

316 4834

UBCHEA ARCHIVES
COLLEGE FILES
RG 11

Yenching
Academic
Department of Education
1925-1930

0329

8
8
8
4
8
3
9

CONFERENCE ON CHRISTIAN EDUCATION IN CHINA25 MADISON AVENUE NEW YORK, APRIL 6, 1925.ANTI-CHRISTIAN MOVEMENT IN CHINAby Dr. Harold Balme, President
Shantung Christian University.

March 5, 1925.

The Anti-Christian Movement, which is at present taking place in China, and which has been characterized by disturbances in various sections, presents a problem that must claim the attention of all interested in the missionary enterprise in that country. The actual form which the Movement is at present taking is not necessarily to be regarded as anything of a permanent nature, but the real importance of the Movement lies in the under-current of public opinion of which these sporadic outbursts are but the superficial eddies.

Dr. Warnshuis has requested me to draw up a statement with reference to the causes which have led up to this Movement, and its possible effect upon Mission policy. I am very glad to respond to that request, though I cannot claim that my observations of the situation are necessarily accurate or that the inferences which I have drawn from it will be justified by the course of events. I can merely offer these personal opinions as a contribution to the wider discussion which will take place.

I. CONTRIBUTING CAUSES.

The underlying causes which have led up to the Anti-Christian Movement may be regarded from three standpoints:

1. The Growth of Political Feeling. During the past fourteen years since the Republic was established in China there has been a steady growth of political opinion in the country, and although the present political situation is in some senses more chaotic and more hopeless than it has appeared since the days of the Tsing dynasty, there are certain elements in the situation which are becoming increasingly clear year by year, and it is these factors which are probably affecting Chinese thought to an extent that we have hitherto failed to appreciate. They may be briefly summarized as follows:

(a) A Decline of Prestige of the Western Powers.

The outbreak of the world war and all the events which led up to China's participation in the conflict, had a profound effect on her attitude toward Western nations, and the events which followed the Armistice, and in particular the terms of the Treaty of Versailles, all contributed to the lowering of Western prestige in the minds of the educated classes. Prior to this, the victory of Japan in the Russian-Japanese war and the gradual decline in authority of some of the European nations, coupled with an increasing suspicion of the foreign policy of others, assisted in this change of attitude which has been so evident during the past two or three years. The very fact that the Western powers today are finding it increasingly difficult to assert their authority at Peking testifies to the change which has arisen in the situation.

0330

(b) The Growth of Nationalism.

Whilst on the one hand the political influence of the West has been declining in the Orient, there has been a marked growth of Nationalistic sentiment. This has been partly spontaneous, and partly a reflex of what has been taking place in India and Japan. Although still divided by a marked provincialism, China is increasingly beginning to think in national terms, and never more so than when she regards herself the object of attack or exploitation by one or the other of the Western powers.

(c) Reflex Effect of a Weak Central Government.

It is a strange phenomenon, but the irritation of the Chinese people toward Western Governments has appeared to grow in proportion to the weakness of her own central government within the last four or five years. This is possibly to be accounted for by the unfortunate and often contemptuous attitude which is taken by Western nationals and which has been seen in the dictatorial articles of the English and American press in China; the actions taken by the various Chambers of Commerce (particularly at the time of the Linchong affair); and the various references to China in Western lands. It is probably true of all of us that we are more ready to accept advice and criticism when our affairs are more or less prosperous than during a period when we are admittedly in an unsatisfactory condition, and unfortunately the tone in which such advice and criticism are offered to China often leaves very much to be desired.

(d) The Influence of Communism.

It is difficult to say to what extent Soviet propaganda is spreading in China and still more difficult to say whether or not such propaganda is actually subsidized from Russia, although there appears good reason to believe that this may be the case. It is, however, an undoubted fact that the influence of Communistic doctrine is spreading in China, and Dr. Sun Yat Sen and others have been on the friendliest terms with these propagandists. The particular line of attack which the various Communistic societies in China have developed is directed against the so-called imperialistic and capitalistic tendencies of the Christian movement. A large number of pamphlets and other form of literature have been brought out by these societies, and are increasingly being used on the occasion of large Christian conferences and the like.

(e) Education Regarded as the Sole Political Hope.

It is a very significant fact (and may possibly throw some light upon the selection of the mission schools and colleges as the main object of opposition) that within the last few years the student classes of China have more and more come to feel that the only hope of stabilizing the political situation of China lies in the wide-spread development of popular education, rather than in revolutionary methods or patriotic processions. The great impetus which has been given during the last two years to support the

efforts for the establishment of night-schools, the teaching of the one thousand characters, etc. etc. is largely due to this cause. In this way political feeling has been linked with a new sense of responsibility for the spread of education and with a desire to use such education as a means for welding the whole country together and fitting it for its national tasks.

2. Educational Development.

The past ten years have witnessed a remarkable progress in the educational development of China, and it is very encouraging to note that, whilst the country has been divided politically into a large number of different factions, the strongest unifying force in the land has been that of education. The conferences which have been held year by year have gathered together educators from every province in China, and political feelings have never been allowed to interfere with the matters under debate. In considering the bearing of these developments upon the spread of the Anti-Christian Movement, the following points must be remembered:

(a) The Growth in the Number and Influence of Modern Trained Christian Educators.

But a few years ago it was probably true to say that the majority of educationists in China, whose training had been along modern Western lines, were connected in one way or another with Christian colleges and movements. That day has long since passed. Today some of the strongest educational institutions in the country are entirely unconnected with the missionary enterprise and only a comparatively small minority of Chinese leading educationists are now to be found upon the staff of the missionary colleges and schools. The activities of the various educational societies of China are to be seen in the excellent conferences which they now organize, the text-books which they are increasingly beginning to publish, and the institutes, summer schools etc. which are being developed.

(b) The sense of Potentiality on the Part of the Chinese Educationalists.

Dr. Paul Monroe, on the occasion of his visit to China last Autumn, stated that the two elements in the educational situation of China in which he noticed the greatest change since his visit of three years previously were:- firstly, the growth of Anti-Christian sentiment on the part of educational leaders, and secondly, their new sense of potentiality. In spite of the fact that both government and private schools have been crippled for finances, and that the whole country has been unsettled, Dr. Monroe and other educational experts have all noted this growing sense of confidence on the part of the Chinese educators with reference to their ability to develop a sound educational system for their country. As soon as political conditions become quieter, and more adequate resources are available for educational development, there will probably be a marked and rapid development in government and private schools, wise preparations for which are already being made.

0332

(c) Suspicion of Motivation of Western Education in China.

However much we may deplore the fact, it is undeniable that Christian education, insofar as it is subsidized and staffed by the West, is under suspicion today in China. There are various causes which have led to this state of things;— the policy of "peaceful penetration" on the part of Japan in connection with the development of schools, etc. in Manchuria; the fact that before the World War the German government was proposing to subsidize German mission schools in China for the direct purpose of spreading German "ultur" and benefitting German trade; the action of the Associated British Chambers of Commerce in contributing a large sum of money toward British Schools and hospitals; and the widespread apprehension as to the possible use that will be made of the released Boxer indemnity funds. These and similar events have all helped to produce an attitude of suspicion on the part of leading Chinese as to the true motives underlying such an investment of men and money in educational enterprises in China. This suspicion has manifested itself in a double line of attack upon mission schools, partly political and partly anti-religious, to which I have already alluded in my letter to Mr. Oldham. (See Paper "E").

3. Religious Situation.

There are two factors in the religious situation in China, which, although diametrically opposed, have a possible bearing on the development of the Anti-Christian Movement. The first of these is the growing sense of independence of the Chinese Christian church, many members of which are becoming more and more restive under the restraints of missionary organizations. There is a strong feeling on the part of many Chinese Christians today that both Mission Boards and Missions are regarding their trusteeship of funds in a way that is liable to cripple the development of a strong and healthy indigenous church in China. On the other hand, there is also an Anti-religious Movement in China, which is at present directed far more against the Western character of the Christian enterprise than against Christianity as such. Both these factors may have some influence on the development of this Movement.

II. MANIFESTATIONS OF THE MOVEMENT.

On the surface, the chief form in which the Anti-Christian Movement is at present manifesting itself is that of incitement to disturbances in schools and colleges and in the effort to induce the central government to insist upon a large measure of control of all mission schools and colleges and the elimination of all forms of religious propaganda. Far more significant, however, is

0333

the attitude of the educated classes toward the spread of Christian education. This is not an attitude of actual hostility so much as a legitimate desire to see all forms of education in the country conforming to a single system amenable to the government educational authorities. However, we may interpret the actions which have been taken by the educational conferences, the fact remains that they represent a strong body of opinion which is challenging the right of mission schools to protect themselves behind special treaties obtained from China as the result of military defeat, and to regard themselves as being in consequence outside the ordinary laws of the land. It is probably only fair to say that these critics have failed to appreciate the efforts which have been made by many of these institutions to secure government recognition on condition of conformity with government regulations, nor the obstacles which have been put in their way by the authorities of the central Board of Education. We must, however, be prepared for some action in the near future which will challenge the preferential treatment which is at present given to mission schools and colleges in allowing them to operate without registration or without any regard to the educational requirements of the country.

III. ATTITUDE OF THE BOARDS OF MISSIONS.

I would like to suggest the following points as worthy of special consideration in view of the situation above described:

1. The Mission Boards at the home base and those of us who are connected in this work in China need to exercise infinite patience and imagination during these next few years, as it is almost inevitable that difficulties will arise in this period of transition. It is perhaps well for us to remember that what has happened in China is only what most of us would ourselves do under the same circumstances, and that while the anti-foreign and anti-Christian elements are unfortunate and embarrassing, they are not necessarily a permanent feature in the Movement. The fact that China is demonstrating her ability and desire to work out her own educational problems with efficiency and good hope of success is one that gives satisfaction and encouragement to all interested in her progress, and although the immediate stage may be somewhat difficult, everything will depend on the patience and sympathy with which we act.
2. The orientation of our educational policy to the Chinese viewpoint is an urgent question. Anything that we can do, as those responsible for missionary educational work, in the direction of securing larger powers of field administration, conformity with government regulations, and the appointment of an increasing number of Chinese members of the Boards of Management and Chinese administrative officers will be of infinite value at this time. A policy of drift or of waiting upon events would be most unfortunate.
3. Greater care than ever is needed in the selection of the particular type of missionaries who will be sent to China during the next decade. Apart from a vital Christian life and a keen sense of vocation there is nothing more important than a capacity to learn from other races and to regard the whole Christian enterprise in China from the point of view of the Chinese themselves.

0334

4. Lastly, I would like to suggest that what we need to do today is not to call attention to our rights, whether those of the extra-territoriality or those inherent in our investment of missionary capital, but rather to make ourselves indispensable in China by the high educational standards which we sent, the efficiency of our educational institutions and the strongly Christian character which we impart to our graduates. It is just in so far as those men and women are soon to be strong and public spirited lovers of their country, while at the same time possessors of earnest Christian character, that the presence of the mission school and college will be justified.

3
1
6
4
8
3
4

0335

CONFERENCE ON CHRISTIAN EDUCATION IN CHINANew York - April 6, 1925.

Extracts from a letter written by Dr. Harold Balme,
 President of Shantung Christian University, under
 date of January 21, 1925.

1. To understand the present situation in the educational sphere in China I think we need constantly to remind ourselves that for some years past Christian Education has been occupying somewhat of a false position, and that the true function of the Mission School or College has been largely obscured by the accident of circumstances. When mission schools were first started in China, their main objective was the provision of a simple education for the children of the Christian community under conditions such as would preserve and foster religious faith and understanding, and thus provide a trained leadership for the indigenous church. As time wore on, however, and as the attitude of China towards Western knowledge began to change, these schools began to be appreciated in an entirely new way, on account of the commodity which they had to offer, the value of which was being recognized. There was a growing demand for western science and history, for western medicine, for English, a demand such as the government and private schools of the country were unable to supply, and the mission schools and colleges were looked to, with more or less gratitude, as a means for meeting this demand. The result inevitably followed that, in the eyes of many, such Christian schools received a new justification, in that they were offering something to China of which she stood in sore need, that something being modern efficient education. It was only the few who remembered that such a state of things could only be temporary in nature, and that unless Christian education had a *raison d'être* in China which was unique in character, the time must unquestionably arrive when it would be superseded by a national educational system.

2. During the last few years there have been many indications that such a time is approaching.

In the first place there has been a rapidly increasing number of educational leaders in China, highly trained and well qualified, who have given their lives in the endeavor to raise China's national educational system to a level worthy of a country in which the scholar has always been held in highest esteem. Many of these men are themselves the product of Christian education, towards which they acknowledge a true debt of gratitude but all are men of patriotic motive, fired with the ambition to see their country able to care for its own educational problems, without any need to rely upon the help of other nationals. It is an interesting and significant fact that neither politics nor commerce succeeds in diverting these men from their main objective,--indeed, it may be asserted that during all the unrest and instability of the past few years the only sphere which has shown encouraging signs of progress and solidity has been that of education.

0336

In the second place, there has been a marked tendency towards corporate action on the part of these educational leaders. For many years past each province in China has had its own provincial educational association, but during this last decade there has come into existence a National Federation of such associations, which holds an annual conference to which each province sends regularly elected delegates. Actions brought before this Conference are also considered by the Provincial Associations, so that when agreed upon they have the force of the whole educational opinion of the country behind them, and carry irresistible weight with the Central Board of Education, which in almost every instance acts upon their recommendations. This was seen in striking fashion last year when the whole educational system of China was changed by the Board of Education, - nominally on the advice of a few experts specially called in to advise them, but actually as a result of the strong resolution passed by the National Federation of Provincial Educational Associations at Canton in 1923.

Nor is this development of a corporate spirit confined to the official educational associations. Within the past four years a number of private educational societies, situated in various parts of the country, have come together and formed one of the strongest associations existing in China at the present time, - the National Society for the Advancement of Education. This Society has its headquarters in Peking, and has already issued a series of invaluable monographs on various aspects of the educational problem, whilst its annual conferences, which are now attended by some hundreds of delegates from every part of China, always provide most informing and stimulating discussions. It is this Society which was responsible for the invitation to Dr. Paul Monroe to study and report upon the Middle School system during the year 1921, and which has since brought Professors McAll and Twiss to China for other investigations.

