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FUKIEN  
Administrative  
Annual report of Dean  
1921-1933

1920-1921

INTERNAL ADMINISTRATION

1. REGISTRAR. During the year the efficiency of the registrar's office has been improved. Mr. Yuan has really been learning his job and will, I believe, soon do very well. In comparing our methods and blanks, etc., with those of other colleges I found that Fukien Christian University stood well up in the list from the standpoint of efficiency. Nanking alone has worked out a complete system. Two terms have seen the use of our new type of entrance examinations. This has had two results. It has enabled us to keep out the obviously unfit, and by adding a mild intelligence test it has enabled us to classify the students immediately on entrance. Faculty regulations as to hours and credits are yearly raising our standards.

2. STUDENT ASSISTANTS. We have a large number of student assistants this year who are directly responsible to the Dean as well as to the heads of departments. As a means of affording work to needy students and training through responsibility and of increasing the efficiency of the departments, the system has worked very well.

a) Curriculum Student Assistants. There have been student assistants in the following departments: Chemistry, Biology, Mathematics, Bible and English.

b) Miscellaneous Student Assistants.

1) The dining room and purchasing agent, Mr. Chang Yu Fan, gave up his position at the end of the first term when it was taken on by Hsu Tao Yu who has handled it very efficiently.

2) The library has been in charge of Wu Ch'ao Lien who had some experience in the Anglo-Chinese College in the same position. The management is still far from efficient but many improvements have been made.

3) Dormitory Supervisor. A senior who should be paid a dollar or two a month and should be responsible for the health of the students in the dormitory and the various problems of the location of their beds has proved a great aid to the Dean.

4) Athletics. One student has been employed as an assistant to Mr. Parker to have charge of the required physical drill, and another as athletic coach. The general failure of athletics during the spring term rather brought the gallant efforts of the last named to naught. The failure is due (a) to lack of athletic fields or gymnasium and (b) to general student preoccupation with the boycott and student patriotic activities.

DISCIPLINE AND STUDENT LIFE

1. The usual cases of discipline have come to the Dean and these have been settled without trouble.

2. The STUDENT COUNCIL has functioned regularly and has been accepted by the students as their form of government. I found on my trip that the principle of student government is still comparatively new. We are the only institution which has devised a scheme whereby the faculty have representatives on the student council as regular voting members. A former Fukien Christian University student in Peking University who was himself remodeling the student government of that school told me that the students of the south were much more democratic than those of the north.

3. There has been good tone in the student life and great increase in the homogeneity and loyalty of the student body.

4. On March 15th, in company with students of other schools a tag day for famine relief was held with good success.

ATHLETICS

1. MORNING DRILL is now firmly established and has shown good results in student health and efficiency. During the spring term Mr. Parker had full charge of this and did a fine piece of work.
2. AFTERNOON ATHLETICS leaves much still to be desired. It needs more oversight from the office.
3. INTERCOLLEGIATE ATHLETICS. Foochow was defeated in the Amoy meet in November but the event did much for the development of school and sporting spirit. On December 10th a cross country run was held but for some reason, during the spring term all athletics seemed to die. The pitiable exhibition made by the Chinese athletes in Shanghai suggests that there has been too much talk in Chinese athletics and too little work done in the last decade.

RELIGION

Dr. Sites has been the faculty man in charge and I am convinced from my discussions which I had during my trip that no type of student activity in our Chinese Colleges can exist without faculty oversight. The joint committee from the three missions to act as advisors on student life organized last summer has been very useful. Mr. Reumann especially has been tireless in his devotion to the religious life of the students. Voluntary Bible classes led by members of the faculty were well attended. Voluntary choice of churches to which the students were going and distribution of their names to the various pastors has been a feature of the year. Our students attended the Intercollegiate Student Y.M.C.A. Conference but failed to take active leadership therein. Consciousness of responsibility for the leadership of the preparatory schools has been slow to grow.

FACULTY

The Dean commends the faculty for being thoroughly alive. In his opinion our faculty is as good as any other in China and its teaching methods are a little better. It has not always been easy to get the faculty to obey the miscellaneous rules of the registrar's office, for example, as to absences, but this may be remedied by the proposed publication of rules.

THE DEAN'S TRIP

From May 4th to June 7th I made a trip up the Yangtze valley and in the north visiting the following colleges: Shanghai College, St. John's University, Soochow University, Nanking University, Ginling College, Boone University, Peking University, Peking Women's College, Peking Union Medical College, Tsing Hua College, Shantung Christian ~~University~~ University, and Hangchow Christian College. Pending a complete report I can here say that if any other colleges exceed us in their equipment, none do in their faculty or their methods of teaching. In general I should say that Nanking and St. John's are stronger than we; Peking Shanghai, and Soochow are about the same as we are; the rest are inferior. A special feature in this comparison of colleges is the desire expressed by a number of our students to go from Fukien Christian University to Peking to get Mandarin and other supposed benefits. I think Peking should be urged to establish graduate courses so that such students may finish their work with us and then go to the capitol city for a year of graduate work.

Report of Dean Scott for Fukien Christian University  
Trustees Meeting, October 31, 1922.

I propose herein briefly -

- I. To report on the general progress of the Institution.
- II. To check up its work and needs against the leading recommendations of the Report of the China Educational Commission.
- III. And lastly to summarize and re-emphasize what are in my opinion the chief needs of the University.

I. GENERAL PROGRESS.

1. Despite a shaken morale due to new conditions of living and the absorption of the surplus energy of the Faculty in diverse forms of river travel, the college has already registered again in its move "to the Site". Better work is done by the students away from the distractions of the city and, living on the spot, everyone is beginning to feel that the Greater University is more than a dream.
2. The new faculty residences are practically all that could be desired in convenient housing arrangements.
3. The entrance tests are yearly made more severe; and the ten graduates of the Class of 1922 carry on the high standard of former classes. "Forward-looking and efficient, disciplined and self-controlled" to quote the Educational Commission's ideal, may be said to characterize these latest products of the School. Not in this class but in the three lower classes are a very strong group of prospective preachers and religious workers.

- II. Among the Recommendations of the Commission, six may be selected as bearing on the University's problems.

1. Unification.

It was the president's and the dean's visits that resuscitated the quiescent association of colleges and made it ready for the Commission's arrival. The Dean has seen that the publications of the highly efficient American Association of Colleges have been

sent to the Chinese Colleges. He has also urged in season and out, and especially to students migrating from one college to another that the Christian colleges must never think of themselves as rivals. The common enemy is too vast that there should be any conflict within our group.

## 2. Regional Distribution.

That the Commissions after seeing the institutions at work in the unsanitary and crowded quarters on Guang Ing Cang should have (should have) approved it and designated Fukien as one of the six collegiate areas is proof of the character attained by the School.

## 3. Government Cooperation.

a) Our Chinese department has been thoroughly overhauled through the aid and advice of Mr. Hong Hau Ciong, the Educational Commissioner, and the prospects for advance in that direction look very good. I presume this is covered in Mr. Jone's report.

b) Relationship to the Amoy University.  
Concretely there is only

1. The employment by the Amoy School of several of our graduates.
2. The presence, at the Fukien Christian University Commencement as speaker, of Pres. Lim Boon Keng.  
This happened after my departure from Foochow. I am hoping Mr. Ward's report will give the latest possibilities in the relation between the two schools. It was generally understood in 1921 that political conditions made it unwise, for the time being, for Mr. Tang to have anything to do with the foreigners.

## 4. Importance of Normal Education.

Under Mr. Beach's leadership the University's Educational Department has become one of the strongest in the college, embracing 90% of the last class. But without a practice school (as noted below under "Greatest Need") the

influence of this kind of "normal training" will soon become a farce. You are aware of how the Chinese Medical colleges teach anatomy - from the text book only!

5. Theological and Religious Education.

The problem here is not (see below) that our religious teaching is poor, as reported of many places, by the Commission, but that the material evidences of Science and the Science Departments, as subsidized by the C. M. B., is overweighing the material evidence of a Dept. of Religious Education, as subsidized not at all. Dr. Sites is thus calling in the budget for \$1000 Mex. for "religious equipment".

6. Reduction of foreign control.

a) Here the first impression looks like a backward step. I refer to our request for the resignation of our only Returned Student teacher, Mr. H. L. Ling. The Chinese boys are exceedingly critical of their own men and Mr. Lin, we found, could not "stand the gaff".

b) We have another Mr. Lin. Mr. C. J. Lin of the Class of 1920, M. A. Oberlin and Harvard, almost ready to return to China. He, of our own men, is of much different calibre.

c) For the present, our only hopes of doing away with "foreignization" are in the helpful attitude of our faculty.

III. GREATEST NEEDS.

1. A practise school for the Department of Education. The demand for our graduates as teachers is still so great that the American practise of confusing knowledge of a subject with ability to teach it may be allowed to continue; but not for long. A Department of Education without a school of its own is a hard thing to defend in a country where educational training is in such great demand.

2. "Religious Equipment". See Budget. Modern methods of teaching - even in theological seminaries are making requisite "laboratories" and apparatus, special rooms if not a building devoted to religious interests.

# TRANSFER

Kuliang, July 28, 1926

## REPORT OF THE DEAN TO THE BOARD OF MANAGERS OF FUKIEN CHRISTIAN UNIVERSITY, for the YEAR 1925-1926.

In the By-Laws the Dean is Charged with Instruction & Discipline. After a brief Historical Review this Report will concern itself with these two phases of the College life.

### 1. HISTORICAL.

The year has been a very good one. It began in an atmosphere of anxiety, arising from fear of the local (Foochow) Student Union, which dissipated when the Government showed a strong hand in dealing with the latter. The final enrolment was 131, the same as the preceding Spring term. Students and faculty were however fatigued from the strain of the summer of 1925, a fatigue that did much to restore the morale of the institution, as did also that of old members of the Faculty: The Beemans, the Kelloggs, the Siteses. The year has been characterised by faculty cooperation and enthusiasm, student responsibility faculty-student cooperation which is very marked, and a great deal of hard, genuine study.

The new members of the Faculty were Mr. and Mrs. Edwin D. Miner for Theology (short-term); and Mr. Cheng, to take Mr. Tung's place in Chinese Literature. Mr. Blakney was away during the year; Mr. Neff left in June on furlough.

Among the most outstanding events were: (See detailed diary attached): October 30: Laying the Corner Stone of Jones Hall; Dec. 19, the visit of the Amoy University athletic teams; April 6, visit of Dr. W. E. Strong; April 9, coming of the electric light; February 7-23, 6 members of the faculty attend conference of Colleges in Shanghai; Commencement, June 21, address by Dr. R. A. Ward; diplomas given to 16 students.

### 11. STATISTICS. (see attached sheet).

Comment. (a) By Classes: 1924 when the gates were wide open, total 169; 1925, in spite of unsettled conditions, 176, with raising of standards, very gratifying - 150 in spring of 1926 was largest single term enrolment.

(b) By Schools: the five highest are: Foochow ACC, with 45; Foochow College with 36; the YMCA schools with 18 (falling); Guthrie with 14 (falling); Talmage with 12.

(c) Graduates professions: Increase in teachers from 41 to 48; back. Increase in those going to America for study 10 to 13; none have ever come.

(d) Mortality of students: too few figures yet for any generalizations. 1925 lost 53; and graduated 18. 1925 summer lost 37; 1926 est. is 30.

### 111. INSTRUCTION & DISCIPLINE. An Analytic and Critical Study & Report.

The relative peace and return to routine of the year gives an opportunity for a critical examination of the work of the University. In the opinion of the writer, such a critical analysis should follow three main lines of the University life and work.

- (1) A restudy of the Missionary Task of the University. This would include:
- a. The responsibility of the faculty as missionaries
  - b. The development of the campus religious life
  - c. Religious education more specifically in regard to
    1. Making Christian leaders (See Catalogue statement)
    2. Fitting the FCU graduate into his job or into society
    3. Permeating Society with Christian ideals (Educ. Commission)
- (2) A study of the Current Issues in China to the end of
- a. Taking due recognition of the state of the student mind
  - b. Showing the place of Christian Higher Education in China
  - c. Pressing for the first four conditions in the Registration Requirements and for other phases of the 'China-zation' of the institution
  - d. Taking a place of leadership in thought, such as belong to universities.

(3) A restudy of the Routine and Administration looking to making FCU an 'effective college', from the point of view of American College technique (see such as "Tendencies in the American College, R. L. Kelly, the American Arts College, F. J. Kelly and College, J. P. Gavit, and the publications of the Association of the American Colleges and the Council of Church Boards of Education)

A fourth subject - FCU's relation to her sister colleges in China, and to the proposed union campaign at home may well be delayed, until these other more pressing matters come nearer to a solution.

Nos. (1) and (2) are outside the scope of the present report, but either the Board of Managers or the Faculty should provide an opportunity for their early study.

This report is primarily concerned with No. 3. FCU an Effective College. To this end I submit the following OUTLINE OF THE INSTITUTION; with report and comment at appropriate points:

1. General Management

1. Trustees
2. Managers
3. President with his Committee on Policy
4. The Faculty.

11. INstruction & Discipline. In these matters the Dean functions as the Executive Secretary of the Faculty. In Matters of Instruction, he is the executive secretary of the Faculty Committee on Academic Relations (i. e. Instruction).

(A) Instruction. 1. Curriculum

- (1) Departments & Staff. Majors are obtainable in all depart-



ments, a modest number. These departments are staffed as follows:

- Arts 1. Chinese. 2 men. Chinese Philosophy & Literature.  
A Third man, for History, is needed. The dept. has set itself to maintain high standards of work, and is rather more favored by the students than previously.  
2,3. Education & Psychology. 1 man. A second needed; no chance for much educational leadership at present.  
4. English. 1 full time and 4 part time. Staffing Eng. Comp. a constant problem.  
5. History. No full time. 2 part time.  
6. Philosophy. 1 man.  
7. Religion & Theology. 2 men. It remains a question whether a full course (10 courses in Theology is needed)  
8. Social Science. 1 man engaged. Here we face a contradiction: a large student demand for Social Science courses and yet no openings for graduates who have majored in Social Science.  
9. Biology 2 men.  
10. Chemistry. 2 men.  
11. Physic-Mathematics. 2 men.

Doubtless each of these science depts could profit by the addition of a Chinese instructor.

In addition to these 11 majors, courses are offered in Art, Comparative Literature, French & Music, according to a policy to keep the curriculum flexible, and offer special courses from time to time.

(2) Teaching Load. The statistics for 1925-26 are as follows:

11 full time instructors

2 " " for the total of 12 hours carried by the 6 part time instructors

13 instructors for 150 students is 1 to 12; 1 to 10 is a maximum.

140 credit hours per term are given; 150 is supposed to be minimum.

On the other hand, 11 is the average teaching schedule<sup>a</sup> for man, an extremely sensible state of things; 16 is the maximum. 197 is the average number of student teaching hours carried. 200-225 is the standard here.

And yet the Faculty members complain constantly of being over-worked. It must be remembered that several factors enter in to the life of a college teacher ~~teacher~~ in China that might not be present at home:

- Such factors are: (1) Need of Orientation  
(2) The felt need of Research, esp. for Science & Education.  
(3) Missionary duties & Mission duties (for some)  
(4) Committee work  
(5) Administrative work (for some)

I have thought a long time over this subject, and have come to the conclusion that one solution would be to lay more responsibility not less upon the faculty. Let the Faculty and the Managers, and the Faculty and the President be more closely integrated; let the Faculty take a large share in the selecting of new men for the staff and the disposition of the funds. Make the Faculty fully acquainted

with the state of things at home. Get rid of the employer-employee status: "If you ask me to do that, you must not ask me to do this." If the Managers or the President run the college, then the Faculty have (contractual) rights; if the Faculty run it, they have no rights. And when you come down to it, missionaries have no rights. They are not employed by a Board; they come of their own will and guide their own conduct.

(3) Aims of the College. The aims of the Arts College are -

1. Preparatory. 2. Cultural. 3. Vocational.

To just what degree FCU aims at these three objectives, has a close bearing of such problems as the types of courses offered, the teaching methods, grading, examinations, and the relations of majors to vocations and to professional openings in present society as well as to the Christian cause.

2. Schedule & Calendar. No report.

3. Admission & Graduation.

(1) Admission. To what degree can we institute more selection among applicants? And a more intimate knowledge of our feeding schools, together with more school advertising are the problems here.

(2) Supervision. The heavy mortality which occurs in the Freshman class could be stopped by more intimate 'Freshman care'. 'Freshman Introduction,' a weekly course conducted by the Dean has helped; but more can be done. A scheme of Faculty advisors should be instituted with more formal advice in regards to vocations and majors.

(3) Promotion. Should the college recognize two types of students: a) those with higher grade who get the BA degree; b) those unable to do this grade of work but still allowed to stay on, say thru a maximum of 10 semesters?

(4) Requirements for Graduation. Is FCU ready to install the popular "Honors or Autonomous Courses", as variations for the conventional type, as a means of giving the gifted student a greater opportunity for original study?

4. Records. The new Registrar, Mr. G.H.Yeh, should be of great help in this part of the Dean's administration. Information in regard to students should be put at the disposal of the members of the Faculty.

5. Scholarships and student Aid. Note should be made here of the relation between the subsidy or student aid and the various student assistantships. Most boys on 'scholarships' are so poor that they also the paying position in office or library or laboratory, so that no method of getting a student to work for his scholarship has yet been devised.

