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Nanking
Academic
Education department (Dept. of
Normal training) 1913-1918, 1947

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0405

Vol. 1.

No. 6.



THE
UNIVERSITY OF NANKING
BULLETIN

1913



Department of Normal Training

0406

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CALENDAR.

The Spring Term opens Feb. 21, 1913. (正月十六日)

The Spring Term closes about June 27, 1913.
(五月二十八)

The Fall Term will open about Sept. 3, 1913.
(八月初三)

PROSPECTUS.

The Normal Training Department of the University of Nanking takes pleasure in announcing that a one year's course in normal training for primary teachers will be offered in the spring and fall of 1913.

The course is outlined below. It will be seen that the first half year is devoted almost exclusively to elementary branches, and the second more largely to professional training. This plan has been adopted for two very important reasons. In the first place, we desire to provide such a course as will admit any Chinese teacher, well educated in the old Chinese learning only, no matter how slight his knowledge of Western branches may be. Thus in the first semester these Western branches, together with newer methods of teaching the Chinese language and literature, will be taught, and the students prepared to teach them during the second semester in the Practice School. While a large part of the time will be given up to the teaching of the subject matter of these branches, still the spirit constantly fostered will be that of the Normal School. The work will necessarily require rapid progress and for this reason prompt enrollment will be imperative. Though the branches taught will be elementary, they will be presented by the best of our teachers in a systematic and scholarly way. Many teachers and students who have previously done considerable work in these subjects, can still profit greatly by this presentation of the subjects. In the second place, we provide, in the second semester, an opportunity for any ambitious teachers to study methods of teaching and school government. The work of this semester will be open only to those who have a thorough grounding in the subjects presented in the first semester. Thus, in the first semester we provide a thorough elementary but rapid course in Western branches which is open to all, and

in the second a course in professional training for all teachers of this grade and those of similar attainments.

The course outlined is as follows :—

FIRST SEMESTER.

Arithmetic	...	...	...	5 periods per week.
Geography (world)	...	...	3	" "
History ( " )	...	...	3	" "
Bible	...	...	3	" "
Natural Sciences	...	...	3	" "
Hygiene	...	...	1	" "
Calisthenics				
Singing				
Industries				

SECOND SEMESTER.

Practice Teaching	...	...	5 periods per week.
Methods of teaching Chinese language, literature, and composition	...	2	" "
Methods of teaching Western branches	...	3	" "
School Government	...	1	" "
Drawing	...	3	" "
Singing			
Calisthenics			
Industries			
Special Reading and Lectures in Civics, Economics, Sociology, etc.			

Description of the Subjects.

Arithmetic. The four operations, together with fractions and decimals, will be presented in the same way that the students will be expected to teach them later, though with much greater speed. So far as time permits they will be taught to apply these principles in percentages, interest, mensuration, etc. Through-out oral and written drills will be frequent.

Geography and History. These two subjects will not be divorced but will be used to supplement each other. No single text will be used, but the students will be required to use the library freely in reading and consulting. In six months we cannot expect to give a great body of facts to these men, but we can do a good deal by way of opening up the mind to the main facts of these movements, and in teaching them to use books. In the study of special method and in the practice teaching of history and geography, local geography will receive first attention. History will be, so far as possible, related directly to the children and their interests, and will not be simply a record of the deeds of kings. With these two subjects, and with the natural sciences, every effort will be made to develop ingenuity and spontaneity in the teaching of the students.

Bible. The work here will be such as to prepare the students to become intelligent teachers of Christ's life and teachings; the aim will be to make them sympathetic, believing teachers of Jesus. Perhaps no subject stands more in need of proper *method* than this. We shall attempt to teach these men how to teach the Bible to children.

Natural Sciences. The work in these subjects will be of the broadest possible kind, covering the whole field of scientific discovery and invention. The aim here will be more largely cultural than with history and geography. We shall endeavor to introduce these students to the great field of science and shall put them in possession of tools for self-advancement by means of the library.

Music and Drawing. Some will get a great deal out of these subjects; others will not get much; but we shall give it to all and where necessary let those who prove to be unable to profit by it drop out after trial. In drawing we may expect to train many to see the value of much chalk work in teaching. Chinese teachers lack greatly here.

Calisthenics. This will be carried out as a serious part of the curriculum, both with the idea of building up the bodies of the teachers and also of putting them into possession of material that they can use in their own teaching with children.

The ideal of a healthy body will be kept uppermost and through calisthenics and the study of hygiene we shall teach them how this may be brought about.

Chinese Literature and Composition. This subject will be taken up only from the teaching standpoint: it being required that all come adequately prepared in the materials. Every effort may be made to improve the teaching of this most important of all the subjects. This school does not feel that any wholly satisfactory method has yet been evolved for the teaching of Chinese, and therefore purposes to work on the problem of discovering a pedagogically sound method that can be used by our teachers, with primary school children. Negatively we hope to show these teachers the weakness of their own old methods and to awaken in every one the determination to apply the well-established educational maxims, which they shall learn, to the teaching of Chinese.

Industries. It seems inevitable that there should arise a large demand for some industrial training in the primary schools throughout the country. The Normal School stands ready to give this work should the demand warrant it. We have already started work of this type in our Practice School and we trust soon to work out feasible plans for some lines of industrial training in primary schools generally.

Professional. In each one of the above subjects the students will not be allowed to forget that they are training to be teachers. They will be inspired not only to follow methods that are carried on in these classes, but will be encouraged to strike out for themselves along individual lines. As direct work, greatest emphasis will be laid upon practice

teaching. If possible, at least one class a day will be taught by each student under the direct supervision of trained Normal teachers. We now have two men studying in the Philippine Normal School, at Manila—the largest and finest English speaking school of its kind in the Far East—for this specific work. The larger part of the work of the classes in “Method” will arise out of this practice teaching.

Plant and Equipment.

The Normal Training School forms a unit by itself, having its own grounds and buildings. It is located at a distance of a three-minute walk from the High School and College Department and a five-minute walk from the Middle School. So in case students in the Normal department wish to take any special work in other departments, it will be possible. However, the students will be in immediate contact with this department only, which includes the primary children of the Practice School. The whole property has been recently acquired at a cost of \$40,000.00 Mex., is new and admirably suited for the purposes of a school of this type. The dormitories and dining-room are all that could be desired.

As intimated above we shall expect all students to form the “library habit.” To this end the school is gradually accumulating all the best works in Chinese along the lines of its work. A special reading room, with necessary accommodation will make this library, we trust, attractive.

Matriculation.

Any student who can present credentials proving good character and an adequate education in Chinese may be matriculated for the first semester, and for the second semester matriculation will be granted to successful students of the first semester, and to any others who can pass an examination covering the same ground or present credentials to the same effect.

Fees.

No charge will be made for tuition. For registration a charge of \$5.00 per term will be made. Board and room will cost \$18.00 per semester. These fees cover all necessary food, hot water, lights, care of room, etc., and must be paid at entrance.