In the third place, in spite of the financial stringency from which all civil departments have suffered in China during the past few years, there has been a steady growth of well-equipped schools and colleges in certain parts of China, and a marked raising of standards, both as regards the qualifications of teachers employed and the quality of instruction offered. Universities such as the Government University at Peking, Nankai at Tientsin and South-Eastern at Nanking are today able to command the services of some of the finest teachers that modern China has produced, and the number of such institutions is steadily growing. Moreover, the facts that the lines connecting such institutions with the educational foundations of the West are now established direct, and that such a Board as the China Medical Board is more and more inclining to assist these National colleges, rather than those which are controlled and staffed by westerners in China, gives hope of still further improvement in equipment and plant. An even greater factor may also be available in the near future if, as is confidently hoped, a large portion of the released Boxer Indemnity Funds is placed at the service of these national schools and colleges.

3. Up to this last year there have been but few signs of actual hostility towards Christian schools and colleges, on the part of these educational leaders. Many of them, it is true, were inclined to belittle the Christian contribution in their pronouncements or articles upon the educational situation, whilst there was apt to be an absence of the usual spirit of comity in such matters as the engaging of teachers already under contract to missionary.

institutions; but apart from these general indications there was no active opposition. Such a feeling of opposition has, however, been steadily growing and my Chinese friends tell me that it has largely been brought about by the publication of the report of the China Educational Commission. It was that report which revealed to many of these Chinese educators the existence of what they came to feel was a dual system of education in the country, extending all the way from kindergarten to university, paralleling and even threatening to rival the government national system. Furthermore, this duplicate system of education had a propagandist objective, certainly religious in nature, and possible (as many of them thought) even political in purpose. Thus there sprung into existence two opposing forces, the one mainly nationalistic in motive, protesting against a system of schools controlled by the nationals of other lands, acknowledging no definite allegiance to China nor conformity with her educational requirements, and tending to weaken the sense of patriotism of the scholars; the other mainly anti-religious, protesting against compulsory religious services in a country whose educational system is purely secular in character, and demanding a complete religious freedom.

This spirit of opposition first came to light at the annual conference of the National Society for the Advancement of Education in July last, when a heated debate took place amongst the six hundred delegates present, and the following resolutions were passed:-,

1. That the Government be asked carefully to determine regulations for the registration of schools, to be observed by all schools in the country.
2. That there be two classes of registration, A and B. All schools and institutions of similar character should without exception be registered under Class B. Those schools that comply with the minimum government requirements as to curriculum, and which in inspection show nothing out of harmony with the form of government and national spirit of China, may be registered as Class A.
3. That students in schools that are not registered in Class A be denied the special privileges accorded to those in Class A schools.
4. That all foreigners using schools as means of aggression, when this is proved by inspection, should be restrained by the Government.

A further resolution, which was warmly discussed but finally laid on the table, read as follows:

That kindergarten, primary and middle schools that provide religious instruction or religious exercises be not allowed to register as Class A.

4. This matter was carried a still further stage three months later when the National Federation of Provincial Educational Associations held its annual conference at Kaifeng. This same topic came up for discussion (having been previously discussed by most if not all of the various provincial associations) and the following resolutions were passed:-

"Resolution VII. The Control of Education in China that has been maintained by foreigners."

"Reasons for Action:

Many evil effects have resulted from the maintenance of education in China by foreigners. Four outstanding ones are to be noted:

- (a) Education is the most important function of the civil administration. Foreigners have come to China and freely established schools without having them registered or examined by the Chinese authorities. This is an interference with the educational rights of the nation.
- (b) Each nation has its own policy for the education of its people. The racial characteristics and national ideals of foreigners are different from those of our country. For them to control our education causes many difficulties, and it is contrary to our own educational principles.
- (c) The educational work done by foreigners in China looks like charity, but it is really in effect a form of colonization. Students who have received education from Japanese, British, Americans, French or Germans will learn to love these nations and so will lose the spirit of national independence. This will injure the patriotic ideals of Chinese students.
- (d) If we investigate the content of their work we will find that most foreigners who are doing educational work in China usually have as their purpose either religious propaganda or political aggression. Education is simply a supplementary matter to them. They organize the school systems and the curricula in their own way, without any attempt to come up to the standards that have been established by the nation.

"Proposals. For these reasons the control of education by foreigners should be immediately and strictly limited, as follows:-

- (a) All schools and other educational enterprises established by foreigners should be reported and registered with the government.
- (b) The registration of schools established by foreigners should depend upon the fulfilment of conditions stated in the educational laws and regulations of both the central and local governments.
- (c) All schools established by foreigners should be under the supervision and inspection of the local authorities.
- (d) Teachers who serving in the schools established by foreigners should have the qualifications described in the educational law of China.
- (e) Tuition fees charged by schools established by foreigners should be in accordance with the regulations of the Peking Board of Education. These schools should not charge higher tuition than other private schools in the same district or province.

- (f) Students of schools which ~~have not~~ been registered with the Government should not enjoy rights and privileges enjoyed by students of government schools.
- (g) Schools which are not qualified to register with the government should be closed after a certain period.
- (h) All celebrations and ceremonies in schools established by foreigners should conform to the regulations of the government.
- (i) Foreigners must not use their schools or other educational enterprises to propagate religion.
- (j) All schools and other educational enterprises conducted by foreigners should be transferred to Chinese control after a certain length of time.
- (k) From the time of the announcement of these regulations foreigners should not be allowed to start any new educational enterprises.

"Resolution XXIII. No religious work should be allowed to be done in the schools.

"Various subjects of study have been incorporated in the school curricula with the purpose of training students to have a strong personality and a democratic spirit. Recently many persons have utilized their schools for religious purposes, enforcing compulsory religious teaching and worship; thus the educational aims have been lost, and many social troubles have been caused. For the benefit of society and the improvement of education schools should be required to have no religious teaching of any kind.

- (a) Preaching, religious teaching and worship should not be permitted in the schools.
- (b) The educational authorities should look after this matter. If any registered schools have religious practices, they should either lose the privileges of registration or be required to close.
- (c) Schools should treat all teachers and students alike."

5. The two resolutions above quoted are now before the Board of Education in Peking, and it is uncertain what action, if any, will be taken with regard to them, as they go beyond the ordinary province of the Department of Education and have an important bearing upon the foreign relations of the government. They are however very significant, in that they undoubtedly express the feeling of a large number of Chinese educators throughout the country. In this connection, an interesting commentary has recently appeared in a Chinese weekly paper named "Truth", which published an important article upon the Kaifeng Resolutions written by Mr. Wu Chen-chun, a Christian member of the Board of Education. After quoting the resolutions in full, and stating the pros and cons of Registration of Mission Schools, Compulsory Religious Instruction and Worship, Conformity with Educational Requirements, etc., Mr. Wu offers the following advice to all connected with the work of Christian Education in China:-

0340

- (a) The recent actions of the Educational Associations should on no account be treated lightly, as they represent a strong body of educational opinion throughout the country, and are likely to affect future legislation.
- (b) The Church should not shield itself behind the "unequal treaties" of the past, but should in all things recognize China's sovereign rights. In such matters as the planning of the curriculum, qualification of teachers, etc. Christian schools should strictly follow the requirements of the Government, and, like all other private schools, should apply for Government registration.
- (c) The Church should recognize that any educational work undertaken in China is in the nature of a contribution to China's educational system and is not merely as an instrument for the propagation of religion. The propagation of true religion does not consist in making children follow a required course of Biblical instruction, or attend compulsory religious worship, but rather in the lives and influence of the teachers reflecting the spirit of Christ. Compulsory religious teaching and worship should therefore be removed from the school curriculum, but opportunities should be afforded on a voluntary basis, both by regular and by special meetings, for the exposition of the teaching of Christianity, and for daily worship.
- (d) The present divided state of China, and her weakness in political matters, should not be used as an excuse for inaction, or as an occasion for ~~the~~ criticism of the Chinese educational system. Christian schools should rather concentrate their attention upon their own situation, and strive after real improvement of standards.
- (e) Special emphasis should be placed, in all Christian schools, upon the qualifications of teachers in Chinese classics and history, so that Christian schools may gain the reputation of being specially concerned to see that these subjects are well taught, and the foundations of true patriotism soundly laid.

I think it is not improbable that before long Christian schools will find themselves in the position which similar schools in Japan had to face in 1900, in which they must decide between the placing of religious instruction and attendance at religious services on a voluntary basis, or submitting to various handicaps consequent upon their inability to secure full government registration.

學大京燕
YENCHING UNIVERSITY
PEKING, CHINA.

OFFICE OF THE PRESIDENT

TELEGRAPH ADDRESS
"YENTA"

February 23, 1928.

Dr. J. Leighton Stuart,
150 Fifth Avenue,
New York City.

My dear Leighton:

This letter is to be written regarding the Department of Education. It may be a long one, but I hope you will be patient with me for I am writing under great conviction.

When I returned to the university last September two lines of duties seemed to be urgent. There was the great demand for my full time in the Department of Education and there was your call to help out in the President's office. I yielded to what seemed to be the larger duty, but tried to continue half time teaching in the department. Before the first semester was over I found that I had undertaken too much, and upon word of your delay in New York I decided in consultation with the Commission on Studies to give up for the second semester two of the three courses I was teaching.

Sacrifices the department has made. This is not the first time the work of the department has been sacrificed. In 1918-19, the first year of Yenching's united work, on account of the small staff I helped out in the Departments of Sociology and Mathematics. During the year 1920-21 I gave my whole time to the purchase of the university site, and to famine relief work. In 1923-24 I was in the President's office nearly all year, and again during the present year. During the three years from 1924-27 Mr. Tewksbury gave a large share of his time to University affairs in the registrar's office. These sacrifices the department has made have been in the interests of the university as a whole and we do not begrudge this assistance, but we cannot but recognize the fact that the department has thereby suffered in its development.

0342

A grievance. I feel that I have a real grievance against the university in respect to the Department of Education. I am inclined to keep it a good-natured grievance, but at the same time it is a real one. I am convinced that the university authorities including yourself do not have any genuine realization of the importance of the department or of the need for its proper equipment. I recall the presence of Dr. Downey during the first year you were in Peking. I fear the efforts he made to convince you that it was not wise to develop a normal department in the university had their effect, and apparently nothing that members of the department have been able to say or do since has been able to erase the impression which he made upon you. I had hoped that your service with the Educational Commission during 1921-22 would affect a change in your thinking on the subject and perhaps it did in a measure, but I still feel that fundamentally you do not realize what the department should be doing in the preparation of teachers for Christian and other schools in China. I hope in this opinion I am not doing you an injustice.

Evolution of Departmental plans. For many years the department has been making plans for development and trying to go forward with its work. The first statement of plans for the department in my files bears the date December, 1918. At the request of a committee of the university Council this statement of plan was revised in April, 1919. The committee of the Council in reporting these plans to the Council recommended, "That steps be taken to consult with the China Christian Educational Association to arouse interest and secure funds both in China and abroad". Again at the request of the Board of Managers this statement of plan was further revised and elaborated in May of that year. Again in 1923 the department revised and developed its plans and indicated very definitely the system of laboratory schools which would be needed in connection with the development of the university work at Haitien. In 1924 under the advice of Dr. Luce the plans were once more revised and presented in great detail to the Board of Managers meeting in June of that year. The report was accepted by the Board of Managers and the plan was recorded as the next important step in university development. You will doubtless find in the files in New York a copy of this plan, but fearing that the search may be difficult I am sending you a copy herewith.

In March 1925 the department again drew up a brief statement entitled, "Financial Needs of the Department of Education". A copy of this I presented to you in person I believe, and added some verbal explanations. As to the demands of the department I do not feel that I can present them now any better than they were stated in the document just referred to. Accordingly, I would like to quote the following sentences from that statement, "A year ago President Bowen of Nanking showed that 45% of the graduates of Christian colleges and universities in China enter

0343

some form of educational work. A similar study of our own alumni showed that 44% have entered educational work. This percentage is more than twice as large as that entering any one other vocation. In providing buildings for the university on the new site at Haitien the building for the school of Theology was the first erected. This was quite in order. But amongst all the other buildings under construction no special provision is made for the Department of Education. Excellent laboratories for the sciences are provided, but there are no buildings where the necessary 'laboratory schools' of the Department of Education can be conducted. Not only are none of these buildings under construction, but there are no funds for them; not only are there no funds for them, but no campaign to secure these funds has been planned.

For six years now the work of the department has been carried on at the temporary site in Peking without practice school facilities. In the courses given the instructors have been painfully conscious of the shortcomings of theoretical presentations without classes and schools for demonstration and experiment. We have excused ourselves to our students, and consoled ourselves in our own hearts, on the ground that these conditions were temporary, and we hoped that on the new site our need would be supplied. But we are now within a few months of the time for removing to Haitien, and neither the practice schools nor the funds to provide them are in sight. These discouraging conditions will soon inevitably affect the morale of the staff and the spirit of the work of the Department.

These are the considerations which lead us to urge the University authorities to plan for a special campaign for funds for the Department of Education as the next step in university development. We believe that the needs of this department should take precedence over those of all others, and that effort for expansion in other directions should not be made until funds are secured for the necessary buildings and equipment of our laboratory schools. It is surely time for justice to be done to the demands for the professional training of nearly one-half of our student body. And no other development promises to make so large a contribution to Christian education, and to the whole Christian movement in North China.

We present this situation again for the consideration of the President and the Deans, call attention to the detailed plans for the development of the Department of Education which have been prepared, repeatedly revised, and finally passed by the Board of Managers, and urge that the representatives of the university at home be enlisted at the earliest possible date in a carefully organized campaign for the funds so greatly needed."

0344

Conditions during my two years at Harvard. While I was at home, in December 1925 I think it was, Mr. Lewis and Mr. Warner came to Boston and called me to confer with them about plans for the Department of Education. At their request I went over the plans once more, changed the form of them somewhat and prepared a statement regarding the need of the study of Education and the training of teachers in China, and sent this statement to New York in February 1926, I think. Subsequently, I wrote to Mr. Lewis two or three times regarding this matter but never heard from him a single word regarding it. (His silence I suppose is to be explained by the conditions of his service during the last year before his death) During that same year and the following year I wrote repeatedly to New York asking what was being done toward the development of the department's plans and asking what service, if any, I should render. Toward the latter part of the period I heard something from Mr. Luce regarding the matter, and know that he was still working on the project, but nothing tangible resulted. Now that Mr. Luce has ceased his efforts for the university I fear that there is no one in New York who really has the matter in hand.

