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Chapman, B. Burgoyne 1914-1931

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Union Language School,
University of Nanking,
Nanking, China.
Jan. 26, 1914.

My dear Diffendorfer:-

Thou hast asked an hard thing. I too am keenly interested in the whole business here because Wesley College, (which I go to this year) Wuchang, must get rid of its College work somehow, I think and confine itself to good High School work. (This is my private but very clear opinion) We have had such difficulty with Union schemes with Boone that we may possibly propose to send our college students down here if the work seems good.

So, I'm watching and inquiring at odd moments through the year and hope to have at least a week for nothing but observation early in June. But, after all, it isn't much, and the best to be said for it is that it's better than the chance impressions of a 3-4 day missionary tourist.

Williams and Bullock and Leighton Stewart (of Bible School) have been awfully good and seemed to take a real pleasure in explaining and answering my questions. Williams has asked for criticisms, etc. already and I can see (if I don't views considerably) that there are some things that could and should be said very clearly (if asked for) both favorable and unfavorable, and some questions that should be insistently asked (if explanations are offered) until either an answer is given or it is admitted that an answer is needed.

Mais que faire?

To write a private letter such as you ask after pumping everybody here and living as sort of guest of the place doesn't seem a fair thing. Moreover, even suppose you burn it as soon as read, if you quote any of its criticisms afterwards they'll either not take any notice of them unless you say they're on the authority of an eye witness, or else they'll ask for your informant. Or how else do you propose to use the letter? Please write me clearly about this.

Would it not be a better plan for me to write quite frankly a letter at your request that I would show to Williams before sending, or better still, would you not write to Williams and ask him to ask me to write you such a letter (again, of course, I would show it to him before sending it)? The letter would still be quite frank and quite personal and therefore private, for Mr. Williams has honored me with his friendship and loves frankness; and to him and to Dr. Beebe I would gladly say anything at all that it would be right for me to say even to your ear alone. Moreover, it is probable that any criticisms of mine would be less severe than such as Mr. Williams would himself make.

Please let me know what you think and what you propose to do. I am very happy here and am being treated with overwhelming kindness. Wish I had time for a long letter. Remembrances to Miss Mendenhall, Mr. Hicks, Earl Taylor, Sutherland.

Yes, as ever,

B. BURGOYNE CHAPMAN.



May 5, 1914

TRANSFER

Mr. B. Burgoyne Chapman
Union Language School
University of Nanking
Nanking, China

My dear Chapman:

Herewith is a copy of a letter which I have just written to Williams in Nanking. It is self-explanatory and I hope that you will see Williams and talk this matter over.

Please tell him that I have mentioned it to Dr. Bowen in conversation and he has expressed himself as being quite interested in any comment which you might care to make on the University.

I thank you for your good letter of January 26th regarding this matter. Without any doubt, the course which you propose is the right one.

Will you not be interested in a copy of Mr. Hicks' annual report for last year? I am asking that a copy be sent to you.

Sincerely yours,

Secretary

RED-W

0112

Private

July 26

Aspin Wesley College
Wuchang
near Hankow

My dear Diffendaffer, Here with the
report which is unconscionably long
& very defective, but is such as it
is - & explains itself.

Re Bible School: I know very
little but one thing seems
unmistakably clear & that is
that (if there on the spot this year)
Leighton Stewart stands out.

He is a great man; perhaps
there is not an able & a better
man in Hankow. But he
is frightfully hampered by the
reactionary & obscurantist position
of a dear good man like Price
(Mr Price seems to have grown just
a little from a position 3. or 5 years
ago which must have been a really
sad theological position.)
If the right sound, thoughtful, type

What
of teaching could be given, such
as Leighton Stewart (with great
fact) gives in his classes. The
school would have great possi-
-bilities & should gain by contact
with the University as much
as the University religious life
would gain from association
with ~~the~~ men like L-S & ^{the best of the students} ~~the~~ ^(I think)

But I should be sorry for men in the position ^{the position is at present}
to teach in the school - we want a new position & life giving position.

But I know nothing of the
school from the inside &
cannot give the report you
asked - I merely have given
an opinion of the few of the
staff I have seen.

In my report on the
~~University~~ ^{perhaps not so much} I have had to
be reluctant about the Chicago
influence as it borders on person-
-alities but in many ways I
feel it the most serious point
of all. It is the impression that
loomed largest in my mind when

over I contemplated the (already suggested) possibility of sending the Wesley College "College" work down to Hankow & that one consideration would make me retreat all my influence ^{at Wuchang} against such a step at present.