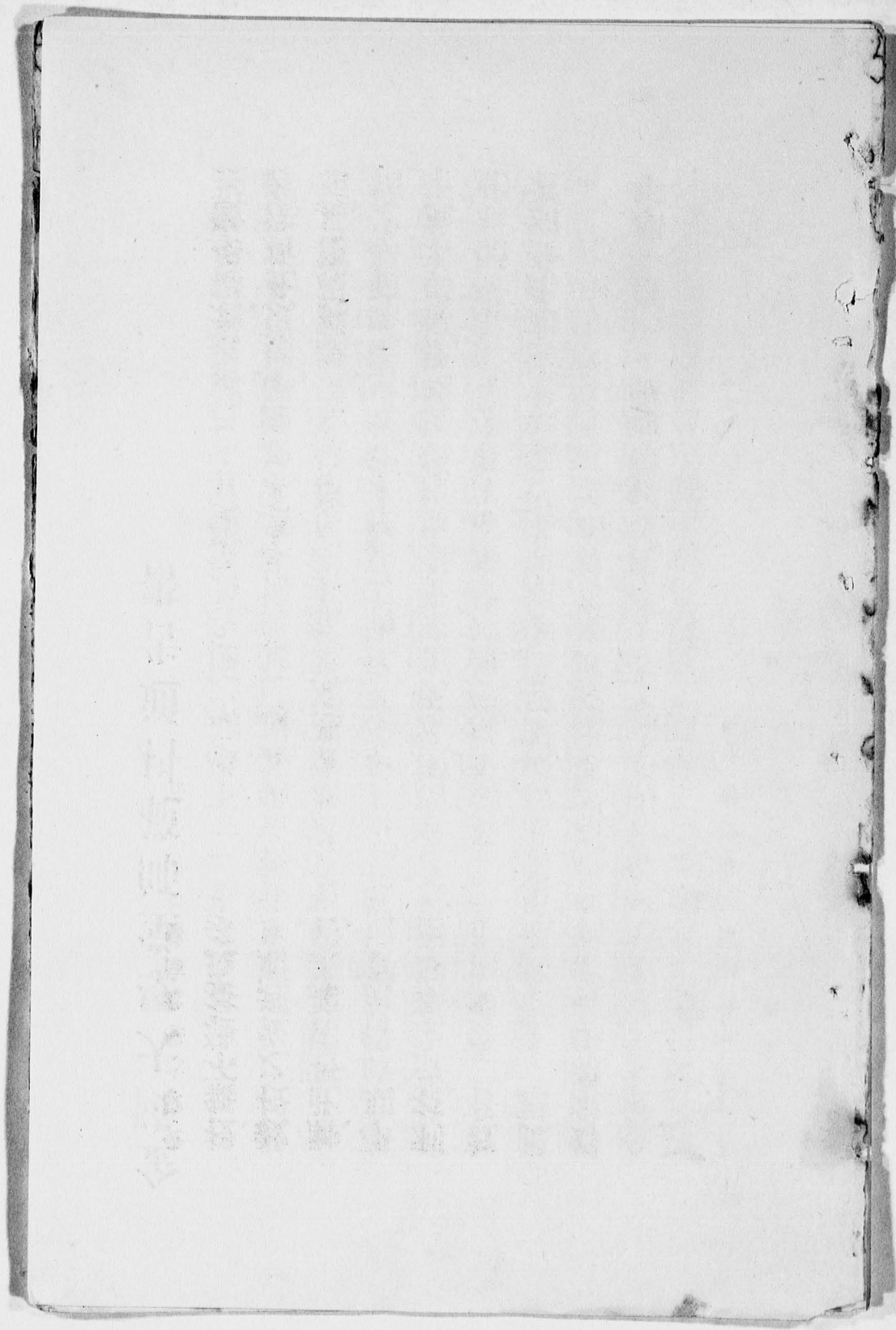
Each student will provide for his own books, stationery, washing, and other personal needs.

Scholarships.

At the present time the University cannot make definite announcement concerning the number that will be available, but it seems likely that a number will be offered by interested Missions and by individuals. \$50.00 for the year is considered necessary for full scholarship. No student can be placed on a scholarship for less than one year, and one receiving such help must be ready to render service when called upon, either for the Mission helping or to the School. Correspondence is invited on this subject.

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真 興

金陵大學農學院

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詩詞

繪圖

學堂管理法

西學各科教授法

漢文教授法

實地教授

下學期

實業

詩詞

體操術

三時

一時

三時

一時

五時

每星期時間

課程表列後

學科

算學

地理(環球)

歷史(普通)

聖經

物理學

衛生學

一時

三時

三時

三時

三時

五時

入學、惟上學期之西學速成科不拘何人均可以來就學也、或程度相當者方可、與學校管理法、此期之課程、獨彼上學期之及格者、或程度相當者方可

價值漢文教員於此點尤有缺點

試習之苟覺無得可退班不讀惟繪圖一科願學者得觀教授時用粉筆之音樂圖書於音樂一科受其益者有之不能受益者亦有之本科聽學者參閱他種書籍以為前進之利器也

物理學 本科擇其大綱及科學之已發明者而讀之學者當時至藏書室法較他科尤當注意本校亦特授如何授聖信於兒童之法

聖經 授於人且願使學者成一同情之師以能異日能動力將有進無已也此二科與物理相輔而授則學者之敏捷力與天然動力將有進無已也聖經授此科時務使學者能為聰明之師異日能動力將有進無已也此二科與物理相輔而授則學者之敏捷力與天然動力將有進無已也此二科與物理相輔而授則學者之敏捷力與天然動力將有進無已也

究實習學校教授地理歷史之特法先當注意本國地理也歷史之於幼童惟期使學者之心明白諸事實之主動而已且俾伊等得用書之法欲研隨時至藏書室參閱關於本項書籍輔而讀不能專擇一定之教科讀者可地理與歷史此二科互相聯絡輔而讀不能專擇一定之教科讀者可的算授以加減乘除命小數等法雖期速成然務使學者能授人為目課程畧解

特別參讀書 民政論說 計學 社會學

實業

體操術

金陵大學堂師範科通告

業於華人中并另添設報室以增此藏書室之引感力、觀諸以上各節、深盼學者得用藏書室之習慣、卒使本校能成一完善之事、本院內本科之財產已值四萬元、譜之地境甚宜、寢室膳廳、本科與小學同堂、設五分鐘之路程、故本科之學生、兼習他科者、頗覺稱便、本科與小學同堂、約本師範學堂、自校址校舍、距大學高等學、約三十分之路程、距中學堂、約校址與裝具

力濱島、墨林、拳師、範學校、專習此科、一時使學者受富範之經驗者、監視其教授、本校已選派二人赴一能趨擇新法、且電勉之以專於一科、本校深注意於實習、試教、并希每日以職業教授、學以上各科、學者不可忘已將為入師也、本校不特使學者

以應時需、本校現已實興此科、竊望他日於各小學內均設此科、實業一國之中、學校內之工藝科、蓋不可少者也、師範學堂、當有此科、之完璧也、

得觀已法之弱點、而忻用新法、并能實用教育學之新詮、而成教授漢文法、學者於實習訓蒙時、演出妥善之教授法、本校亦致力使將為入師者、得有力焉、改良本校、尚未見有完全之教授漢文之法、故特設各種問題、以希國文作文、此科本授人方面為立點、必有妥適之教材、致使此極要科、其理由講於衛生學中觀之、員因有健強之體材、以備異日訓誨兒童、由體操可得一完善健強之身體、體操術、此科為各科中之最要者、(一)教員因之而健強其身體、(二)教

入學規則

凡品行端正、漢文清順者，准予入學。入學下學期，惟彼於上學期考驗合格及程度相當，能受考驗者，方可入學。

費用

本校不收學費，每學期祇收報名費五元、伙食房金，每學期十八元、燈油茶水費均在其內。入學時預繳。

免費

此項額數，本堂現尙不能擬定。惟視各公會或個人熱心願助之款以爲定。每年金費約共五十元，得此項利益之學生，應聽本堂任用，或送本會任用，亦可。惟不能半途輟學。如有通問等事，或素稟程者，請函寄本堂可也。

Vol. 1.

No. 7.



THE

UNIVERSITY OF NANKING

BULLETIN

May, 1913



Department of Normal Training

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CALENDAR.

The Fall Semester opens September 10th, 1913.

(The Language School for new missionaries will
open October 16th, 1913.)

ANNOUNCEMENT.

Course for Primary School Teachers.

Announcement was made last winter of a course that would be opened for Primary School teachers. This class has about completed its first term's work. On the basis of this experience it has been decided to open a similar class beginning with the fall term. The class is designed especially for those teachers who lack a grasp of western subjects, of the primary grade, and who need professional training. Matriculation will be granted to all teachers who can prove good character and intention, and who have a good grasp of Chinese. No knowledge of western subjects is prerequisite. The work will cover one year as follows:

FIRST SEMESTER.

Arithmetic	...	...	...	...	5 periods per week.
Geography (World)	...	...	...	3	" " "
History, General Western	...	...	...	3	" " "
General Science	...	...	...	3	" " "
Bible	...	...	...	3	" " "
Hygiene	...	...	...	1	" " "
Chinese	...	...	...	3-5	" " "
Music	...	...	...	—	" " "
Calisthenics	...	...	...	—	" " "

SECOND SEMESTER.

Practice Teaching	...	...	...	...	3-5 periods per week.
Methods of Teaching Chinese	}	...	3	"	" "
Methods of Teaching Western					
School government	...	...	1	"	" "
Bible	...	...	3	"	" "
Mathematics	...	...	3	"	" "
Drawing	...	...	3	"	" "

Industries	...	...	...	...	5	periods per week.
Chinese	...	...	...	...	3-5	" " "
Music	...	...	...	...	—	" " "
Calisthenics	...	...	...	...	—	" " "

Special lectures in civics, government, sociology, hygiene, etc., will be given from time to time.