Conditions on the field, 1925-27. Since returning to Yenching last autumn as I have had opportunity, I have looked into the records to see what decisions, if any, were made during my absence. With regard to the proposed site for the practice schools, I find that in the early spring of 1926 the members of the department were persuaded, so I am told, to give up their claim to the site just east of the Women's College which had been earlier assigned to the department, and to accept a site to the west of the Women's College. In examining the plan of the campus drawn by Mr. Murphy, and in reading over his notes and explanations of the same, I find that the only place indicated for the schools of the department is a plot at the south end of the Pu Lun tract between the sewage disposal plant and the tannery, a perfectly impossible location which the department cannot for a moment consider. The odors from the sewage disposal plant are such as to make the location referred to out of the question. At the same time I find on Mr. Murphy's plan that the whole tract east of the Women's College is marked, "Site for agriculture, horticulture, forestry, and so forth," and an agriculture ^{is} indicated just east of the Women's dormitories. I have examined the records of the G and B committee but cannot find any authorization whatever for this arrangement on Mr. Murphy's plan. No vote was ever passed so far as I can find out assigning any of this tract to the Department of Agriculture. The fact that Mr. Murphy has treated the proposed practice schools for the Department of Education in this way, indicates to my mind that there was no one on the field at the time Mr. Murphy was visiting Yenching who represented

0345

adequately the interests of the department. The members of the department have recently reopened the question and have asked the G and B committee to reconsider and to allocate the site east of the Women's College to the department of Education. With regard to this question I had to act in a triple function; as Acting-president it was my duty to give the Department of Agriculture a square deal, and so I advised Dr. Homer Law of the proposals of the Department of Education and asked him to prepare a statement indicating the needs of his department if he wished to do so. Such a statement was prepared by him and submitted to the G and B committee when the issue was considered. As chairman of the G and B committee it was my duty there again to see that the issue was discussed fairly on both sides, and in the third place as head of the Department of Education, it was my duty to present my departmental point of view. The result of the consideration of the G and B committee was to refer the whole question to the academic authorities of the university in as much as academic policy seemed to be involved more than questions of site. Shortly after that action was taken I had to go to Shanghai, and since my return there has been no meeting of the University Council and no time on my part to prepare the issue for submitting to the Council. With regard to this question of site, the department feels strongly for reasons entirely objective, which I will not stop to record here, that the site east of the Women's College is preferable. At the same time we are ready to accept the site west of the Women's College if the university authorities decide in favor of that site, but the site indicated on Mr. Murphy's plan, as I have said before, is not acceptable.

With regard to the internal affairs of the department, I need not give you details of the deterioration of the department affairs during these two years. For these I feel that I myself am partly responsible because of my two years of absence in America. My motive, however, in seeking the extra year of study was wholly one of desire to improve myself for future work in the department. I find during the present year that there are very few students following major studies in the department, and there is little evidence that either students or faculty regard the department as one of special importance. This grieves me deeply, but my time and thought are so absorbed with general administrative matters that I have been able to do very little.

Provision for other university interests. While during these years the department has lacked funds for its development other interests in the university of many sorts and kinds have been provided for. We have a pagoda water tower. We have a Men's College gymnasium. We have special funds for landscape gardening. We have a wall around the compound. We have an impressive gate at the entrance of the University.

0346

Much time and thought and some money during the present year is going into Yu Ke work. The Harvard-Yenching Institute of Studies is now consummated and abundant funds are assured for this work. The Departments of Political Science and Sociology are in a measure provided for and have very excellent prospects in connection with the Princeton-in-Peking project. The P.U.M.C. makes special provision for premedical science work. And so, in one way or another many features of university work are provided for, ~~but~~ the Department of Education with all its importance still goes begging.

What the Department now needs. You will note in the budget for next year that we have asked for a sum for one more professor. In the teaching staff we feel that this is a minimum. Later, we should add other reinforcements. As to provision for the laboratory schools, I can do no better than to refer you again to ~~suggestions~~ ^{stages} I and II in the plans drawn up in June 1924. If the sums set down seem large it is because sufficient endowment to carry on the work is indicated. The sums for buildings and equipment are not excessive. In order to meet present needs the details of those plans will doubtless need to be revised in some measure, but the fundamental financial need remains the same. These are the immediate needs of the department and as its work develops other needs will naturally appear later. If I remind you once more that the department is one that should provide professional education for forty or forty-five percent of our student body, surely no one can say that our demands are excessive.

In conclusion. This letter which for months I have been wanting to write to you has been long delayed. The delay is due in part to lack of time for the affairs of the department here, and partly to my hesitation in adding to your burdens while you are carrying on such difficult work in New York, but out of justice to the department and its demands I feel that I must speak out. I hope that in connection with the campaign you are now carrying on, either as a special feature of it or in some other way, the needs of the department can be met. It would seem to me that a part of the sum total which is the general objective of the campaign should be labeled for the Department of Education. I cannot feel that any other plan would be just to the department, or to the service it is trying to render in the university. As I have said before, there seems to be no one in New York who now has the interests of the department in his heart, and so I am writing this to you.

With cordial regards,

Very sincerely yours,

Howard S. Galt

Howard S. Galt

0347

C O P Y

YENCHING UNIVERSITY
DEPARTMENT OF EDUCATION
PLANS AND ESTIMATES FOR THE TRAINING SCHOOL
(AUGUST, 1928)

Based on the statement prepared in June, 1924. Revised and condensed as a program to be carried out in stages, beginning with the academic year, 1928-29.

Preliminary

Although without adequate buildings and support a Kindergarten and an Elementary School are already established in a village adjoining the University campus, under the supervision of members of the Department staff.

The first stage in construction should be the provision of adequate grounds and buildings for these schools on University property.

The second stage should be the provision of suitable grounds and buildings for the junior middle school (corresponding to the Junior High School in America).

Each stage of construction must be followed by the organization and operation of the school unit concerned, which will involve the support of the staff and the necessary operating expenses.

If the training schools are thus established as a gradual process, beginning at the bottom, it will be easier for the department of Education to carefully direct the process and control the result, insuring a series of schools established and conducted according to educational principles, and serving the Department in the most effective way.

As these schools are successively established and the work which the Department carries on in the University expands in corresponding measure the staff of the Department must be gradually enlarged.

The estimated costs of the stages and steps outlined above are set down in the following program, (all sums are in gold, U. S. currency)

Academic year 1928-29

During the autumn funds should be secured and the detailed plans for grounds and buildings should be prepared.

During the spring the buildings for the Kindergarten and for the Elementary School should be constructed.

BUILDINGS

	Gold	
A) <u>Kindergarten</u>		
Buildings.....	\$1,000	
Equipment.....	500	\$
		\$1,500

B) Elementary School

0348

B) Elementary School

Buildings.....	5,000	
Equipment.....	1,000	
Court wall.....	1,500	
		\$ 7,500
TOTAL.....G		\$ 9,000

Academic year, 1929-30

A) Operating expenses for the Kindergarten and Elementary School.

Kindergarten, net budget....	\$ 300
Elementary School, net budget..	1,700
TOTAL.....	\$ 2,000

B) Buildings(to be erected in the Spring of 1930)

For the Junior Middle School, 3 yrs.

Court wall.....	\$ 2,000
School buildings.....	16,500
Equipment.....	2,500
Dormitories, boys.....	4,000
" Girls.....	4,000
TOTAL.....	\$ 29,000

C) Addition to Department of Education Staff

1. Professor Salary.....	\$ 2,500
Residence.....	5,000
TOTAL.....	\$ 7,500

SUMMARY FOR 1929-30

A) Operating expenses for Kindergarten and Elementary School	\$ 2,000
B) Buildings for Junior Middle School	29,000
C) Addition to Departmental Staff	7,500
TOTAL.....	\$ 38,500

Academic year, 1930-31

A) Operating expenses (continued from 1929-30)

Kindergarten.....	\$ 300
Elementary School.....	1,700
Junior Middle School.....	2,500
Professor in the Department of Education.....	1,800
TOTAL.....	\$ 6,300

B) Buildings (To be erected in the Spring of 1931)
For the Senior Middle School, 3 yrs.

School building.....	\$ 20,000
Equipment.....	3,000
Dormitories, Boys.....	4,000
" Girls.....	<u>4,000</u>
TOTAL.....	\$31,000

C) Addition to Department Staff

1. Professor, salary.....	\$ 1,800
residence.....	5,000
TOTAL.....	<u>\$ 6,800</u>

SUMMARY FOR 1930-31

A) Operating expenses.....	\$ 6,300
B) Buildings.....	31,000
C) Additional to Staff.....	<u>6,800</u>
TOTAL.....	\$ 44,100

Academic year 1931-32 and thereafter

Operating expenses

Kindergarten.....	\$ 300
Elementary School.....	1,700
Junior Middle School.....	2,500
Senior Middle School.....	4,000
2 Professors (as above)....	3,600
1 additional professor.....	1,800
1 secretary.....	1,000
1 Fellowship for study board	1,500
2 Fellowships @ \$200.....	400
5 Scholarships @ 100.....	<u>500</u>
TOTAL.....	\$ 17,300

GENERAL SUMMARY : Capital Expenditures and Endowment:

A) Capital Expenditures:

1. 1928-29 Kindergarten.....	\$ 1,500
2. " " Elementary School.....	7,500
3. 1929-30 Junior Middle School...	29,000
4. " " 1 Residence.....	5,000
5. 1930-31 Senior Middle School.....	<u>31,000</u>
6. " " 1 Residence.....	5,000
7. 1931-32 1 Residence.....	<u>5,000</u>
	\$84,000

B) Endowment (to produce \$17,300 @ 5%).....346,000

C) Reserve Fund..... 20,000

TOTAL (U.S. Currency).....\$450,000

*Mr. Karade
N.Y. Office*

only copy

CHINA UNION UNIVERSITIES
CENTRAL OFFICE

燕京大學
YENCHING UNIVERSITY
BULLETIN

Department of Education
1928-29

Volume XI-Number 24
Peking, China

Department of Education

3
1
6
4
8
3
4

0351

燕京大學
YENCHING UNIVERSITY
BULLETIN

UNIVERSITY CALENDAR FOR 1928-29

(Abbreviated)

Spring Entrance Examinations.....	June 27-29
Fall Entrance Examinations	Aug. 29-21
Dormitories open to students.....	Sept. 11
Registration week	Sept. 12-14
Convocation.....	Sept. 15
Class work begins.....	Sept. 18
Reports on Senior Theses Topics due.....	Oct. 15
Outline of Senior Theses due	Dec. 1
Fall Semester Examinations.....	Jan. 24-30
Winter Vacation.....	Jan. 31-Feb. 17
Registration	Feb. 18-19
Class work begins	Feb. 21
Spring Vacation	Mar. 29-31
Senior Theses due.....	May 1
Spring Semester Examinations.....	June 17-22
Commencement.....	June 25

2550

3

6

4

8

3

4

The Department of Education

STAFF

Howard S. Galt, Ed. D. *Professor and Chairman*
Henry H. C. Chou, M.A., Ph. D. *Associate Professor*
Miss Sui Wang, M. A., Ph. D. *Assistant Professor*
Miss Hsiu-hsiang Tseng, M. A. *Instructor*

T. T. Lew, M. A., Ph. D. *Professor of Psychology*
P. C. Hsu, M. A. *Associate Professor of Philosophy*
R. C. Sailer, M. A. *Assistant Professor of Psychology*
Kiam Ma, M. A. *Associate Professor of Chinese*
Ethel M. Hancock, B. S. *Associate Professor of Mathematics*

WHY STUDY EDUCATION

Education—always and everywhere

Universal education must be a part of any policy for the development of a nation. Whatever other measures succeed education cannot be neglected. Whatever other measures fail education cannot be suspended. As certain as the passage of time, as surely as the procession of the years adds age and growth to the boys and girls of the land, so surely must education do its work for the growing boys and girls, and for the nation which is to be.

Leadership in Education.

In China the teacher has always held a place of high honor. In other lands teaching might be assigned to a slave, to a disabled soldier or to an indigent village cobbler, but never in China. Now other lands have seen the vision which China's sages early discerned. In modern nations, when all the youth are in school society begins to view the teachers in a new light. Education comes to be regarded as a major business of society. The course of human evolution is in the hands of the educators.

For such a task men of the highest talent and training are required. To them society entrusts this major social enterprise. They

must determine the course and content of education. They must mark out the forms of organization and the policies of administration, and they must incorporate in the schools the broad philosophies of social and national life.

For such responsibilities the best men and women of the land are none too good, and so education is a fitting profession for graduates of the university.

Professional Study Necessary.

For education has become a profession. "School-keeping" and "lesson-hearing" have often been entrusted to the untrained—when society was not wise enough to care! Educational doctrine is subject to a very peculiar fallacy: since anyone who is educated has travelled the road of education therefore he is prepared to conduct others over the same road! One might as well argue that the passengers in a trans-oceanic liner are all prepared to become captains of the ship!

But this fallacy is yielding ground with the progress of the systematic study of education. This systematic study began at the level of elementary education. Then it advanced into the field of secondary education. And now a beginning is being made in the sphere of university education.

In this systematic study of education the methods of science are employed. Investigations and surveys are undertaken. Carefully controlled experiments are conducted. Tests and measurements are utilized, and statistical methods call in the help of mathematical processes.

"Pedagogy" and a "Normal Course", no longer Sufficient.

In the minds of many people the study of education is conceived as a "normal course", or a study of "pedagogy" with the purpose of learning a few teaching devices. But the study of education has developed far beyond such crude conceptions. Help for the class-room teacher is only a small part of what the study of education has to contribute. Every teacher is part of an educational organization, and this organization serves society in a great task. It is not enough therefore that teachers be intelligent and skillful followers of an art. They must have the broadest understanding of education as a social enterprise and must be prepared

continually to criticize, evaluate and reform the educational operations in which they are engaged. No study of "pedagogy" and no ordinary "normal course" are sufficient for these things.