6. Library. The Library has functioned at full capacity for the entire. Too much cannot be said for Mrs. Martin's management. More money, and more care spent on the Chinese said seems called for.

7. Catalogue.

8. Pre-Medical. The number of candidates slowly grows. The course is so long and the work so strenuous that it is not surprising that many 'candidates' change their minds. Cash and brains are the two

requisites of the Premedical career.

B. DISCIPLINE.

1. Academic. Absence, etc. No report.

2. Non-academic. The Student Republic. The Faculty proposes to issue to the Republic a charter specifying the limits of its jurisdiction and indicating the source of its power. This charter would read as from the founding of the Republic, November, 1922. The students on their side have been revising the constitution; there are some thoughts of introducing the premier-system next fall. The College colors have been changed to blue-and-gold.

C. GENERAL.

1. Students. (1) Athletics. Athletics are in a bad way, owing to inadequate supervision, and the lack of any faculty policy on the subject. Something should be done in the direction of mass athletics, and the morning drill, tho it was far from popular should not be allowed to lapse.

(2) Religious Life. The YMCA and SVB have served in the usual ways, under the general guidance of Dr. Sites. Mr. Chiang Chao K'ang, '28, was chosen as the University delegate to the Tsinan YMCA Convention. He had been president of the YMCA and is the president-elect of the Republic. Chapel attendance is voluntary, and the number coming about 50%, a good number, in the opinion of the writer when all factors entering into student attendance are considered (state of mind, inertia, distances, etc.)

(3) Social life. Good, with joint help of the Republic and the Ladies Club

2. Alumni. A great field for work is here.

3. The Publicity and the public influence of the college - fields practical.

4. A Business Manager is needed for non-academic business untouched.  
administration.

  
DEAN

(To accompany the Dean's Report, 1926)

STATISTICS 1925-1926

		<u>1924</u>	<u>1925</u>	<u>1925</u>
BY CLASSES:	a. Seniors	26	22	29
	b. Juniors	15	22	25
	c. Sophomores	29	33	31
	d. Freshman	92	89	85
	e. Unclassified	7	6	6
	TOTALS:	<u>169</u>	<u>172</u>	<u>176</u>

BY SCHOOLS	a. Foochow : ACC:	42	40	45
	b. " : Foo.Coll.	24	28	36
	c. YMCA School	18	22	18
	d. Trinity	2	2	2
	e. Hingwa -Guthrie	24	21	14
	f. Yenping - Nathan Sites	3	4	4
	g. Guning - CMS MS	0	3	2
	h. Shaowu - Hanmei	1	1	2
	i. Amoy - ACC	4	4	6
	j. Chip Bee MB	2	5	5
	k. Talmage Coll -Changchow	9	12	12
	l. Westminster -Chanchow	2	3	3
	m. Swatow	9	11	6

PREMEDICALS 11 13

GRADUATES Total 85 minus 4 deceased: 82

BY SCHOOLS	a. Anglo-Chinese College			
	Foochow	27	30	34
	b. Anglo-Chinese College			
	Amoy	8	9	10
	c. Foochow College	6	10	17
	d. Talmage College	0	2	3
	e. Trinity College	4	4	5
	f. Guthrie HS	6	7	8
	g. YMCA MS	5	5	7

BY PROFESSIONS.	a. Secretary Anti-Opium	1	1	1
	b. Ministry	1	1	1
	c. Studing in Seminary	2	2	3
	d. Medicine - study	2	2	2
	e. Education	34	41	48 (Mission-31
	f. Foreign Study	9	9	13 (Other-18
	g. Other	8	10	14

MORTALITY STATISTICS

1925 - Totals 172. Grad. June 13. Lost Summer 37 Leaves 122  
 1926 - " 176. " " 12. " est 28 " 136  
 Total 1925 - " 172. " Je & Jy 18 " Sum & Winter 52. Leaves 102

1925 - Entered Fall Former students 2; Transferred: 4; New Fr: 34  
 Spring " 11 1 29  
 Totals 13 5 63

New:81

MORTALITY STATISTICS. Detailed

	1925 <u>Winter</u>	1925 Summer	1926 Summer <u>Estimated</u>
For Family Reasons, financial reasons, to get a job	7	16	7
For Health of (5) these		(6)	(1)
Of these: Returned (1)		(5)	
Dropped by Faculty or dropped out because of grades 2		7	1
Of these: Returned (1)		(2)	
For unknown causes 1		3	

Transferred to Other Colleges

To Yenching	3 (2 for family; (Request: Uncertain at this date) 1 to 'see')	(1 home coll; 2 family 5 (1 Premed; 1 Soc-Sci (4) (Taking Tsing hua - Family reasons)
To St. John's	3	1 (Theol)
To Nanking	1 (Theol)	2 (Ind.Chem; home coll)
To Shantung	1 (PreMed)	1 (PreMed)
To Tsinghua	1	1 (est)
To Soochow Law		1 (For Law)
To U.S.A.		2 (Family reasons)
To Kuang Hua (hearsay)	3 (already dropped	2 (Fam; Business-study)
To Amoy Univ.	1 (Fam) ( by Fac)	1 (To study Business)
To Peking National		2 (Soc Sci, to 'see')
To Shanghai Coll		
To Southeastern		
To Kuantung Univ	1 (health)	
Misc	<u>3</u>	<u>22 (est)</u>
	12	

Totals:

Family, Health	
Job, etc.....	16...7
Dropped	7 1
Unknown	3
Transferred	<u>12 22</u>
	<u>38 30</u>



Report ofThe Dean to the Board of Managers for the Year 1926-1927

Last year I based my report on analytic studies of the Efficient College. But in a year the concept of this term has radically changed. The 'efficient college' is one that by the grace of God stays open, amid the changes and uncertainties of the time. According to the older meaning, a member of the faculty could standardize his work by some fixed 'teaching-load'; according to the new, a teacher gives himself and gives himself far beyond any clock hours. And I take this occasion to bear public tribute to the utter willingness of my colleagues to serve always the best interests of the University, regardless of self-interests.

Divisions of the Report

1. Student Statistics (see attached sheets)
2. Staff and Departments
3. Government Registration and University Reorganization
4. The Chief Historical Events
  - a. The 'outer' Revolution. The Southern Army takes Foochow.
  - b. The 'inner' Revolution. Our education tested.
5. Comment on Student Social, Athletic and Religious life.
6. Calendar of Important Events of the College Year.  
(omitted from material copied in N.Y. office)

## II. STAFF &amp; DEPARTMENTS

- a. Additions. Fall: Mr. Blakney. Spring: Mr. C.J. Lin, Rev. W.Y. Ch'en, Mr. Chiang Ting I (Librarian), Mr. Ch'en Kuang Tou for six weeks.
- b. Departures. Fall: Mr. Miner, Mrs. C.P.G. Scott. Spring: Dr. and Mrs. Gowdy, Dr. C.P.G. Scott, Mr. and Mrs. Martin, Mr. and Mrs. Blakney, Mr. and Mrs. H.H. Ch'en, Mr. P.Y. Cheng, Mr. Chiang Ting I, Mr. W.Y. Ch'en.

(Arts) 1. Chinese. Carried by Mr. H.H. Ch'en until he left in April, and Mr. Ch'en Kuang Tou (of the Board of Managers) in his place, and Mr. P.Y. Cheng. Many additions made to the Chinese library.

2. Christian Religion. Dr. Sites and Mr. E.D. Miner for the fall and Mr. W.Y. Ch'en for the spring, until his departure in May. The department for the first time given this exact title.

3. & 4. Education & Psychology. Mr. F.P. Beach, as usual.

5. English. A rich program offered with Dr. C.P.G. Scott, Mr. Farley, Mr. R. Scott, Mrs. Gowdy, Mrs. C.P.G. Scott; the loss of three of these will put heavy burden on those left. Farley carrying also French and Comparative Literature.

6. History. A rich department with Dr. Gowdy and Dr. Scott and Mr. C.J. Lin.

7. Philosophy. Mr. Scott as usual. Philosophy I - II now required for all students (orientation course).

8. Political Science. The department opened under Mr. C.J. Lin, his two courses becoming immensely popular.

9/2/27

9. Social Science. Lacked a head: one course in fall under Dr. Sites, one in spring under Mr. W.Y. Ch'en, and completed by Dr. Sites.

(Sciences) 10. Botany-Zoology. Mr. Kellogg and Dr. Metcalf as usual.

11. Chemistry. Mr. Beeman and Dr. Sutton as usual, until the latter's departure to join his wife in Manila in March.

12. Physics. Messrs. Blakney and Martin as usual.

Publications. (October) privately printed, R. Scott, Syllabus for Philosophy I Introduction to Civilization. (March) C.R. Kellogg Commercial Press. Manual for Laboratory course in Biology. (May) Commercial Press. R.B. Blakney. "A Course in the Analysis of Chinese Characters".

Edwin C. Jones Memorial Hall. Dedicated January 15, 1927. First used for the spring semester, 1927, tho with the interior unfinished and the equipment incomplete.

Library. Two rooms in the first basement of Jones Hall occupied in spring semester. When Mrs. Martin left in May her work was carried on by Mrs. R. Scott. Chiang Ting I, '27, appointed our first Chinese librarian, left with Mr. H.H. Ch'en. Lo Chen Hsia, '27, engaged as a substitute.

Academic. The only academic innovation was the decision to hold two commencements a year; one was held Jan. 15 for the Jan. 1927 class of 12 men; but the June 1927 commencement was postponed by vote until Government Registration should be obtained; Baccalaureate was however held for a class of eight.

### III. REGISTRATION AND UNIVERSITY REORGANIZATION.

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9/2/27

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five 'radicals' were lost in the affair; and some 15 others took occasion to drop out. The remaining 75 carried on to the finish.

#### V. STUDENT LIFE.

The Student Republic (changed on Apr. 26 to the Student Union) maintained its prestige and there were no problems of discipline in the year, the most cordial relations existing between the students and the two deans thruout the two terms...Athletics were at a low ebb especially with the absorptions of the spring term and sickness increased tho Dr. Horace Campbell (acting physician) was well liked and served loyally...Student religious life in the spring term felt equally the pressure of the all-absorbing topic and task and the Y.M.C.A. practically ceased to function. Chapel attendance held only the faithful twenty but Sunday vespers was well attended; but we felt that externals mattered little; the students were living their religion in their struggle that Christian schools might have a right to continue Christian.

		STATISTICS			
		1924	1925	1926	1927
BY CLASSES	a. Seniors	26	22	29	24
	b. Juniors	15	22	25	32
	c. Sophomores	29	33	31	44
	d. Freshmen	92	89	85	71
	5. Unclassified	7	6	6	2
	Total	169	172	176	173
BY SCHOOLS	a. Foochow: A.C.C.	42	40	45	40
	b. " Foo. Col.	24	28	36	24
	c. " Y.M.C.A.	18	22	18	15
	d. Trinity	2	2	2	1
	e. Hinghwa-Guthrie	24	21	14	13
	f. Yeping-Nathan Sites	3	4	4	5
	g. Fuhing-CMS MS	0	3	2	4
	h. Shaowu + Hanmei	1	1	2	2
	i. Amoy: A.C.C.	4	4	6	9
	j. " Chip Bee MS	2	5	5	8
	k. Changchow: Talmage	9	12	12	16
	l. Chuanchow: Westm.	2	3	3	3
	m. Swatow	9	11	6	8
GRADUATES Total 103 minus 5 deceased (98)					
By Schools	a. Foochow: A.C.C.	27	30	34	40
	b. " F.C.	6	10	17	21
	c. " Y.M.C.A.	5	5	7	9
	d. " Trinity	4	4	5	5
	e. Hinghwa	6	7	8	10
	f. Talmage	0	2	3	7
	g. Amoy: A.C.C.	8	9	10	10
By Professions	a. Secretary Anti-Opium Assn.		1	1	1
	b. Ministry	1	1	1	1
	c. Studying in Seminary		2	3	2
	d. Medicine study			Grad study	2
	e. In Education	34	41	48	52
					M-31 38
					O-18 23
					USA 1

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	<u>1924</u>	<u>1925</u>	<u>1926</u>	<u>1927</u>
f. Foreign study	9	9	13	10
Returned from				2
g. Business				10
h. In Government				8
i. Other and unknown	8	10	14	15

## MORTALITY STATISTICS

	<u>Total</u>	<u>Graduated Jan-June</u>	<u>Lost Winter-Summer</u>	<u>Loss</u>	<u>Left</u>
1925	172	18	15	37	52
1926	176	16	15	26	41
1927	173	21	27	*61	88

\*In the 'revolution'

## STATISTICS OF FALL TERM 1927

Total Students	103
By visitors	<u>5</u> <u>108</u>
New students	22
By transfer	19
Former	<u>3</u> 44
Visitors	5
Old Students	<u>59</u> <u>108</u>

Loss from spring term: By graduation	8
By withdrawing	<u>62</u> <u>70</u>

## Statistics by Classes

Pre-Medicals		<u>Total</u>	<u>New</u>	<u>Old</u>	<u>Xian</u>	<u>Non-Xian</u>	<u>Xian-Fam.</u>	<u>Married</u>	<u>Engaged</u>
2	Senior	18	1	17	16	2	10	3	
1	Junior	13	2	11	9	4	9	1	
10	Sophomore	28	13	15	21	7	17		3
3	Fresh-B	19	4	15	14	5	11	5	
3	Fresh-A	22	22	0	17	5	19		1
	Unclass.	3	2	1	3	0	3	2	
	Visitors	<u>4</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>?</u>	<u>4</u>
19		108	48	60	84	23	73	11	

## Church Membership

Anglican	12
Congregational	12
Methodist	28
Presbyterian	10
So Fu Union	10
"University"	4
Christian Assembly	<u>76</u>

## Sons of Pastors

5
4
18
4
2
<u>1</u>
34

## Comparison by percentages with Spring 1927

	<u>Total</u>	<u>New</u>	<u>Xian</u>	<u>Non-Xian</u>	<u>Married</u>
1927 Spring	130	15%	65%	25%	14%
1927 Fall	108	44%	77%	23%	13%

Students hours in courses connected with Dept. of Religion and Social Service 70.

(Signed) RODERICK SCOTT  
Assistant Dean

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*W. Y. Ch'en*

學 大 和 協 建 福  
FUKIEN CHRISTIAN UNIVERSITY  
FOOCHOW, CHINA.

OFFICE OF THE DEAN  
處 事 辦 長 務 教

中 國 福 建  
**TRANSFER**

Kuliang, Sept. 2, 1927

REPORT OF THE DEAN TO THE BOARD OF MANAGERS OF  
FUKIEN CHRISTIAN UNIVERSITY  
For the Year 1926-1927

Last year I based my report on analytic studies of the Efficient College. But in a year the concept of this term has radically changed. The 'efficient college' is one that by the grace of God stays open, amid the changes and uncertainties of the time. According to the older meaning, a member of the faculty could standardize his work by some fixed 'teaching-load'; according to the new, a teacher gives himself and gives himself far beyond any clock hours. And I take this occasion to bear public tribute to the utter willingness of my colleagues to serve always the best interests of the University, regardless of self-interests.

Divisions of the Report

1. Student Statistics (see attached sheets)
2. Staff and Departments
3. Government Registration and University Reorganization
4. The Chief Historical Events
  - a. The 'outer' Revolution. The Southern Army takes Foochow.
  - b. The 'inner' Revolution. Our education tested.
5. Comment on Student Social, Athletic and Religious life.
6. Calendar of Important Events of the College Year.

II. STAFF & DEPARTMENTS

- a. Additions. Fall: Mr. Blakney. Spring: Mr. C. J. Lin, Rev. W. Y. Ch'en, Mr. Chiang Ting I (Librarian), Mr. Ch'en Kuang Tou for six weeks.
- b. Departures. Fall: Mr. Miner, Mrs. C.P.G. Scott. Spring: Dr. and Mrs. Gowdy, Dr. C.P.G. Scott, Mr. and Mrs. Martin, Mr. and Mrs. Blakney, Mr. and Mrs. H.H. Ch'en, Mr. P.Y. Cheng, Mr. Chiang Ting I, Mr. W. Y. Ch'en.

(Arts) 1. Chinese. Carried by Mr. H.H. Ch'en until he left in April, and Mr. Ch'en Kuang Tou (of the Board of Managers) in his place, and Mr. P.Y. Cheng. Many additions made to the Chinese library.

2. Christian Religion. Dr. Sites and Mr. E. D. Miner for the fall and Mr. W. Y. Ch'en for the spring, until his departure in May. The department for the first time given this exact title.

3. & 4. Education & Psychology. Mr. F. P. Beach, as usual.

5. English. A rich program offered with Dr. C.P.G. Scott, Mr. Farley, Mr. R. Scott, Mrs. Gowdy, Mrs. C.P.G. Scott; the loss of three of these will put heavy burden on those left. Farley  
carrying

1927

carrying also French and Comparative Literature.

6. History. A rich department with Dr. Gowdy and Dr. Scott and Mr. C. J. Lin.

7. Philosophy. Mr. Scott as usual. Philosophy I - II now required for all students (orientation course).

8. Political Science. The department opened under Mr. C.J. Lin, his two courses becoming immensely popular.

9. Social Science. Lacked a head: one course in fall under Dr. Sites, one in spring under Mr. W.Y.Ch'en, and completed by Dr. Sites.