Course for Upper Grade and Middle School Teachers.

This course is designed especially for the young men who have the teaching of western branches in their hands, whether in day or boarding schools. The course is open to all who have a Middle School training, or can pass an examination of similar grade.

FIRST SEMESTER.

Mathematics	...	...	...	...	3-5	periods per week.
Chinese	...	...	...	...	3-5	" " "
Bible	...	...	...	...	3	" " "
Drawing	...	...	...	...	3	" " "
Methods of Teaching	...	...	...	...	3	" " "
School government	...	...	...	...	1	" " "
Practice Teaching	...	...	...	...	2	" " "
Industries	...	...	...	...	5	" " "
Music	...	...	...	...	—	" " "
Athletics	...	...	...	...	—	" " "

SECOND SEMESTER.

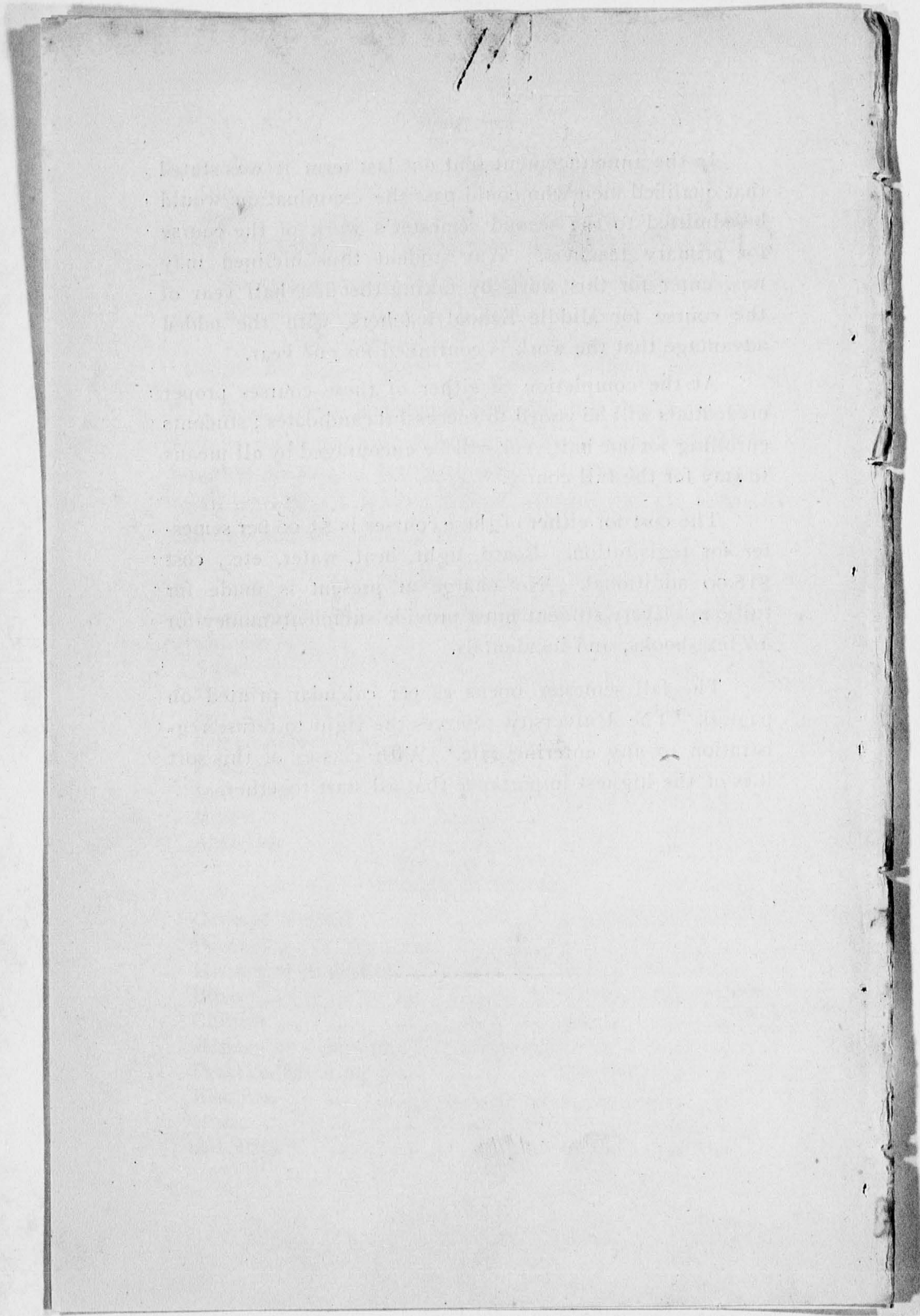
General Method	...	...	...	...	3	periods per week.
Psychology, Educational	...	...	...	...	3	" " "
History of Education	...	...	...	...	2	" " "
Bible	...	...	...	...	3	" " "
Chinese	...	...	...	...	3-5	" " "
History or Geography	...	...	...	...	3	" " "
Practice Teaching	...	...	...	...	2	" " "
Elective	...	...	...	...	5	" " "
Music	...	...	...	...	—	" " "
Athletics	...	...	...	...	—	" " "

In the announcement sent out last term it was stated that qualified men who could pass the examination would be admitted to the second semester's work of the course for primary teachers. Any student thus inclined may now enter for this work by taking the first half year of the course for Middle School teachers, with the added advantage that the work is continued for one year.

At the completion of either of these courses proper credentials will be issued to successful candidates ; students enrolling for one half year will be encouraged by all means to stay for the full course.

The cost for either of these courses is \$5.00 per semester for registration. Board, light, heat, water, etc., cost \$18.00 additional. No charge at present is made for tuition. Every student must provide sufficient money for *all* text-books, and incidentals.

The fall semester opens as per calendar printed on page ii. The University reserves the right to refuse registration to any entering late. With classes of this sort it is of the highest importance that all start together.



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CHINA UNION UNIVERSITY
CENTRAL OFFICE
150 FIFTH AVENUE
NEW YORK, N. Y.

Vol. 1.

No. 9.

THE
UNIVERSITY OF NANKING
BULLETIN

Dec. 1913.

School of Normal Training

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FACULTY

A. Archibald Bullock, B. S., M. S. (Chicago)

Z. T. Ing, B. S., M. A. (Columbia)

Chen Chuin-ho Graduate Union Christian College

Kung Tseng	} Special study and training abroad (Philippine Normal School)
Tai Pen-shan	

The University of Nanking takes pleasure in announcing that The School of Normal Training is now prepared to offer the following courses:—a Special Course of two years, and a Regular Course of four years. This work will begin with the Spring Semester of 1914.

SCHOOL OF NORMAL TRAINING.

This School believes that younger men well educated in their own language can be given such a grasp of the western branches in two years as is necessary for elementary schools. It believes that in this period these men can be made over in their ways of thinking and of attacking problems, and that they can gain sufficient professional training to render them very effective teachers and good school administrators. There is a great body of this type of the younger teacher class upon whom China must depend for her future primary teachers and who are financially unable to spend more than a brief period in school. For these men this two year course is offered.

At the same time a much more adequate education and training can be afforded in four years, and all who can possibly manage to stay for the full time will be encouraged to do so. Bright men graduating from this course should be able to take higher positions in elementary schools or in secondary schools of the government or missions.

Matriculation will be granted to those (1) who can pass the examination set for admission, (2) who can prove eight full years of successful elementary school training, (3) who can demonstrate a mature grasp of the Chinese language and literature. No applicant will be received who is not over 18 years of age; all must prove good character and intention. As the work will be conducted in Chinese no English will be prerequisite for entrance.

The cost for tuition will be \$10.00 per semester for the first two years and \$20.00 per semester for the last two years. For any who desire to board the regular dormitories of the University are available. Here the rate for each semester, including charges for athletics, hot water, light, besides board and room, is \$24.00.

