese girls in China.

In 1899 the first school for Chinese girls was opened by Chinese in Shanghai.

This was closed by edict of the Empress Dowager in 1900. From 1901 - 1906 schools began again, and grew slowly.

In 1912 the schools for girls were reorganized and given strong impetus by the republic.

Present Situation

No. girls in govt. schools, 1917.	- 177,237	in mission schools	62,970
No. Boys " " " "	- 3,898,065	" "	143,797
Totals -	4,075,302		206,767

These figures are more or less approximate but they show several things -

1. The rapid comparative growth of the no. of girl-students under the govt.
2. The ^{large} proportion of girls in mission schools shows the comparative open-mindedness emphasis of Christians on education of women.
3. The evident need for education of girls in both govt & mission Schools.

AN ANNUITY BOND OF THE WOMAN'S FOREIGN MISSIONARY SOCIETY IS A GOOD INVESTMENT

From survey volume 1922(?)

0315

PRESIDENT
MRS. FRED H. MORGAN
132 BROOK STREET
WOLLASTON, MASS.

CORRESPONDING SECRETARY
MRS. MARY CARR CURTIS
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

SECRETARY OF HOME BASE
MISS CLEMENTINA BUTLER
WESLEYAN BLDG., COPLEY SQ.
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40 WARWICK ROAD
BELMONT, MASS.

TREASURER
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20 SARGENT STREET
NEWTON, MASS.

There are today 4 colleges for women in China under mission and denominational control.

Yinling	with approximately	100	students at	Nanking
Yenching	"	100	"	" Peking
x West China U.	"	10	"	" Chengtu
Hwa Nan	"	70	"	" Foochow

Many other mission colleges admit women on a coeducational basis -

Canton Christian College	in 1921	-	23	girl students.	Canton
Shanghai Baptist College	"	-	9	"	Shanghai
Yale-in China	"	-	2	"	Changshu

Perhaps this is not a complete list. New colleges are constantly growing up.

Universities admitting women under Chinese auspices.

National University of Peking	in 1920	-	20	girl students
Southeastern "	of Nanking	"	15	"
Nankai "	" Tientsin	"	16	"

These numbers have grown rapidly in the last three years. Other universities may also have admitted girls.

AN ANNUITY BOND OF THE WOMAN'S FOREIGN MISSIONARY SOCIETY IS A GOOD INVESTMENT

x Coeducational
o Survey Volume - Christian Education in China § 433-434

0316

PRESIDENT
MRS. FRED H. MORGAN
132 BROOK STREET
WOLLASTON, MASS.

CORRESPONDING SECRETARY
MRS. MARY CARR CURTIS
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

SECRETARY OF HOME BASE
MISS CLEMENTINA BUTLER
WESLEYAN BLDG., COPLEY SQ.
BOSTON, MASS.

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40 WARWICK ROAD
BELMONT, MASS.

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MISS SOPHRONIA B. RICH
20 SARGENT STREET
NEWTON, MASS.

Women and girls are entering industry and business in great numbers. I know of no great survey of their numbers, but would place the number of girls in factories; cotton and silk filature mills, match factories, peanut industry, weaving, etc. at almost as many as are in school. Shanghai, Wusih, Tientsin, are among the great centers -

A woman, Mrs. Heiung Hui Ling of Peking is dedicating her wealth and time to the 1000 Character movement for illiterates. She would be glad to send you information regarding it. Address her % Dr. W. J. Tao, Palace of the Emperors, Nat. Assn. for the Promotion of Ed. Peking -

Trusting these bits may prove helpful,
Ida Belle Lewis.

AN ANNUITY BOND OF THE WOMAN'S FOREIGN MISSIONARY SOCIETY IS A GOOD INVESTMENT

0317

PLANS AND ESTIMATES FOR THE DEPARTMENT
OF EDUCATION.
OF
PEKING UNIVERSITY (YENCHING TA HSUEH).
PEKING, CHINA.

- June, 1924 - -

Purpose and Scope

The Department of Education in the University should be extended and strengthened in order to provide high-grade professional training for teachers, especially teachers of High Schools, and those who are to supervise elementary schools and train teachers for these lower schools. The extreme importance of this work is seen from the fact that, responsive to the demand in a land where scholarship and teaching has been honored for centuries, about 45% of the graduates of Peking University enter educational work. This is more than twice as many as enter any one other vocation. The majority of these find their places as teachers in High Schools.

At the present moment there is no place in all this vast land where such training is adequately given; and yet this subject is one of the most comprehensive and vital of the Social Sciences.