(Sciences) 10. Botany-Zoology. Mr. Kellogg and Dr. Metcalf as usual.

11. Chemistry. Mr. Beeman and Dr. Sutton as usual, until the latter's departure to join his wife in Manila in March.

12. Physics. Messrs. Blakney and Martin as usual.

Publications. (October) privately printed, R. Scott, Syllabus for Philosophy I Introduction to Civilization. (March) C.R.Kellogg Commercial Press. Manual for Laboratory course in Biology. (May) Commercial Press. R.B.Blakney. "A Course in the Analysis of Chinese Characters"

Edwin C. Jones Memorial Hall. Dedicated January 15, 1927. First used for the spring semester, 1927, tho with the interior unfinished and the equipment incomplete.

Library. Two rooms in the first basement of Jones Hall occupied in spring semester. When Mrs. Martin left in May her work was carried on by Mrs. R. Scott. Chiang Ting I, '27, appointed our first Chinese librarian, left with Mr. H.H.Ch'en. Lo Chen Hsia, '27, engaged as a substitute.

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#### VI. CALENDAR OF IMPORTANT EVENTS:

omit  
1926. Sept. 16 Registration for the fall term  
22 Freshman Day  
28 Faculty Reception at President Gowdy's house  
30 Student Republic Inauguration Chiang Chao K'ang  
Oct. 5 Anti-Opium week  
10 Student Republic celebrates Independence Day by a Faculty feast  
29 Halloween Party  
Nov. 11 Armistice Day. Student Republic take over chapel  
13 Student Republic give play in front of the science hall to large crowd of visitors to celebrate  
November 9  
24 Visit of Sanford Ch'en. Serious discussion of Registration

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1927

VI. CALENDAR OF IMPORTANT EVENTS (con't)

1926. Nov. 27 Joint meeting of Faculty and Board of Managers  
Dec. 3 City goes south  
13-16 Student Campaign  
21 City celebrates arrival of General Ho
1927. Jan. 1 Excitement over killing of two leopard cubs on campus  
10 Baccalaureate. Rev. W. Y. Ch'en  
11 Farewell meetings to Mr. and Mrs. Miner  
13 Departure of the Miners  
15 Dedication and Commencement  
16 Foochow Looting  
19-23 First evacuation  
Feb. 14 Second evacuation  
8 Mr. C. J. Lin arrives in Foochow and consents to join Faculty  
12 Spring term Registration. Feeling low  
23 Y.M.C.A. - Republic Reception. Rising feeling; good spirit  
28 Student Republic Inauguration. Lin Chu Jen
- Mar. 1 Mrs. C.P.G. Scott leaves  
8 Faculty Reception  
12 Holiday. Dr. Sun Yat Sen Memorial  
14 Week - 'storm' threatening; peculiar attitude of H.H.Ch'en  
18 Holiday to celebration anniversary of Peking Massacres  
21 The Great Night. Revolution breaks out and minority seizes control and the four week fight begins
- Apr. 26 Classes resumed seriously. Student Republic changed to Student Union. First Monday morning Sun Yat Sen meeting  
28 Visit of Dr. Diffendorfer  
30 Meeting of Board of Managers appointing Administrative Commission
- May 1 Half a week of holidays for Foochow celebration of establishment of Southern capital at Nanking  
Administrative Commission getting formed. Normal air returns  
10 Inauguration of the Commission  
11 Martins leave  
13 Farewell to the Gowdys  
17 Visit of Dr. Miao  
18 The Gowdys leave
- June 8 Farewell to Mr. Cheng  
18 Last day of classes  
19 Baccalaureate. Mr. C.J.Lin  
20 Farewell to Mr. Blakney and Dr. Scott  
21 Graduates - Faculty tea  
24 Last day of term

*omit*



		STATISTICS			
		1924	1925	1926	1927
BY CLASSES	a. Seniors	26	22	29	24
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	h. Shaowu - Hanmei	1	1	2	2
	i. Amoy: A.C.C.	4	4	6	9
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	m. Swatow	9	11	6	8

GRADUATES Total 103 minus 5 deceased (98)

By Schools	a. Foochow : A.C.C.	27	30	34	40
	b. " : F.C.	6	10	17	21
	c. " : Y.M.C.A.	5	5	7	9
	d. " : Trinity	4	4	5	5
	e. Hinghwa	6	7	8	10
	f. Talmage	0	2	3	7
	g. Amoy : A.C.C.	8	9	10	10

## By Professions

a. Secretary Anti- Opium Association		1	1	1
b. Ministry	1	1	1	1
c. Studying in Seminary		2	3	2
d. Medicine study		2	2	2
e. In Education	34	41	48	52
			M-31	38
			O-18	23
			USA	1
f. Foreign study	9	9	13	10
Returned from				2
g. Business				10
h. In Government				8
i. Other and unknown	8	10	14	15

## MORTALITY STATISTICS

	Total	Graduated Jan-June	Lost Winter-Summer	Loss	Left
1925	172	18	15	37 52 70	102
1926	176	16	15	26 41 56	120
1927	173	21	27	<sup>x</sup> 61 88 109	64

<sup>x</sup>In the 'revolution'

# STATISTICS OF FALL TERM 1927

Total Students	103
By vistor	<u>5</u>
	<u>108</u>

New students	22	
By transfer	19	
Former	<u>3</u>	44
Visitors		5
Old Students		<u>59</u>
		<u>108</u>

Loss from spring term:	By graduation	8
	By withdrawing	<u>62</u>
		<u>70</u>

## Statistics by Classes

<u>PreMedicals</u>		<u>Total</u>	<u>New</u>	<u>Old</u>	<u>Xian</u>	<u>Non-Xian</u>	<u>Xian-Fam.</u>	<u>Married</u>	<u>Engaged</u>
2	Senior	18	1	17	16	2	10	3	
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10	Sophomore	28	13	15	21	7	17		3
3	Fresh-B	19	4	15	14	5	11	5	
3	Fresh-A	22	22	0	17	5	19		1
	Unclass.	3	2	1	3	0	3	2	
	Visitors	<u>4</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>4</u>	<u>?</u>	
<u>19</u>		<u>108</u>	<u>48</u>	<u>60</u>	<u>84</u>	<u>23</u>	<u>73</u>	<u>11</u>	<u>4</u>

## Church Membership

Anglican	12
Congregational	12
Methodist	28
Presbyterian	10
So Fu Union	10
"University"	4
Christian Assembly	
	<u>76</u>

## Sons of Pastors

5
4
18
4
2
<u>1</u>
<u>34</u>

## Comparison by percentages with Spring 1927

	<u>Total</u>	<u>New</u>	<u>Xian</u>	<u>Non-Xian</u>	<u>Married</u>
1927 Spring	130	15%	65%	25%	14%
" Fall	108	44%	77%	23%	13%

Students hours in courses connected with Dept. of Religion and Social Service 70.

*Roderick Scott*  
Assistant Dean

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FUKIEN CHRISTIAN UNIVERSITY

Foochow, China.

September 17, 1928.

REPORT OF THE ASSISTANT DEAN 1927-1928

INTRODUCTION:

I shall seek in this brief introduction to appraise the opportunities and responsibilities of the institution at this time. I shall then report the events and problems of the year under several heads.

A. OPPORTUNITY. In several ways this is unique.

- (a) The transition to the new way has been accomplished utterly without friction, and in such a way as to develop the best spiritual gifts on both sides of the great international educational experiment. The privilege of being of some service to China and her education at this time fills the Western teacher with great joy.
- (b) There is an unusual freedom for development and experimentation and expression in the traditions of the University, the Faculty and the Board of Managers, and in the attitude of the Board of Trustees. If the function of a private college is to be seen in its becoming a pioneer in educational advance, Fukien Christian University has nothing to hinder its performing that function but the ignorance and lethargy of the faculty.
- (c) Fukien Christian University has won the friendship and respect of political circles in Foochow; this is largely due to the tact and interest of President Lin.
- (d) The location is a good one. The beauty and remoteness of the campus from the crowded hurry of the city are conducive to growth in reflection and thought. "The good man desires the mountains."
- (e) As shown in the recent conference of the Council on Higher Education at Shanghai, Fukien Christian University has a high reputation; its cooperation is welcomed in the proposal to make a single Christian higher education program for the nation.
- (f) Last the University spirit is unique, as shown in the recovery first from the shattering effects of ~~the~~ 1927 'inner rebellion' and now from the shock of the fire.

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B. RESPONSIBILITY.

- (a) There is the service of the community through the work of the graduates. It is gratifying to record that Fukien Christian University graduates have made an enviable reputation in the Foochow Government service; a selected few are doing extremely good work as principals of Church junior middle schools; others as teachers. There should be closer connection between the Church and the University.
- (b) Recent events have broken up the former well-organized system of feeders. Attention should be centered by educational authorities on the middle schools. We must look forward for a few years in any case to lean entering classes. A forward step is our proposal to provide studies leading to the B.A. with less requirement in English. We should widen the range of accepted preparatory subjects also.
- (c) What kind of education does Fukien Christian University give? On the one hand the colleges of the American missions necessarily at first imitated the colleges of the United States; on the other hand, we face at the moment a proposal in many quarters in China to follow the European system of educational arrangement. Why can not we make colleges that belong to China genuinely Chinese?

Here I can make only a few suggestions, preceding a more intensive study:

- A. The purpose of a liberal education may be somewhat expanded to include the following phases of 'preparation for complete living':
  - 1. Health. Individual and Social.
  - 2. Character. Worship; service; the Christian philosophy of life.
  - 3. Intelligence. Ability to think; use of the scientific method.
  - 4. Information - organized, available.
  - 5. Leadership. Resourcefulness.
  - 6. Social Method.
  - 7. Economic Method.

Judged by these desiderata, Fukien Christian University should (1) give work in individual and social hygiene and (6) develop the department of sociology so as to acquaint the student with modern social methods; and (7) install a course fitting students in office work, use of money, public speaking, care of homes,

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efficiency, etc. As to the other four points, the institution is already doing well.

- B. But the Christian college in China must do something more. What that is is suggested by the recommendation of the Council of Higher Education: "Fukien shall become a college with a 200-student unit and a 'vocalized arts' curriculum." The American curriculum is undergoing changes, but we must make even more radical ones; we must fit our students more specifically for life. Vocational and liberal are opposing terms in America; we must fuse them, not losing the spiritualizing effects of a liberal education, but stressing vocation. To this end we must study our field also. Vision and experimentation are needed.
- C. While waiting and experimenting, Fukien Christian University should follow the best western colleges in 'the face of quality' abandoning the race for quantity. This can be done immediately. We can stop teaching courses and begin on subjects; stop examining for information given and begin examining for material mastered; stop counting credits and begin rewarding genuine achievement.

### Divisions of the Report

1. Introduction. Opportunities and Responsibilities.
2. Staff and Departments. Publication. Library.
3. Student Life.
4. Religious Life.
5. The Premedical Course.
6. Statistics. Chronicle. List of Speakers.

### STAFF AND DEPARTMENTS

- a. ADDITIONS. Fall, 1927: T. L. Lin (Pol. Sci.), Kuo Hsi and Kao Liang Huang (Chinese Lit.), Dr. Katherine Yen (Physics); instructors: T. H. Wang, '21 (Chemistry), J. C. Lai, '27 (Physics). Hung Shao (Acting Registrar), Y. H. Hsu (Athletics), C. H. Lo, '27 (Librarian). Visiting lecturers: Rev. F. C. Havighurst (Religious Work Director), Rev. S. H. Leger (Sociol.), Rev. P. C. Lin (Religion), H. E. Ch'en (Banking). Mrs. Scott (Acting Librarian).  
Spring, 1928: Rev. S. S. Ting (Religious Education), Donald Hsueh (for Rev. S. H. Leger), Mr. K. T. Tsai (for Mr. H. E. Ch'en).
- b. DEPARTURES: Beginning, Fall, 1927: Dr. Sites. End of Fall, 1927: Mr. Havighurst, Mr. Leger, Mr. H. E. Ch'en. End of Spring, 1928: Dr. Metcalf (Botany, furlo), Messrs. Lo, Hung, Hsu, Wang (1 year of absence, U.S.A.), Tsai, Hsueh, Ting, Dr. Yen, Mrs. Scott (resigning in favor of Mrs. Martin).

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c. DEPARTMENTS:

1. Chinese. T. L. Lin, acting head. Messrs. Kuo Hsi (History and Philosophy), new: and Kao Liang Huang (Literature); an expert in seal-cutting) for the year. Criticism: until a regular head is appointed, continuity in courses is impossible.
2. Foreign Languages. M. F. Farley, head. Criticism: English Composition understaffed, being entirely taught by Dean Scott, in spite of his other duties.
3. Education and Psychology. F. P. Beach, head. Criticism: Mr. Beach's specialty being Psychology, a teacher of Education or Educational Sociology, or Practice Education is needed.
4. Philosophy and Religion. R. Scott, head. Criticism: same as of Chinese Department only worse; in the absence of a full-time man devoting himself to a department of religion and its interests, the whole religious program of the university is crippled. (See report below).
5. Social Sciences. T. L. Lin, head. Criticism: Need is to divide in a scientific manner: (a) History and Political Science, under T. L. Lin and C. J. Lin, O.K.; (b) Economics, a man needed; (c) Sociology, a man needed. We lose by transfer students who want (B) and (c).
6. Physical Sciences. (a) Biology, C. R. Kellogg and F. P. Metcalf, heads. (b) Chemistry, N. Beeman and W. J. Sutton, heads; (c) Physics and Mathematics, N. Beeman, acting head. (Department of Physics suffered from loss in 1927 of both its teachers, Martin and Blakney).

d. PUBLICATION. "The Proceedings of the Natural History Club of Fukien Christian University", June 1928. Publicity Committee: Letter to the Alumni, for Christmas, 1927; Letter on the Fire, June, 1928; History of the University by W. J. Sutton, August, 1928. Assistance to Student Union magazine, four issues, named "The New Tide of Fukien Christian University."

e. LIBRARY. The Library Committee reports a complete revision of the confused systems in use for the Chinese Library, with plans to publish during 1928-29. Committee in charge: Mr. T. L. Lin, Mr. M. F. Farley, Mr. and Mrs. R. Scott, Dr. S. H. Leger, Y. M. Chin, '28, assistant librarian elect for 1928.

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### STUDENT LIFE

#### 1. THE STUDENT UNION.

In the fall term, the students seemed suspicious of too much 'government'; however, the extreme tact of Mr. Chao Mai, '28, was able to keep the students out of a number of city parades and demonstrations. In the spring term, a new and hopeful issue arose, the students now beginning to question the relationship of 'political' activities and study. The query now is: Which department will sacrifice its best student to lead the student union for a given term?

President Lin had attempted throughout the year to carry on the disciplinary duties of Dean. He had not been successful on account of his other duties. The appointment of T. L. Lin as Dean and the reorganization of the Student-Faculty Relations Committee should help in this regard.

#### 2. STUDY.

In the fall the students threw themselves into their work with zest; in the spring, everywhere a great lethargy was noticeable, due perhaps to the accumulated fatigue of these years (1925-28) of attack and outside political interest and activity.

#### 3. ATHLETICS.

Under Mr. Hsu's instruction, interschool games were revived; interclass tennis matches were also held.

#### 4. HEALTH.

With the regular twice-weekly visits of the physician there has been less sickness than ever before. Exercise for all still remains a problem.

#### 5. SOCIAL LIFE.

The faculty Saturday night 'open-houses' were fairly successful till near the end of the year. But the famous 'faculty-student cooperation' of Fukien Christian University can not be maintained without more attention. We missed Mrs. Gowdy's constant attention to this.

The student pressure for coeducation is a problem of the times, calling for freer and more social life



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between boys and girls, and is really a social rather than an educational issue. There should be a sympathetic study of the whole problem by educators responsible for both boys and girls' schools.

### THE RELIGIOUS LIFE OF THE UNIVERSITY

#### 1. FORMAL SERVICES

Chapel (Monday, Wednesday and Thursday mornings) and Vespers (Sunday afternoons). Both services showed a gain in spiritual values, chapel especially, the speaker now feeling that the students want to hear his message.

#### 2. ORGANIZATIONS.

The University Christian Fellowship was launched on November 11, and has been fairly successful in enlisting faculty, students and workers in common religious activity. Fortunately, the organization was perfected at about the time when Mr. Havighurst was leaving. The Y.M.C.A. did not have much open religious leadership. Two fairly good voluntary Bible classes were held in the fall. The absence of a faculty director was felt keenly in the spring. The "Y" maintained a student prayer meeting on Friday nights.

#### 3. IN THE CURRICULUM.

In spite of the two-year resignation of Dr. Sites, to do country evangelistic work, plans had been made in the summer of 1927 for a Department of Theology and Social Service that seemed to have high promise. Under this most of the curriculum work was to be done by 'visiting lecturers', Messrs. P.C. Lin (Anglican), S. H. Leger (Congregational), and S. S. Ting (Methodist) being secured. Courses by the regular faculty were the Psychology of Religion (term) by Prof. Beach, and the Philosophy of Religion (year) by Dean Scott.

Critical: These last plans proved to be a failure for two reasons: (a) the visitor is on the campus too short a time and (b) the absence of a director fails to make the work continuous. We come then on all counts to the unescapable need of one man who has no other duty in life than the religious life (formal, informal, curricular) of Fukien Christian University. He must live on the campus; he must be able to work with the students. In Fukien Christian University, departments and courses have, by tradition, become associated with individuals. For the lay work, Dr.