The School of Normal Training is housed in a fine large new building of 16 rooms, and surrounded by its own campus and athletic field of 5 acres. Part of this building is devoted to the Practice School, in which a large, live, model school is maintained under the direction of specially trained Critic Teachers. All students who study in the School of Normal Training are required to get a good part of their education in this practical way. The whole of the ground floor is given over to the industries, where various kinds of manual training are taught. The equipment of the school is ample and sufficient for all the needs of an up-to-date training for teachers.

The courses outlined are as follows:—

FULL COURSE.

SUBJECTS	CHINESE EDUCATION	RELIGIOUS	MATHE- MATICS	ENGLISH	SCIENCE	GEOGRAPHY HISTORY	TECHNICAL AND PROFES- SIONAL TRAINING
1st year	Prescribed		Arith.			Gen'l. Geog.	Draw. or Music, Industries
2nd year	"	"	Algebra		Physiology & Hygiene		" "
3rd year	"	"	Geom.	Pres.		Gen'l. Hst.	Educ. Psychol. School Manag.
4th year	"	"		"	Chem. & Phy.	Geog. & Gov't.	Educ. Hist. Educ. Theory
SPECIAL COURSE.							
1st year	"	"	Arith.		Physiology & Hygiene Geog. Gov't.	Gen'l. Geog.	Draw. or Music, Industries
2nd year	"	"	Algebra			Gen'l. Hist.	Education, School Manag.

Every student is required to take a thorough course in practice teaching, the amount depending primarily upon individuals needs.

0423

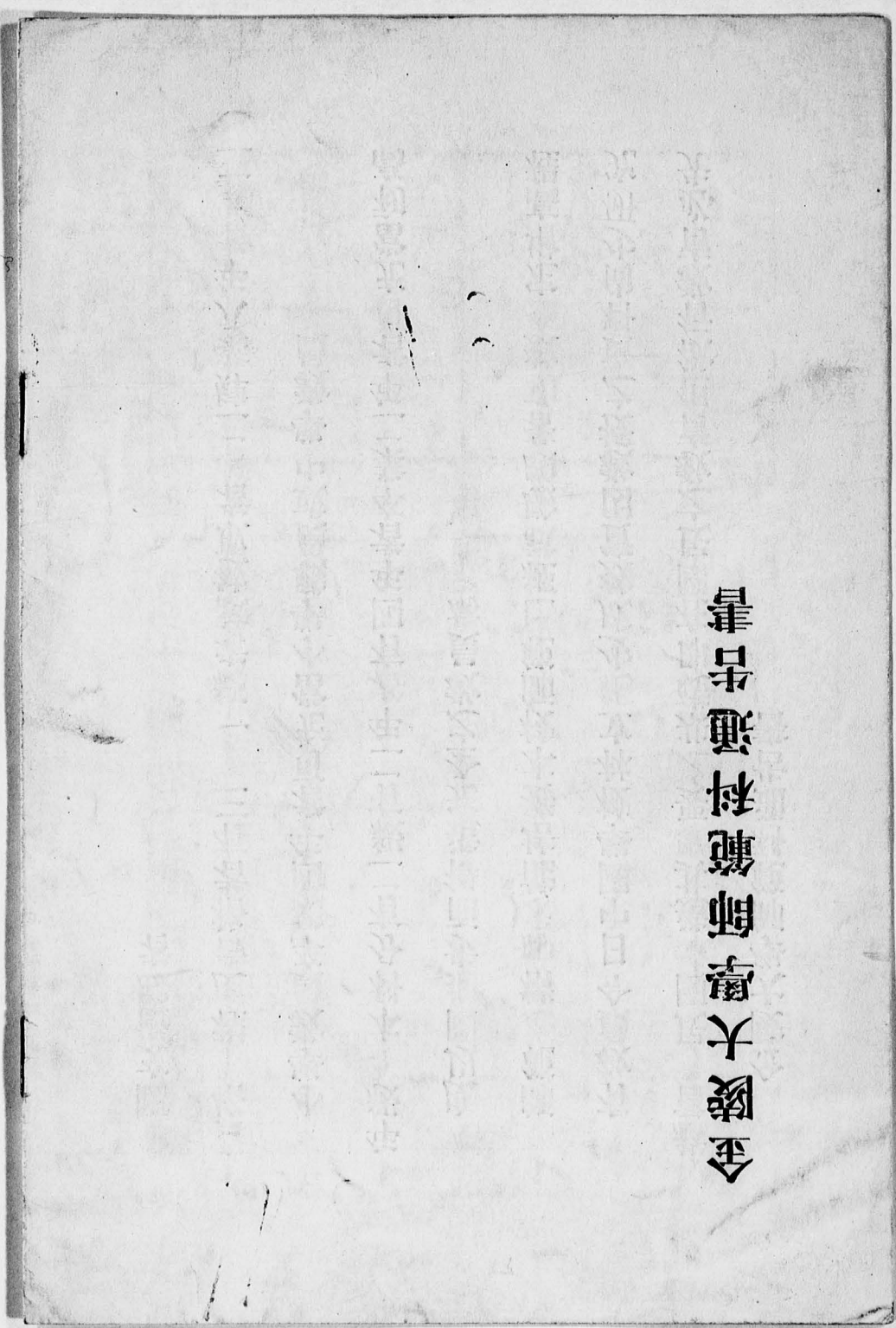
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金陵大學師範科通告書

第一、本校師範科自民國二十一年起，
第二、本校師範科自民國二十一年起，
第三、本校師範科自民國二十一年起，
第四、本校師範科自民國二十一年起，
第五、本校師範科自民國二十一年起，
第六、本校師範科自民國二十一年起，
第七、本校師範科自民國二十一年起，
第八、本校師範科自民國二十一年起，
第九、本校師範科自民國二十一年起，
第十、本校師範科自民國二十一年起，

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第二十、本校師範科自民國二十一年起，



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開學 今擬本學年第二學期

教授外隙地數畝暇時彼此散步誠適宜之地點也

體操場等模範學校專爲師範生而立該師範生即在此試驗實行

校舍 計課堂一十六間潔精寬敞附設模範學校一所以及手工場

譜

水並體操費一概在內大學之寄膳宿舍約距本科校舍三分鐘之

膳宿者皆得附於大學寄膳宿舍內此費每學期二十四元燈油茶

學費 每一學期第一二年繳費十元第三四年繳費二十元如欲寄

國文優勝者

資格 程度合格者有三 一 經考試被取者 二 肄業八年者 三

小學教員卒業四年者可充當小學職員或中學教員

年級 本科分有二級有二年者有四年者卒業二年者可充當初高

度以圖進步而得造完全之教員焉

師範之精神未能培養本校師範已經試驗頗著功效今定增高程

有教員今日中國學校林立絕少成效實因教授之資料尙少研究

緒言 民國肇造其緊要之基礎即在國民之教育但欲行教育必先

金陵大學師範科通告書

科目	第一學年	第二學年	第三學年	第四學年		衛生	生理	化學	博物
英文	普通地理		初等	高等		衛生	生理	化學	博物
地歷史	普通地理		普通歷史	商業地理		普通地理			
數學	算術	代數	幾何			算術	代數	幾何	數學
國文	課程四年	皆按大學	皆按大學	定章		課程四年	皆按大學	皆按大學	國文
教育	圖畫或手工	全上	學校管理學 教育心理學	教育學 教育史		圖畫或手工	全上	學校管理學 教育心理學	教育
宗教	課程四年	皆按大學	皆按大學	定章		課程四年	皆按大學	皆按大學	宗教
級	第一學年	第二學年	第三學年	第四學年		第一學年	第二學年	第三學年	第四學年

Vol. II.

No. 2.

THE
UNIVERSITY OF NANKING
BULLETIN

November 1915.

School of Normal Training

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THE SCHOOL OF NORMAL TRAINING.

General Statement.

The regular subjects offered by this school may be combined so as to form three different courses. The first of these includes all that is at present offered. Ordinarily this will take four years for completion and leads to the diploma of the School of Normal Training. Graduation from this course requires the full equivalent of the University High School course in all subjects except English, and in place of English there are other subjects taken that are the equivalent and, from the teacher's standpoint, more necessary. Two years of English, however, are required.

The second course is especially provided for those who are unable to take the full course. It may be completed in two years and leads to a two-year certificate. The starred subjects in the list appended are required for this certificate.