You know I am not an doctrinarian: in America I fear I was often considered a heretic & a radical & there were passages in that Report I made for Earl Taylor which might damn me in the eyes of more conservative people.

But — the "Chicago" "liberal" "psychological" position is not, in the end of the day,

the Gospel — ~~the~~ (bonds being shallow & prejudiced scholarship far too sure of itself & too incapable of respecting an opponents position).

Some Chicago men tend to scorn, which is ^{damnable}

to all hoped finding the truth.
 It is a mercy that Dr Henke
 left: he was a bad instance of
 the type. I believe Sauris
 will pull through to something
 better for he has undertaken
 some evangelistic work where
 he will see the need of
 a real Gospel. A year
 in the country ~~will~~ ^{would} either
 begin to do the same for
 Hummel who is rather
 a negative influence at
 present, or ^{disturb} will prove
 him to be out of place on
 the staff. I hope ~~Hamilton~~
~~at whatever the name of~~
~~the person is~~, will not prove
 another Henke.

I think the absence of much
 constructive theological & religious
 thought is a serious defect in the

I add these personal details that you may see that I have not said anything about them in this letter in the typed report without thinking them of in this letter detail. You should use the utmost tact in speaking of anything in this letter perhaps not speak of anything in it to anybody

staff. I failed to see any positive power in Settlemyer & Bullock, the position of both of whom is very hard to understand & to feel as distinct. Dr. Wang is quite of the old school. Dr. Brown is too busy.

It is hard to know what Bullock's position is but it may well be an even vegetative one. Mr. Wilson (& probably the same is true of Roy & Millward, the latter has no influence on the students) has absolutely no theology & thought in his religion at all. His devotional life is a very real thing: so far as it takes form it tends of course to shape itself in quite conservative forms.

It is only when one comes to analyse the position man by man that one sees clearly what a lack there is. Williams (& Bowen if he ^{also} thinks & studies about his Christian position & can communicate it) can't

I ought to mention
 Meigs who is quite good ^{just} staff in this line
 Miss Wixson ^{know well enough} 6
 do the ~~theological~~ doctrinal &
 constructive religious thought
 in the whole university &
 solid clear thought-out
 Christian faith. I feel sure &
 made to be a necessity for these
 students.

Miss Gillmore
 thinks &
 studies ^{has}
 done her work as ^{adviser to}
 Clemons ^{a great deal}
 & ^{one of two}
 of the new
 medical
 men ought
 to be a
 great help
 the latter in
 life of
 and in its
 expression
 in thought
 & teaching

At present they ask questions
 of Mr. Williams, Searis & Hummell
 (& Meigs - whose work however is mainly
 with the younger boys) give
 real answers so far as one
 can gather. ~~Probably~~ Miss
 Wixson also does.

All this is very frank &
 quite private: it ought not
 to be shown to anyone where
 there is the faintest chance of
 its getting back to Nanking etc.
 and that Searis & Hummell do
 not know what I think of them
 further. I have said so quite
 frankly & we are good friends.
 Please be very careful & tactful
 about the use of this letter.

all good wishes
 & prayers for
 your work
 very sincerely
 P. B. Guyon
 Chaplain

OVER

Throughout I have assumed that if
William is given a chance^{to} (& help in)
work (ing) out his plans as chaplain
that is a main point but one
must add that William is a very
bad & careless organizer of such
things & Brown would have
to keep a close grip on him to see
that his excellent plan materialized
in action, that he taught his
classes regularly etc. His
intentions are all right but it is
hard for him to discipline himself to
keep on the job.

Wesley College
Wuchang

Via Hankow

July 26, 1914



TRANSFER

My dear Diffendorfer:

Herewith the report which is unconsciously⁷¹ long and very defective but is - such as it is - and explains itself.

Regarding the Bible School. I know very little but one thing seems unmistakably clear and that is that (of those on the spot this year) Leighton Stewart stands out. He is a great man; perhaps there is not an abler or a better missionary in Nanking. But he is frightfully hampered by the reactionary position of a dear good man like Price (though Price seems to have grown just a little from a position three or five years ago which must have been a really sad theological position.)