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W. J. Sutton has shown untiring energy; for the curriculum, the Dean as now head of the new joint department (Philosophy and Religion) has done what he could, but has been constantly hindered by lack of training and time.

Meanwhile. In spite of all these things, the University has grown, I believe, not less but more Christian. If there was any doubt about the attitude of the new administration, let that be dispelled. It has been unequivocally Christian, even to an item in the contracts for new teachers, that they should be actively interested in Christian education. What is a Christian college? Fukien Christian University has decided it is a college in which everything that is done is as Christian as it can be made; in short, in which acts, motives, purposes, treatments, atmosphere is Christian. The Administration and Faculty have given this policy an active support.

Now less than 25% of the students are non-Christians, but about only 25% of the students are active Christians, although some being very good workers. What of the silent-Christian 50%? And why do the 25% non-Christians not 'succumb' to our personal efforts through the years?

It now counts to be a Christian and the real Christian gains thereby, which is the main cause of our religious life being better while our 'statistics' are worse. But it also counts in ridicule and to some extent in persecution. There is also doubt - think of the wide-spread notion that religion and superstition are identical; disillusionment and pessimism - over the slow progress of the revolution; and the natural agnosticisms of adolescence. There is needed a religious program of activity.

PREMEDICAL COURSE

Present Course: The curriculum now contains a bona-fide 3-years course, the most students elect the 4-years' course. It may be possible, on further study, to simplify the 3-years course and make it more attractive. We have tended to encourage the four-years course rather than the three, in line with our insistence at quality and thoroughness.

Standard of Present Work: Equal to the best and above the average in China. Our best students are among the best in China.

Students: Last year 23 students were recorded as 'premedical'. This number includes both those actually taking the course and those who indicated their choice to be premedicals after the required work was finished. The 'mortality' in premedicals is high. There are four requisites to successful premedical and medical study, rarely all found in one student: (a) sound health; (b) adequate financial support; (c) steadfast purpose; (d) brains.

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## STATISTICS

<u>BY CLASSES</u>	<u>1924</u>	<u>1925</u>	<u>1926</u>	<u>1927</u>	<u>1928</u>
a. Seniors . . . . .	26	22	29	24	19
b. Juniors . . . . .	15	22	25	32	21
c. Sophomores . . . . .	29	33	31	44	28
d. Freshmen . . . . .	92	89	95	71	56
e. Unclassified . . . . .	7	6	6	2	10
	<u>169</u>	<u>172</u>	<u>186</u>	<u>173</u>	<u>134</u>

### BY SCHOOLS:

a. Foochow: A.C.C. . . . .	42	40	45	40	20
b. Foochow: Foochow Col. . . . .	24	28	36	24	17
c. Foochow: Y.M.C.A. . . . .	18	22	18	15	12
d. Foochow: Trinity . . . . .	2	2	2	1	11
e. Guthrie: (Hinghwa) . . . . .	24	21	14	13	16
f. Nathan Sites (Yenping) . . . . .	3	4	4	5	4
g. Amoy: A.C.C. . . . .	4	4	6	9	7
h. Amoy: Tzi Mei . . . . .	2	5	5	8	3
i. Talmage (Changchow) . . . . .	9	12	12	16	11
j. Westminster (Chaunchoy) . . . . .	2	3	3	3	12
k. Swatow: . . . . .	9	11	6	8	1

GRADUATES: Total: 126 minus 6 deceased equals 120 living.

### BY SCHOOLS

a. Foochow: A.C.C. . . . .	27	30	34	40	45
b. Foochow: Foochow Col. . . . .	6	10	17	21	23
c. Foochow: Y.M.C.A. . . . .	5	5	7	9	11
d. Foochow: Trinity . . . . .	4	4	5	5	5
e. Hinghwa: Guthrie . . . . .	6	7	8	10	12
f. Yenping . . . . .	0	0	0	0	2
g. Amoy: A.C.C. . . . .	8	9	10	10	11
h. Talmage . . . . .	0	2	3	7	7
i. Tzi Mei . . . . .	0	0	0	0	2

### BY PROFESSIONS:

a. Secretary Anti-Opium Association . . . . .	1	1
b. Ministry . . . . .	1	2
Studying . . . . .	2	1
c. Medicine . . . . .		1
Studying . . . . .	2	4
d. Education . . . . .	52	59
In Christian schools . . . . .	23	25
In other schools . . . . .	28	34
e. Foreign Study . . . . .	10	13
Returned . . . . .	2	3
f. Government . . . . .	8	15
g. Business . . . . .	10	10

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CHRONICLE, 1927-28

- 1927 Sept. 16 Registration for Fall term. Half the faculty arrives late from Manila.
- 22 Confucius Birthday Holiday. Student 'Y' retreat.
- 29 Faculty Reception at President Lin's house.
- Oct. 4 Student Union Inauguration. Chao-mai.
- 10-22 Independence Day. Parade stopped due to unrest in Foochow over arrival of the 11th Army and the disarming of General Tang's army. 100 marines stationed at the University for three days to cut off deserters. Parade on October 22, but Fukien Christian University students not in it; renewed radical activities.
- 28 Halloween Party.
- Nov. 3 Faculty-student Tennis Tournament.
5. Alumni Dinner in Foochow. New Officers.
- 7-18 Renewed radical activities in Foochow. The 'Tai Maiu' case; F. C. U. helps to settle it.
- 13-14 Faculty-Board of Managers Dinner. Managers meeting.
- 21 Discipline. The 'Library' case. The Student Court.
- Dec. 10 Once more F.C.U. students refuse to join city parade.
- 12 and on to January 3, 1928. Faculty servants troubles and Labor Union.
- 13 Faculty tea for Educational Commissioner Huang Wang and American Consul Samuel Sokoben.
- 19 Threats of bandits in city and at Kushan.
- 1928 Jan. 3- 4 Faculty tea to graduating class. No commencement.
- 9-26 President Lin, Professors Beach and Beeman attend meeting of Council of Higher Education in Shanghai.
- 13 And following. Rumors that F.C.U. had been burned down. Extra vigilance. Bandits at Lingbuo (across the river). Requests for marines from Foochow turned down.
- Feb. 3 Registration for Spring term.
- 15 Professors Beeman and Sutton call on General Feng in the city together with American Consul after the Foochow College fire.
- 17 Student Union Inauguration. Hsiao Wen an '28.
- 20 Secretary Ho (Comm. of Nine) promises protection.
- 24 Faculty tea to new students only (in place of reception).
- Mar. 1 Lin Ching Jun elected President by Board of Managers. Lin Tien Lang elected dean for 1928 -Fall.
- 10 Student Y.M.C.A. "Social Meeting" - girls and boys from Christian schools.

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### CHRONICLE (Con't)

- 1928 March 18 - April 2. President Lin goes to Shanghai to attend meeting of Advisory Committee. Dean T. L. Lin made acting president.
- 19 Threats of a radical 'anniversary'. Pamphlet attaching Christian schools and leaders.
- 29 Inner celebration of the 72 Martyrs. Tree-planting.
- April 10 Registration material returned from Nanking to "be done over again" on a "new set of blanks". Students join an anti-communistic parade. Holiday.
- 29 - May 4. Visit of Mr. E. H. Cressy. The "10-year program."
- May 3-10 Spring vacation.
- 19-24 Student feeling over Tsinan incident very high. They 'take a holiday' (the 24th) for propaganda.
- 26 Joint concert with Hwa Nan College.
- 28 Fire in the Memorial Dormitory. Faculty Committee Investigation.
- 30 Classes resumed. Board of Managers Meeting.
- June 8 Faculty plans reconstruction and financial campaign
- 10 Baccalaureate by President Lin
- 16 Commencement.
- July 3-25. President Lin, Dean and Mrs. Scott to Shanghai for Advisory and Council Meetings.

### VISITORS TO THE UNIVERSITY 1927-28

From outside Foochow: Mr. H. C. Tsao, Dr. H. T. Hodgkin, E. C. Barnett, Miss Deng, Gideon Ch'en, Wu Wei Ting, Mr. Lo, E. H. Cressey - secretary from Educational Association, N.C.C., Y.M.C.A. and Y.W.C.A., Bishop Welsh (of Korea) Mr. Reichelt (of the Christian Buddhist Mission), General Ch'en (11th Army).

### SPEAKERS AT VESPER SERVICES

From Board of Managers: Mr. Ch'en Kuang Tou, Rev. G. H. Wang, Rev. P. C. Lin, Rev. Y. C. Lin, Mr. Lin Li Chuang, Messrs. Havighurst and Norton. Others: (Foochow - Rev. Hu Ing Huang, Rev. Ling Ing Huang, Rev. Ling Diong Kuak. Misses Ruby Sia, Lefforge; Messrs. Donald Siek, Lacy, Cartwright, Bissonnette, Bankhart, Ward, Sills, Munson, Dr. Coole, Bishop Hind. (Visitors): Dr. Tsao, Rev. Stephen Wei, '23, Miss Deng (Y.W.C.A.)

### CONVOCATION SPEAKERS

Dr. H. T. Hodgkin, Bishop Welsh, Mr. Renskers, General Ch'en (11th Army), Mr. Ch'en I (Government Financial Bureau), Wu Wei Ting (Y.M.C.A.), Rev. H. R. Caldwell, the members of the faculty.

FUKIEN CHRISTIAN UNIVERSITY  
Foochow, China.

REPORT OF THE ACTING DEAN RODERICK SCOTT FOR 1928-1929

October 20, 1929

CONTENTS

1. Introduction.
2. Administration.
3. Staff and Departments. Publications.
4. Student Life.
5. Religious Life.
6. Faculty Life.
7. Graduates.
8. Statistics.
9. Chronicle. List of Visitors.

INTRODUCTION

The year has been one of relative peace, all in all, a better year than we dared hope for. We could not tell in what state of mind the students would return in the fall of 1928, after the dormitory fire; and our losses were heavy. The 'rebellion' of 1927 had cost us 50 students; the fire, cost 30. 1928-29 saw thus the smallest attendance in many years, a total of 112. We were not sure how the students would receive life in the old temporary buildings again; but there was no complaint at that point until the intense heat of the very end of the year; and the fine old FCU spirit was, if anything, stronger thruout the year, than ever before. It was a good year; we could only pray to be let alone and to have some more of the same. The students settled down to more serious work than in the previous year, but the work for many was sadly broken into by the two big athletic meets held in Foochow (see below).

Elements of encouragements were the summer conference of the Council of the Association for Christian Higher Education attend in Shanghai by President Lin and Dean and Mrs. R. Scott, the enthusiasm shown by many students during the summer and early fall over the Dormitory Fund Campaign, and the cooperation of the Government officials in Foochow, under the influence of the skilful contacts made by President Lin. Also the effect of the announcement of the Hall gift.

The aim of the University as a Christian college was made more clear than ever before; and the realization that China needs character with her education and that Christianity is the only way to character, drove the Faculty to greater efforts in this direction.

ADMINISTRATION

1. Dean Lin T'ien Lan as Dean with myself as Assistant Dean, he handling the Student Union and problems of Discipline, as it were, Dean of Men, and I as Dean of Studies, formed an arrangement that worked very well. His departure at the end of the fall term threw the

entire work on me again. Mr. Hsieh's installation as registrar brought more efficiency into that end of the work than ever before, but I have not found the perfect registrar yet.

2. The new plan for three required assemblies per week seemed to work well; the Memorial Meeting on Monday devoted to training in report, debate and general citizenship; Wednesday, 20 minutes, mostly for the Dean and President; and the Friday hour used by the Faculty in rotation for scientific and departmental lectures.

3. The Year was spent by the Dean in codifying and rewriting and finally in publishing the Rules.

4. A Prize Tuition Aidship was given to the student obtaining the highest grade in the Freshman A (first term) class; for the fall, to Tai Wen Sai; for the spring, to Lei I T'and.

5. Aidships to about \$500.00 were given; but the self-help problem remains unsolved; the faculty prefers expert work and so the student opportunities for self-help grow less and less. Direction of this work has been taken from the Dean's Office and given to the Director of Religious Work.

6. Room-Drawing has likewise been taken from the Dean's Office and given to the Business Manager's, together with full change of the rooms and the Dining Hall; all with marked success.

7. The Entrance Examinations require better oversight; namely, a committee working on the job, between vacations and in the summer, when, unfortunately, our faculty is so scattered.

8. The Premedical activities were enthusiastically handled by Prof. F. C. Martin as a sort of Premedical Dean. 20% of the enrollment declared themselves as candidates for this course.

#### STAFF AND DEPARTMENTS

1. Additions. Fall, 1928: Prof. and Mrs. F. C. Martin, return from Furlo (Physics; Acting Librarian); Prof. E. M. Stowe (Religious Education - in November); Prof. Chung Chun Yun (Mathematics); Prof. Wang Chih Sin (Chinese Literature). Instructors and Assistants: Hsieh Chen Ya, '25 (English; Assistant Registrar); Yang Chung Ling, '21, (Biology); Hsu T'ien Lu, '28 (Chemistry); Kuan Chun Yueh (Lecturer in Economics); Chin Yun Min, '28, (Assistant Librarian). Spring, 1929: Chu Wei Tze (Instructor in Chinese); Yang Ching Tsing (Lecturer in Economics).

2. Departures. Fall, 1928: Dean T. L. Lin (Political Science); Mr. Kuan; Mr. P. G. Lin. Spring, 1929: Profs. Beach, Farley, Sutton (Psychology, Modern Languages, Chemistry). Instructors: Mr. C. L. Yang (in May), Mr. T. L. Hsu, Mr. C. T. Yang. Miss Eva M. Asher (Treasurer).

NOTES ON THE DEPARTMENTS

1. Chinese. Under the exceedingly able leadership of Prof. Wang Chih Sin, the Chinese Department sprang into new life, was carefully organized; and a new program of studies laid out; modern Chinese work was handled by Mr. W. T. Chu; and Prof. Wang himself developed a new course in the Survey of Chinese Culture, which proved very popular. Reading groups in Chinese were also formed.

2. Social Sciences, continued to limp along, receiving a hard blow when Dean T. L. Lin resigned at the end of the Fall term. Our visiting lecturers did as good work as they could, Messrs. Huan and Yang, but the department lacked an active head. Prof. Wang however conducted a very popular course in the Three Principles, now required of Freshmen (in spring term).

3. Philosophy and Religion. With the arrival of Prof. Stowe who was able to assume one of Dean Scott's courses in November and who developed a selected series of courses in the spring, and with Prof. Wang, with his new course in the development of Chinese Religious Thought, the Department of Religion began at last after years of waiting to develop.

4. Physical Sciences. Biology (Prof. Kellogg with Mr. C. L. Yang), Chemistry (Profs. Beeman and Sutton with Mr. T. L. Hsu) Physics and Mathematics, especially strong again (Profs. Martin and Chung and Mr. Lai).

PUBLICATIONS

The second series of Natural History Club Proceedings (Prof. Kellogg, editor). The Student Magazine. The Rules and Ideals of FCU (The Dean, editor). A faculty magazine in Chinese was projected but not completed.

STUDENT LIFE

1. Student Union. The Union showed great stability during the year, except for the unrest which communistic rumors in Foochow produced in March and April (1929). The Mass Meeting became slightly less dangerous than it had been; this meeting of the whole student body is, according to the Constitution, the final authority, but it is, as might be expected, swayed too easily by emotion. Patriotism was at a low ebb and after the parades of October 10, the students would have no more of such things. On the other hand, decision about the fall and spring uniforms required by the Government, caused a good deal of trouble, finally satisfactorily settled.

2. Athletics. All attention centered on picking teams for the two meets which were fairly successful, as far as athletics goes. The Physical Drill conducted in the spring term by Profs. Chung, Beeman and Stowe, as substitutes for military drill was barely successful.



3. Fire Drill. In the fall, the volunteer student fire drill companies practiced with great enthusiasm; in the spring, it seemed best not to practice too openly; apparently students did not want to be reminded of the fire at all.

4. Studies. These showed an improvement over the previous year, with the reduction of political activities, but the two athletic meets caused much interference, that in the spring costing nearly a month's work for more than a third of the student-body. Conditions in the old buildings became in the late spring almost impossible for study: heat, glare, mosquitoes, noise, etc.

5. Social. Receptions and picnics were held each term, but the former open-house was not revived. One moving-picture, the King of Kings, was shown; with the smaller student body, such affairs, it was felt, are too expensive.

6. Music. The Glee Club continued its work with great activity, giving a public and pay concert at Hua Nan College in January and essaying the ambitious opera (selections) of Robin Hood in May, which was given twice at the University.

### RELIGIOUS LIFE

1. Formal Services. It has been stated again and again in these reports that what we most needed for the religious life at FCU was a man who should give his full time and attention to that work; such a man Prof. E. M. Stowe has proved to be; he has had the wisdom to proceed slowly, but the gains even in the last six months have been very noticeable, in the spirit of the meetings and in the confidence we all have in our religious life. We have not yet found the key to that problem: how to revive the nominal Christians, or how to bring the vital knowledge of the spiritual life to men who are not Christians; still the students who are Christians are beginning to wake up to their opportunities and the faculty committee on religious activities has been digging away at the problem.

The Chapel, and Vesper services continued as usual, with a fine fresh, free, spiritual atmosphere; some experiments were made to see what type of service was liked best.