The third course is provided for high school students who have completed part of their preparation for college but desire to prepare for teaching. Any student who has had the full equivalent of the first two years of the University High School may take this course by continuing the regular high school work, but substituting for certain subjects all of the educational courses in the list below. These substitutions must be made with the consent of both the normal and the high school faculties. (See High School Courses of Study, Group I, Normal Training.) In addition he must take eight hours of practice teaching and eight hours of manual training. Upon the completion of this course a Normal-High School diploma will be issued. This diploma will admit to the college without examination provided the necessary amount of English can be presented.

A fourth course is now offered for any who desire to train especially for industrial teaching. Two years training is all that is at present contemplated but if the demand calls for a

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more extended course, the school will provide more. Only those who agree to take two full years and who contemplate teaching the subject will be admitted.

Admission.

Matriculation will be granted to those who have had a full grammar school training (graduates of 高等小學) and to those who have a mature grasp of the Chinese language and literature. Neither English nor arithmetic, in the case of older students, is necessary for admission. Hence examinations for admission, will be based, in the case of younger students, upon the curriculum of the regular grammar schools, and in the case of older students, upon Chinese only. For those who have had part of the materials of this school elsewhere it is possible to arrange for advanced standing. Furthermore, it is required of every applicant that he present credentials proving good character and a purpose to become a teacher.

Fees.

The cost of tuition is \$10 per semester, or, with English, \$20 per semester. In the case of those who desire to board in the University dormitories there is an additional charge of \$24 per semester which covers food, room, hot water, and athletic fees.

Credits.

In all regular class work one hour recitation per week through a semester is counted as an "hour"; three hours per week for a semester as three "hours," etc. In laboratory practice two or three hours work is reckoned, as an "hour"; in the industrial department five or six hours work as two "hours"; and in practice teaching each practice teaching section, of which there are two each semester, as one "hour." It has been the habit of this school to have no fixed classes. Each student takes the work he needs and when he has the necessary credits, graduates.

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Curriculum of the

COURSE	FIRST YEAR	hours	SECOND YEAR	hours
CHINESE	Same as High School Ditto	* 8 * 8	Same as High School Ditto Elementary School Readers and Methods of Teaching Ditto	* 5 * 5 * 3 * 3
RELIGIOUS EDUCATION	Same as High School Ditto	* 2 * 2	Same as High School Ditto	* 2 * 2
MATHEMATICS	Arithmetic Ditto	* 6 * 6	Arithmetic (advanced) Algebra or Geometry Ditto	* 3 * 6 * 6
ENGLISH	Optional		Optional	
SCIENCE	Physiology and Hygiene	* 5		
GEOGRAPHY AND HISTORY	General Geography	* 6	History of World	* 6
TECHNICAL AND PROFESSIONAL	Drawing or Music Ditto Industries Ditto Practice Teaching Ditto	* 1 * 1 * 2 * 2 1 1	Drawing or Music Ditto Industries Ditto Practice Teaching Ditto	* 1 * 1 * 2 * 2 * 1 * 1
		51		49

* The stars refer to those courses required for the Two-year Certificate.

Description of Educational Courses

EDUCATION I. History of Education. The course begins with Greek and Roman education and takes the student through the various stages of educational development to the present day. The course presupposes a fair acquaintance with general history. A textbook and collateral readings are used. One semester, four hours per week.

EDUCATION II. Educational Psychology. This course deals with the individual and will aim to teach the student to study himself as the necessary prerequisite to the understanding of others. A text is used supplemented by lectures and discussions. The genetic aspect of psychology receives large emphasis. Chinese students, especially, seem to need these two phases urged upon their attention prior to any serious study of the art of teaching. One semester, four hours per week.

School of Normal Training.

THIRD YEAR	hours	FOURTH YEAR	hours
Same as High School Ditto	8 8	Same as High School Ditto	8 8
Same as High School Ditto	2 2	Same as High School Ditto	2 2
Required Ditto	5 5	Required Ditto	5 5
Chemistry or Biology Ditto (taken in H. S.)	4 4	Physics Ditto (taken in H. S.)	4 4
Commercial Geography and Government	5		
Educational Psychology Education Practice Teaching Ditto	* 4 4 1 1	History of Education School Management* Practice Teaching Ditto	4 4 * 1 * 1
	53	Elective	4 52

EDUCATION III. Principles of Education. This course deals with the general principles that underlie all subjects of the curriculum. The special treatment of individual subjects is taken up in connection with the conferences held with practice teaching sections. Textbook and lectures. One semester, four hours per week.

EDUCATION IV. School Management. The work in this subject will supplement, and be illustrated by, the work done in practice teaching. The special problems of Chinese schools will be taken up. The texts extant on this subject will be examined and in general the students made acquainted with the literature on organization and management. One semester, four hours per week.

Curriculum of

SUBJECT	FIRST YEAR	SECOND YEAR
NATIONAL LITERATURE	Vols. I, II	Republican Reader Series, Vols. III, IV
COMPOSITION	Phrase and Sentence Building	
NATIONAL LANGUAGE	Eastern Aesop * European Aesop *	Illustrated Object Lessons—Zia. Presby. Press *
WRITING AND PENMANSHIP	Sand and Clay Modeling Tracing Raised Characters	
HISTORY		
ARITHMETIC	Number work, no books	
GEOGRAPHY		
BIBLE	See Special Course in Religious Education for	
NATURE STUDY	See books in Language, above	
DRAWING	Easy Drawing, selected, and	
MANUAL TRAINING	Busy Work: Elementary Hand Weaving	
SINGING	Selected Hymns and Songs 15 minutes each	
CALISTHENICS	School-room exercises and breathing, yard	

* Teacher only has book.

The Practice School.

The Practice School is organized by the Normal Department both as a place where normal students may gain practical experience in teaching, and as a laboratory of better methods.

Practice School

THIRD YEAR	FOURTH YEAR	FIFTH YEAR
Commercial Press Vols. V, VI	Vols. VII, VIII	For work of the this year see first year of Middle School.
Composition and Letter Writing		
Republican Series Science Readers, Commercial Press Vols. I, II, III	Vols. IV, V, VI	
Tracing Characters and Writing from Models		
Simplified Arithmetic, Vol. III	Commercial Press Vol. IV	
白話地理 * Commercial Press	Simplified Lessons in Chinese Geog. Vol. I, II Comm. Press 簡明地理上下冊	
Primary Schools		
Brush Work, selected	Pencil and Brush, selected	
See special course in Manual Training		
day for each grade		
drills, games.		

* All run throughout the week.

The tuition is \$10.00 per year for strictly day students. Boarders for the first four grades must pay \$20.00 per year for tuition and in addition the regular rates for living in the dormitories. For fifth year boarders the rate for tuition is the same as that in the Middle School (\$30.00 per term) as the course is the same; and in addition the regular boarding rate of \$24.00 per term must be added, making in all \$54.00 for each semester.

The Industrial Department.

This department forms a very important part of the work of the school. It is organized for the practical training of the Normal students in different forms of handicraft as an integral part of their training as teachers. At the same time the children of the Practice School receive a very important share of their education in this department, for no school can be considered as in any sense a model without such training.

The regular courses in Manual Training as outlined below are subject to variation and expansion and hence are indicative rather than final. Constant effort is being made to discover new materials and new sorts of articles that may be appropriately manufactured with profit by any school.

FIRST YEAR OF NORMAL SCHOOL.		SECOND YEAR OF NORMAL SCHOOL.	
Either :—		Course in Furniture Manufacture.	
Framing 10, weaving 8 articles of simple design		Designing and building of 12 high grade patterns.	
Or :—		Course in Hand Weaving.	
Practice School.		Practice School.	
<i>1st and 2nd years.</i>	<i>3rd year.</i>	<i>4th year.</i>	<i>5th year.</i>
Busy work	Lamp mats	2 Table baskets	3 Hand baskets.
" "	Hand bags	3 Waste paper baskets	2 Fancy baskets.
" "	Optional work	2 Optional work	2 Optional work.
" "	Table mats	2 Clothes baskets	1 Rattan core box.
Elementary hand weaving	Indian baskets	2 Work baskets	1 Corey.
	Picture frames or wall decoration	2 Optional work	1 Optional work.

OUTLINE COURSE FOR INDUSTRIAL TEACHERS.