What the Study of Education Includes.

During recent years the systematic study of education has so developed that differentiation and specialization are necessary. No one person can master the entire subject. The following fields of study may be mentioned:

- The General Theory of Education
- The Philosophy of Education
- The History of Education
- Educational Psychology
- Educational Sociology
- Educational Administration
- Methods of teaching—General and Special
- Standard Tests and Measurements; Educational Statistics.
- Special Education for Special Classes

In another way the study of education may conform to the levels of school organization, with the following divisions:

- Pre-school Education
- Elementary Education
- Secondary Education
- Higher Education

These fields of differentiated study are now so many and so broad that students easily become bewildered. Clearly defined purpose and intelligent guidance are needful so that the study of education may make its most fruitful contribution to the future work of the educator.

The study of education not enough

Some enthusiasts in the study of education tend to neglect other necessary subjects. Nearly all educators begin their professional work with class room teaching. The educative process must have its content. Method can never take the place of scholarship. The teacher should be master of one or two special subjects which he is prepared to teach. It is not necessary for all students expecting to go into school work to take

education as their major subject. Some should do so, but the majority of students should choose as major subjects those studies which they propose to teach. In addition they should choose certain courses in education to prepare them for effective teaching and for their broader tasks as educators.

THE UNIVERSITY DIPLOMA IN EDUCATION.

Students specializing in Education, whose choice of courses conforms to the regulations of the Department, may become candidates for the University Diploma in Education.

In addition to the general regulations of the University affecting the bachelor degrees the following requirements must be met by candidates in order to receive the Diploma in Education:

Form A. For students whose primary interest is education, and who expect to become teachers, principals, supervisors, or enter other forms of educational work.

The major subject must be Education, with a minimum of 32 units, in the Senior College.

The correlated subject must be one of the subjects of the school curriculum selected by the student as one which he desires to teach, with a minimum of 18 units, at least 10 of which shall be in the Senior College. Among these 18 units there must be chosen a Special Methods course in the subject, if available.

Form B. For the student whose chief interest is one of the subjects in arts and sciences which he is preparing to teach, and who chooses courses in Education in order to prepare for effective teaching.

The major subject must be the primary subject the candidate expects to teach, with a minimum of 30 units, in the Senior College.

The first correlated subject must be a secondary subject the candidate chooses to teach, with a minimum

of 24 units, at least 12 of which shall be in the Senior College.

The second correlated subject must be Education, with a minimum of 24 units, which must include a Special Methods course in the major subject, if available. Of these 24 units at least 12 must be in the Senior College.

All candidates for Diplomas, whether in Form "A" or form "B", will be required to include the following courses among their units in Education. The first two, as being prerequisite to most of the courses in the Department, should be taken in the Junior College.

Introduction to Education
Educational Psychology
General Methods of Teaching

The Junior College Certificate In Education

The elective courses in Education offered in the Junior College (Freshman and Sophomore years) are subject to the general regulations of the University regarding elective courses. Students who desire to specialize in Education during the University course are advised to begin such specialization in the Junior College.

On account of the increasing demand for principals and supervisors of the six-year elementary schools of the new system, and for teachers in the junior middle schools, the Department of Education offers a number of courses in Education in the Junior College, and believes that many students will find it advantageous to terminate their study after two years of college work.

Students who find it advisable either permanently or temporarily to discontinue their course at the end of the sophomore year may thus specialize in Education and become candidates for the Junior College Certificate in Education. Students who withdraw from the University at this stage may return for further study later if able to meet the Senior College entrance requirements.

Candidates for the Junior College Certificate in Education must choose courses as follows:

Introduction to Education.....4 units
Educational Psychology.....4 ,,
Electives in Education.....8 ,,

Among these 8 units there must be included, if available, a special methods course, with observation and practice teaching, 2 units.

The choice and sequence of courses must be approved by the student's advisor.

GRADUATE STUDY

Beginning in the autumn of 1928 the Department of Education will offer courses for graduate students. Provision will be made for two types of students.

Graduates of Yenching University, or of other institutions of similar standing, who have had experience in educational work and who desire further professional study without the restrictions of study for a degree, may matriculate in the graduate division and select such courses as seem best adapted to their needs. Besides general qualifications of a high order such students should have a ready use of English. Testimonials or letters of recommendation will be required and each applicant for admission will be considered according to his merits.

Students of the second type will be those who enter as candidates for the master's degree. To such the following paragraphs from the University regulations regarding graduate study are applicable:

I. CANDIDACY:

- A. Candidates for the M. A. or M. S. degree must present an undergraduate record equivalent to the B. A. Degree of Yenching University with honor-point credit to the value of 1.30

Students offering equivalent studies from other institutions or sitting for a special candidate's examination will be required to spend such time in resident study as the Committee may require in each specific case.

- B. Every candidate must show ability to express himself correctly and clearly in written Chinese.

- C. Every candidate must show a command of both spoken and written English adequate for the demands of the course proposed.
- D. Every candidate must present evidence of sufficient preparation in the field to be studied.

II. WORK REQUIRED FOR THE M. A. AND M. S. DEGREES.

- A. One year's residence is a minimum requirement of all candidates. Each candidate will be treated as an individual case and will be informed at the end of his first semester regarding the length of residence necessary in his case.
- B. Eighteen credits (semester hours) in University courses must be taken in courses planned for graduate students.
- C. A thesis representing individual investigation and equivalent to a 6-credit graduate course of study.
- D. In his special studies and thesis the candidate must show:
1. Ability to express himself clearly and forcibly.
 2. General knowledge of the whole field of studies within which his special subject is found.
 3. Mastery of the methods of investigation required for his major subject.
 4. Evidence of capacity for independent search for material to be studied, original thinking and scientific judgment.
- E. Note:
- Credit value to the extent of a maximum of four credits will be given for translation. Such work shall be reviewed by a special committee of the faculty, in addition to the Chairman of the Department in which the candidate is taking his major study.

III. SPECIAL REGULATIONS FOR STUDENTS OF YENCHING UNIVERSITY:

- A. No undergraduate courses can be counted for credit for the M. A. or M. S. degree unless taken after a given student has been accepted as a graduate student.

- B. No courses, graduate or undergraduate, once counted towards fulfilling the requirements for securing a B. A. degree can be accepted for credit in meeting the requirements for the M. A. or M. S. degree.

IV. EXAMINATIONS:

- A. The following examinations, in addition to such examinations as are given in graduate courses which they have elected, are recommended to be required of candidates for the M.A. or M.S. degree:
1. Such written examinations on the whole field of the candidate's special interest as may be required by the Department in which his major subject is taken.
 2. An oral examination to be given by a committee composed of persons nominated by the Department of major work, with such additions as the Graduate Committee shall appoint; the Chairman of this Examination Committee to be nominated by the Department of major work.
 3. The above Committee shall also be responsible for criticizing the Master's dissertation presented by the candidate, and determining whether or not it represents the adequate amount of work and capacity required for granting the degree.
 4. The thesis must be handed in due form to the Chairman of the Committee on Graduate Studies on or before May first.

All graduate students in the Department will be under the general jurisdiction of the Committee on Graduate Studies.

RECOMMENDED COURSES

Students have free choice of courses, within the limitations of departmental and general University regulations. But the following suggestions regarding the sequence of courses are offered for guidance:

Junior College Course, leading to the Junior College Certificate in Education:

Education	3-4	Introduction to Education	Credits	4
"	15-16	Educational Psychology	"	4
"	17	The Junior Middle School Curriculum	"	2
"	18	Junior Middle School Teaching	"	2
"	129-130	Administration and Supervision of Elementary Schools	"	4
TOTAL				16

Senior College Course, for candidates for the University Diploma in Education, Form B.

(Junior College Courses, Education 3-4, 15-16	Credits	8)
Education 117-118	Advanced Educational Psychology	" 4
" 125	Problems of Secondary Education	" 2
" 126	Methods of Teaching in Middle Schools	" 2
" 139	Outlines of Educational Sociology	" 2
" 141	Statistical Methods Applied to Education	" 2
" 142	Educational Tests and Measurements	" 2
" ()	A Special Methods Course with Practice Teaching, if available	" 2
TOTAL		24

NOTE: Recommendations regarding courses for candidates for the University Diploma in Education, Form A, vary with individual needs, and can not be formulated here.

CLASSIFIED LISTS OF COURSES

I. Courses listed according to degrees of advancement:

1. Courses primarily for Junior College Students

Education 3-4	Introduction to Education
" 15-16	Educational Psychology
" 17	The Junior Middle School Curriculum
" 18	Junior Middle School Teaching
2. Courses primarily for Senior College Students

Education 117-118	Advanced Educational Psychology
" 123-124	Psychology of Childhood
" 125	Problems of Secondary Education

Education	126	Methods of Teaching in Middle Schools
"	128	The Measurement of Intelligence
"	129-130	Administration and Supervision of Elementary Schools
"	137	Theories of Education in Ancient China
"	138	The Historical Development of Chinese Educational Institutions
"	139	Outlines of Educational Sociology
"	140	Problems of Educational Sociology in China
"	141	Statistical Methods Applied to Education
"	142	Educational Tests and Measurements
"	149-150	Comparative Education
"	163	Special Methods in Natural Science
"	165-166	Methods of Teaching Mathematics
"	167	Methods of Teaching Chinese

3. Courses primarily for Graduate Students

Education	201-202	Duties and Problems of the Middle School Principal
"	203-204	New Theories of the Curriculum
"	205-206	Administrative uses of Educational Tests and Experimentation

II. Courses listed according to subjects:

I. Theory of Education

Education	3-4	Introduction to Education
"	143-144	Philosophy of Education
"	137	Theories of Education in Ancient China

2. Educational Psychology

Education	15-16	Educational Psychology
"	117-118	Advanced Educational Psychology
"	123-124	Psychology of Childhood
"	128	The Measurement of Intelligence

3. Educational Sociology

Education	139	Outlines of Educational Sociology
"	140	Problems of Educational Sociology in China

4. History of Education

(Education	137	Theories of Education in Ancient China
"	138	The Historical Development of Chinese Educational Institutions
"	149-150	Comparative Education

5. Methods of Teaching

Education	18	Junior Middle School Teaching
"	126	Methods of Teaching in Middle Schools
"	163	Methods of Teaching in Natural Science
"	165-166	Methods of Teaching Mathematics
"	167	Methods of Teaching Chinese

6. Educational Administration

Education	17	The Junior Middle School curriculum
"	125	Problems of Secondary Education
"	129-130	Administration and Supervision of Elementary Schools
"	141	Statistical methods applied to Education
"	142	Educational Tests and Measurements
"	201-202	Duties and Problems of the Middle School Principal
"	203-203	New Theories of the curriculum
"	205-296	Administrative Uses of Educational Tests and Experimentation

DESCRIPTION OF COURSES

Education 3-4 Introduction to Education Credits 2-2

The course aims, in a very brief and general way, to deal with different aspects in the field of education. It acquaints the student with such topics as the aim of education, the teacher, the child, the curriculum, the method of teaching, involving also the general principles of educational psychology, philosophy of education, etc. The Chinese and one of the foreign educational systems will also be briefly considered. Required of all whose major is education.

Elective 1, 2, 3, 4.
W. F. 1:30

Mr. Chou

Education 15-16 Educational Psychology Credits 2-2

This course is intended primarily for students who wish to study the psychology of the learning process as a preparation for teaching. The learning process is analyzed and its elements are subjected to a careful scientific study. Use is made of experiments and demonstrations as well as assigned readings, discussions, quizzes and lectures.

Elective 2, 3, 4.
T. Th. 8:00 S-206

Miss Wang

Education 17 The Junior Middle School Curriculum Credits 2

The main purpose of this course is to show the recent movement for the improvement of the Junior Middle School curriculum. The subject matter will deal with the general problem of curriculum making, the present curriculum, needs of change, regrouping the subjects and the reconstruction of courses showing how scientific method is applied,

Elective 2, 3, 4.
T. Th. 11:30

Miss Wang

Education 118 Junior Middle School Teaching Credits 2

The psychology of teaching different subjects in the Junior Middle School; class organization; supervised study; project teaching; and socialized recitation. Observation will be made in the Junior Middle Schools in Peking.

Elective 2, 3, 4.
T. Th. 11:30

Miss Wang

Education 117-118 Advanced Educational Psychology Credits 2-2

This course deals with three main features; the study of instincts, the study of the laws of learning and the study of individual differences. If time permits, a few experiments will be conducted on the fundamental theories and principles involved.

Elective 3, 4.
Prerequisite: Education 15-16
T. Th. 1:30

Mr. Lew

Education 123-124 Psychology of Childhood Credits 2-2

This course is introductory to the study of the child from the psychological point of view. It deals systematically with the different aspects of his original nature, behavior, and the development of his intellect and moral nature, and also with the role that education undertakes with regard to these.

Elective 3, 4.
W. F. 10:30

Mr. Lew

Education 125 Problems of Secondary Education Credits 2

This is a course introductory to secondary education, and will be conducted from the point of view of the middle school teacher. The topics to be considered include the following: the middle school pupil, the place of the middle school in the school system, the organization of the middle school, the major problems of administration and management. The method of the course will include oral and written reports of selected readings, with discussions and lectures.

Elective 3, 4.
T. Th. 2:30

Mr. Galt

Elective 126 Methods of Teaching in Middle Schools Credits 2

The problems considered in this course will be those arising in the classroom of the middle school. Psychological and sociological factors will be considered. Principles as well as concrete methods will be studied. There will be assigned readings in some of the modern texts on secondary education, and important topics will be reported in the class for discussion and criticism.

Elective 3, 4.
T. Th. 2:30

Mr. Galt

12

Education 128 The Measurement of Intelligence Credits 3

This course deals with the theories of intelligence, the technique of measurement, the interpretation of data, and a survey of existing forms (Psychology 118)

Elective 2, 3, 4.
Prerequisite: Psychology 117

Mr. Sailer.

Education 129-130 Administration and Supervision of Elementary Schools Credits 3-3

This course is primarily for students who are preparing to serve as principals or supervisors of elementary schools.