Efficient work in the Department of Education demands a complete system of attached Laboratory Schools, from the Kindergarten to the High Schools. Such schools are as essential to the work of the department as laboratories are to the physical sciences. Every year of progress in the science and art of education make more imperative the need for such equipment. These attached schools of different grades are needed not only that each many serve a particular group of students undergoing a particular type of training, but in order that the system of schools may be complete, and all teachers and students in the Department may have before them constantly in concrete form the different stages in the educative process. These schools should also, in the greatest possible measure, serve as models valuable for imitation elsewhere.

The pupils in these schools will of course not be members of the University. Their numbers will be strictly limited, and the schools strictly controlled, according to their function as laboratory schools.

A beginning has been made in our present Department of Education. Altho working under exceedingly cramped conditions and inadequate staff, the success has been such as to indicate with absolute clearness the necessity for expansion into a School of Education, for which the past experience is a sure foundation on which to build.

In view of the fact that it may take several years to secure the added staff and put new plans into operation, the development

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may be divided into two stages.

First Stage: Undergraduate Course in the University

A. The present staff of six should be freed from all work in other Departments and the member increased to ten.

B. Laboratory Schools should be established as follows:

1. The High School. The school will serve a double purpose. It will be a regularly organised six-year High School, and as such will serve as a laboratory school for students in the University preparing for work in secondary schools. Here they will observe the processes of secondary education and find opportunities for practice teaching. This school will also comprise normal Departments for students of High School grade who are preparing to become teachers in elementary schools and kindergartens.

The school will make provision for boys and girls alike. At the present time the plan is to have a coeducational school, but not coeducational classes. The assembly hall, laboratories, library and classrooms will occupy a central court or building, to be used by both boys and girls, but in separate meetings and classes. On one side will be a court exclusively for boys, and on the other side one exclusively for girls. In these separate courts will be located the dormitories, dining halls and play-grounds.

Pupils in this Laboratory School will be limited:

In Junior High School to 60 girls and 60 boys
In Senior High School to 75 girls and 75 boys

Staff (in addition to the ten (mentioned above) in the Department of Education):

- 1 Principal (probably a man)
- 1 Vice-principal, and dean of girls (a woman)
- 8 Departmental teachers, men and women.
- 1 Teacher of manual arts for boys.
- 1 Teacher of domestic arts for girls.
- 1 Physical director for boys, teaching physiology and hygiene.
- 1 Physical director for girls, teaching physiology and hygiene.
- 1 matron.
- 3 janitors. 1 Gatekeeper.

Buildings and Equipment

	<i>U.S. Currency</i>
Building for Common use of all departments....	\$40,000
Equipment: General \$4000:Books \$1500.....	5,500
Buildings for Girls Dormitory Court, 75 Pupils	8,000
" " Boys " " "	<u>8,000</u>
	\$61,500

Annual Budget:
 Total estimated expenditure.....\$10,000
 Less tuitions, \$2500; Room Rent \$1000..... 3,500
 \$ 6,500

2. The Elementary School A coeducational day-school, 6 years' course. Ages, 6-12. Classes limited to 20 pupils each. or 120 in all.

Staff: 1 Principal
 3 Teachers of general subjects
 1 Teacher of practical arts for boys and play director
 1 " " " " " girls " " "
 1 Janitor

Buildings and Equipment:
 Estimated cost of buildings.....\$ 5,000
 Furniture and apparatus..... 1,000
 TOTAL \$ 6,000

Annual Budget:
 Estimated Expenditures.....\$ 2,000
 Less estimated tuitions..... 300
 Net 1,700

3. The Kindergarten. Provision for the training of Kindergarten-primary teachers will be made in the normal department of the High School and no other buildings will be required for them. The laboratory kindergarten should be established in close proximity to the elementary school.

Staff: 1 Kindergarten-primary teacher.

Buildings:
 Buildings \$1,000, Equipment \$500; Total \$1500

Annual budget:
 Total estimated, \$400, less tuitions \$100. Net \$300

Summary of Additional Costs for First State

For Buildings and equipment
 High School.....\$61500
 Elementary School..... 6000
 Kindergarten..... 1500 \$69,000

For Annual Budget
 High School..... 6500
 Elementary School..... 1700
 Kindergarten..... 300
 Total 8500

Representing income from endowment @ 5% of Total for Buildings and endowment..... 170,000
 \$ 230,000

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Second State: Undergraduate and Graduate Courses in the University.