If the right, sound, thoughtful type of teaching could be given, such as Leighton Stewart (with great tact) gives in his classes, the school would have great possibilities and should gain by contact with the University as much as the University religious life could gain from association with men like L.S. and the best of the students. But I should be very sorry for men in the position Larvis or Hummel is in at present to teach in the School - we want a more positive and lifegiving position.

But I know nothing of the School from the inside and cannot give the report you asked. I merely have given an opinion of the two of the staff I have seen.

In my report on the University I have had to be reticent (perhaps not reticent enough) about the Chicago influence as it borders on personalities but in many ways I feel it the most serious point of all. It is the impression that loomed biggest in my mind whenever I contemplated the (already suggested) possibility of sending the Wesley College "College" work down to Nanking and that one consideration would make me throw all my influence at Wuchang against such a step at present.

You know I am not an obscurantist. In America I fear I was often considered a heretic and there were passages in that Report I made for Earl Taylor which might damn me in the eyes of more conservative people. But - the "Chicago" "liberal" "psychological" position is not, in the end of the day, the Gospel (besides being shallow and prejudiced scholarship far too sure of itself and too incapable of respecting an opponent's position. Some Chicago men tend to scorn, which is damnation to all hope of finding the truth.

It is a mercy that Dr. Henke left. He was a bad instance of the type. I believe Larvis will pull through to something better for he has undertaken some evangelistic work where he will see the need of a real Gospel. A year in the country would either begin to do the same for Hummel, who is rather a negative influence at present, or will prove him distinctly to be out of place on the staff. I hope Hamilton will not prove another Henke.

I think the absence of much constructive theological and religious thought is a serious defect on the staff. I failed to see any positive power in Settlemyer and Bullock, the position of both of whom is very hard to understand or to feel as distinct.

Dr. Evans is quite of the old School. Dr. Brown is too busy. It is hard to know what Bulchart's position is but it may well be an evangelistic one.

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Mr. Wilson (and probably the same is true in less degree of Roys and Millward, though the latter has no influence on the students) has absolutely no theology or thought in his religion at all though his devotional life is a very real thing, so far as it takes form it tends of course to shape itself in quite conservative forms.

It is only when one comes to analyse the position man by man that one sees clearly what a lack there is. Williams (and Bowen if he also thinks and studies about his Christian position and can communicate it) cannot do the doctrinal and constructive religious thought for the whole University and a solid clearly-thought-out Christian faith, I feel more and more to be a necessity for the students.

At present they ask questions and only Williams, Sarvis, and Hummel (and Meigs, whose work, however, is mainly with the younger boys) give real answers so far as one can gather. Probably Miss Wixson also does.

All this is very frank and quite private. It ought not to be shown to anyone where there is the faintest chance of its getting back to Nanking - not that Sarvis and Hummel do not know what I think of their position for I have said so quite frankly and we are good friends. Please be very careful and tactful about the use of this letter.

I add the personal details that you may see that I have not said sweeping things in the typed report without thinking them out in detail. You should use the utmost tact in speaking of anything in this letter, perhaps not speaking of anything in it to anybody though I should not mind Dr. Goucher seeing it if you wish.

I forgot to mention Meigs, who is quite good stuff. Miss Wixson I don't know well enough. Miss Gillmore thinks and studies and has done her work as adviser to a group of students very well. Clemons and one or two of the new medical men ought to be a great help, the latter in life if not in its expression in thought and teaching.

Throughout, I have assumed that if Williams is given a chance to (and help in) work out his plans as chaplain, that is a main point but one must add that Williams is a very bad and careless organizer of such things and Bowen would have to keep a close grip on him to see that his excellent plans materialized in action, that he taught his classes regularly, etc. His intentions are all right but it is hard for him to discipline himself to keep on the job.

All good wishes and prayers for your work.

Very sincerely yours,

(SIGNED) B. BURGOYNE CHAPMAN

0 12 1

Wesley College, Wuchang,
Via Hankow, China

July 26.

My dear Diffenderfer:

I feel your request of May 5, supported by Dr. Bowen, for a report of my impressions of Nanking University both a great honour and a heavy responsibility. The limitations of my observation are obvious; tho' I spent seven months at the University and observed and questioned with as keen an interest as an educational worker destined for similar work would naturally do, still my main work was the language and any systematic series of observations of recitations during the year was precluded.

I went through the material (catalogues, etc.) I had available and the notes of my observations and put together a skeleton report which I went over with Williams. I was reassured to find that the criticisms were nearly all such as he himself would be inclined to make and am for that reason especially glad that I preserved the independent significance of the report by shaping it before consulting him. The following pages are practically a putting into shape of what I read to him, and the report therefore goes to you with his sanction tho' of course he is not committed to a single word of it. I'd would not care to send it to the trustees otherwise.