The problems covered in the course are the following: the principal as an organizer; classification, promotion, discipline, health of pupils, program making, assembly, library, and other activities; the principal as an administrator; the principal as a leader in the community; the principal as a supervisor; standards of judging instruction, diagnosis of teaching, methods of improvement, assistance for teachers, curriculum making as related to supervision, study of habits, supervision of study, the use of tests, the measurement of progress and, the efficiency of teachers and supervisors. The *Fu Shu Hsiao Hsueh* will furnish opportunity for observation.

(Sophomores desiring to take this course must first secure the permission of the instructor)

Elective 2, 3, 4.
M. W. F. 10:30 S-102

Miss Wang

Education 137 Theories of Education in Ancient China Credits 2

A comparison and interpretation of the theories of education held by ancient Chinese philosophers, considered as a basis for the study of "The New Education."

Elective 3, 4, 5.

Education 138 The Historical Development of Chinese Educational Institutions. Credits 1

A study of the educational institutions of the various periods with an interpretation of the national tendencies in education and their relation to the evolution of modern democratic thought.

Elective 3, 4, 5.

Education 139 Outlines of Educational Sociology Credits 2

This course is a brief introduction to the subject of educational sociology as it is now developing. The social element in the theory of education, the contributions of sociology to educational procedure, and the introduction of socialized methods into the school will be considered. The chief elements in the method will be readings, discussions and lectures.

Elective 3, 4, 5
W. F. 2:30

Mr. Galt

13

0359

Education 205-206 Administrative uses of Educational
Tests and Experimentation

Credits 2-2

This course discusses the application of statistical methods and educational and intelligence tests to the study of, and experimentation in, different problems in education. The investigation of educational conditions, the comparison of the pupils' educational products and experimentation with methods of teaching are all within the province of this course. It is recommended particularly to administrators in education,

T. Th. 11:30
Prerequisite: Educ. 141

Mr. Chou

NOTES

1. The University authorities have approved of the appointment of another professor for the Department, and if this appointment can be made before the autumn, other courses may be added to those listed in this Bulletin.
2. The staff of the Department reserves the right to introduce changes in the plans of the Department as here published, if necessitated by unforeseen circumstances.
3. In addition to the courses offered in this Bulletin the Department conducts a "Short Term Course" of one year to meet the special needs of teachers in service. This course is not necessarily offered every year. Persons interested may apply to the Department for information.
4. The Department cooperates with the Yenching College for Women in conducting a two-year normal course for kindergarten and primary school teachers. Information regarding this course may be obtained from the College for Women.

0361

3

1

6

4

8

3

4

PEKING LEADER PRESS

RECEIVED
UNIVERSITIES
SEP 14 1928
JOINT OFFICE

Yenching University Press

0362

3
1
6
4
8
3
4

attached to letter from
JLS dated Aug. 11,
1928

YENCHING UNIVERSITY
DEPARTMENT OF EDUCATION
PLANS AND ESTIMATES FOR THE TRAINING SCHOOLS.
(AUGUST, 1928)

Based on the statement prepared in June, 1924. Revised and condensed as a program to be carried out in stages, beginning with the academic year, 1928-29.

Preliminary

Although without adequate buildings and support a Kindergarten and an Elementary School are already established in a village adjoining the University campus, under the supervision of members of the Department staff.

The first stage in construction should be the provision of adequate grounds and buildings for these schools on University property.

The second stage should be the provision of suitable grounds and buildings for the junior middle school (corresponding to the Junior High School in America).

The third stage should be the completion of the series by the addition of the necessary buildings for the senior middle school.

Each stage of construction must be followed by the organization and operation of the school unit concerned, which will involve the support of the staff and the necessary operating expenses.

If the training schools are thus established as a gradual process, beginning at the bottom, it will be easier for the Department of Education to carefully direct the process and control the result, insuring a series of schools established and conducted according to educational principles, and serving the Department in the most effective way.

As these schools are successively established and the work which the Department carries on in the University expands in corresponding measure the staff of the Department must be gradually enlarged.

The estimated costs of the stages and steps outlined above are set down in the following program. (all sums are in gold, U.S. currency)

Academic Year 1928-29

During the autumn funds should be secured and the detailed plans for grounds and buildings should be prepared.

During the spring the buildings for the Kindergarten and for the Elementary School should be constructed.

0363

Buildings

A) Kindergarten			
Buildings.....	G\$1,000.		
Equipment.....	<u>500.</u>	G\$1,500.	
B) Elementary School			
Buildings.....	5,000.		
Equipment.....	1,000		
Court wall.....	<u>1,500</u>	<u>7,500.</u>	
TOTAL.....			G\$9,000.

Academic year, 1929-30

A) Operating expenses for the Kindergarten and Elementary School

Kindergarten, net budget.....	\$ 300.
Elementary School, net budget.....	<u>1,700.</u>

TOTAL..... \$2,000.

B) Buildings, (to be erected in the Spring of 1930)

For the Junior Middle School, 3 years.

Court wall.....	\$2,000.
School buildings.....	16,500.
Equipment.....	2,500.
Dormitories, boys.....	4,000.
" girls.....	<u>4,000.</u>

TOTAL..... \$29,000.

C) Additions to Department of Education Staff

1 Professor Salary.....	^{1,500.} 1,800
Residence.....	<u>5,000</u>

TOTAL..... \$6,800

Summary for 1929-30

a) Operating expenses for Kindergarten	\$2,000.
and Elementary School	
b) Buildings for Junior Middle School	29,000.
c) Addition to Departmental staff	<u>6,800.</u>
TOTAL.....	\$37,800.

3
1
6
4
8
3
4

Academic year, 1930-31

A) Operating expenses (continuing from 1929-30)

Kindergarten.....	\$ 300.	
Elementary School.....	1,700.	
Junior Middle School.....	2,500.	
Professor in the Department of Education, <i>Salary, travel etc.</i>	1,800. ^{2,500.}	+ travel etc <u>000</u>
TOTAL.....	\$6,300	

B) Buildings, (To be erected in the Spring of 1931)
For the Senior Middle School, 3 years.

School building.....	\$20,000.	
Equipment.....	3,000.	
Dormitories, Boys.....	4,000.	
" Girls.....	<u>4,000.</u>	
TOTAL.....	\$31,000.	

C) Addition to Department Staff.

1 Professor, salary.....	1,800. ^{2,500.}	+ travel etc
Residence.....	<u>5,000.</u>	
TOTAL.....	\$6,800.	

Summary for 1930-31

a) Operating Expenses.....	\$6,300.	
b) Buildings.....	31,000.	
c) Addition to Staff.....	6,800. ✓	+ travel etc
TOTAL.....	\$44,100 ✓	

Academic year 1931-32, and thereafter

Operating expenses:

Kindergarten.....	\$ 300.	
Elementary School.....	1,700.	
Junior Middle School.....	2,500.	
Senior Middle School.....	4,000.	
2 professors (as above).....	3,600. ✓	+
1 additional professor.....	1,800. ✓	+
1 Secretary.....	1,000. ✓	+ \$1,500
1 Fellowship for study abroad.	1,500.	
2 Fellowships @ \$200.....	400.	
5 Scholarships @ 100.....	<u>500.</u>	
TOTAL.....	\$17,300.	

19,900.

General Summary: Capital Expenditures and Endowment.

A) Capital Expenditures.

1.	1928-29 Kindergarten.....	\$1,500.	
2.	do Elementary School.....	7,500.	
3.	1929-30 Junior Middle School....	29,000.	
4.	do 1 Residence.....	5,000.	
5.	1930-31 Senior Middle School....	31,000.	
6.	do 1 Residence.....	5,000.	
7.	1931-32 1 Residence.....	5,000.	\$84,000.

B) Endowment (to produce ~~\$17,500~~^{\$19,900} @ 5%)..... ~~346,000~~^{378,000}.

C) Reserve Fund..... 20,000.

TOTAL (U.S. currency).....\$450,000.

H.S.G.

3
1
6
4
8
3
4

Copy for New York office.

*Sch. of Education
Practice Schools
cc refer co. f*

April 8, 1929.

INDEXED

Mr. James H. Post,
Care Yenching University,
150 Fifth Avenue,
New York City, N.Y.

My dear Mr. Post:-

I am writing as chairman of the Department of Education of Yenching University to convey the thanks of the members of the department and of the University administration for your very notable gift of Gold \$5,000.00 for the Model School Practice Teaching Building.

This gift enabled us to make a concrete beginning on a project toward which the members of the department have been looking forward ~~to~~ many years. When the University was reorganized on its present basis in 1918, I was assigned to the Department of Education or Normal Training. During that first year, at the request of the Board of Managers, I prepared plans and estimates for the much needed practice schools to be connected with the department, and to give the practice training to the students of the University who were preparing for teaching.

The plans made that first year have been revised from time to time as various efforts have been made to secure the needed funds. The authorities of the University have known all these years that something like 40 to 45 per cent of the graduates of the University were going into educational work, but it has been hard to overcome an impression which is very widespread, even in modern educational institutions, that persons who are qualified in the subjects they are expected to teach, ~~can~~ become competent teachers without special training in the theories and methods of education as a special art.

On account of a general lethargy, based more or less I presume unconsciously on the conviction I have just expressed, we have been unable to persuade the University authorities to concentrate on a special effort for these practice schools for

0367

3
1
6
4
8
3
4

Mr. James H. Post, p.2.

April 8, 1929.

our department; but in spite of this, we have not given up hope, but have frequently revised our plans to bring them in line with the general development of the University, and with the latest thought regarding the organization of teacher-training institutions. The last revision of our plans was made last summer, and was sent to the Trustees in New York for use in connection with still further efforts to secure the needed funds. According to the plan drawn up last summer, we are seeking approximately one-half million dollars to completely build, and equip a kindergarten, an elementary school, and a high school, in connection with the work of our department, and to fully endow these institutions, so that current expenses would not be an annual burden upon the University finances.

Your gift of \$5000.00 is the first sum received on this program, and from what I have said, you should be able to appreciate our satisfaction that at last a beginning can be made.

About a month ago, I sent to the New York office blue-print copies of plans and elevations for the kindergarten and elementary school buildings. I do not know whether or not the New York office has sent you copies of these plans, but I have no doubt they would be glad to do so, if you desire to see them.

As soon as these units in elementary education are provided for, we wish to go on at once with the junior high school and the senior high school building group. An excellent site has been assigned to the department on one corner of the University campus, and we are awaiting now, day by day, for a cable from New York, indicating that the plans we sent in have been approved by the Finance Committee of the Trustees, so that the work of the building can actually commence. It is our hope that if there is no further delay in getting the building started, it may be ready for use at the beginning of the next academic year in September.

I presume you have heard of the Formal Opening of the University, which isto be held on the new campus early in October next. Quite a large company of friends and supporters of the University from America are expected here at that time. We do not know regarding your circumstances, but if you could find it possible to visit Yenching University at that time, we should be most happy to meet you and show you more of the work of the University and of our Department. If you are in a position to consider this suggestion at all, I am sure our New York office will be glad to correspond with you.

Assuring you again of our deep satisfaction at the beginnings which your gift makes possible, and thanking you for your generosity on behalf of the Department,

Very sincerely yours,

HOWARD S. GALT, Chairman.

0368

CROSS REFERENCE SHEET

Name or Subject
Practice school

File No.

Regarding

Date

"The Committee's attention was called to a letter recently received from Mr. Warner relative to the change in location of the Practice School. Mr. Warner had the impression that authorization to change the location from that previously allocated to it in the general landscaping arrangement had not been given; but the correspondence from the field was submitted and Action F-2592 of the Finance Committee of April 26, 1929 quoted wherein the location was changed to conform to the action of the Grounds and Buildings Committee on the field. It appeared, however, that complete information had not been forwarded from the Field and also that during the recent visit of Mr. Warner, it was found possible to secure 32 acres of ground known as the Prince's Garden at a price of M\$32,000.

During the discussion a map was secured and the Committee studied the different locations in question. In view of the developments it was decided that work on the present site should cease until more complete information could be secured, and it was therefore

F-2693 VOTED that in view of the information received from Mr. Warner, a cable be sent to the Field directing that work on the Practice School Buildings be stopped pending further conference between President Stuart and the Board of Trustees."

SEE

Name or Subject

File No.

Finance Minutes- Nov. 26, 1929
Minute book

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."



Cat. No. 30-5902

For use in Library Bureau Filing Systems

0369

3
1
6
4
8
3
4

-COPY-

Yenching University
Peping, China

January 10, 1930.

President J. Leighton Stuart,
Yenching University,
150 Fifth Avenue,
New York, N. Y.
U. S. A.

My dear Leighton;

Looking into my files, I find that I wrote you last on December 23rd. In the last paragraph of my letter I referred to K. A. Wee's attitude toward his housing arrangements. The difficulties of the situation held on for some time. Wee was not willing to ask Mrs. Wee to return, apparently, until some new arrangements were made. I had several conferences with him, with members of the Committee, and with the Controller. We had already applied to Jimmie for a residence, saying that he and Mrs. Wee wished to vacate the President's house. I have taken just as little share in the affair as possible, not feeling that it concerned me, except when Wee was demanding a separate residence. At the present time I understand that a settlement has been reached. The Committee is agreeing to transfer to Mr. and Mrs. Wee practically the whole control and operation of the house, or at least that is the way the report comes to me. The Committee, however, continues its existence and will be available for advice and decisions, I suppose, if important issues arise. Mrs. Wee has not yet returned, but when she does I hope this new arrangement will work out satisfactorily. Very probably you have had letters regarding the matter.

I may remark, also that the question for the site for the athletic field is still pending. It is on the agenda for a special meeting of the Council next Monday afternoon.

This reminds me to comment on a letter just received yesterday from Mr. Franklin Warner. While here he evidently was under the impression that the Department of Education had located its practice schools on that part of the campus without proper authorization by the Trustees. That impression which he evidently had explains one or two reports that have come to my ears since he was here regarding the matter, and also explains in part, I suppose, the cable from New York asking us to stop work on the practice schools. That cable, as I have already written to New York, came too late to have any effect, as we had already completed all the work on the buildings which we were expecting to carry out at this time. Mr. Warner's letter received yesterday states that he has had word from Mr. Garside to the effect that the location of our practice schools was duly authorized by vote in New York. Mr. Warner wrote evidently feeling that he ought to make this explanation. Of course I never held the matter up against him, knowing that he would be set right sooner or later.