The visits of Dr. David Yui, Dr. Miao, Mr. Frank Price and Mr. K. S. Wang, the young man who has had a remarkable experience with Buddhism, did a great deal to build up student religious life.

Slowly the students are beginning to see that the famous spirit of FCU is predominantly a Christian spirit; and then to inquire how that spirit may be kept. "I don't care anything about religion," said a new student, "but I like the Christian spirit of FCU." The Faculty might well study this: how is a spirit made and kept?

2. Organizations. The Christian Fellowship proceeded forward slowly; perhaps it is too soon to tell whether it is what we want or not. But despite all Prof. Stowe's efforts, the YMCA could not be

rescued from the dry rot into which it had fallen of late years, the student-body participating in the elections but caring nothing really for its work; on the other hand, the more directly religious work of the Y was well carried on, the Sunday morning vernacular service, Miss Asher's Sunday School, Prof. Wang's Sunday Evening 'Religion Discussion Club,' and Prof. Scott's class for new students, not Christians, called "The Seekers for Truth." Student Chapel leaders were tried with good results.

3. In the Curriculum. Fall: Religion I for Freshmen, Rev. P. C. Lin; Religion V, for Juniors (Ethics); Religion XV, for Juniors (Chinese Religious Ideas), Prof. Wang; Philosophy XI, for Seniors (Philosophy of Religion), Prof. Scott. Spring: Religion II, Prof. Stowe; Religion XVI, Prof. Wang; Philosophy XII, Prof. Stowe; Religions Education III, Prof. Stowe.

4. Statistics. Number of students, 112; Christians, 78; from Christian homes, 67; from Christians schools, 94.

### THE FACULTY LIFE

I FEEL that a work should be added about the faculty life. the spirit of cooperative interest and support has been very fine. This has been fed by retreats, conferences, the faculty prayer meeting, especially strong this year, faculty dinners and other forms of social life; and also by the enthusiastic and unwearied interest shown in the fire-guard, which has maintained an unbaken weekly schedule from October, 1928 to the present date. On the other hand, the assimilation of the new young instructors and assistants is a problem that needs our attention.

Contacts of the Faculty with the outside world were made thru attendance on the summer conference in Shanghai, thru Prof. Beeman's and Prof. Kellogg's visit to Canton and thru President Lin's visit to Shanghai in June, 1929.

### THE ALUMNI

A dinner was held at Commencement in January, but much cultivation needs to be done here. Many graduates have never visited the campus since their graduation, albeit living all their lives in Foochow city. Several returned to Foochow for the provincial examinations for foreign scholarships, two, H. H. Ch'en, '21, and M. H. Lin, '26, securing awards.

STATISTICSSTUDENTS  
BY CLASSES

	1924	1925	1926	1927	1928	1929
a. Seniors . . . . .	26	22	29	24	19	14
b. Juniors . . . . .	15	22	25	32	21	16
c. Sophomores . . . . .	29	33	31	44	28	33
d. Freshmen . . . . .	92	39	95	71	56	46
e. Unclassified . . . . .	7	6	6	2	10	3
	<u>139</u>	<u>172</u>	<u>186</u>	<u>173</u>	<u>134</u>	<u>112</u>

BY SCHOOLS

a. Foochow Anglo-Chinese Col.	42	40	45	40	20	16
b. Foochow College . . . . .	24	23	36	24	17	15
c. Foochow Y. M. C. A. School.	18	22	18	15	12	10
d. Foochow Trinity College . .	2	2	2	1	11	17
e. Guthrie (Hingwa) . . . . .	24	21	14	13	16	14
f. Yenping . . . . .	3	4	4	5	4	2
g. Amoy Anglo-Chinese College.	4	4	6	9	7	4
h. Amoy Tzi Mei . . . . .	2	5	5	8	3	2
i. Talmage (Changchow) . . . .	9	12	12	16	11	10
j. Westminster (Chaunchoy) . .	2	3	3	3	12	12
k. Swatow . . . . .	9	11	6	8	1	
l. Naval Academy . . . . .						6

GRADUATES: Total 140; 7 died; 133 living.

BY SCHOOLS

a. Foochow Anglo-Chinese Col.	27	30	34	40	45	48
b. Foochow College . . . . .	6	10	17	21	23	24
c. Foochow Y. M. C. A. School .	5	5	7	9	11	15
d. Foochow Trinity College . .	4	4	5	5	5	5
e. Guthrie (Hingwa) . . . . .	6	7	8	10	12	14
f. Yenping . . . . .					2	3
g. Amoy Anglo-Chinese College.	8	9	10	10	11	12
h. Talmage . . . . .		2	3	7	7	7
i. Tzi Mei (Amoy) . . . . .					2	2
j. Westminster (Chaunchoy) . .	1	1	2	2	2	3

BY PROFESSIONS

a. Secretary Anti-Opium Asso.				1	1	1
b. Ministry . . . . .				1	2	2
Studying . . . . .				2	1	1
c. Medicine . . . . .					1	2
Studying . . . . .				2	4	5
d. Education . . . . .						
In Christian Schools . .				23	25	31
In Other Schools . . . .				28	34	36
e. Foreign Study . . . . .				10	13	14
Returned . . . . .				2	3	6
f. Government . . . . .				8	15	16
g. Business . . . . .				10	10	10

## CHRONICLE 1928-1929

- 1928 Sept. 12 Faculty Conference.  
 19 Prof. and Mrs. Martin return.  
 22 Registration for Fall term.  
 27 Dr. and Mrs. Gowdy visit the University.  
 28 Meeting of the Board of Managers.  
 Oct. 4 Faculty Reception to students. In the afternoon.  
 9-11 Holidays joining Independence Day, Confucius Birthday and the Celebration of the Nationalist Capture of Peking. Students take part in parades on the 9th and 10th.  
 14 Profs. Beeman and Kellogg attend formal opening of New Science Hall at Lingnan University. Return Oct. 26.  
 16 Freshmen tea.  
 19 Student Reception to Dr. and Mrs. Gowdy  
 23 Student fire-drill organized.  
 26 Dr. M. G. Gee visits the University.  
 30 Dr. David Hui's visit.  
 Nov. 4 Fire scare; defective wiring.  
 7 All student examine in the Three Principles. Student Union inaugurates class in boxing.  
 8 Prof. E. M. Stowe appointed director religious work.  
 11 Visit of Dr. and Mrs. D. / Lyon and Mr. Y. K. Woo.  
 21 Piano Recital: Mr. Maurice Barton.  
 Dec. 12 Song recital: Mrs. Gulkevitch  
 13 Scientific Lecture at Foochow by Prof. C. E. Robertson.  
 23 Foochow Athletic Meet; problem of Sunday athletics.  
 26 Provincial exams for foreign study; FCU graduates apply; passed by H. K. Chen, '21; and H. K. Lin, '26 (in spring)  
 1929 Jan. 5 Glee Club Concert at Hua Nan College.  
 7 Faculty-student tennis tournament.  
 20 Baccalaureate Sunday; sermon by President Lin.  
 26 Commencement; address by Educational Commissioner Cheng. Successful Alumni dinner.  
 Feb. 24 Faculty Retreat. Student YMCA conference in Foochow. Visit of Mr. K. S. Wang, National Student Y Secretary.  
 25 Registration for Spring term.  
 26 Physical as substitute for Military Drill begins.  
 Mar. 1 Faculty reception.  
 7 Freshmen tea.  
 9 Prof. Stowe's Religious attitude Questionaire.  
 15 Oratorical Contest for Foochow schools; Mar. 25 finals; FCU places 2nd and 4th.  
 25 Christian Fellowship Faculty-Student supper.  
 29 Holiday: Good Friday and Canton Martyrs' Day.  
 Apr. 1 Glee Club sings at Master Concert.  
 17 Visit of Mr. Frank Price and Dr. C. S. Miao.  
 29 Holiday for Provincial Athletic Meet; same on May 1.  
 May 9 Holiday for May 4-7-9 events.  
 10 Miss Asher leaves.  
 21 President Lin goes to Shanghai to attend meeting of Advisory Council, Assn. Man Higher Educ.; returns June 2.

- May 24, 5 Glee Club stages opera of Robin Hood at the University.  
 29 Student Union officers take excursion to visit Government  
 Institutions in Manuoi and Woonchow.  
 June 1 Holiday: State Funeral of Dr. Sun Yat Nanking. FCU  
 represented by President Lin. Prof. and Mrs. Beach  
 leave.  
 9 Baccalaureate Sunday: sermon by Mr. James Ding.  
 15 Commencement: address by Miss Kao (Educational Bureau).  
 22 Visit of Educational Commissioner Cheng and Prof. Ho  
 (of Naval Academy) to inspect the University for the  
 Nationalist Department of Education as preliminary to  
 Registration.

OUT-OF-PORT VISITORS TO THE UNIVERSITY 1928-29  
 (including Convocation, Vesper and Chapel speakers)

Mr. H. Renskers, Mr. M. Gist Gee (Rockefeller Foundation), Dr. David  
 Yui (National Y. C. A.), Mr. K. T. Chung (FCC), Dr. D. Willard Lyon and  
 Mrs. Lyon, and Mr. Y. K. Wu, (National Y. C. A.), Dr. Miao and Mr. Frank  
 Price (Christian Educ. Association), Mr. Wang Kwei Sheng (Student Y  
 Secretary in Nanking), Miss Gertrude Steel-Brooke, and Miss Kuang to  
 report the World's Student Federation Meeting held in India. Miss  
 Eva Spicer, of the Ginling College faculty, Dr. Heyworth, of England  
 (brother-in-law to Bishop Hind), Bishop Birney, Mr. Lynn Fairfield and  
 Miss Gertrude Seabury (secretaries of the American Board), Prof. C.  
 E. Robertson, Mrs. Liang (daughter to Liang Chih Chiao).

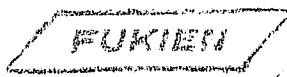
IN-PORT SPEAKER:

Mr. Huang Wang, ex-commissioner of Education, Mr. Cheng, President  
 Commissioner, Mr. Ho, secretary of the Fukien Government, Dr. Chung  
 and Mr. F. L. Lin, associate commissioners of Education, James Ding,  
 Donald Hsueh, Howard Chang, G. G. Mja, S. K. Hsu, K. Y. Lin, G. H. Wang  
 C. F. Sing, Messrs. Henry Lacy, Bites, Havighurst, Leger, Horton,  
 Miller, Bissonette, Drs. Li and Campbell, Miss Lambert, Miss LeForge.

Roderick Scott  
 Acting Dean.

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January 17, 1931

(Sent with President Lin's letter of January 13, 1931)

## The Fifteenth Anniversary of Fukien Christian University

By Dean Theodore Hsi-En Chen

As this is being written, the sound of firecrackers, the joyous strains of Glee Club and Orchestra music, the warm greetings and congratulatory messages from friends far and near, and the applause of enthusiastic audiences are still ringing in my ears. Yesterday, January 17, 1931, Fukien Christian University celebrated its Fifteenth Birthday. It was a great day for F. C. U.; never before had the campus been honored by so many guests on any one day. There were delegations from the various schools in Foochow city, representatives of the Provincial Government, leaders of the Church, and numerous other friends of the institution. Rooms in various buildings were gorgeously decorated with gifts from friends and institutions from all parts of the country, and beautiful indeed are the sentiments embodied in these gifts.

### ALL-DAY CELEBRATION

The success of the all-day program and the <sup>large</sup> audiences in the meetings bore testimony to the keen interest in the occasion on the part of people of different circles in Foochow. As Hon. C. K. Jheng, the Commissioner of Education, remarked in his address, this anniversary day was of great significance not only to Fukien Christian University but also to the whole cause of education in Fukien province.

### FOUNDERS' COMMEMORATION SERVICE

The day began with a Commemoration Service dedicated to the founders of Fukien Christian University. The main address was, very appropriately, given by one who has known the University from the day of its birth to the present time more intimately than any other person and who once carried on his shoulders the responsibility of leading the institution through some of the most difficult years of its brief history---Bishop John Gowdy, the second President of Fukien Christian University. In this service, one thought rose above all others in the minds of every one present: the memory of the late Edwin C. Jones, the first President of Fukien Christian University. This thought found expression in every sentence uttered in the service: in the scripture lessons, in the prayers, in the main address, and in the hymns sung by the Glee Club and the audience. No one who participated in that morning service could fail to feel the presence of a great personality; the presence of a man who sacrificed all that he had for Fukien Christian University and whose spirit still dwells with its faculty and student body and still remains a living factor in the whole life of the institution. No praise could be too great for the late President Jones. If it had not been for his sacrifice, Fukien Christian University would not be what it is to-day. In celebrating the Fifteenth anniversary of the University and in commemorating him and the other founders of this institution, we

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solemnly re-dedicated ourselves to the high ideals which they set and to the task which they with their far and broad vision saw so much more clearly than we.

#### ANNIVERSARY CELEBRATION MEETING

The guests were entertained at luncheon by the University and also by the faculty families. After luncheon, more guests arrived from the city. The main address of the afternoon was delivered by Hon. S. K. Cheng, the Commissioner of Education of Fukien Province, the subject of his address being "Fukien Christian University and Higher Education in Fukien." Commissioner Cheng commented very highly on the quality of work being done at F. C. U. Speaking on the importance of more practical education, he voiced ~~these~~ <sup>three</sup> hopes for F. C. U.: (1) that we would soon embark upon an extensive program of agricultural study and research with the aim of building up a School of Agriculture; (2) that we would carefully nourish the newly organized School of Education so that it might, in co-operation with the Provincial Bureau of Education, bring about definite improvements in education in Fukien; and (3) that we would vitalize the Department of Economics by paying special attention to the study of economic conditions and problems in Fukien Province. He also stressed the importance of character education through personal contact of teachers and students and the improvement of college life through more earnest study and more wholesome group life. He closed with special emphasis on the cultivation of leadership. The college, he asserted, should produce leaders for all phases of national life. Quality counts more than quantity.

#### BANQUET AND CONCERT

A considerable number of guests remained for the evening banquet in which the whole "F. C. U. Family" took part: the student body, the alumni, the faculty and their families, and special guests. College songs were sung and toasts offered but there were no formal speeches. After the banquet the guests were entertained by a concert given by the University Glee Club and Orchestra.

#### REGISTRATION WITH GOVERNMENT

One of the most dramatic moments of the day was when Commissioner Cheng made the announcement that he had just received a telegram from the Ministry of Education in Nanking to the effect that the application of F. C. U. for registration with the government had been granted. Long and loud was the applause that greeted the announcement. At last truth ~~had~~ triumphed. F. C. U. was among the first of private institutions of higher learning in China to apply for registration with the government, and during the last four years no stone was left unturned in a ceaseless effort to conform with government regulations in every particular detail with the aim of becoming registered. The incessant propaganda of a small group of people who mercilessly distorted the facts and falsely accused F. C. U. again and again



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of carrying on an anti-Party program and of continuing compulsory religion in defiance of government regulations did succeed in delaying the attainment of our goal, but at last the truth had triumphed. So, when the audience of nearly five hundred people applauded with all the enthusiasm they could muster, they were acclaiming the triumph of a cause, the triumph of truth over false propaganda.

The satisfaction and enthusiasm which greeted Commissioner Cheng's important announcement were not in any degree dampened by the added explanation that registration had been granted to the Arts and Science Colleges only. The important fact was that the educational program carried on in F. C. U. had been approved by the government. As Commissioner Cheng pointed out, it would not be difficult at all to advance from the present condition to the registration of the entire University; as soon as the newly organized School of Education is put into good shape, F. C. U. will be recognized by the government as a full-fledged University. And that, suggested Commissioner Cheng, could be easily accomplished within a year.

#### THE SPIRIT OF THE CELEBRATION

Just what did we celebrate on this occasion? Fifteen years is not a long time, but when a short period like this witnesses the growth of an institution from the first stone of its foundation to the F. C. U. of to-day, when the growth took place in spite of immense difficulties and almost unsurmountable obstacles, the short history is worthy of celebration. These fifteen years have not only seen a doubling of the student body and the faculty, but a very significant enrichment of the curriculum. They have witnessed the transformation of deserted hills into a beautiful campus on which now stand sixteen buildings\* and eleven residences; the expansion of a small reading room into a library containing 15,000 volumes of Chinese books, 9000 volumes of English books, 3000 copies of Chinese magazines of 240 varieties, and more than 2000 copies of English magazines of 180 varieties; the gradual but quick transition from borrowed laboratories to a Science Hall housing thoroughly equipped laboratories, containing the most up-to-date apparatus for Chemistry, Biology, and Physics; and the development of the Department of Education and Psychology to such a stage where it is ready to grow into a separate School. During these fifteen years F. C. U. has fought many brave battles against contrary forces, and in every case she has proved stronger than the enemy. That "F. C. U. spirit" of which we constantly boast and without which F. C. U. could never have survived the tempestuous storms, seems to have thrived under difficulties and gained strength through its battles. It is this spirit, as personified in the character of the late President Jones and his two successors and in the faculty and student body as well, that we particularly celebrate on the occasion of the 15th Anniversary.

One of the manifestations of this "F. C. U. spirit" is found in the eagerness with which the students have participated in the celebration of the anniversary. The student body took a very active share in all the preparations and in the program of the

\*This number includes five smaller structures such as the pump house, the dynamite house, etc.