Chinese	...	...	...	...	...	2 yr. (1 hr. daily).
Geography	...	...	...	...	...	1 " (1 " ")
Education	...	...	...	...	...	½ " (1 " ")
Industrial Training	...	...	...	...	...	2 " (4 " ")
Arithmetic	...	...	...	...	...	1 " (1 " ")
Business Administration	...	...	...	...	...	½ " (1 " ")
Drawing (free hand ½, "work" and design ½)	...	...	...	...	...	1 " (1 " ")

A. A. Bullock

FILING DEPT.

APR 2 1918

TREAS. DEPT.

A R E P O R T

Mar. 18-1918.

Concerning the SCHOOL of EDUCATION of the UNIVERSITY OF NANKING
to the BOARD OF TRUSTEES, New York City.

Gentlemen:

I. First, as to the general situation. The need for the "School" was never more apparent. We are unable to supply more than a fraction of the urgent requests that come to us for teachers. There is a steady demand for better and better teachers. It is fast getting impossible to use even the best of the teachers who lack a knowledge of western subjects. The Mission schools have never enjoyed more popularity or larger attendance than today. This is the highest compliment that can be paid our work (as well as our richest Christian opportunity) and to keep things at this level it is simply imperative that better and better men be placed in charge of the schools. From now on Christian teachers may be used almost exclusively, but they need training. There is a great wave of nationalism sweeping over America today and crises are most imminent. To meet this emergency the foremost educators and educational institutions in U. S. A. are now putting brains and money to work with emergency energy and promptness to better the schools so as to meet the strain that the post-war days are sure to bring. Two thousand first American educators, comprising college and university presidents, chancellors of (state) education, city and county superintendents, professors of education, etc., have just held a week's convention in Atlantic City. The key note of this stirring gathering, representing every section of the nation, was that the social economic and spiritual problems of the nation now rest squarely upon the schoolmen and schools to help solve. For the solution of these pressing problems of the hour they

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have set a number of "giant" (in brains, experience and devotion) commissions into immediate operation. The nationalistic spirit in China is growing fast and crises are even now on them. Her only hope, likewise, is education. Our Mission schools are on the ground ready and eager to give the very best sort of education. The nation will abide the Christian Schools only in so far as they are strong and foremost in education. Education is squarely a Chinese national issue too and the Mission Schools must show all that they are, and can always perform a super-national function by turning out a loyal and Christian citizenry. Heretofore our elementary schools have been weaker than those of the government. It is clearly a case of close these schools out or improve them, they cannot go on at the old pace. Every man who has been in the University and the School of Education is better able to place his school on a permanent effective basis.

The "School" was started four years ago with three members on the staff. Now there are nine, four American and five Chinese. From two teachers the Model School (of the School of Education) has grown to a school of about fifteen. The first course offered was for the equivalent of the first two years in the high school. Now matriculation (entrance requirement) has been raised two full years and the courses offered included a college course preparing high school teachers. During nearly all of its history the "School" has been conducting an Industrial Department that is self supporting offering the only work of this kind in the University.

The foregoing has been recited tersely to give the background of the statement that it needs for the carrying on of its established work a regular budget of some \$2500.00 per year. No work of anything

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like the magnitude of the work the "School" is doing could possibly be carried on in America for this very meagre expenditure. This amount will, together with the tuitions collected, care entirely for the salaries and wages of the whole staff of teachers, industrial workers and other help (except the salaries of the return-students and the missionaries assigned to the School) and the running and incidental work of the School and Model School. The School needs the salaries of two returned students at about \$600.00 gold each. One of these young men is now in Columbia finishing some four years of training in education in America. He is an alumnus of the University and a mature Christian young man of most pleasing and engaging address. He will be returning in June and any support found could best be done before that time. The "School" should be finding another missionary thoroughly trained in education to come out this fall or the next. By a year from now it will be necessary to call for two more return students, or men of equal capacity, to keep up with the work demanded of the School. Normal training is the need of the hour in Mission work. It is useless to start in with this work unless growth is expected and planned for ahead. Nothing is deadlier than a lifeless teacher training plant for it carries its infection out into every school it teaches. The converse is true, that a live growing normal school gives life to every section it touches. No one needs to go farther than the Normal School in Manila to see what an epoch making work is being done by the schools in the Philippines. The source of the power of the whole school system in the Islands centers in the Normal School.

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II. In large measure the missions have been looking to the University to lead off in the organization of the schools they have been hap-hazardly developing for years. With the help of the staff of the School of Education in the process of organization, a "Christian School Board" is now in full operation controlling in general ways the destiny of five hundred or more teachers and their schools. There is every prospect of its territory and jurisdiction enlarging greatly. A regular course of study is provided for all with syllabi of instruction and other helps; final examinations are issued by the Board and leaving certificates or diplomas granted to the successful; "Teachers' Reading Courses" are in operation and teachers are "Certified"; various yearly institutes are being held in the geographic centers to which teachers from every denomination come en masse; a monthly teachers' magazine is published and circulated to every teacher under the Board, and to any pastors or evangelists who care to receive it. No work the School of Education has ever engaged in has brought such large and immediate returns as this work among the teachers who are now in the field. In essence it constitutes an Extension Movement in Normal Training. It gives the touch of reality to the School and it has brought, they tell us over and over again, a life and hope into every school house, be it remote or near, large or small.

There is no request for financial assistance for this work for if the above needs are supplied this latter will care for itself. Mr. Moss, writing recently, said that unless we can get these extra teachers this field and institute work cannot be manned hereafter.

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III. Out of the work that has been done in the Institutes there has been steadily growing a demand for a more extended opportunity of study for the teachers in the field, and for all others who desire to use their vacations for study. At each Institute held the teachers have urged that the University open a Summer Session for them. The field is entirely free for the University as no other school is doing it and the time seems ripe to start. From the standpoint of the School of Education the Summer Session would primarily be for teachers who come in for more training in their respective lines, but there is no reason why the institution should not be of University grade in scope and standards. In fact there are potent reasons why it should be most broad in the courses it gives, offering work for college graduates and primary school teachers alike, as well as helping undergraduates along in their courses. One reason for this is that there is a demand for this work (the higher and more general) and another reason is that the higher grade student will pay the best tuition. All told, after a year or two or three of initial experiment and advertisement the Summer Session should be nearly or entirely self supporting, but during the introductory period a guarantee fund of about \$1500.00 should be provided. Again, for such a small surplus much could not be expected in this country, but with the present Chinese and missionary staff of the University to assist, with small additions to the salaries of the Chinese who do the most work, with assistance of other city teachers, there will be sufficient funds to bring the very best talent to Nanking from all over the orient, and occasionally from America and Europe, and I believe that the Summer Sessions will thus become larger in attendance, perhaps double

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or treble, and possibly even more strategic than the regular sessions.

The specific needs, as mentioned above, are, then:

- | | |
|-------------------------------------------------------------|-----------|
| (1) Regular yearly maintenance | \$2500.00 |
| (2) Two educational specialists (returned students) | \$1200.00 |
| (3) Summer Session, guarantee fund | \$1500.00 |
| (4) Educational Missionary and salary | |
| (5) Next Year: two more educationalists (returned students) | |

I cannot refrain from a personal reference to the loyal whole-hearted support President Bowen has always given the School, even to the extent of sacrificing other departments. Happily the James funds helped the School over two hard years, but now that is not available and the President has literally no where to turn locally for funds for this most rapidly developing urgent work. There must be some added support for the School from home.

Most respectfully submitted,

A. Archibald Bullock, Dean.

New York City, March 18th, 1918.

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June 12, 1947.

Statement of the Education Department of the University of Nanking.

I. History and plan

The University has had an Education Department since the establishment of the Arts College. Through some of the outstanding Professors who taught in this Department (such as Dr. C. Herbert Hamilton, now in Oberlin College, and W. Frederick Hummel, now at the University of Southern California) there were about 100 outstanding graduates, who are actively engaged in various lines of Education or are in public positions in the Government. Among the Graduates there were three College Presidents, (one Mr. Tong Teh-fu is still the President of the Kiangsu Provincial College of Education), five Deans of Various Colleges in China, seventeen University Professors of Education, and about a dozen High School Principals - most of them in Mission High Schools.

There have been several books along the line of Education written by the Graduates of the Department. The best book on Educational Administration in China was written by Professor Chen Shien-van who died about 15 years ago. The author's own book "Secondary Education" in two volumes has recently been accepted by the Commercial Press, Shanghai, for publication.