Practice
schools

Practice
schools

0370

1/10/30

In his letter he states that he thinks Ex-President Hsu's garden will be secured later on, if not now, and intimates that perhaps our Department of Education should wait for a location there. I feel that there are too many uncertainties to make it worth-while to discuss this question now. The process of events will undoubtedly guide us.

In this connection, I scarcely need to tell you how eager we are to have word from you regarding the prospects for our departmental finance. I am hoping almost every mail to have some word from you. We trust you have had opportunity to discuss the matter with Mrs. McLean and Mr. Eldridge. No doubt you have impressed upon them, if they are still in a favorable state of mind, how important it is to have a definite promise from them as early as possible, for the future of the work of our Department is all involved in these possibilities. As you know, a year ago we agreed on faith to continue the class which graduated from the elementary school, carrying on the first year of the Junior Middle School work this year. If funds for buildings and new resources are not in hand this spring, we will be embarrassed by the situation at the end of this school year. We cannot continue the present first year Junior Middle School class in their second year of work and receive another first-year group, thus conducting two years of the Junior Middle School. We have neither the place nor the financial resources for this additional work. And I feel that if we do not have the funds which we are expecting, we should not only drop the class which we have been conducting this year, but refuse to accept a new first-year class. Such a policy by our Department I think would be naturally much opposed by the parents of the pupils concerned, a large number of whom are our own faculty members. It would seem, then, that we must either go forward or backward - either get funds to add new resources, or else give up some of the work we have already undertaken. This issue, you will see at once, makes it necessary for us to know what our resources and possibilities are. If there should be a delay in your getting a decision from the parties interested, then we suggest that you cable your report of the situation, so that we may not be kept waiting.

The present situation with regard to administrative staff is again giving much anxiety. I think I added to my last letter to you a note to the effect that we hoped both Mr. Mei and Mr. Chuan were willing to reconsider their resignations and we hoped they would remain with us. Just now the outlook is not so hopeful. I have not, myself, discussed the question with Mr. Mei recently, but the Chancellor and Mr. Chuan both tell me that he has again announced his decision to retire from the Registrar's office.

With respect to the Chancellor and Mr. Chuan, the problem seems very complicated. The Chancellor still insists that he wishes to withdraw to Hangchow after this year. One of the important reasons for this decision seems to be the conviction in his mind that he is not really wanted here as administrative head. He repeatedly refers to you as the center (chung hsin----) of administration in Yenching, and considers that problems should be adjusted from that point of view. Furthermore, he seems to think it is the intention of you and T.T. Lew to cooperate in heading up University administration, this being a distinct ambition of T.T. Lew's, and thus he feels that his presence would stand in the way of both of you.

0371

President J.L. Stuart, #3... 1/10/30

Apparently in your intercourse with him you have not been able to convince him that he is really wanted as an active head of the institution. I have tried repeatedly to convince him of this fact, but he professes to feel that this is not really your point of view.

Thus, with his announced intention to withdraw, Mr. Chuan feels that he would be left in a very difficult position, and the last time I talked with him he said that he could not stay if the Chancellor does not. His proposal for the Chancellor, one which I have heartily endorsed, is that the Chancellor remain in residence here at Yenching, but practically retiring from heavy responsibilities, and living a quiet life in his residence in the garden, perhaps coming to the office for half an hour or an hour each day, being available for consultation, but not taking a prominent or heavy part in administrative work. If the Chancellor would accept this program, then Mr. Chuan says he would be willing to remain. Otherwise not. It is now some time since I had a talk with the Chancellor on these particular questions, and I am hoping to confer with him again very soon. I have not entirely given up hope that we may retain both him and Chuan. But at the present writing it must be conceded that the prospect is small. If you could in some way thoroughly convince the Chancellor that he is really wanted here as the center of administration, I think it would make a great difference. But whether at a distance you can take successful steps in this direction is, perhaps, a question. Perhaps I should add that everything is going along very smoothly and satisfactorily in our administration this year, thus far.

While discussing these topics, I wish to refer to a proposal with regard to the Treasurer's office. As you know, I am looking for a chance to escape from that office as soon as possible. Recently there came to my mind the following plan: ask Mr. Edwards to give, say, half time to Yenching, the other half of his time being reserved for the Y.M.C.A. in Peking, and let him thus supply the needed foreign element in the Treasurer's office. I would propose making Stephen Treasurer and Edwards Associate Treasurer, their two signatures being necessary for all checks, following the present plan. This proposal assumes that Princeton-in-Peking wishes to keep Edwards on as one of their important persons, and that his closer connection with Yenching would be also desirable from the Princeton-in-Peking point of view. The proposal also assumes that Mr. Edwards' work in the Y. M. C. A. can be reduced, which I think is true, since a Chinese General Secretary seems to be the present adopted policy. I have not discussed this proposal with any one except Mr. Chuan. He points out that Mr. Edwards' furlough is due this coming year, in which case the scheme, if practicable, could not be put into effect until a year later. I am hoping to discuss the proposal with the Chancellor, and if he is favorable, also with Stephen, and possibly also with Edwards himself. In the meantime, I am reporting the proposal to you, and if you think it has any promise in it, you can discuss it with the New York authorities of Princeton-in-Peking, if you deem it desirable. I shall be very glad to know your reaction toward the plan.

0372

President J. L. Stuart #4.

1/10/30

We are right in the midst of budget-making, and are having the usual chronic difficulties to make ends meet. I can not tell yet just what the outcome will be. We are also in the midst of plans for sending delegates to the meetings in Shanghai, although a relatively small delegation will probably be sent, perhaps not more than eight or ten persons.

With regard to new appointments, our General Faculty Executive has voted favorably on the proposal from the Biology Department to secure Mr. Metcalf, now studying at Harvard, and on the proposal from the History Department to secure Miss Cherry. I think you are familiar with both of these proposals. I shall be reporting them formally to the New York Office very soon, although as a matter of procedure the Board of Managers should ratify the proposals. With regard to Mr. Metcalf, the proposal has been made that he might be taken on by the Methodist Mission as one of their quota, and I am taking the matter up with the local authorities of the Methodist Mission. If it comes before the authorities of the Methodist Mission in New York, no doubt you will be in a position to further the matter.

With cordial regards.

Very sincerely yours,

Howard

Howard S. Galt

Acting President

HSG/LC

P.S. Since writing the accompanying letter I have had a further talk with Chancellor Wu about remaining on next year. He does not yet consent to do so, but said that he was still giving the matter consideration. This restores my hope somewhat, both for him and for Mr. Chuan. I will try to keep you informed of any further developments.

Regarding another matter the Chancellor and I would like to get your opinion. Dean Iuh of the College of Arts and Letters reaches the end of his term this spring, we suppose, and his department will be transferred to the College of Natural Sciences. Thus the problem of a successor to him as Dean of the College of Arts and Letters arises. In discussing this matter the Chancellor has mentioned the name of L. T. Huang. We do not know whether he would be willing to accept or not, but we would like to ask whether in your opinion he would be regarded as a suitable person. I think you will agree with us that suitable Chinese material for the Deanship of that College is rather restricted.

H.S.G.

0373

Oct. 7, 1930

Memo of conversation with B.A.G. in which he explained the present status of the construction of the practice school:

It was first estimated that \$5000 would be needed to construct three buildings for a practice school, the plans for which were drawn up like this  and it was proposed to put the buildings on the property in the southwest corner of the Yenching campus near the western wall. However it was later decided that since this piece of property was swampy and near the sewage disposal plant, it would be undesirable to have the school of education buildings at that location; it was also found that \$5000 would not be sufficient for the buildings planned. The trustees therefore approved the use of only the \$5000 which was contributed by Mr. Post for a practice school and it was decided in Peking that the building should not include the two wings. The new location chosen was toward the ~~northwest~~ southeast of Sage Hall on the property originally intended for the school of agriculture. The building was started and it was hoped that it would be possible to raise the additional \$5000 needed in order to build the two wings also. When Dr. Stuart was in America during the winter of 1929-1930 he authorized Mr. Garside to cable the field that he had found this \$5000. This was done and Dr. Galt proceeded with the building plans. In the meantime, however, conflict had arisen as to the location, as the Dept. of Physical Education ~~had~~ thought it essential that the athletic field be situated at this location. The \$5000 ~~which~~ additional proved not to be forthcoming and the Finance Com. voted that BAG communicate to the field that no pledges or funds were available and the construction should therefore be stopped for the present. There was talk of changing the location of the practice school to the President Hsu Gardens, if that property were finally purchased.

0374

*only copy we have
Please do not remove*

燕京大學
YENCHING UNIVERSITY
BULLETIN

Department of Education
1929-30



Peping, China
July, 1929

0375

燕京大學
YENCHING UNIVERSITY
BULLETIN

UNIVERSITY CALENDAR FOR 1929-30.

(Abbreviated)

Dormitories open to students.....	Sept. 3
Registration week.....	Sept. 11-13
Convocation.....	Sept. 14
Class work begins.....	Sept. 17
Report on Senior Theses Topics due.....	Oct. 15
Outline of Senior Theses due.....	Nov. 30
Fall Semester Examinations.....	Jan. 20-25
Winter Vacation.....	Jan. 26-Feb. 9
Registration.....	Feb. 10-11
Class work begins.....	Feb. 13
Spring Vacation.....	Apr. 7-13
Senior Theses due.....	May. 1
Spring Semester Examinations.....	June 16-21
Commencement.....	June 24

0376

3
1
6
4
8
3
4

The Department of Education

STAFF

Howard S. Galt, Ed. D.....*Professor and Chairman*
Henry H. C. Chou, M. A., Ph. D.....*Professor*
Miss Sui Wang, M.A., Ph. D.....*Assistant Professor*
Paul C. Fugh, Ph. D.....*Assistant Professor*
Miss Hsiu-hsiang Tseng, M.A.....*Instructor*
Miss Helen Pei, M.A.....*Instructor*

T.T. Lew, M.A., Ph. D. Spae.....*Professor of Psychology*
*R.C. Sailer, M.A.....*Assistant Professor of Psychology*
Kiam Ma, M.A.....*Professor of Chinese*
Ethel M. Hancock, B. S.....*Professor of Mathematics*
Laurence W. Faucett, M.A., Ph. D.....*Professor of English*

The Colleges in Yenching University

The undergraduate division of Yenching University includes three colleges:

The College of Arts and Letters
The College of Natural Sciences
The College of Applied Social Sciences.

The Department of Education is at present one of the departments in the College of Arts and Letters.

When students enter the freshman class at Yenching they should elect to enter one of the three colleges. Choice of a particular department may come later.

Students expecting to choose the Department of Education are urged to report such choice to the chairman of the Department as early as possible and to consult with him regarding the election of courses.

* Absent 1929-30.

WHY STUDY EDUCATION

Education—always and everywhere

Universal education must be a part of any policy for the development of a nation. Whatever other measures succeed education cannot be neglected. Whatever other measures fail education cannot be suspended. As certain as the passage of time, as surely as the procession of the years adds age and growth to the boys and girls of the land, so surely must education do its work for the growing boys and girls, and for the nation which is to be.

Leadership in Education

In China the teacher has always held a place of high honor. In other lands teaching might be assigned to a slave, to a disabled soldier or to an indigent village cobbler, but never in China. Now other lands have seen the vision which China's sages early discerned. In modern nations, when all the youth are in school society begins to view the teachers in a new light. Education comes to be regarded as a major business of society. The course of human evolution is in the hands of the educators.

For such a task men of the highest talent and training are required. To them society entrusts this major social enterprise. They must determine the course and content of education. They must mark out the forms of organization and the policies of administration, and they must incorporate in the schools the broad philosophies of social and national life.

For such responsibilities the best men and women of the land are none too good, and so education is a fitting profession for graduates of the university.

Professional Study Necessary

For education has become a profession. "School-keeping" and "lesson-hearing" have often been entrusted to the untrained—when society was not wise enough to care! Educational doctrine is subject to a very peculiar fallacy: since anyone who is educated has travelled the road of education therefore he is prepared to conduct others over the same road! One might as well argue that the passengers in a transoceanic liner are all prepared to become captains of the ship!

But this fallacy is yielding ground with the progress of the systematic study of education. This systematic study began at the level of elementary education. Then it advanced into the field of secondary education. And now a beginning is being made in the sphere of university education.

In this systematic study of education the methods of science are employed. Investigations and surveys are undertaken. Carefully controlled experiments are conducted. Tests and measurements are utilized, and statistical methods call in the help of mathematical processes.

"Pedagogy" and a "Normal Course", no longer Sufficient

In the minds of many people the study of education is conceived as a "normal course", or a study of "pedagogy" with the purpose of learning a few teaching devices. But the study of education has developed far beyond such crude conceptions. Help for the class-room teacher is only a small part of what the study of education has to contribute. Every teacher is part of an educational organization, and this organization serves society in a great task. It is not enough therefore that teachers be intelligent and skillful followers of an art. They must have the broadest understanding of education as a social enterprise and must be prepared continually to criticize, evaluate and reform the educational operations in which they are engaged. No study of "pedagogy" and no ordinary "normal course" are sufficient for these things.

What the Study of Education Includes

During recent years the systematic study of education has so developed that differentiation and specialization are necessary. No one person can master the entire subject. The following fields of study may be mentioned.

- The General Theory of Education
- The Philosophy of Education
- The History of Education
- Educational Psychology
- Educational Sociology
- Educational Administration

Methods of teaching—General and Special
Standard Tests and Measurements; Educational Statistics
Special Education for Special Classes

In another way the study of education may conform to the levels of school organization, with the following divisions:

Pre-school Education
Elementary Education
Secondary Education
Higher Education

These fields of differentiated study are now so many and so broad that students easily become bewildered. Clearly defined purpose and intelligent guidance are needful so that the study of education may make its most fruitful contribution to the future work of the educator.

The study of education not enough

Some enthusiasts in the study of education tend to neglect other necessary subjects. Nearly all educators begin their professional work with class room teaching. The educative process must have its content. Method can never take the place of scholarship. The teacher should be master of one or two special subjects which he is prepared to teach. It is not necessary for all students expecting to go into school work to take education as their major subject. Some should do so, but the majority of students should choose as major subjects those studies which they propose to teach. In addition they should choose certain courses in education to prepare them for effective teaching and for their broader tasks as educators.