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Anniversary Day, and all this was done on their own initiative. The banquet mentioned above was at first planned for the Alumni only, but four days before the event the student body voted to join it en bloc so as to turn it into a "family gathering". The decorations they set up on the campus, the concert given by the Glee Club and the Orchestra, the athletic program of the previous day sponsored by the Student Self-Government Association were all eloquent of the eagerness of the students and their feeling that the celebration was just as much their business as that of the faculty.

#### AN APPRECIATION

It is natural on such an occasion to think of the people who have labored and sacrificed that P. O. U. might live and grow. The latter sacrifice of the late President Jones has already been mentioned. No story of P. O. U. could be considered adequate without reference to its second President Dr. John Cowdy, now Bishop of the Methodist Episcopal Church. Being one of its founders, his relationship with P. O. U. has been very intimate ever since the day of its birth. He was President from 1925 to 1927; and when one recalls the social and political tempests of those years and the tremendous difficulties which beset Christian schools, one gains a vague idea of the heavy burden which then rested on the shoulders of President Cowdy. When he was called to the Presidency in 1925, the University was in financial straits, and to him was entrusted the extremely difficult task of clearing up the debts and, more than that, of erecting new buildings on the comparatively empty campus. But his greatest challenge was yet to come. He was the first college president in China faced with the problem of suddenly turning the administration over to Chinese control. It would be difficult to realize fully the predicament he was in. He had no example to follow. To resign, as he did, contrary to the advice of many, required a foresight and utter unselfishness which could hardly be expected from a human being. Totally disregarding his own plans and interests, he did what he thought was the best thing for the University; and now we know that the short history of P. O. U. might have come to a sudden end if President Cowdy had taken a different attitude. That we now have a Chinese administration running the University in conformity with all government regulations to-day, we owe to the sagacity and self-sacrifice of President Cowdy. It is only fitting that we should pause to pay tribute to him at this time.

#### FUTURE HOPES

The anniversary is an occasion not only for celebrating past achievements but also for new plans for future development and new determinations for more effective service. We remind ourselves of the high ideals upon which this institution was originally established; with refreshed vision and redoubled courage we rally under the flag on which appears the University motto: Service, Love, and Sacrifice. No one is more conscious than we ourselves of the deficiencies in our educational program and the weaknesses in our own lives. The P. O. U. spirit, however, keeps pushing us on, and as we move forward we hope to hold steadily before us the purpose for which P. O. U. was founded: Service, Love, and Sacrifice.

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Our hopes for the future are numerous. Now that we are registered with the government, the time and energy hitherto spent in the rectification of false charges and vicious propaganda could be devoted to the betterment of our educational program. In the study of educational problems, in the improvement of farming methods and rural life, in character education and the general enrichment of life, we hope to make *our* special contributions to new China. We hope to have more success than before in our endeavor to modify (or even revolutionize, if necessary) our educational program so that it may more effectively meet the needs of Chinese youth and Chinese society. We hope to develop closer and more frequent contacts with other educational institutions, not only in Fukien but also in other parts of China, so that there may be more interchange of ideas and closer co-operation in plans. We plan to nourish and strengthen the new School of Education so that it may soon become an effective force in the reconstruction of education in Fukien. We hope to continue our experiments in food chemistry, seed selection, and other problems touching intimately on the daily life of the people; and we hope the results of such experiments may be utilized in the uplifting of the general welfare of the people. On the occasion of the fifteenth anniversary we stop to take bearings of our present position and past journey and then we look into the future with faith and confidence and with the determination that the next fifteen years shall be more fruitful and more worthy of celebration than the fifteen just elapsed.

Fukien Christian University

Jan. 18, 1931.

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ANNUAL REPORT OF THE DEAN OF FUKIEN CHRISTIAN UNIVERSITY  
1930-1931

The Board of Managers,  
Fukien Christian University,

Gentlemen:

The academic year just drawn to a close has been a happy one, marked by a high quality of community spirit which both the students and the faculty members have greatly enjoyed. The F. C. U. spirit proved to be greater than its foes. Within the campus there was an atmosphere of mutual trust and co-operation which made impossible the misunderstandings and troubles of the previous year. Outside of the college walls the wrong impressions created by unfavorable propaganda were slowly being replaced by a closer knowledge and a keener appreciation of the kind of work being done by F. C. U. The outstanding event of the year was the celebration, on January 17, 1931, of the fifteenth anniversary of F. C. U. The occasion was made even more significant by the fact that on that day the college was formally registered with the Ministry of Education of the National Government. For more than three years we had bent our efforts towards this end, and the only reason why success was not achieved earlier than this year was that the truth had been temporarily shrouded out of view by the smoky clouds of false propaganda. The fact that the national government has now put its stamp of approval upon our educational program is evidence that the real facts are now better known than before and many of the former misunderstandings have already been dissipated.

In the last report I mentioned our newly adopted policy of restricting the student body. This was put into effect last September. Besides eliminating a number of students who were known to have been instigators of trouble, we subjected the new applicants to a rigorous process of selection. As a result, we started last September with a small but select student body of 126. No new class was admitted at the beginning of the Spring Semester. This policy of admitting a new Freshman class only once a year was given a trial in accordance with a vote of the faculty. Whether it ought to be continued or not is a question which requires more study. There were quite a few students who applied last spring and were denied the opportunity of entrance examinations. As long as some secondary schools still have graduating classes at the end of the fall semester, we may be obliged to accommodate the students of these classes by admitting a new Freshman class in Spring.

#### STUDENT LIFE

The peaceful and harmonious spirit which marked student life and other phases of college life presented a sharp contrast

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to the unrest of the previous year. The newly erected dormitory unit not only increased the physical comfort of the students but also helped to elevate the general tone of morale. The large faculty, including four new teachers and three families just returned from their furlough year, made a very good impression upon the students and was an important factor contributing towards a wholesome college spirit.

Student activities of various types were launched with unusual vigor and enthusiasm. The class-units were organized shortly after the opening of the fall semester and out of these class organizations finally emerged the student self-government association, organized and managed in conformity with the new regulations of the National Government, which prohibited the "Student Union" of former years and made more definite provision for the guidance of student activities. Early in spring, the Self-Government Association prepared a very good program of entertainment to which students from all the schools in Foochow were invited. The occasion brought to the campus an enthusiastic crowd of more than five hundred young people. Under the direction of the Association, the dining-room committee rendered valuable service by drawing up a system of rules calculated to maintain better order in the dining room and better adjusted relations between the students and the cook. The rules were approved by the majority in a mass meeting.

In co-operation with a faculty committee, the Sanitation Department of the Self-Government Association introduced bean curd milk as a regular supplement to the daily diet. It is, perhaps, worthwhile to give a somewhat detailed account of this affair as an example of the student-faculty co-operation so characteristic of the F. C. U. spirit. The matter of diet had long challenged the thought of the faculty. Committee investigations discovered the fact that the food served in the dining-room was not sufficient for the students, but in proposing any reform we were confronted with the difficulty that a more balanced diet would increase the expense of student board to an extent beyond the financial ability of most of our students. During the fall semester the faculty Committee on Student Welfare appointed a sub-committee to make further study of the matter, and at the beginning of the spring semester the sub-committee reported the proposal of a supplementary diet of bean curd milk. As soon as there were enough known data to warrant the practicability of the proposal, a joint meeting of student and faculty representatives was called for a detailed discussion of the matter. The students responded enthusiastically. Immediate steps were taken by the Sanitation Department towards the launching of a "Bean Milk Campaign", the purpose of which was to disseminate information regarding the dietetic value of bean milk. From then on, the entire responsibility was assumed by the students themselves, the faculty committee standing by to give help only when needed. Within two weeks, an expert on the making of bean milk had been employed to make the milk and sell it to students at mid-morning every day. The management of the affair was entirely in the hands of the Sanitation Department of the students. Although

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the time available for serving the milk was very limited, yet there was no confusion at all. No faculty management could have produced more efficient results.

Bean milk almost equals cow milk in dietetic value. It costs less than one-third as much as cow milk---two cents per bowl. It was so much welcomed by students and faculty families that, towards the end of the semester, it was served no less than four times a day. There is no doubt that the plan will be continued next year.

Under the auspices of the Self-Government Association, athletic activities gained a new impetus. Two athletic programs were undertaken during the year, and teams from schools in Foo-chow were invited to participate. Our teams and individual athletes also took part in the Provincial Athletic Meet organized by the Bureau of Education, and the record they made was very commendable.

In music we missed the presence of Mrs. Scott. Mrs. Beach assumed the double burden of teaching piano pupils and of directing the Glee Club. The Glee Club, together with the Orchestra, directed by Professor Farley, gave three entertaining programs during the year.

Among other active Clubs were the Natural History Club, the Rural Service Club, the Dramatic Club, the Religion Club, the Society for the Study of the Culture of Fukien Province, and the Education Club. The last mentioned one was just organized during the spring semester, and the enthusiasm of its forty odd members holds great promise for future growth.

#### FACULTY GUIDANCE OF STUDENTS

The faculty discussed at length the possibilities of introducing some form of advisory system to make possible closer personal contacts between individual students and members of the faculty. Various plans were proposed aiming at having every student register under a faculty adviser, but they were all found to be too mechanical. Finally, the faculty voted to build upon the already existent scheme of departmental guidance and to enlarge the scope so that the guidance would include not only the selection of courses but also all kinds of personal problems. The professors in each department were urged to have frequent interviews with the students of their respective departments. Social gatherings, group hikes, informal conversation were among the means suggested. The aim is to develop personal friendship to such a degree that students will feel free to go to their faculty-friends for consultation on all kinds of personal problems.

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### RELIGIONS LIFE

The student Y.M.C.A., in co-operation with the faculty committee on Religions Activities, succeeded in maintaining a very fine religious spirit throughout the year. The membership of the Y.M.C.A. totalled more than 85 per cent of the entire student body. During the fall semester the Religion Club followed a comprehensive plan of study, which included such topics as "philosophy and religion", "education and religion", "science and religion", "sociology and religion", and the like. Members of the faculty were invited to speak on these subjects, and a special pamphlet containing these lectures has been published by the Y.M.C.A. A continuous program of morning watch was kept up for the benefit of a steady group of devoted Christians who felt the need. The daily chapel services and the Sunday services were attended regularly by more than one third of the student body.

The visit of Dr. T. Z. Koo during the fall was turned into an occasion for an effective acceleration of spiritual growth. Dr. Koo held fruitful conferences with Y.M.C.A. officers and other Christian leaders among the students, and from these conferences flowed forth the energy and inspiration required for the persecution of the program just mentioned in the last paragraph. Another event of consequence was an all-day retreat during spring in which about forty students took part. We had with us on that day Mr. Y. T. Wu, of the National Y.M.C.A., and Dr. T. C. Fang, of the National Council of the Church of Christ. The afternoon session was devoted to an open discussion in which many significant problems were brought forth and very valuable opinions expressed without any restraint whatsoever on the part of any one present. Concrete suggestions were made along the line of closer personal contacts and of more intimate fellowship among the Christians of the community. The Christian students were unusually active during the year. They constituted 82 per cent of the entire student body. Their leadership accounts for the fine spirit of the year.

The leadership of our students in the formation of the "Union of Christian Students of Foochow City" is worthy of mention. A central organization of Christian students in all our schools of Foochow was effected last fall, and the two persons who have served as Chairmen of the Union are both F.C.U. students. Our students have been active leaders in all the activities of the Union. Shortly after the close of the spring semester, there was held on this campus a summer conference of more than 160 Christian students from different schools of North Fukien. The conference lasted for a week. The entire management and preliminary arrangements were in the hands of the students, and many visitors marveled at their efficiency. Then, as in other occasions, our students assumed leadership.

One of the results of this conference was the formation of the "Union of Christian Students of North Fukien". The conference also elected representatives to attend the meeting of the Preparatory Committee of the National Student Movement, held at



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Peiping in August, and the National Conference of the Secretaries of the Church of Christ, to be held at Hangchow in September. Of the three representatives elected, two were F. C. U. students.

#### AIDSHIPS

The receipt of a few small donations enabled us to do a little more in giving financial aid to needy students. During the year, aidships of about \$50.00 a year were given to more than forty students. We are very much in need of a larger fund for aidships. Some of our most worthy Christian leaders come from families which are not able to support them in college. Each year sees a number of them drop out on account of their being financially unable to continue. Some of them study till they exhaust all their resources and then go out to work for a few years in order to save enough to enable them to continue for another year or so. Others need only the assistance of twenty-five or thirty dollars per semester but the very lack of that much assistance has forced them to drop out. Unless we find means to have a larger reserve for aidships, we are keeping away from our doors a large number of students of the very type which will profit most from Christian college education.

#### NOTES ON THE DEPARTMENTS

Excepting the department of Physics and Mathematics, the science departments were stronger than during the previous year. With the return of Prof. W. J. Sutton, the Chemistry Department had the benefits of a full staff, though it missed the service of a full-time assistant. The arrival of Prof. T. H. Cheng (Sc. D., University of Michigan) brought great relief to Prof. C. R. Kellogg, who had shouldered the entire responsibility of the Biology Department during the previous year. Biology was very popular last year. Such a large number registered for first-year biology that there were not enough microscopes for use and it was necessary to divide the class into two sections. In the Department of Physics and Mathematics, the vacancy left by Prof. C. Y. Chung was filled by Mr. C. Chen, who graduated from Knox College, Illinois, and later received his Master's degree from Iowa State University. There was no assistant to help in laboratory management, and this greatly increased the work of Prof. F. C. Martin.

In the college of Arts, the return of Prof. Malcolm Farley was a great blessing to the English Department. A course in elementary French was offered in answer to the demands of a small group of eager students. The absence of Prof. Roderick Scott was not only a great blow to the Department of Philosophy but also a loss to the English Department. The department of Philosophy was in bad shape during the year. Courses in religion and religious education were given by Profs. E. M. Stowe,

C. S. Wang, and W. Y. Chen, but the fundamental courses in philosophy were left untouched.

Of the social sciences, economics and political science were most popular. There was an increasing demand for courses along these two subjects, and, inasmuch as Prof. K. H. Tseng was the only person giving such courses, the needs were only partially met. Sociology was taught by Mr. Arthur S. Y. Chen (M. A., University of Chicago) in place of Mr. S. L. Fu, who left us in the summer of 1929. History remained neglected. The lack of a history teacher not only seriously handicaps the department of social sciences, but also leaves an important hole in the program of the whole college.

During the spring term, a special committee was appointed to study the needs and possibilities of the social science unit. It was felt that a closer co-ordination could be effected among the courses in economics, political science, sociology, and history. The committee drew up a very good program for the next two years, but the program is still inadequate on account of the lack of definite provisions for courses in history.

One of the important accomplishments of the Chinese Department during the year was the formation of a Society for the Study of the Culture of Fukien Province. The project is of such great interest and is so promising of growth and expansion that it has enlisted the co-operation of other departments in the University. A comprehensive program has been proposed for a systematic study of many different phases of Fukien life: social customs, family life, economic conditions, educational opportunities, folksongs, etc. The members of the Society have already divided themselves into study groups on the basis of personal interest, and, though no systematic investigation has yet been made, the first steps have already been taken.

In April, the Chinese Department invited a well known scholar, Professor Chung-fang Chen, Dean of the College of Arts of Chinan University, Shanghai, to come for a special series of lectures on Chinese literature. The lectures further stimulated the interest of students in the study of Chinese literature.

The return of Prof. F. P. Beach from furlough and the arrival of Prof. W. Y. Chen (Ph. D., Duke University) greatly accelerated the growth of the School of Education. A comprehensive plan is being worked out whereby each person on the staff will have charge of a particular phase of the curriculum. Roughly, the division of work falls along these lines: Prof. F. P. Beach, social psychology and philosophy of education; Prof. E. M. Stowe, religious education and character education; Prof. W. Y. Chen, elementary psychology and abnormal psychology; Prof. Theodore Chen, educational psychology and method. During

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the Spring term, we were fortunate in securing the services of Mr. Wen Chen Kao, an alumnus of F. C. U. ('22) who later went to Oberlin College for post-graduate studies in education. Mr. Kao is now principal of a good secondary school in Foochow. His consent to be a part-time lecturer in the School of Education means the beginning of closer contacts between our students and the actual conditions of schools in Foochow.

The proposal to offer an elementary course in general psychology, open to Freshman, was approved by the faculty and given first trial during spring. It was a success. In the past, students were not permitted to elect elementary psychology until the sophomore year. Inasmuch as elementary psychology is a pre-requisite to all other courses in education and psychology, the old plan made it impossible to begin a major in education until the second term of the sophomore year. By offering elementary psychology during the Freshman year, we now make it possible for education students to make definite start in their major as soon as they get to the Sophomore year.

The year witnessed a noticeable increase in library books. There were altogether an increase of approximately 650 English books and over 3000 Chinese books, magazines and current periodicals not included in these figures. The predominance of Chinese books was due to at least three reasons. (1) With a large budget for books, the Chinese Department was able to obtain some valuable volumes and collections. (2) During the first years of the history of F. C. U. the books acquired by the different departments were mostly English books, with the result that outside of the Chinese department there were very few Chinese books for use as references. In the past year or so, the Chinese staff of every department keenly felt the need of more Chinese books which students could read much more rapidly than English books, and for this reason they have devoted a large portion of their budget to bringing the Chinese departmental library up to the standard of minimum requirements. Education and the social sciences have been conspicuous in the acquisition of new Chinese books. (3) The high rate of exchange and the limited budget (in silver) of the departments combine to reduce the number of English books purchased. Most of the departments have no more than about \$120-\$150 Mex. a year for books, and after one or two magazines from abroad are ordered, what is left will not buy many English books at the present rate of exchange.