During the past four years the Department of Education has repeatedly received requests to provide graduate courses in education. The Department has consistently refused these requests, believing that its first duty was to expand and strengthen the undergraduate courses. But the growing influence of our University, located at the great educational center and capital of China, and the unique opportunities which confront it, combine to constitute a call for the development of graduate courses, and the Department of Education should be prepared to share in this responsibility.

The enormous expansion in education which is increasingly taking place in China, and the great expense of study abroad which limit this privilege to a very small number of educators, demand that at the earliest possible time there be provided in China high grade professional training for Christian educators.

To meet this need for graduate study the Department of Education should advance to the Second State of development. To provide for this the following estimates as to staff, buildings and costs are presented.

Staff:	
5 additional professors at an average annual salary of \$2500.....	\$12500
2 fellowships for study abroad, at an average including travel, of \$1500.....	3000
Fund for research.....	1500
Total	<u>\$17000</u>

Buildings:	
1 department of education building.....	50000
5 residences at \$7000.....	35000
Total	<u>\$85000</u>

Summary for Second State:	
For staff, \$17000, representing income from endowment of.....	G\$340000
Buildings.....	85000
Total second state.	<u>G\$425000</u>

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June 15, 1924

PEKING UNIVERSITY (Yenching Ta Hsueh)

PLANS AND ESTIMATES FOR THE DEPARTMENT OF EDUCATION

First Stage: Undergraduate Courses in the University

SCOPE AND PURPOSE. In present conditions the Department of Education in the University should provide for the professional education of teachers and administrators for both secondary and elementary schools, and offer in the University curriculum the courses in education which the subject demands as one of the most comprehensive and vital of the social sciences.

Statistics of our alumni indicate that about ~~xxx~~ 45% of the graduates of the University will enter educational work, and the majority of these will find their places in middle schools. The professional education of middle school teachers demands a laboratory middle school attached to the Department of Education.

In elementary education the University does not assume responsibility for the professional education of the rank and file of elementary teachers. This function belongs, at least for the present, to the normal schools and to the normal departments of middle schools. But the professional education of teachers for these normal schools and departments is an important function of the Department of Education in the University. Effective professional education of this type demands that there be in the attached middle school already mentioned a normal department to serve as a normal laboratory school for university students. This normal department in the middle school will prepare elementary school teachers, although in very limited numbers. (The Kindergarten-Primary Normal Course will be one course in this normal department in the middle school). In order to make this work effective an attached elementary school will be required. Furthermore, university graduates, both men and women, will be in demand as principals and supervisors of elementary schools, and this increases the need for thorough training in education at the elementary school level.

Efficient work in the Department of Education therefore demands a complete system of attached laboratory schools, from the kindergarten to the middle school. Such schools are as essential to the work of the department as laboratories are to the physical sciences. Every year of progress in the science and art of education make more imperative the need for such equipment. These attached schools of different grades are needed not only that each may serve a particular group of students undergoing a particular type of training, but in order that the system of schools may be complete, and all teachers and students in the Department may have before them constantly in concrete form the different stages in the educative process. These schools should also, in the greatest possible measure, serve as models valuable for imitation elsewhere.

The pupils in these schools will of course not be members of the University, and their numbers will be strictly limited, and the schools strictly controlled, according to their function as laboratory schools.

THE DEPARTMENTAL STAFF. Making allowances for absences the present available staff numbers six, four men and two women. More than half of

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these are compelled to divide ~~their~~ time and assist in other departments. The minimum requirement for the staff would be six fully qualified, full-time teachers. Allowing for furloughs and other contingencies, and for some expansion beyond the most meager requirements, the staff should be increased to ten.

The members of the Department believe that, in view of the fact already mentioned, that about 45% of the university graduates enter educational work--more than twice as many as enter any one ~~xxxxxxx~~ other vocation-- the University should make provision in its general budget for this moderate increase in staff, enabling the Department to provide efficiently for the undergraduate work. For this reason the additional costs for ~~the first~~ First Stage, set down below, do not include salaries and residences for these four additional members of the staff.

THE LABORATORY SCHOOLS. 1. The Middle School. This school, as already indicated, must serve a double purpose. It will be a regularly organized six-year middle school, and as such will serve as a laboratory school for students in the University preparing for work in secondary schools. Here they will observe the processes of secondary education and find opportunities for practice teaching. This school will also comprise normal departments for students of middle school grade who are preparing to become teachers in elementary schools and kindergartens.

The school will make provision for boys and girls alike. At the present time the plan is to have a coeducational school, but not coeducational classes. The assembly hall, laboratories, library and classrooms will occupy a central court or building, to be used by both boys and girls, but in separate meetings and classes. On one side will be a court exclusively for boys, and on the other side one exclusively for girls. In these separate courts will be located the dormitories, dining halls and play-grounds.