THE UNIVERSITY DIPLOMA IN EDUCATION

Students specializing in Education, whose choice of courses conforms to the regulations of the Department, may become candidates for the University Diploma in Education.

In addition to the general regulations of the University and of the College of Arts and Letters affecting the bachelor degrees, the following requirements must be met by candidates in order to receive the Diploma in Education:

Form A. For students whose primary interest is education, and who expect to become teachers, principals, supervisors, or enter other forms of educational work.

The major subject must be Education, with a minimum of 32 units, in the three upper years of the course.

The correlated subject must be one of the subjects of the school curriculum selected by the student as one which he desires to teach, with a minimum of 20 units. Among these 20 units, there must be chosen a Special Methods course in the subject, if available.

Form B. For the student whose chief interest is one of the subjects in arts and sciences which he is preparing to teach, and who chooses courses in Education in order to prepare for effective teaching.

The major subject must be the primary subject the candidate expects to teach, with a minimum of 32 units, in the three upper years of the course.

The first correlated subject must be a secondary subject the candidate chooses to teach, with a minimum of 20 units.

The second correlated subjects must be Education, with a minimum of 20 units, which must include a Special Methods courses in the major subject, if available.

All candidates for Diplomas, whether in Form "A" or Form "B", will be required to include the following courses among their units in Education. The first two, as being prerequisite to most of the courses in the Department, should be taken before the junior year if possible.

Introduction to Education, (Education 3-4)

Educational Psychology, (Education 15-16)

General Methods of Teaching (Education 17-18; or 125-126).

In addition to the regulations of the College of Arts and Letters, students whose major study is Education are required to take a second year of English.

GRADUATE STUDY.

In the program for graduate study in the Department of Education, provision is made for two types of students.

Graduates of Yenching University, or of other institutions of similar standing, who have had experience in educational work and who desire further professional study without the restrictions of study for a degree, may matriculate in the graduate division and select such courses as seem best adapted to their needs. Besides general qualifications of a high order such students should have a ready use of English. Testimonials or letters of recommendation will be required and each applicant for admission will be considered according to his merits.

Students of the second type will be those who enter as candidates for the master's degree. To such the following paragraphs from the University regulations regarding graduate study are applicable:

I. CANDIDACY:

- A. Candidates for the M. A. or M. S. degree must present an undergraduate record equivalent to the B. A. Degree of Yenching University with honor-point credit to the value of 1.30

Students offering equivalent studies from other institutions or sitting for a special candidate's examination will be required to spend such time in resident study as the Committee may require in each specific case.

- B. Every candidate must show ability to express himself correctly and clearly in written Chinese.
- C. Every candidate must show a command of both spoken and written English adequate for the demands of the course proposed.
- D. Every candidate must present evidence of sufficient preparation in the field to be studied.

II. WORK REQUIRED FOR THE M. A. AND M. S. DEGREES.

- A. One year's residence is a minimum requirement of all candidates. Each candidate will be treated as an individual case and will be informed at the end of his first semester regarding the length of residence necessary in his case.

- B. Eighteen credits (semester hours) in University courses must be taken in courses planned for graduate students.
- C. A thesis representing individual investigation and equivalent to a 6-credit graduate course of study.
- D. In his special studies and thesis candidate must show:
1. Ability to express himself clearly and forcibly.
 2. General knowledge of the whole field of studies within which his special subject is found.
 3. Mastery of the methods of investigation required for his major subject.
 4. Evidence of capacity for independent search for materia to be studied, original thinking and scientific judgment.

E. Note:

Credit value to the extent of a maximum of four credits will be given for translation. Such work shall be reviewed by a special committee of the faculty, in addition to the Chairman of the Department in which the candidate is taking his major study.

III. SPECIAL REGULATIONS FOR STUDENTS OF YENCHING UNIVERSITY:

- A. No undergraduate courses can be counted for credit for the M. A. or M. S. degree unless taken after a given student has been accepted as a graduate student.
- B. No courses, graduate or undergraduate, once counted towards fulfilling the requirements for securing a B. A. degree can be accepted for credit in meeting the requirements for the M. A. or M. S. degree.

IV. EXAMINATIONS:

- A. The following examinations, in addition to such examinations as are given in graduate courses which they have elected, are recommended to be required of candidates for the M. A. or M. S. degree:

1. Such written examinations on the whole field of the candidate's special interest as may be required by the Department in which his major subject is taken.
2. An oral examination to be given by a committee composed of persons nominated by the Department of major work, with such additions as the Graduate Committee shall appoint; the Chairman of this Examination Committee to be nominated by the Department of major work.
3. The above Committee shall also be responsible for criticizing the Master's dissertation presented by the candidate, and determining whether or not it represents the adequate amount of work and capacity required for granting the degree.
4. The thesis must be handed in due form to the Chairman of the Committee on Graduate Studies on or before May first.

All graduate students in the Department will be under the general jurisdiction of the Committee on Graduate Studies.

CLASSIFIED LISTS OF COURSES.

I. Courses listed according to degrees of advancement:

1. Courses primarily for freshmen and sophomore students

Education	3-4	Introduction to Education
"	15-16	Educational Psychology
"	17	The Junior Middle School
"	18	Junior Middle School Teaching

2. Courses primarily for junior and senior students

Education	101-102	Rural Life and Rural Education in China
"	103-104	Principles of Educational Administration
"	105-106	The Mass Education Movement
"	108	Educational Administration under the Nationalist Government.
"	109	Problems in the Education of Women and Girls in China
"	112	Problems of the Middle School Curriculum
"	117-118	Advanced Educational Psychology
"	123-124	Psychology of Childhood
"	125	Introduction to Secondary Education
"	126	Methods of Teaching in Middle Schools
"	128	The Measurement of Intelligence
"	129-130	Administration and Supervision of Elementary Schools
"	138	History of Education in China
"	139	Outlines of Educational Sociology
"	140	Problems of Educational Sociology in China
"	141-142	Statistical Methods Applied to Education
"	143-144	Philosophy of Education
"	145-146	Educational Tests and Measurements
"	149-150	Comparative Education
"	151	Vocational Education
"	153-154	History of Education in the Occident
"	161-162	Methods of Teaching English
"	164	Special Methods in Natural Science
"	165-166	Methods of Teaching Mathematics
"	167	Methods of Teaching Chinese

3. Courses primarily for graduate students

"	201-202	Duties and Problems of the Middle School Principal
"	203-204	New Theories of the Curriculum
"	205-206	Measurement and Experimentation in Education

II. Courses listed according to subjects:

1. Theory of Education

- Education 3-4 Introduction to Education
 " 143-144 Philosophy of Education
2. Educational Psychology
- Education 15-16 Educational Psychology
 " 117-118 Advanced Educational Psychology
 " 123-124 Psychology of Childhood
 " 128 The Measurement of Intelligence
3. Educational Sociology
- Education 101-102 Rural Life and Rural Education in China
 " 105-106 The Mass Education Movement
 " 139 Outlines of Educational Sociology
 " 140 Problems of Educational Sociology in China
4. History of Education
- Education 138 History of Education in China
 " 149-150 Comparative Education
 " 153-154 History of Education in the Occident
5. Methods of Teaching
- Education 18 Junior Middle School Teaching
 " 126 Methods of Teaching in Middle Schools
 " 161-162 Methods of Teaching English
 " 164 Special Methods in Natural Science
 " 165-166 Methods of Teaching Mathematics
 " 167 Methods of Teaching Chinese
6. Educational Administration
- Education 17 The Junior Middle School
 " 103-104 Principles of Educational Administration
 " 108 Educational Administration under the Nationalist Government
 " 112 Problems of the Middle School Curriculum
 " 125 Introduction to Secondary Education
 " 129-130 Administration and Supervision of Elementary Schools
 " 141-142 Statistical Methods Applied to Education
 " 145-146 Educational Tests and Measurements
 " 201-202 Duties and Problems of the Middle School Principal
 " 203-204 New Theories of the Curriculum
 " 205-206 Measurement and Experimentation in Education
7. Vocational Education
- Education 109 Problems in the Education of Women and Girls in China
 " 151 Vocational Education

DESCRIPTION OF COURSES

- Education 3-4 Introduction to Education Credits 2-2
- The course aims, in a very brief and general way, to deal with different aspects in the field of education. It acquaints the student with such topics as the aim of education, the teacher, the child, the curriculum, the method of teaching, involving also the general principles of educational psychology, philosophy of education, etc. The Chinese and one of the foreign educational systems will also be briefly considered.
- Elective 1,2,3,4.
 W. F. 1:30 Mr. Chou
- Education 15-16 Educational Psychology Credits 2-2
- This course is intended primarily for students who wish to study the psychology of the learning process as a preparation for teaching. The learning process is analyzed and its elements are subjected to a careful scientific study. Use is made of experiments and demonstrations as well as assigned readings, discussions, quizzes, and lectures.
- Elective 2,3,4.
 T. Th. 8:00. S—206 Miss Wang
- Education 17 The Junior Middle School Credits 2
- The main purpose of this course is to show the recent movement for the improvement of the Junior Middle School curriculum. The subject matter will deal with the general problem of curriculum making, the present curriculum, needs of change, regrouping the subjects and the reconstruction of courses showing how scientific method is applied.
- Elective 2,3,4.
 T. Th. 11:30 Miss Wang
- Education 18 Junior Middle School Teaching Credits 2
- The psychology of teaching different subjects in the Junior Middle School; class organization; supervised study; project teaching; and socialized recitation. Observation will be made in the Junior Middle Schools in Peiping.
- Elective 2,3,4.
 T. Th. 11:30. Miss Wang
- Education 101-102 Rural Life and Rural Education in China Credits 2-2
- In this course are discussed the problems of rural life and rural education in China at the present time, considering economic, social and agricultural aspects, as well as the more central topics dealing with education. As a background for the discussion, rural life and rural education in other countries will be considered.
- Elective 3,4.
 W. F. 8:00. Mr. Fugh
- Education 103-104 Principles of Educational Administration Credits 2-2
- This course is introductory to educational administration, and discusses the theories and principles of the subject, with concrete examples taken from the educational systems of the principal countries.

- Elective 3,4.
W. F. 9:30
- Mr. Fugh
- Education 105-106 The Mass Education Movement Credits 2-2
- In this course, a study will be made of the principles, systems, and organization of Mass Education. Other subjects will be the editing and publication of printed material, the use of intelligence tests, and the need for organization of social education for the masses.
- Elective 3,4.
T. Th. 8:00.
- Mr. Fugh.
- Education 108 Educational Administration under the Nationalist Government Credits 2
- This course, basing the discussion on the principles of educational administration, will study the educational institutions and policies of the present government in China.
- Elective 3,4.
T. Th. 9:30
- Education 109 Problems in the Education of Women and Girls in China Credits 2
- This course will consider the needs and conditions of the women of China in connection with education, and trace the history of the movement for the vocational education of women and girls. The methods of vocational guidance will also be considered, and the investigation of actual conditions will be emphasized.
- Elective 2,3,4.
T. Th. 9:30.
- Miss Pei.
- Educations 112 Problems of the Middle School Curriculum. Credits 2
- In educational reconstruction, the curriculum of the secondary school is an important problem. The present course will study the curricula of secondary school, both in China and in western countries, and endeavor to outline middle school curricula adapted to Chinese conditions.
- Elective 3,4.
T. Th. 10:30.
- Miss Pei.
- Educations 117-118 Advanced Educational Psychology Credits 2-2
- This course deals with three main features; the study of instincts, the study of the laws of learning, and the study of individual differences. If time permits, a few experiments will be conducted on the fundamental theories and principles involved.
- Prerequisite Education 15-16
Elective 2,4.
T. Th. 1:30
- Mr. Lew
- Education 123-124 Psychology of Childhood Credits 2-2
- This course is introductory to the study of the child from the psychological point of view. It deals systematically with the different aspects of his original nature, behavior, and the development of his intellect and moral nature, and also with the role that education undertakes with regard to these.

- Elective 3,4.
W. F. 10:30.
- Mr. Lew.
- Education 125 Introduction to Secondary Education Credits 2
- This is one of the required courses for students who are candidates for the University Diploma in Education. As an introduction to the subject, the general organization of secondary schools, the general characteristics of the secondary school population, and the problems of administration in secondary schools will be considered.
- Elective 3,4.
T. Th. 2:30.
- Miss Pei.
- Education 126 Methods of Teaching in Middle Schools Credits 2
- This is a course in general methods. The psychological and social principles of method will be discussed, and the various new methods which have been advocated or experimented with in recent years will be considered. Required of candidates for the diploma in Education.
- Elective 3,4.
T. Th. 2:30.
- Miss Pei.
- Education 128 The Measurement of Intelligence Credits 3
- This course deals with the theories of intelligence, the technique of measurement, the interpretation of data, and a survey of existing forms (Psychology 118).
- Prerequisite Psychology 117
Elective 2,3,4.
(Not offered during 1929-30)
- Mr. Sailer.
- Education 129-130 Administration and Supervision of Elementary Schools Credits 3-3
- This course is primarily for students who are preparing to serve as principals or supervisors of elementary schools.
- The problems covered in the course are the following: the principal as an organizer; classification, promotion, discipline, health of pupils, program making, assembly, library, and school activities; the principal as an administrator; the principal as a leader in the community; the principal as a supervisor; standards of judging instruction, diagnosis of teaching, methods of improvement, assistance for teachers, curriculum making as related to supervision, study of habits, supervision of study, the use of tests, the measurement of progress and the efficiency of teachers and supervisors. The *Fu Shu Hsiao Hsueh* will furnish opportunity for observation.
- (Sophomores desiring to take this course must first secure the permission of the instructor.)
- Elective 2,3,4.
M.W.F., 10:30, S 102.
- Miss Wang
- Education 138 History of Education in China Credits 2
- This course will study the educational theories and institutions of ancient China, and then trace the rise and fall of these institutions through the succeeding dynasties. An effort will be made to show how the history of education in China should lay the foundations for the study of the educational policies and institutions of the present day.
- T. Th. 9:30
- Miss Pei

Education 139 Outlines of Educational Sociology Credits 2

This course is a brief introduction to the subject of educational sociology as it is now developing. The social element in the theory of education, the contributions of sociology to educational procedure, and the introduction of socialized methods into the school will be considered. The chief elements in the method will be readings, discussions, and lectures.