#### NEW SYSTEM OF FACULTY COMMITTEES

The F. C. U. tradition recognizes the supremacy of the faculty in all matters academic. In the early years of the history of the college, the faculty as a unit considered and decided upon all matters large and small. As the growth of the college increased the size of the faculty and the number of regular

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details which demanded attention, it became more and more difficult for the faculty to act as a unit. Gradually there evolved a system whereby the faculty governed through a number of committees elected by its own members. The committees were created one by one in answer to particular needs. In the last year year or so, it was felt that the number of committees had become too many and that there was considerable overlapping among the duties of different committees. In the spring of 1930, a special committee was appointed to make a thorough study of our committee system and to make suggestions with regard to possible improvements. This investigating committee later on presented to the faculty a plan for a re-organization of the committees by eliminating or merging old ones and also creating new ones. The plan was voted upon by the faculty and put into effect during the last year. The standing committees of the faculty are as follows.

1. The Committee on Academic Relations. To this committee come all matters concerning the curriculum and the general academic life of the University. It recommends to the faculty the modification or creation of academic rules. To this body also belongs the duty of general supervision of instruction and of studying the ways and means of improving it.

2. The Committee on Student Welfare. The problems pertaining to the general welfare of students and to the relationship between the faculty and students come to this committee for consideration. During the last year, a special effort was made towards the promotion of a happier student life by means of encouraging student activities of various kinds and the preparation of entertaining programs such as concerts, stunt nights, inter-class and student-faculty athletic contests, "open-house" of faculty families, etc. Student co-operation was enlisted as far as possible in all the plans made. It was this committee that initiated the "bean milk movement" described above. This committee appoints two sub-committees to pay special attention to health problems and athletics. It also acts in close co-operation with the "Ladies' Club", which is an organization of the wives of staff and faculty members and is a body which has made important contributions to campus life.

3. The Committee on Religions Activities. This committee works in close co-operation with the student Y.M.C.A. in the promotion of religions life. It makes plans for retreats, prayer meetings, daily chapel services, Sunday services for the community (including special services for workmen), Sunday School for children from the adjacent village, etc.

4. The Committee on Party Relations. The many occasions which bring us into contact with the Nationalist Party Organization creates the need of a special committee to have charge of such affairs. With such a committee to give thought to this particular phase of our work, it is easier to avoid misunderstandings and to maintain friendly relations with the

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Party Organization. There were enough members of the Nationalist Party in F. C. U. last year for the formation of a local organization, so we now have a branch organization of the Nationalist Party.

5. The Committee on Publications. One of the important tasks of this committee is the publication of "Hsieh Ta Hsueh Shu", a journal consisting of articles written by members of the faculty. The first issue, published last September, attracted no small measure of attention, and its articles have been quoted or reprinted in a number of popular magazines in the country. The second issue is now in press and will be ready for circulation very soon.

6. The Commencement Committee. This committee makes plans for commencement and has charge of the program of commencement day.

#### THE CLASS OF 1931

There were two graduates in the class of January, 1931, and ten graduates in the class of June, 1931. Among them, four had majored in sociology, two in economics, two in religion and religious education, two in biology, one in chemistry, and one in the pre-medical sciences. With the exception of the pre-medical student who is going to medical college, all the graduates have been employed for next year. Most of them were engaged a few months before the time of their graduation. Towards the end of the year, there came a number of requests for our graduates, but we did not have enough supply to answer all the demands. The demand for F. C. U. graduates is very great. This, as the Hon. S. K. Cheng, the Commissioner of Education of Fukien Province, remarks, is a distinguishing feature of F. C. U.

All the eleven graduates are going to teach. This fact brings up the problem of their preparation. That these students of sociology, biology, chemistry, etc. are well prepared in their subjects can be readily granted, but whether they are fully prepared to teach is a question which needs careful thought. The notion that all that is necessary for good teaching is the mastery of subject matter has been shown to be false not only by educationalists but also by many subject matter specialists who have had teaching experience. Inasmuch as the majority of our graduates take up teaching or some other form of educational work, should not their college course make more definite provision for the study of education---e.g., educational psychology, general principles and methods, etc.? The School of Education has ruled that every student majoring in education should have a minor, preferably a subject which he expects to teach. Should not the other departments make some similar ruling and require

all prospective teachers to take a minimum number of courses in education and psychology? It would seem that there could be worked out a very close co-operation between the School of Education and the rest of the University in the training of teachers for our secondary schools. Here is an opportunity which has not been fully exploited.

#### THE SYSTEM OF GROUP REQUIREMENTS

Our system of education requires every student, irrespective of his major, to so distribute his studies that he has at least one year of each of the following groups of subjects: Chinese literature, social science, education and psychology, and two laboratory sciences. Our requirement for a major is 36 semester-hours. The philosophy underlying this system is quite different from that which obtains in most of the Chinese colleges to-day, where specialization is the key-note and a major often consists of as many as seventy semester-hours. Our program aims at the fulfilment of the double purpose of a liberal education and a beginning of specialization.

In the last year, considerable time was consumed in the discussion of ways of improving the system so that it might become a more effective instrument for realizing our ideals. It was felt by some that the system is too rigid and fails to make adequate provision for individual needs and interests. One of the concrete suggestions was to reduce the science requirement so that arts students might be permitted to graduate with only one laboratory science. The ideal plan would be to give an orientation course the purpose of which is not to enable students to take more advanced courses in science but to familiarize them with the methods of modern science and to develop an appreciation of the contributions of science to the human race. Such a course would require the co-ordinated effort of all the science departments. This is not easy to realize on account of the fact that our science staff is already fully loaded with the present schedule and could not very well spare the time for such a new course. Would the faculty agree to reducing the science requirement to just one laboratory science, either biology or chemistry or physics? Perhaps an answer will be given during the next year.

The general question of "elementary" versus "introductory" courses was also discussed. Our system of group requirements places on each department the responsibility of making provisions for the needs of not only its own majors but also of students of other departments. The needs of the two groups are not the same. For the major student, what is expected from the first-year course is an introduction to the second-year course, a foundation for more advanced work in the department. For the student who majors in some other department, the need is not preparation for further study but that

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degree of acquaintance with the field which is needed for an all-round liberal education. In other words, his needs are more along the line of orientation and general survey. The first-year courses now offered by the different departments are designed primarily for the first group of students-----the majors. It would be highly desirable if each department could offer, in addition to the introductory course for prospective majors, and elementary course taught with the specific purpose of meeting the needs of students who might never take any further work within the department. In order to fulfil the group requirements, students would, then, have the opportunity of choosing either this elementary course or the regular introductory course of the department. This would mean less rigidity.

#### OUTSIDE VISITORS

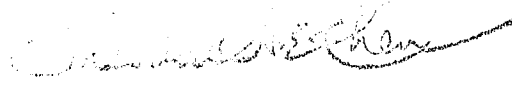
We had the honor of the visit in February of a member of the Board of Trustees-----Dr. Wynn C. Fairfield, Associate Secretary of the American Board of Foreign Missions. Dr. Fairfield sat in a long session of faculty meeting in which a number of important problems were discussed.

We greatly enjoyed the visit of Dr. Edgar Knight and other members of the Fact-finding Commission of Laymen's Inquiry. Among other distinguished guests of the year are: Prof. and Mrs. George H. Betts of Northwestern University; Dr. Corley, of the World Sunday School Association, and his Commission of Experts in Religious Education; Dr. F. I. Johnston, Business Manager of the Foreign Missions of the Methodist Episcopal Church in New York, and Mrs. Johnston; and Dr. Warren S. Thompson, Director of the Scripps Foundation for Research.

#### CO-EDUCATION

My last report mentioned registration with the government and co-education as two of the most important issues we faced. We are now registered, and our relationship with the Ministry of Education and the Party is being placed on a sound basis. The question of co-education still remains. The demand for it is more pressing than ever. In spite of repeated announcements to the effect that we are not in a position to admit girl students yet, we have during these months received many applications from girls who wish to enter F.C.U. next fall. The authorities of a number of girls' schools have also written for their graduates to ask if we could admit girls in the fall. The repeated negative answer we give justly opens us to the criticism that we are unsympathetic with the needs of so many girls who wish to come to F.C.U. for college education. It is therefore pertinent to close this report with a reiteration of the pressing need of taking more definite steps towards the beginning of co-education

Respectfully submitted,



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OUTSIDE VISITORS

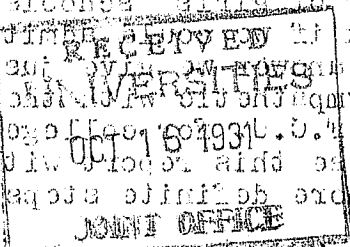
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CO-EDUCATION

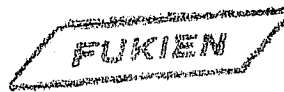
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Respectfully submitted,





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Dean T. H. CHEN



The Annual Report of the Dean  
Fukien Christian University

1932-1933

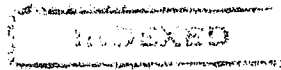


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## ANNUAL REPORT OF THE DEAN, 1932-1933

### I. General Conditions of the Year

#### 1. General Conditions

The year <sup>1932-1933</sup> will be remembered in the history of Fukien Christian University as the first year of co-education. We were fortunate to have a fine group of 20 women students to help make a good start in this new phase of our work. The year's experience amply justifies the enthusiasm of past years for co-education. The spirit of campus life showed a definite improvement. There was <sup>a</sup>marked increase of interest in different clubs and other forms of activities. On the whole, there were no important difficulties in social relationships; the men and women students associated with each other in an atmosphere of naturalness free from ostensible signs of strain and embarrassment. The women students participated freely and actively in different kinds of student organizations, and by the end of the year one of them had been elected the President of the Student Christian Association.

The enrollment for the fall semester was 185, the highest in the history of the institution. Some improvement was made in the ~~method~~ <sup>method</sup> of securing ~~of~~ information regarding applicants as a basis for selection. The use of a personnel blank, with such traits as the speed of learning, the attitude of work, leadership qualities, emotional tendencies, physical strength, etc., arranged in scale form, to be filled in by secondary school teacher or principal, helped us to know a little more concerning the character of applicants. In addition to such official records, we tried to make arrangements with school authorities to give us personal and confidential reports concerning each applicant. Such arrangements have been made with most of the accredited schools, and the confidential letters of recommendation from the principals and teachers have been of great value in our process of selection.

I. General Conditions of the Year

2. Religious Life

With the addition of women students, the Student Y.M.C.A. changed its name into "Student Christian Association". 95 students joined the Association. Besides the usual activities, the S.C.A. organized a few discussion groups for the study of religious and life problems. Three of such groups met regularly throughout the year, each group having fifteen to twenty-five students and a faculty adviser. In the spring semester the Association arranged for a series of public lectures on religion. The lectures were given once a month, on Sunday evening. The four lectures given during the spring semester were, (1) "Abnormal Psychology and Religion", by Prof. W. Y. Chen, (2) "Evolution and Religion", by Prof. T. H. Cheng, (3) "Archaeology and Religion", by Prof. M. F. Farley, and (4) "My Religious Experience", by Prof. T. L. Lin. The night school for laborers had twenty-six students; fourteen members of the Association gave time freely to help teaching and managing the school. The representatives of the Association continued their leadership in the Christian Students Union of North Fukien.

The plan of having a central theme for chapel of each week was continued and extended. Some of the themes used during the year were: "Science and Religion", "What the Bible means to Me", "The Meaning of Character", "Methods of Private Religious Living", and others. Chapel during Christmas week was mainly under the leadership of the students. The topics for thought in chapel were, (1) The Historical Basis of Christian Faith, (2) Christmas and the Children, (3) Christmas and the Poor, (4) Christmas and World Peace. One chapel period was taken for the recitation of a story entitled

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I. General Conditions of the Year

2. Religious Life (Continued)

"The Black Madonna", by Mrs. E. M. Stowe. One of the important features of the Christmas Service was the dedication of "Christmas Stars", prepared and sold by the Religious Activities Committee in the interests of a Christmas Relief Fund. The money thus collected was used for the relief of poor people. Christmas Eve was celebrated by a performance of Tolstoy's play, "What Men Live By".

Some changes were made in the programs for the weekly faculty prayer meetings. More emphasis was laid on worship and spiritual refreshment. A series of meetings were held, under the leadership of Prof. E. M. Stowe, for the special purpose of studying the Bible.

3. Student Life

There was no diminution in the concern over national affairs, but this concern found expression in more constructive program than the customary demonstrations. No sooner had classes started in the fall semester than the Self-Government Association began its plans for the raising of funds to help the Volunteer Armies in Manchuria. In the spring, the Association sponsored a benefit play, given in Foochow, for which over two thousand tickets were sold, and from which nearly twelve hundred dollars was netted. The entire amount was sent for the relief of the Volunteer Armies.

The Provincial Government of Fukien initiated a comprehensive program of literacy movement, which at once elicited <sup>the</sup> enthusiastic support of our students. Twice during the spring semester, the whole student body went out in teams to the villages to urge the illiterate adults to learn to read and write. A special school was begun at the nearest village, and our students willingly gave their evenings to teach in the school. The school was attended by more than eighty children and adults.

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I. General Conditions of the Year

3. Student Life (Continued)

The importance of rural reconstruction is winning increasing recognition in China, and more and more young men and women are dedicating themselves to this urgent but difficult task. A group of students and faculty members specially interested in this problem organized themselves during the year into a Rural Service Club. It was the members of this Club who accepted the major responsibility of maintaining the free school just mentioned in the preceding paragraph. Once, when the village was threatened by an epidemic of small-pox, the Club undertook a campaign for vaccination and thus saved many children from death. Besides these activities, the members of the Club held meetings to study the problems of rural villages in China.

An alumni week, held in the spring semester, when alumni engaged in different walks of life were asked to return and speak to the student body on their experiences in social life, introduced a new spirit to campus life and stimulated much constructive thinking on practical problems. The five alumni who returned spoke on the following subjects: (1) F.C.U. Alumni and Education in Fukien, (2) F.C.U. Alumni and Politics in Fukien, (3) F.C.U. Alumni and Social Movements in Fukien, (4) F.C.U. Alumni and Industry in Fukien, and (5) the F.C.U. Spirit.

The Student Relations Committee took pains to adjust the Social Calendar so that too many events might not be crowded into the same week. An effort was made to so arrange the receptions, movies, community dinners, faculty open house, etc. that some such event would take place every week or so to make campus life more interesting. The sub-committees in charge of health and athletics worked closely with student leaders. The health committee kept

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I. General Conditions of the Year

B. Student Life (Continued)

close touch with conditions in the dormitories, and its prompt attention to a couple of cases of mumps prevented an epidemic which would have been serious. There was marked interest in athletics, and more enthusiasm was shown in intermural athletics than before. Faculty-student matches yielded a wholesome influence. A new interest in Chinese boxing was aroused by one of our young instructors quite adept in this art. A Chinese Boxing Club was organized, and early every morning the members of the Club were seen practicing on the athletic grounds.

The Student Relations Committee made a special effort to promote a wholesome dormitory spirit. A special room in each dormitory was given for social purposes, with the hope that such a central place in each dormitory would provide more opportunities for intimate contacts and fellowship. Newspapers and games were furnished for the rooms. Athletic contests between dormitories were encouraged to help bring about a more active dormitory spirit.

Beginnings were made in a program of guidance for the Freshmen. A number of mature students were asked to constitute an informal Freshmen Council, each councilor to make special effort to cultivate close friendships with a number of new students. Working in co-operation with the personnel department, these more mature students tried to provide more opportunities for new students to get acquainted with each other and with older students. The Freshmen Orientation Course, originally called "The Technique of Study", has been modified to meet more directly the various needs of new students. "Educational and Personal Adjustments", the new title now adopted for the course, is indicative of efforts to make definite provisions in the curriculum

Annual Report of the Dean, 1932-1933, F.C.U.

I. General Conditions of the Year

3. Student Life (Continued)

for careful guidance not only in methods of study and the selection of courses, but also in personal problems pertaining to family, life work, etc.

Under the auspices of the Student Relations Committee, a College Day was held, when classes were suspended to make way for free discussion of problems of interest to the students. An inquiry was made beforehand of the problems students would like most to study and discuss, and on the basis of this inquiry discussion groups were planned for such topics as family life, religious life, communism, rural service, selection of life work, etc., A special hour was given to the discussion of the problem "How to make College Life more Practical and Interesting". The majority of students attended this session and contributed to the discussion with great enthusiasm. Many interesting ideas were expressed. The program for the day closed with a community supper on the football field under a beautiful moonlight. On the whole, the experiment proved to be a great success. Students expressed hearty approval of it and asked that such an occasion be provided every semester.

II. Problems and Policies1. Introduction

In the report for 1931-32, mention was made of the spirit of self-criticism in Fukien Christian University which manifested itself in the frequent occasions set aside for critical evaluation of our education<sup>al</sup> program and for co-operative search for more effective means of realizing the ideals and purposes for which this university was founded. The year 1932-33 witnessed redoubled efforts towards self-improvement. Problems raised and discussed during previous years, such as the problem of character education, continued to hold common interest and challenge deep study; and, in addition, many new problems were raised. Time was taken for serious consideration of the fundamental issues of higher education in China, and though the deliberations did not always result in concrete measures for reform, important advance was made in the definition of the issues and<sup>^</sup> clearer understanding of the facts involved.