Limitation of pupils.

Junior middle school, 3 years' course. Ages, 13-15.

Boys, 3 classes, limited to 20 each, total 60

Girls, 3 " " " 20 " " 60

Senior middle school, 3 years' course. Ages, 16-18.

Boys, 3 classes, limited to 15 academic pupils each, or to 25, including normal students, the number of normal students not to exceed 1/2 the total; total, 75

Girls, the same limitations, total, 75

Total maximum number for the entire school, pupils, 270

Staff (not including teachers in the Department of Education).

- 1 principal (probably a man).
- 1 vice-principal, and dean of girls, a woman.
- 8 departmental teachers, men and women.
- 1 teacher of manual arts for boys.
- 1 teacher of domestic arts for girls.
- 1 physical director for boys, teaching physiology and hygiene.
- 1 " " " girls, " " " "
- 1 matron.
- 3 janitors. 1 Gatekeeper.

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Buildings and Equipment. (See accompanying statement for details).

Buildings for common use, one-story construction,	\$57000.	(L.C.)	
(Or) " " " " two " "			\$77000.
Equipment: general, \$7000; books, \$3000	10000		10000.
Buildings for girls dormitory court, 75 pupils,	13500		13500 X
" " boys " " 75 "	13500		13500
Total for the middle school, all one-story L. C.	\$73600		
" " " " " part two-story			\$115600

(Note. Two alternative plans are proposed for the central buildings in common use. One plan calls for one-story buildings, Chinese style, around a common court. The other calls for a large two-story building, also in Chinese style, at a higher cost.)

Annual Budget.

Total estimated expenditures,	L. C. \$17210.
Less tuitions, \$6000, and roomrents, \$5000	<u>9000</u> net \$8210

2. The Elementary School. A coeducational day-school, 6 years' course. Ages, 6-12. Classes limited to 20 pupils each, or 120 in all.

Staff.

- 1 principal
- 3 teachers of general subjects
- 1 teacher of practical arts for boys, and play director
- 1 " " " " " girls, " " "
- 1 janitor

Buildings and equipment.

Estimated cost of buildings	\$ 3000
Furniture and apparatus	<u>1000</u>
Total,	\$ 3000

Annual Budget.

Estimated expenditures,	\$ 3170
Less estimated tuitions,	<u>720</u> net \$ 2450

3. The Kindergarten. Provision for the training of kindergarten-primary teachers will be made in the normal department of the middle school and no other buildings will be required for them. The laboratory kindergarten should be established in close proximity to the elementary school.

Staff.

- 1 kindergarten-primary teacher.

Buildings.

Building, \$1400, Equipment \$300; Total,	\$ 1700
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Annual budget.

Total estimated, \$380, less tuitions, \$225, net	\$ 355
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Summary of Additional Costs for First Stage.

For buildings and equipment		
Middle school (The larger estimate)		\$ 113600.
Elementary school		9000
Kindergarten		1700
Total		L. C. \$ 124300
For Annual Budget		
Middle School	\$ 8210.	
Elementary school	2450	
Kindergarten	555	
Total	\$10995.	
Totals in U.S. gold		
Buildings and equipment L. C. \$ 124300, approx. Gold \$ 68000.		
Annual budget, L. C. \$10995, approx. Gold \$6000,		
representing income from an endowment of		120000
Totals for buildings and endowment,		Gold \$ 186000.

Second Stage: Undergraduate and Graduate Courses in the University.

During the past four years the Department of Education has repeatedly received requests to provide graduate courses in education. The Department has consistently refused these requests, believing that its first duty was to expand and strengthen the undergraduate courses. But there are many evidences that the location of the University at Peking, and the unique opportunities which confront it, will soon constitute a call for the development of graduate courses, and the Department of Education should be prepared to share in this responsibility.

The enormous expansion in education which must soon take place in China, and the great expense of study abroad which limit this privilege to a very small number of educators, demand that at the earliest possible time there be provided in China a high grade of professional training for Christian educators.

To meet this need for graduate study the Department of Education should advance to the Second Stage of development, and to provide for this the following estimates as to staff, buildings and costs are presented.

Staff.

5 additional professors at an average annual salary of L. C. \$4000		L.C. \$20000
2 fellowships for study abroad, at an annual average including travel, of \$2500		5000
Fund for research		1000
Total		\$ 26000

Buildings.

1 department of education building		\$ 100000
5 residences at \$10000		50000
Total,		L. C. \$ 150000

Totals in U. S. gold.