At the present time the teaching personnel of the Department of Education in the University are well qualified to do good work for the advancement of Education in China. For example Professor Siao Fu-ya has written several books along the line of Philosophy, Ethics and Religious Education. Professor Kao, a Psychologist, has written several books on Psychology, and Dr. Li, who has had wide experience in School Administration work will concentrate her work in the lines of Home Economic and Nursery School Education, and Education for Extension Workers. The author will continue on former work, that is on research on the problems of re-organizing the Secondary School Curriculum in China.

The Department of Education was discontinued in 1938 because of the lack of personnel at that time. At the present time, however we have four full time professors of Education. We must establish a strong Department

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of Education for the following reasons:

1. Practically all the Christian Educational leaders in China hope that the University, located in the Capital, will have a strong Education Department in order to express the viewpoints of all Christian Education in the Educational policies of the government.

2. We are in position to co-operate with the Nanking Theological Seminary to develop the religious education work of both Institutions, and to develop and train a group of Religious Education Teachers for about 200 Christian High Schools in China. There is also great opportunity to cooperate with Ginling College, and the three Colleges of our University to train teachers in all phases of Education.

3. During the time of national rehabilitation and reconstruction of China, education after all, has the major responsibility to train all kinds of leaders for China. She should go into the inside problems of Chinese Education, (for example how to improve the Educational administration in order to secure more efficient work), to organize the secondary school curriculum, in order to educate the student not only for further study but for facing the experiences of life. The author was called upon by the China Education Committee of the Rockefeller Foundation five years ago to head a group of research persons to study the problems of the re-organization of the Secondary School Curriculum. Unfortunately the funds were discontinued because of the war, but the author is planning to continue the research in the Department of Education of the University.

II. Courses of Education Offered at the Present Time:

1. Principles of Education
2. Philosophy of Education
3. History of Education
4. Secondary Education
5. Secondary School Administration
6. Curriculum Reorganization
7. Educational Psychology
8. Advanced Educational Psychology
9. General Methods of Teaching
10. Social Education
11. Vocational Education
12. Agricultural Education

III. Personnel Qualified to Teach Education at the Present Time:

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Professor K.F.Kao. B.A. Author of several books on Educational Psychology, and the Head of Education Department of Teachers College.

Professor Li Mei-yun .PhD. Many years principle of High Schools.

Professor Siao Fu-ya. M.A. Professor of Philosophy and Religious Education, Lignan University, Professor of Education, National College for Teachers.

Professor P.T. Yuen PhD. Professor of Education, Ginling College, and National Szechwan University. Research Expert James Yen's mass Education Movement, and Advisor to the Commissioner of Education, the Provincial Government of Szechwan.

P.T.Yuen

P.T. Yuen

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School
PROPOSED PLAN FOR A NEW CHRISTIAN COLLEGE OF EDUCATION

NAME: Nanking School ~~College~~ of Education ().

LOCATION: Nanking.

AIM & PURPOSE: An integration of the teacher-training activities and experiments in the field of education of the University of Nanking, Ginling College, and Nanking Theological Seminary with the following objectives:

1. The preparation of
 - a) the finest high school teachers,
 - b) qualified school supervisors & administrators
 - c) workers in the fields of social, religious, and visual education,
 - d) research workers in the field of education
 - e) librarians, particularly for schools.
2. The improvement of old teaching methods and the devising of new.
3. Maintenance of the morale and standards of teachers and the building up of professional pride.

ORGANIZATION: This shall be a semi-independent School ~~college~~ which is supported in part by the University of Nanking, Ginling College, and the Nanking Theological Seminary; which takes the place of all teacher-training activities in the three institutions; but which depends on and does not duplicate work offered by those institutions in other fields.

1. It will register with the Ministry of Education as an independent institution, but will be under the control of
 - a. A Board of Founders - the United Board (New York)
 - b. A Board of Directors - 15 members chosen as follows:

3	Members of the Board of Directors of the University of N.
3	" " " " " " " " Ginling College.
3	" " " " " " " " Nanking Seminary.
2	Representatives of the National Christian Council.
4	Christian Educators.
 - c. An Administrative Committee composed of the Presidents of the three cooperating institutions, with power to
 - 1) Recommend the budget to the Board.
 - 2) Approve the curriculum.
 - 3) Recommend the name of the Dean to the Board.
 - 4) Approve the nomination of faculty members by the Dean.
2. The three institutions will contribute to the budget the present budgets of the departments which will become part of the College; the Founders shall be asked to provide the rest.
3. The College shall depend for its academic work on the following:
 - a. Its own Department of Education.
 - b. The following departments which shall be transferred to it:
 - 1) Nanking: Rural Education, Visual Education, Library Science, Social Service
 - 2) Ginling: Physical Education, Social Service.

3. b. 3) N.T.S.: Religious Education.

(Co) Cooperation with the following departments:

- 1) Nanking: related departments.
- 2) Ginling; related departments, particularly Music and Home Economics.
- 3) N.T.S.: Religion and Philosophy.

DEPARTMENTS: The College shall have the following departments or, ~~xxxxxxx~~ through cooperation with the three institutions, train teachers in the following fields:

1. EDUCATION:

Credits: Education - 15%; General Requirements - 20%;
Subject - 65%.

Students may major in one or more of the following subjects:
Chinese, English, History, Geography, Civics, Mathematics
Chemistry, Biology, Educational Administration,
Psychology.

2. PHYSICAL EDUCATION:

Credits: Education - 15%; General Requirements - 20%;
Physical Education - 45%; Minor Subject - 20%.

If possible, the department shall be strengthened to include physical education for men.

A subject minor shall be provided for those who plan to teach in high schools.

3. RURAL EDUCATION:

Credits: Education - 15%; General Requirements - 20%;

~~Agriculture, Rural Sociology, Extension, etc.~~
Courses not given in the College of Agric. - 30%.
Courses in Agriculture - 35%.

4. SOCIAL WELFARE:

Credits: Education - 15%; General Requirements - 20%;
Social Welfare & Education - 55%; Electives - 10%.

5. VISUAL EDUCATION:

Credits: Education - 15%; General Requirements - 20%;
Visual Education - 50%; Electives - 15%.

6. RELIGIOUS EDUCATION: 5

Credits: Education - 10%; General Requirements - 20%;
Religion - 30%; Religious Education - 10%;
Extra Subject - 25%.

7. HOME ECONOMICS:

Credits: Education - 15%; General Requirements - 20%;
Home Economics - 35%; Second Subject - 30%.

8. FINE ARTS EDUCATION:

Credits: Education - 15%; General Requirements - 20%;
Music and/or Arts - 65%.

Music will be supplied by Ginling; Practical Arts may be added by the College.

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DEPARTMENTS:

9. LIBRARY SCIENCE:

Credits: Education - 15%; General Requirements - 20%;
Library Science - 35%; Second Subject - 30%.

PLANT. ~~AND~~ PERSONNEL; ENROLMENT, and TRAINING:

1. PLANT: A location should be found centrally located so as to be accessible for students from all three institutions. There should be a classroom building and dormitories.
2. As the center for Christian educators, it should attract ~~such~~
~~xxxxxxxxxxxxxx~~ ~~xxxxxx~~ leading men from all parts of the country.
3. The College should emphasize quality rather than quantity. It should limit its enrolment to 150-200. As it will have a share in the training of other ~~studentsxxxxxxwill~~ teachers who will major in other departments but take courses in education, its influence will not be limited to that number.
- 4q For the students in the College of Education, there shall be the very closest ~~xxxxxxx~~ teacher-student relationship and possibly the tutor-system of academic training.

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Dr. Fenn
Ginling College
Nanking
May 21, 1947

President Yi-fang Wu
Ginling College

Dear Dr. Wu:

As the Ministry of Education is now more liberal with regard to the training of teachers in private institutions, we who are interested in the subject want to raise the question of re-establishing our Education Department in Ginling College. Our thinking is in line with Miss Vautrin's original idea and hope for the department. We are interested in having a minor in Education, not a major, offered to students of all departments in the college. In addition to the list of courses for this minor, we also have a few suggestions.

We hope our proposals will seem reasonable and practical to you and Dr. Fenn.