I do not apologise for its being almost entirely critical, for I know you are not seeking for commendation of the strong points but rather for suggestions as to strengthening what seem to be weak points: I hope that, throughout, the criticism will be found constructive and that my earnest and prayerful desire only to be helpful will be recognised.

Outstandingly the best pieces of work in the University

seemed to me to be the Medical School, the Normal School, (especially the beginnings of vocational work in its practicing school and stressing of this for its student teachers), and sound and solid if not absolutely up-to-date or uniformly good work of the Middle School and most of all the Agricultural work planned by Mr. Bailie.

The last seemed to me quite the finest and potentially most far-reaching work of the University and may well be the beginning of a new and great epoch of Christian Education in China and have a most widespread influence in Chinese life. It gives scope for development on the lines of the best and most modern education in America, especially in the Southern and Middle Western states. I earnestly hope it will receive the very fullest support from all in authority.

If one omits the most massive deficiency of all, the lack of elementary schools of good standing and with trained teachers to feed the Middle and High Schools, the High School and College, but especially the former, seemed to me the weakest points in the work of the University.

The curricula reveal very little sense of purpose and relation to life and needs of the students and seem to be founded on convention, transference of western tradition, and what the Chinese, with their defective conceptions of western education, will be willing to pay fees to learn.

To take more detailed points first: - there is clearly a great need of departmentalising the work and reorganising its grouping throughout, but as this is already being attempted I will not dwell on this point.

In Mathematics there are grave objections to the present method of taking the subjects in succession rather than in relation, (as all the best modern work in England and increasingly in America is being done), and also to the sufficiency of the courses to thorough mathematical work;

whereas on the other hand the courses are too much for general culture. Some action is, I understand, also proposed here.

The History course also falls thus between two stools; the only facilities being five hours a week through one year in High School on Myers "General History" - the worst possible textbook I think for any cultural purpose or teaching how to think and judge; three hours a week in Medieval and Modern History, and two hours in Church History through one year in College. That is to say ten year hours, complete the whole eight years' work in History! Two years of five hours German seems even more futile - surely the subject should not be taught at all!

And this seems largely typical of the work in High School and College. In High School the need for total reorganization and reconsideration of the objects and methods of the work is too great to make it profitable to suggest any mere improvement, but a temporary alleviative measure (I cannot think it more) in the College would be to institute differentiated elective courses on somewhat the following lines where any subject would be treated more thoroughly in each case.

An Historical Course

Chinese	8 hours
English	5 "
Religion	3 "
History	8 "

A Mathematical Course

Chinese	5 "
English	5 "
Religion	3 "
Applied Mathematics	12 "

A Natural Science Course

Chinese	8 hours
English	5 "
Religion	3 "
2 Sciences, each	6 "

A Philosophical Course

Chinese	8 "
English	5 "
Religion	3 "
Philosophy	8 "

I do not know how any of these courses would prepare for United States University work or be accepted by the Regents of the State of New York but the very small number who are affected by this seems to me to rule

this point out of serious consideration when the good of the vast majority is at stake. A fifth College preparatory course could be outlined if necessary. Unless the Regents of the State of New York become very soon a much more liberal-minded educational body, the connection with them seems to me to be a serious handicap rather than a help. The Hanking University degrees at present have to the Chinese students very largely a commercial value.

What seems to be the great necessity is a rethinking out of the whole curriculum from Middle School up. Beginning with Manual training work I think full vocational courses should be at once instituted. But that would be a result of investigation. I wish rather to stress methods of principles on which the decision should be made. These must include a study (a) of the proportion - quite a small one - that complete courses, and of alternative provision for those who do not; (b) of the actual needs and conditions of the Chinese life from which the boys come and the life into which they go; (c) a census of the present occupations of the boys who have left this and similar schools for some years back. I think it may very well be found that a large proportion of our students go to swell the class with least influence of all on Chinese life - that is to say that studying with us has decreased rather than increased their possibilities of influence. The class I refer to is that of clerks in the Postoffice, the British American Tobacco Company and various other foreign firms. We have, if that be so, taken them out of their natural associations into an artificial foreignised life without, however, raising them to a standard of education and practical power where they could be leaders.