For staff, \$26000, approximately gold \$13500,		
representing income from endowment of		Gold \$ 270000
Buildings, \$150000, approximately gold		80000
Total second stage	\$350000	\$ 350000

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AN INSTITUTE OF EDUCATIONAL RESEARCH

The Educational Commission of 1921-2 strongly advocated the establishment in China of an Institute of Educational Research. The following paragraphs from the Commission's Report indicate the general plan and purpose:

"It is a matter of fundamental importance that somewhere in China there be established an institution primarily for educational research, strong enough to make a beginning of the study of the whole educational field. There is a tremendous number of problems that need investigation, many of which have been investigated for other countries, but never for China. The general aim of the institution should be, by cautious experimentation and careful thought, to discover for each type of work that kind of education which is best adapted to produce a community that will be physically, economically, intellectually, and morally ~~strong enough~~ so strong and efficient as itself to be able to leaven the life of China."

"The Institute of Educational Research when fully developed will be expensive, but the results should amply justify the expense. No great expenditure should be made for buildings and plant, the main items being salaries of the staff and provision for publication and research. A few advanced students could be received at once and act as research assistants. No degree below the Master's or Doctor's should be given."

"The equipment should include offices, one or more experimental schools, and - - - - -housing for students and faculty. Great numbers of students should neither be expected nor allowed, the quality of the product and the research of the faculty, being the objectives." (Report of the Commission, sections 251-257, 718).

The report of the Commission as published does not specify the location of this Institute in Peking, but the discussion in the Commission at the time, and conversation and correspondence with members of the Commission, make it clear that Peking was the location favored. The reasons for this are so obvious that it is unnecessary to argue the point here. The reasons for having this Institute affiliated with Peking University are also equally obvious. The advantages to the Institute of this affiliation would be: economy in buildings and equipment; studies in education and professional training constantly going on in the undergraduate and graduate sections in the University; the educational processes daily illustrated in the laboratory schools attached to the Department of Education; and the presence on the University staff of experts in psychology, sociology and other related subjects, who could render valuable assistance in research. The advantage to the Department of Education would be that the contributions to the science and art of education made by the Institute would be immediately available in the professional training of teachers and administrators. And the advantages to the University as a whole would be the example and stimulus in methods of research, and the contributions made to applied psychology, sociology and other subjects.

Following are tentative estimates of requirements and costs:
The Institute of Educational Research.

Staff and operating expenses.

1 director of the Institute, salary	L. C.	\$ 5000
4 research associates, Chinese and foreign at average salary of \$ 4000		16000
2 office secretaries, at \$ 3000		6000
4 clerical assistants at \$ 750		3000
Travel in China and abroad		12000
Research contingent fund		2000
Printing and publication		1000
Total	L. C.	\$ 45000

Buildings.

(Offices and rooms will be provided in the Department of Education Building)

3 residences at average cost of \$ 12000 L.C. \$ 72000

The Experimental School. (Not one of the regular laboratory schools of the Department of Education). Grades, Elementary School, 6 years; junior middle school, 3 years.

Staff and operating expenses.

Salaries of teachers, elementary department, L.C.	\$	3000
" " " junior mid. school "		4000
Light and heat		800
Repairs		400
Books and apparatus,		600
Janitor service		350
Incidentals		200
Total	\$	9350

Buildings and equipment.

Elementary department, a day school	L.C.	\$ 10000
Junior middle school, in part a boarding school		55000
Total	L.C.	\$ 45000

Summary of costs, with equivalents in U.S. gold.

For staff and operating expenses.	L.C.	Gold
Institute	\$ 45000	
Experimental school	9350	
Total	\$ 54350	
Total in gold, \$28000, equivalent to income on an endowment of		\$ 560000
For buildings and equipment.		
Institute	\$ 72000	58000
Experimental school	45000	24000
Total for buildings and endowment, gold		\$ 82000

GENERAL SUMMARY OF ESTIMATED COSTS IN U.S. GOLD

First Stage: Undergraduate courses.		
Buildings and equipment	\$ 65,000	
Endowment to produce annual budget of \$6000	<u>120,000</u>	
Total		\$ 185,000
Second Stage: Undergraduate and graduate courses.		
Buildings and equipment	80,000	
Endowment to produce budget of \$13,500	<u>270,000</u>	
Total		550,000
Institute of Educational Research.		
Buildings and Equipment	62,000	
Endowment to produce budget of \$28,000	<u>560,000</u>	
Total		<u>622,000</u>
Grand Total - - - - -		\$1,187,000

(Peking, June 13, 1924)

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