I. The suggested courses:

1. General Psychology	3	credits
2. Introduction to Education	3	"
3. Educational Psychology	3	"
4. Methods of Teaching	3	"
5. School Administration	3	"
6. Counselling and Student Personnel Work	3	"
7. Educational Tests and Measurements	3	"
8. Mental Hygiene	3	"

Total 24 credits

II. Equipment Needed:

1. Two office desks and four chairs
2. One typewriting desk and chair
3. Two book cases
4. One file case
5. U. S. \$200 for psychology apparatus

III. Funds for new books:

1. In 1947 U. S. \$300 for books
2. In 1948 U. S. \$300 for books
3. In 1949 U. S. \$200 for books

IV. We wonder whether or not Mrs. W. S. New would be willing to head up this work.

V. As to the relationship between the College and the Practice School, it remains to be discussed later.

Sincerely yours,

Djang Hsiang-lan Chen Yu-djen
Edwin Kwoh S. S. Wang

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Education Courses Offered at Ginling College--1945-46, 1946-47

			Credits
Fall, 1945	Education 204	Introduction to Education	3
	Home Economics 281	Methods of Teaching	3
	Music 245 & 247	Public School Music (Prim.)	4
	Music 187	Normal Course in Piano	2
	Phys. Educ. 233	Methods and Materials for Teaching P. E.	3
	Psychology 151	General Psychology	3
	Psychology 231	Child Psychology (Univ. Nan.)	3
Spring, 1946	Home Econ. 282	Methods of Teaching Home. Ec.	3
	Music 188	Normal Course in Piano	2
	Music 246	Methods of Teaching Primary School Music	2
Fall, 1946	Music 241	Public School Music (Mid. Sch)	2
	Music 243	Public School Music Materials	2
	Psychology 151	General Psychology	3
	Psychology 161	Psychology in Education	3
Spring, 1947	Education 121	Introduction to Education	3
	History 281	Methods of Teaching History	2
	Home Economics 281-2	Methods of Teaching H. E.	6
	Music 242	Public School Music (Teaching)	2
	Music 244	" " " (Materials)	2

EDUCATION COURSES OFFERED AT GINLING COLLEGE IN 1936-1937

			Credits
Fall, 1936	Education 11	College Orientation	0
	Education 31	Introduction to Middle School Teaching	4
	Education 41	Supervised Teaching in Middle School	4
	Biology 44	Special Methods of Teaching Biology	2
	Chemistry 46	Special Methods of Teaching Chemistry	2
	Music 45	Normal Course in School Music	2
		Normal Course in Piano	2
	Phys. Ed. 45	Practice Teaching in P.E.	3
	Psychology 11	General Psychology	4
	Psychology 21	Educational Psychology	4
	Psychology 35	Mental Hygiene	4
Spring, 1937	Education 12	Educational Guidance	0
	Education 32	General Methods of Middle School Teaching	4
	Education 42	Secondary School Administration	4
	Education 43	Secondary School Curriculum	4
	Chemistry 46	Special Methods of Teaching Chemistry	2
	English 46	The Teaching of English in Chinese Middle Schools	2
	Geography 46	Teaching Methods in Geog.	2
	Music 46	Normal Course-Public School Music	2
		Practice Teaching in P.E.	3
	Psychology 11	General Psychology	4
	Psychology 22	Experimental Psychology	2
	Psychology 36	Abnormal Psychology	4

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27 June 1947

Dr. R. J. McMullen.
Associated Boards for Christian
Colleges in China
150 Fifth Avenue, New York City

Dear Bob,

Page 21 of the "Program for Christian Higher Education in China" has the following: "They might also include certain professorships the incumbents of which would be members of the faculties of both institutions."

As a first step in implementing this recommendation, I want to suggest the appointment of a Professor of Education, supported by the United Board and coordinating the education activities of the two institutions.

As things now stand, neither institution has its prewar setup in education, but both are raring to go. Ginling has been particularly insistent. I have said we're not interested in two departments of education but that I think we are interested in a joint program.

In Nanking (the city) we have possibilities of an outstanding center in the field of education. In addition to "pure" education at both institutions, there is physical education and music at Ginling, agricultural education and visual education at Nanking. And there used to be library science at the university. And the Seminary is interested in religious education. A joint program could be tops in the country.

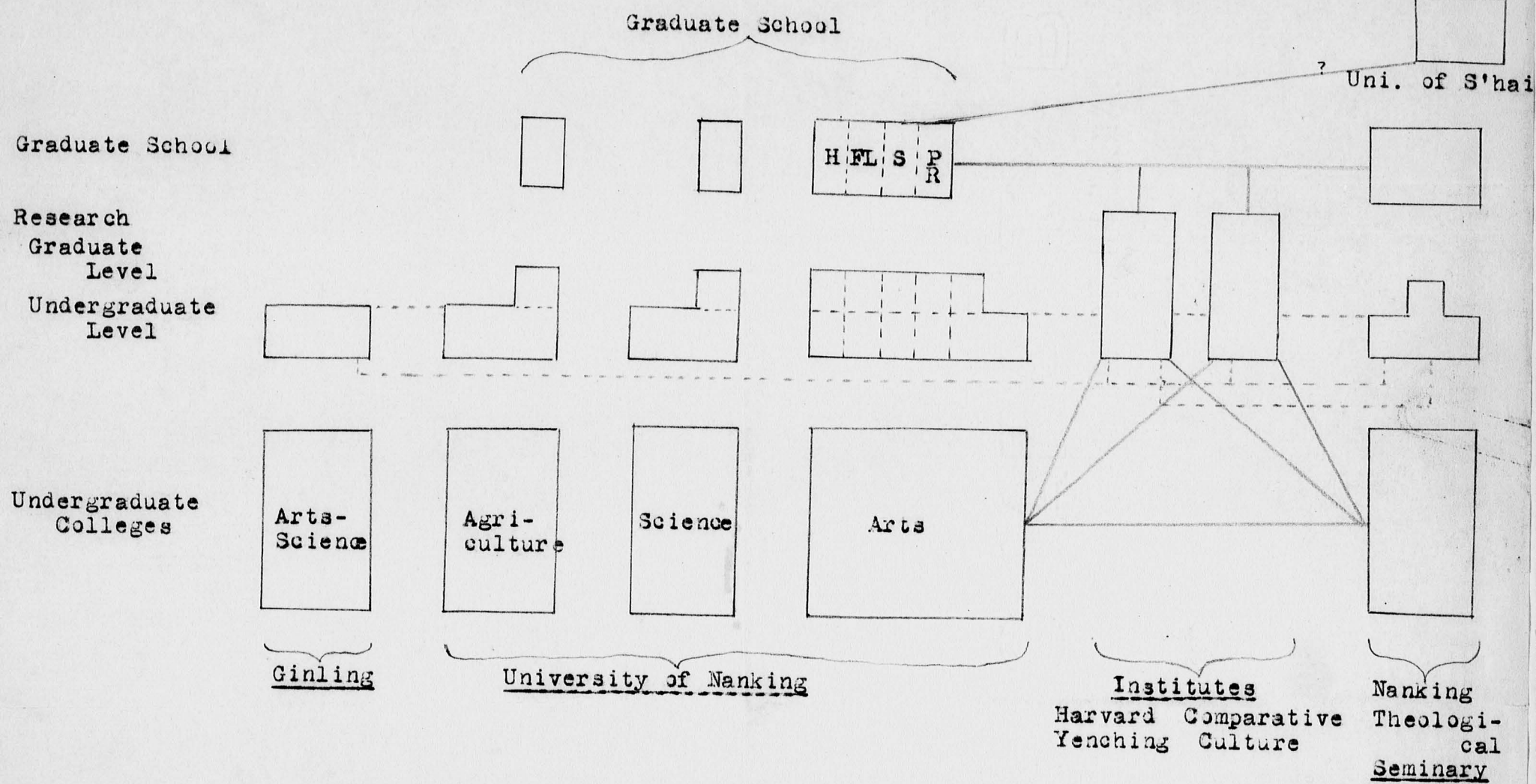
What is required, in addition to some financial help, is one good man to lead and to bring the two together. No one from either institution would be suitable - could do it. An outsider is required. I had thought of an American as necessary for a few years. But a man like Chu You-kuang, after his year at home, might do.

I want to talk this over with you. But meanwhile you might as well let it simmer in your brain pan for a while.

Sincerely yours,

William P. Fenn

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