This raises the whole very difficult question of the teaching of

English on which the Chinese put a wholly meretricious value at present. Surely the present unsatisfactory results from an educational point of view and the notorious fact that it is mainly regarded as a commercial asset show that it is only a picked few who should learn it but these few very much better than they do at present. I see clearly the opposition the Chinese would make to the change but feel that it must be faced somehow. I think English should not be taught at all in the Middle School; that a great deal of concentrated attention should be given to it in High School on the part of those who are to learn it, i.e., that it should be learnt quickly and well - spreading it over a number of years is a great educational waste; and that it should be treated in College (by boys who would have reached a much higher standard than is the case at present) as literature and a medium for study rather than as is largely necessary at present, also as a language; while a complete alternative College course should be carried on in Chinese. And the point that must be faced is that only British and Americans can really teach English; English speaking Chinese simply will not do. I saw the best work done by these and the' a very striking achievement it was distinctly bad teaching of a language. I know that only a few Mission schools, chiefly in India, have as yet faced this necessity but that does not make it the less urgent.

At present there is not a sufficient knowledge of English in the major proportion of the College boys to enable their College work in English to be really intelligent and thoughtful.

There is not at present adequate grading or progress through the High School. New work taken up in later years is often not really higher work that requires more thought and ability but simply different work.

All this leads up to the bigger question of the lack of unity of the High School work. This is largely due to the fact that the school

has no real practical, professionally trained ~~unskilled~~ schoolmaster at its head. Conditions for discipline, etc. will be much better when the College and Medical School are removed from the High School grounds, but without a real headmaster nothing fundamental will be done. The one thing that makes the difference in the Middle School is that Mr. Meigs with considerable adequacy and authority fills such a place. The multiplication of the work of the President of the University and his duty of correlating all parts of the University life seem also to make necessary a separate head for the College, who, too, should be a practical school man rather than an academic specialist.

But to revert to the High School headmaster. He should be a real unifying head of tradition and work, interested primarily in the boy, secondly in his professional work as a teacher and only thirdly, tho' quite essentially, in a special subject or subjects, and I feel that these are simply the qualities required also by every assistant teacher. At present the main thing considered seems to be the subject, the manner of teaching it only in an amateur way as consideration of this is forced in in practice, and the care for the boy as an individual comes last.

There is little unity in association of the staff. There is no common room and the whole work of High School and College impresses one as individualistic, each man attending only to his own set of duties and not adequately considering the full life of the whole. Attendance upon the boys' associations and meetings is not common or gladly done except by one or two men, and there is almost no playing of games with the boys and too little of welcoming them to the homes of the staff.

We missionaries with our separate "calls" are an individualistic and insubordinate lot by nature but schools cannot be so run. A headmaster

must have full control and authority even to the point of saying that he cannot continue to use such and such a man in his school.

The next point where the need of able trained headmasters shows itself is at present absence of means of improving the standard of teaching both by Chinese and foreigners in High School and College. Some such improvement of teaching methods is done by Mr. Meigs in the Middle School tho' even here more is needed. It is noticeable that easily the best teaching in both High School and Middle School in each case is done by a woman for both are trained and able teachers - Miss Pierce in the Middle School, who unfortunately is leaving, and Miss Wixon in the High School. Cannot more such trained women teachers be found?

In addition to getting in the future only trained teachers to come out to the institution, could not it be made compulsory that the present force as well as Chinese staff regularly attend some normal conferences? For the foreigners also to attend would save the face of the Chinese teachers. Bullock seems to be very able at such work. In addition to this a principal should be continually going around listening to recitations and constructively criticising the teachers privately afterwards.

At present the title University seems to have an unfortunate influence on the foreign faculty. It encourages them to transfer the bad methods of teaching used by universities in America (for it is it not notorious that teaching methods in most universities in all countries are bad) to the new situation with little modification. Words are used by instructors and students themselves which to the students are little more than vague formulae to be used in special connections and to be reproduced in quizzes and examinations. Phrases from teachers' notes and from textbooks are liable to be reproduced with telltale similarity by students even in the best work done. The teachers see this danger and the futility of the lecture

method but have little knowledge of school methods of teaching even of the older type. Far less have they knowledge of how very rapidly educational methods have advanced in America and England in recent years.

They consequently sometimes fall back on research work and demands for generalisation and abstraction which made themselves think in postgraduate work at their own universities.