Elective 3, 4, 5.
W. F. 3:30

Mr. Galt

Education 140 Problems of Educational Sociology Credits 2

This course presupposes the preceding course or its equivalent. The social foundations of education in China, the contributions of social thought from abroad, and the resulting issues and problems will be considered.

Elective 3, 4, 5.
W. F. 3:30

Mr. Galt

Education 141-142 Statistical Methods Applied to Education Credits 2

This course helps the student to study statistical methods and their uses in the field of education, so that he can utilize them as instruments for the study of different problems and to organize educational materials for research.

Education 3, 4, 5.
M. 2:30-4:30
W. 2:30

Mr. Chou

Education 143-144 Philosophy of Education Credits 2-2

This is an advanced course which considers the significance of education in present-day civilization with special reference to the political, social, and cultural tendencies of the times. The truths and principles will be applied to present-day problems of education in China.

Elective 3, 4.
T. Th. 9:30

Mr. Galt

Education 145-146 Educational Tests and Measurements Credits 2

This course studies the theory of educational tests and scales. Their construction and use will also be considered.

Elective 3, 4, 5. M.W. 3:30

Mr. Chou

Education 149-150 Comparative Education Credits 3-3

This course aims to acquaint the student with the educational systems of the United States, Germany, England and France. Discussions will lead to the fundamental principles underlying such systems and also to some of their results. Consideration will also be given to the present tendency of the world's educational ideals and practices.

Elective 3, 4.
M.W.F. 11:30

Mr. Chou

Education 151 Vocational Education Credits 3

This course will first consider the fundamental principles and methods of vocational education, to be followed by the study of such subjects as pre-vocational education, vocational guidance, investigations of different types and

systems of vocational education, and the institutions and organizations responsible for the same.

Elective 3, 4.
M.W.F. 2:30

Mr. Fugh

Education 153-154 History of Education in the Occident Credits 3-3

This is a general course in the history of education. Although the subject is primarily concerned with the rise and development of educational theories and institutions in the Occident, the consideration of these as a background for the study of modern education in China will also be emphasized.

M.W.F. 11:30

Miss Pei

Education 161-162 Methods of Teaching English Credits 4-4

A course for students who plan to teach English, consisting of lectures, demonstration teaching, and practice teaching. (Also listed in the Department of English).

Elective 3, 4.

Mr. Faucett.

Education 164 Special Methods in Natural Science Credits 2

A study of special methods in the teaching of General Science, Geography, Biology, Chemistry, and Physics. It consists of lectures, demonstrations and practical work in laboratories. This course is recommended for all students who are preparing to be science teachers and for teachers in service. In order to accommodate the latter the class meets on Saturday.

Elective 3, 4.
S. 9:38-11:30

Miss Wang
Messrs. W. W. Davis
C. F. Wu
S. D. Wilson
Y. M. Hsieh

Education 165-166 Methods of Teaching Mathematics Credits 2-2

This course gives special attention to the teaching of mathematics in secondary schools. (Mathematics 113-114).

Elective 3, 4. M. 1:30-3:30

Miss Hancock

Education 167 Methods of Teaching Chinese Credits 2

This course considers the methods of teaching Chinese with special reference to the Junior and Senior Middle School. (Chinese 164).

Elective 3, 4.
M. 1:30-3:30

Mr. Ma

Education 201-202 Duties and Problems of the Middle School Principal Credits 2-2

This course will endeavor to analyze and study systematically the tasks of the middle school principal. The needs and experiences of the members of the class will partially determine the scope and treatment of the material. Attention will be given both to the principles and to concrete applications. The method will include discussion, investigation, assigned readings and lectures.

Elective 4, 5.
T. Th. 3:30

Mr. Galt

Education 203-204 New Theories of the Curriculum Credits 2-2

With the growth of civilization, the choice and arrangement of the materials of education increase in difficulty. Many new theories and methods affecting the construction of school curricula have been developed. In the present course these new theories and methods will be considered. Materials and methods will be adapted as far as possible to the needs and experiences of those who enter the course.

Elective 4, 5.
W. F. 9:30

Mr. Galt

Education 205-206 Measurement and Experimentation in Education Credits 2-2

This course discusses the application of statistical methods and educational and intelligence tests to the study of, and experimentation in, different problems in education. The investigation of educational condition, the comparison of the pupils' educational products and experimentation with methods of teaching are all within the province of this course. It is recommended to administrators, as well as research students in education.

Prerequisite, Education 141
T. Th. 11:30

Mr. Chou

KINDERGARTEN-PRIMARY NORMAL COURSE.

The Department cooperates with the Yenching College for Women in conducting a normal course for the preparation of kindergarten-primary teachers. Miss Hsiu-hsiang Tseng is the member of the departmental staff in special charge of this course.

At present the course parallels the last year of the senior middle school and the first year of college. The course of study is given in outline below.

More detailed information may be secured from Miss Tseng, or from the Dean of the College for Women.

KINDERGARTEN-PRIMARY NORMAL COURSES

<i>1st year</i>	<i>1st Semester</i>		<i>2nd Semester</i>	
	Chinese	4	Chinese	4
	English	4	English	4
	Arts	2	Play Materials	2
	Household Management	2	Nutrition	3
	Kindergarten Curriculum	3	Kindergarten Curriculum	2
	Songs and Games	2	Songs and Games	2
	Psychology for Students of Education	3	Child Psychology	3
	Drawing	1	Drawing	1

16

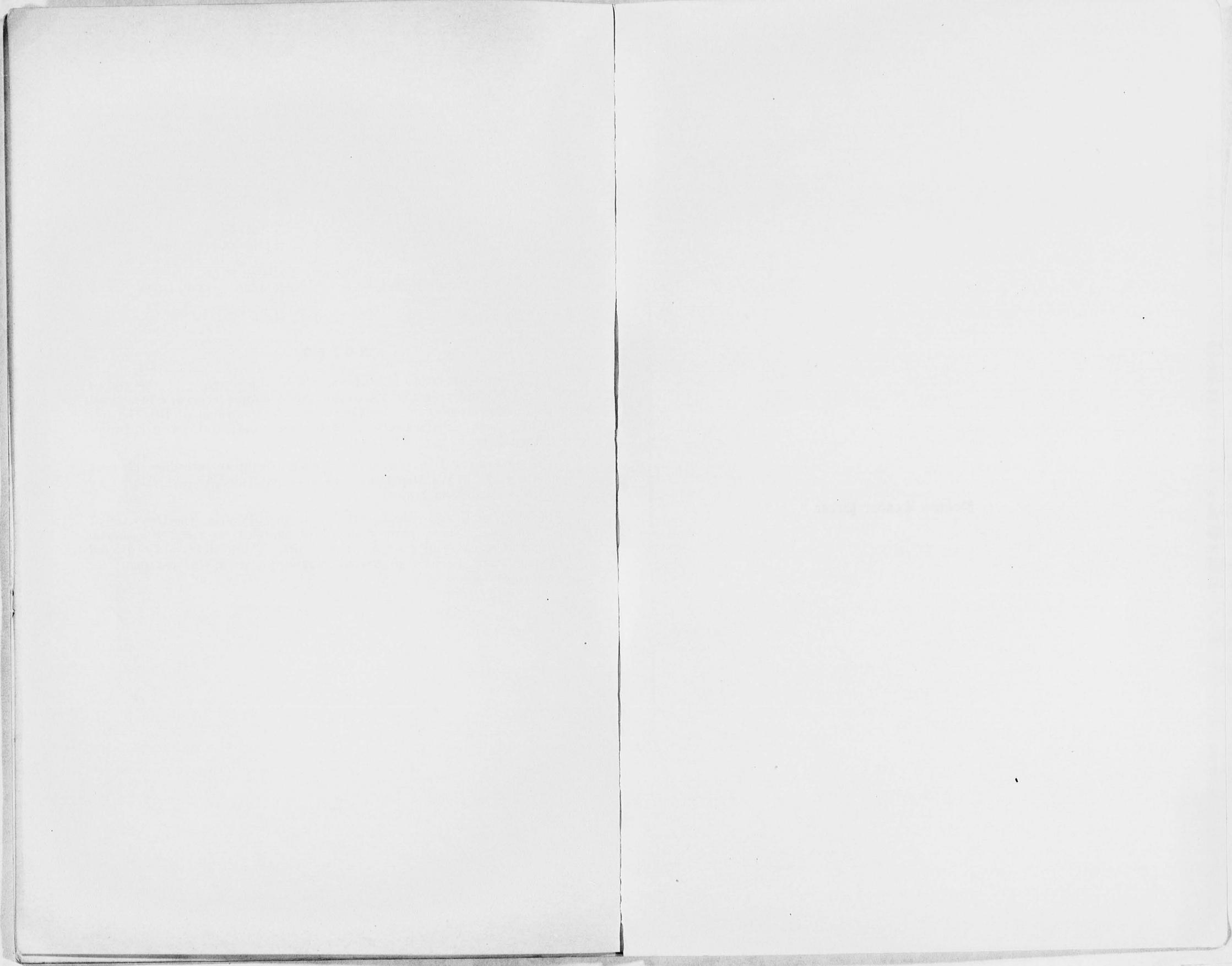
	Supervised Observation	1	Supervised Observation	1
	Music	2		
<i>2nd year</i>	<i>1st Semester</i>		<i>2nd Semester</i>	
	Chinese	3	Chinese	3
	English	4	English	4
	Principles and Methods of Teaching	3	Nature Study	3
	Primary Curriculum	2	Primary Curriculum	2
	Story Telling	2		
	Lesson Plans	1	Lesson Plans	1
	Kindergarten Practice	3	Kindergarten Practice	5
	Primary Practice	2		
	Music	2	Music	2

NOTES

1. In case students desire to terminate their college study at the end of the sophomore year, and yet be prepared for some forms of educational work, they may, upon consultation with the chairman of the Department, select certain courses and become candidates for a "Junior College Certificate in Education."
2. The staff of the Department reserves the right to introduce changes in the plans of the Department as here published, if necessitated by unforeseen circumstances.
3. In addition to the courses offered in this Bulletin, the Department conducts a "Short Term Course" of one year to meet the special needs of teachers in service. This course is not necessarily offered every year. Persons interested may apply to the Department for information.

17

0385



3

1

6

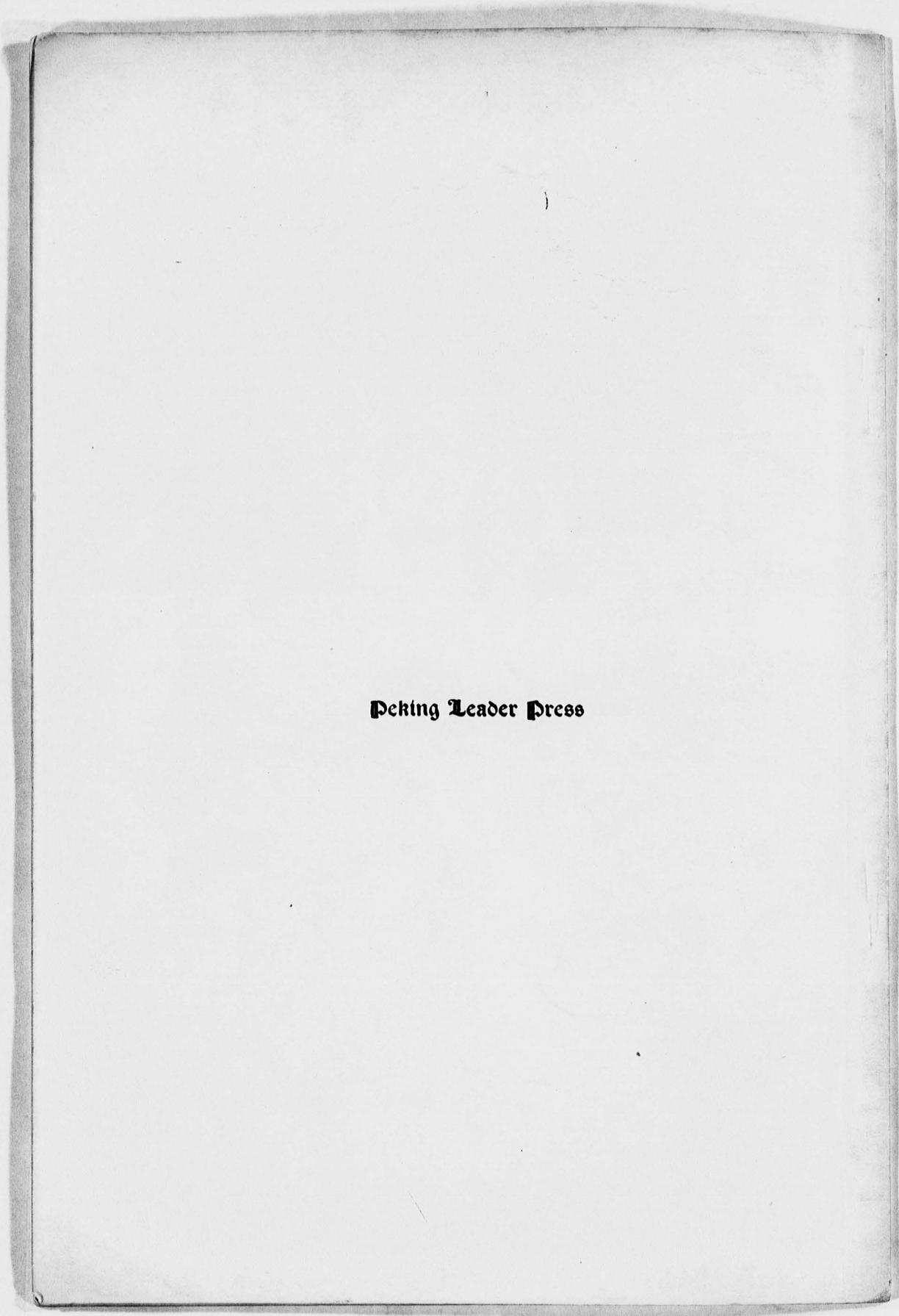
4

8

3

4

0386



Peking Leader Press

3
1
6
4
8
3
4

0387