Strong impetus for this study was furnished by two important reports published during the year: the report of the League of Nations' Mission of Educational Experts, entitled "The Reorganization of Education in China", and the report of the Laymen's Foreign Mission Inquiry, entitled "Re-thinking Missions". The former is now recognized as a document of supreme importance on the present condition of education in China; while its positive recommendations may not obtain universal approval, its criticisms of current practices are just and illuminating. The report of the Laymen's Inquiry is of especial importance to Christian education; it stimulates careful re-thinking of fundamental issues of Christian education in present day China.



The faculty held special sessions to study these two reports and to consider their bearings on the education<sup>al</sup> program of Fukien Christian University. From such a study many problems previously neglected were brought to the fore. Some of the problems are fundamental problems of higher education in China and do not lend themselves to easy and prompt solution. The discussions elicited various suggestions and proposals, some of which can be put into practice within the near future while others will require further study and may undergo considerable modification. Since, however, the problems are of such magnitude and importance and the proposals indicate the trend of present thinking and the direction of future growth, they will be briefly presented in the following.

## 2. Methods of Teaching

The primary aim of college education, it has been aptly said, is to cultivate the habit of lifelong self-education. And if modern psychology has anything to teach, it must be granted that the only safe way of attaining this end is to start the habit in college and afford opportunity for its frequent practice. The fact remains, however, that college students in China are not having much practice in self-education; many of them finish the college course without having had any experience of the joy of independent self-initiated study. The problem before us, then, is to find ways of stimulating and directing independent study and self-education.

The principal method of teaching now used in Chinese colleges is the lecture method. The League of Nations' Mission of Educational Experts condemned "the tendency to place an undue reliance upon lectures as the principal, and sometimes, it would appear, as almost the sole, method of education." (1) This method of teaching, the

Mission's report goes on to say, "tends to produce in all but the ablest students an attitude of unthinking dependence on the teacher's word..."(2) "Students who are habitually over-lectured have little interest or leisure for independent study; nor, if encourage to rely with docile receptiveness on notes taken down from a teacher's dictation, are they likely to realise the necessity for it."(3)

Although the comparatively small size of classes in Fukien Christian University does lead to more personal contacts and provide more opportunity for students to express themselves in class, yet the dominant method of teaching is just what the League's Mission so strenuously condemned. In most of our classes, it is the instructor who monopolizes class activity; the teacher is the chief actor on the stage; the students participate vicariously, at best.

We have been studying during recent years the agencies of character education and we are convinced of the urgent need of mobilizing all the forces that influence character building and integrating them into a unified program. In our discussions, however, we often lose sight of the character by-products of the method of teaching we use in the classroom. We too often forget that while we aim at the building of a type of character which includes such traits as initiative, clear thinking, independent judgment, scientific attitude, open-mindedness, etc., we continue to use a method of teaching which produces the habits of passivity, "unthinking dependence", "docile receptiveness", uncritical acceptance, etc.

(1): The Reorganisation of Education of China, P.159

(2): Ibid. P. 160

(3) Ibid. P. 161

What, then, is to be done? What substitutes are there available to take the place of the traditional method of teaching? Or, how can we modify the traditional method so as to preserve the merits of the lecture and avoid its abuse and dangers? This is a problem which challenges deep and unprejudiced study. The League's Mission suggests the method of the seminar, "in which ideas can be exchanged, problems raised and difficulties discussed in informal and intimate intercourse between the teacher and a small number of students, and where the apprentice can see at first hand the master at work."<sup>(4)</sup> One or two persons on our faculty have tried, with not a little success, the problem-discussion method, whereby the instructor, with suggestions from students, prepares syllabus of problems for study, the problems being accompanied by suggested readings helpful in thinking about the problems. The discussion method is used in the classroom and students are encouraged to express themselves and to engage in a common search for solutions for the problems. The instructor contributes to the discussions and brings in material not within easy reach of the students; but his main function is not to deliver a well-prepared address but to stimulate and guide student thinking, to prevent random talking, and to help the process of group thinking. It is claimed that inasmuch as the readings are the means to better understanding of the problems, they become more meaningful to the students than ordinary assignments.

The problem-discussion method, however, has its limitations. It can not be used with equal success in every kind of subject. Moreover, there is a difficult technique of conducting group discussion, which can not be easily mastered by any person. In the absence of wise and careful management, class discussion may degenerate into

(4): Ibid. P. 161

aimless and fruitless talking. Then, also, the preparation of problems which will really challenge the interest and effort of students is by no means a simple task; as a matter of fact, making out such problems and finding pertinent reference reading require much more of the instructor's time than preparation for a lecture.

It is evident that there is not any one method which can be proclaimed as the method for college use, to take the place of the traditional lecture method. What is needed is unprejudiced study of what modern psychology has to contribute towards this problem and open-minded experimenting with a variety of procedures. College professors are surprisingly complacent over their own methods of teaching. The first step must be a real dissatisfaction with the traditional method and a clear knowledge of why and how it has failed. Without this dissatisfaction and its consequent "feeling of need", hopes for rectification of the evils of the lecture system must continue to remain remote.

### 3. The Improvement of Educational Standards

This problem has engaged our attention for some years, and previous reports mentioned efforts along the lines of more rigorous selection of students, a better system of eliminating inferior students, a more uniform system of grading, raising the requirement of credit points, etc. Recently, attention has been directed to the methods of curriculum organization and to the evils of the credit system. For the past two or three years, we have been grappling with the problem of integration. In our study of character education, we saw the importance of the integration of knowledge as an aid toward integration of character. It was felt that the present credit system was not conducive to integration and failed to make definite

provision for the grasp of<sup>a</sup> subject as a whole. The report of the League's Mission, in which the credit system was submitted to severe criticism, served to confirm this feeling. To some it now appears that nothing short of the abolition of the credit system can remedy the current evils of superficiality.

Such a radical proposal, however, comes face to face with many practical difficulties. The faculty, the students, the government, are all so habituated to the credit system that a sudden abrupt change would cause unfortunate disturbances. Consequently, for the present, it is well to consider more practical and less drastic measures aiming to bring about an improvement without completely overthrowing the whole system. The following are some of the proposals so far made.

(A) To abolish, as far as feasible, one-credit and two-credit courses and to institute, as many five-credit and six-credit courses as possible. The main defect of the credit system is the division of integrated knowledge into piecemeal parts, whose relations are not obvious to the learner. Especially when there are a number of one-credit and two-credit courses, the student registers for a number of courses which are little related to each other, and, concentrated study becomes a very difficult matter. When the number of courses taken during one semester come to six or more, the student suffers from the nervous strain of shifting from one study to another and of trying to remember what classes come the next day. The following are two sample registrations under the present system:

Student A:-

Hydraulics	2	credits
Radio	1	"
Workshop	2	"
Photography	2	"
Organic Chemistry	4	"
Quantitative Analysis	2	"
Logic	2	"

Total 15 credits.

Student B:-

Rural Economics	2	credits
Accounting	3	"
Social Survey	3	"
Money	3	"
Study of Folkways	1	"
Folk Literature in Fukien	1	"
Current Events	2	"
Total	15	"

The proposal of organizing more concentrated courses, each for five or six credits or even more, aims to correct this evil. The new proposal would also limit the number of courses a student may register for during any one semester. For example, a maximum of four course may be set as the limit. Under the new system, registration would be somewhat like the following:-

A:

Physical Chemistry & Quantitative Analysis	5	Credits
Organic Chemistry	5	"
Physics	5	"
Total	15	

B:

Rural Economics	6	Credits
Rural Sociology	6	"
Elective	3	
Total	15	

It is claimed that such a change in the organization of courses will encourage more concentrated work on specific fields of study and will make it easier to so plan the work of each semester that the courses taken at the same time will have closer relations with each other than at present, thus helping to make education more meaningful to the student.

(B) The recognition of two levels of work in the college, a Junior level consisting of the first two years and a Senior level consisting of the last two years of the college course. The proposal is not to make a clear-cut division in organization and administration, but to recognize and take into practical account

the differences in the maturity and needs of the two groups. In curriculum content, the first two years will lay emphasis on general cultural studies and acquaintance with the different fields of human knowledge, whereas the upper years will be devoted to more specialized study in a major subject. In method, students of the junior level are carefully taught the methods of independent study and gradually weaned from the secondary school methods of closely supervised study and recitation; whereas the students of the Senior level will be permitted more freedom in self-management, fewer hours in class and more opportunity to do independent study. In general, courses for the senior level will not be open to students of the junior level, and vice versa.

(8) The institution of comprehensive examinations. Two kinds of comprehensive examinations are contemplated: (a) comprehensive examination in the field of major study, given at the end of the Senior year and made the final requirement for graduation, and (b) a series of comprehensive examinations in different fields of studies required of students during the first two years, such examinations to be given at the end of the Sophomore year and not intended to be so elaborate as the Senior Examination. At present, we require all students to take courses in the following "fundamental groups": Chinese, Natural sciences, social sciences, education and psychology. The new scheme proposes to institute junior comprehensive examinations for each of these groups, with the addition of English, since it is such an important tool for college work. These examinations, together with the senior comprehensive examination in the major subject, will undoubtedly bring about a shift of emphasis from the accumulation of credits and isolated courses to the actual mastery of knowledge for which college education properly stands.

#### 4. The Guidance of Extra-Curricular Activities

There has been increasing appreciation in China of the values of extra-curricular activities, but the full development of a program has been hampered by two attitudes. First, there is some feeling that extra-curricular activities do not require so much attention from the faculty in college as in the secondary and elementary schools. It is assumed that while boys and girls in the schools are yet immature and need the help of various types of activities to help mould their character, college students are already mature and can be left alone to pursue their studies; for, these people say, college is essentially a place for study and the advancement of scholarship. Secondly, when school authorities do make plans for the guidance of activities, the emphasis is often on the prevention of mistakes rather than on the positive side of making the activities most educative to the students. It is gratifying to report that such attitudes are not found to be conspicuous among the faculty of Fukien Christian University. Our previous study of character education emphasized the need of mobilizing all the forces which act upon the process of character-making, and of co-ordinating all the available agencies for character education in order to organize them in the direction of common goals.

It is easier, however, to see the need than to formulate practical means of attaining the end. How to promote and regulate extra-curricular activities so that they may become real instruments for character building is a big problem which we have only just begun to grapple with. Towards the end of the spring semester, an investigation was made of the extent to which each student had participated in various types of activities during the year. It was



found that a small portion of the students were engaged in so many activities that these activities engrossed the major part of their attention, leaving little time and energy for curricular studies.<sup>(5)</sup> At the other extreme were found students who had taken no part at all in any form of extra-curricular activity. The mistakes of the over-active students are obvious, but the under-active group too often escapes attention. Every once in a while, we would have a student who has completed four years of residence on the campus without little or any experience of what campus life really means. Among such students one not infrequently finds those who have made good records in their academic studies, but whose education is confined to books, classroom lectures, and limited contacts with a few personal friends. If we really consider character-building the central aim of our educational program and if we really believe that forces outside of the classroom have immense potentialities for the moulding of character and present opportunities not paralleled in the classroom and the academic studies, we cannot afford to take this situation lightly and must do something positive to rectify it.

A point system, assigning points to various types of activities according to the time they require and the educative value they yield, would help to remedy the mistakes of the over-active group by specifying the maximum of points a student is permitted to carry. But it would not work so well if applied to the indifferent group by the requirement of a minimum. One of the most valuable characteristics of extra-curricular activities is the spontaneity with which they are

(5): The terms "curricular" and "extra-curricular" are used in the ordinary, popular sense of the words.

taken up, a spirit of freedom which draws out self-expression and initiative in a way often missed in the academic studies. There is a grave danger that putting activities on the basis of requirements would jeopardize this spirit of freedom and spontaneity.

The Student Self-Government Association has for years been fighting against certain grave difficulties, which seem to continue year after year without much change. The majority of the students are indifferent towards group life and have little interest in public affairs, with the result that the so-called self-government association consists of only half a dozen or so active persons who spend an immense amount of time in initiating, planning, and carrying out programs which elicit little response from the citizens of the community. That is worse, there are groups of students who not only fail to lend any co-operation to the program but positively hinder <sup>their</sup> ~~its~~ progress by cruel criticisms and irresponsible fault-finding. The officers of the self-government association find that they can obtain temporary approval of the public if they should succeed in more demands for students' rights and privileges, such as special holidays and the like; but once they begin to tackle the problems of self-government, such as cleanliness or quietness in the dormitory, they at once confront severe criticisms and violent opposition.

Thus the life of the campus reflects the social and political evils of the nation. It is being realized more and more that China's greatest menaces are found in the selfishness of the people, the lack of co-operation, the suspicion of leaders, party strife, etc. Few people are conscious of the fact that these very evils are being perpetuated in the schools and colleges which profess the lofty aim of training future citizens and leaders. To say that the

situation demands serious attention is to put it mildly. Such a condition, however, has been allowed to continue for years. Something ought to be done immediately, if our aim of character-building means anything at all.

#### 5. College and the Social Order

There is a growing feeling that college education in its present form, following rather closely the pattern of the West, does not meet the needs of Chinese society. One of the most serious problems of education in the country within recent years is the unemployment of college graduates. Each year the problem is becoming more acute; the colleges and universities find it increasingly difficult to find jobs for their graduates. Up to the present, due to special conditions within the province, we have been more fortunate in this respect than most other colleges in the country. The comparative dearth of college graduates, the small graduating class of each year, the freedom from serious competition all contributed to create a situation in which our graduates were found to be at high demand every year. But conditions have been changing. We, too, now begin to face the embarrassment of not being able to find jobs for our new graduates.

College graduates complain that their college education does not fit them for their life in society. Few of them have occasion to make use of what they learn in college. Teaching is the most important occupation now open to college graduates, and every year sees scores and scores of college graduates take up teaching when they have neither interest nor training which qualifies them for such work. Students of education become politicians, students of political science become teachers; to use the common adage, "what is used is not what was learned".

Confronted with the multitudinous needs of a young nation with

vast resources awaiting development, college students find themselves helpless. They lack the knowledge and skill needed for the services they want to perform. Some of them, convinced that educational reform and economic reconstruction are all dependent on political stability, are eager to enter politics and do their share in political reforms; but their college education had not provided them with the political intelligence and the knowledge of governmental machinery required for such undertaking; the limited number of courses they took in political science did not equip them for the definite tasks of magistrate, district leader, or departmental head. Another group of graduates consider rural reconstruction as the most fundamental need of present-day China and are enthusiastic to lend a hand in this important task; but they, too, find themselves almost completely ignorant of the problems of rural villages and would not know what to do if given an opportunity. Other examples could be given to show the wide gap between the college curriculum and the needs of society.

Criticisms come not only from the alumni but also from the students now in college. Many of them fail to see any close relationship between their life purposes and the courses they study in college. Many come to college for the diploma and its accompanying privileges in society rather than for the actual benefits to be obtained from the studies. Students are tremendously interested in the social and political problems of the day, but their courses touch few of such vital problems. They are tremendously interested in fascism and communism, but the curriculum contains few or no courses on these subjects. They are deeply concerned over the affairs of the nation and eager to help their nation in her present crisis, but the educational program of the college does not include any definite provision for effective patriotic service. When they propose parades,

demonstrations, and other patriotic movements, they are told by their teachers that these campaigns are all futile and involve mere waste of time and energy. The sad part of the story is that the educational authorities fail to offer any substitute for what they criticize as immature outbursts of emotionalism. The mature persons, preaching the gospel of cool headedness, seem to imply that the only thing to do is to wait and see and do nothing about the situation. The inconsistency of such an attitude with the aim of active character-building is obvious. The present policy breeds either indifference or destructive radicalism.

Since beginning we have been committed to the aim of liberal education. This commitment makes us fearful of tendencies which might turn this institution into a vocational or technical school instead of a liberal arts college. When students demanded more practical studies, we told them that we were looking into the needs of the future and would not be true to our trust if we should yield to short-sighted policies of catering to the present to the neglect of the future. The issue before us is whether or not a program of liberal education must restrict itself to "general" "cultural" studies of abstract principles divorced from the realities of life. Indeed, it is not impertinent to go further and question whether any true liberal education is possible without reference to the live issues of the day. Torn by internal dissensions and closed in by foreign aggression, with social organizations in disorder and economic and political conditions extremely unstable, the Chinese nation is confronted with difficulties the magnitude of which is unparalleled in history. When

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pessimism reigns and the feeling of "no way out" prevails over the country, the colleges and universities owe it to the nation to point a way out and to bring a beam of light into the darkness in which the people are groping. The people at large can see no ways of solving the intricate social, political, economic, spiritual problems of the day; they turn to the colleges and universities for intellectual leadership. The challenge cannot be ignored.

Judged on the basis of ordinary standards, Fukien Christian University could well be proud of its accomplishments. Our curriculum, our campus life, the scholarship of our students, the careers of our alumni compare well with those of other colleges and universities in the country. But, as one of our alumni puts it, "these are extra-ordinary times calling for extra-ordinary educational policies". We must be pioneers in a new education for new China. This is the challenge before us.

Respectfully submitted,

Theodore Hsi-En Chen, Dean