The University whose procedure and influence is now strongly in the ascendancy here is Chicago and it seems to me that its procedure is singularly ill fitted for the conditions. For the Chicago idea of postgraduate proficiency in a subject is that most opposed to the position of the real schoolmaster who teaches not the subject but the boy. I think the undue dominance of the influence of this University is a serious problem, as it represents so distinct and eagerly confident an ideal, and one so one-sided and unsuitable. And its influence is liable to grow if not counterbalanced by able men from other Colleges with other ideals of teaching, life and thought, for men of one university bring out (as is the case this year) more members of their own University to join them.

Another sphere in which the influence of this University seems to be too powerful is in the religious life where its attitude is quite distinct again, academic and individualistic. Apart from the acting president, there has been no one on the staff this last year who was both able and anxious to teach fearlessly, thoroughly and thoughtfully the fundamentals of the Christian Theological position, and his time was largely otherwise occupied.

An obscurantist attitude is the last thing I would favor and I think the fullest modern historical and critical methods should be used. But the actual beliefs of the Christian Church should be not taught as a basis for study and thought and cannot be dispensed with or be replaced

either by devotional sentiment on the one hand or independent working out of things afresh for oneself, with the assistance of abstract categories and generalisation on the other. Would that the University had three or four men with the attitude of Leighton Stuart.

It is widely admitted that in a union institution there is danger of the cooling off of the religious life below the level of that of any of the constituent institutions; it would seem that this has happened to a certain extent in Hanking and is liable to happen to a much greater extent unless guarded against as it certainly could be. Could not Williams, what-
ever the exigencies of other work, be distinctly and always set apart as has been planned before for the all important work of chaplain of the University?

Last year's putting of the chaplaincy into commission by trusting to assigning groups of students to different advisers was, I gather, on the whole, a failure; the organisation was bad; all advisers were not suitable for the work; some neglected it; and few took it sufficiently seriously and fully though the cases where it was done well (e.g. by Miss Wixon) show the great opportunities there are here. The unification and assiduous organisation by a chaplain is needed.

Another danger in a union institution is that the Christian truth taught should be the minimum that is common to the different denominations, instead of the richer fullness that union should bring. This seems to me to need constant watching and more definite instruction on the Christian faith seems to me quite essential. Might I mention a little booklet, "Discipleship and the Church", a manual for Free Churchmen about to join the Church, published at 8d by Dent & Co., London, as embodying the type of thing I mean. I think very little of such teaching is done at present. The significance of deciding the Church affiliations needs also to be fully watched

in a union institution.

Christianity is to the students of Nanking University almost entirely a passive thing. Is it not urgently necessary that some practical outcome in social service be organized and always expected? The type of work done at the C.M.S. school at Srinagar, at Trinity College, Kandy, and in some English schools I know, the two former recently described in the International Review of Missions, is what I mean. A little social study and investigation has been projected amongst a few of the older college boys, but it is not the type of thing that is eminently required or widely possible. It would be hard to over-emphasize this point of giving continual practical expression to Christianity in service. With this is closely related the snobbish Chinese scholars' prejudice against using his hands and here again lies the tremendous Christian influence of Bailis's agricultural work.

May I return to three points which I should have brought out in other connections above:

It seems to me a very serious matter that the Normal School is practically ignored by the Missions working around Nanking and instead of a constant stream of elementary school teachers coming into and being sent out to Mission elementary schools as it is the case in West China and Wuchang, Bullock is largely training men for government schools. Could not the University bring more pressure in every way to bear on the societies to develop their elementary schools further and to realize the value of the training of teachers?

An illustration of how ground won under the better organized Middle School is liable to be lost again in the High School; - studying aloud, a method liable to substitute use of the lungs for that of the brain, is firmly ruled out in the Middle School but returns in full swing in High School.

The mode of choosing and training the University staff must be forced more and more into prominence as the University has increasing say in the choice of its staff.

Could not principles be arrived at one of which would be that all such men should be real missionaries with a Gospel, and that all should after their Language School course complete a second year's evangelistic work on a country station and thus improve their language, test their missionary vocation, and see something of the natural life of the boys they would afterwards teach so that they may later fit the school to the boy rather than, as is so fatally tempting, the boy to the school.

And could not the University urge, all but insist, that any academic work on furlough of the man who is not a trained teacher, should be taken in pedagogy rather than, for example, in the pursuit of a Ph. D. which is liable to be of rather meretricious value.

Before concluding I should like to say that I recognise that as many weak points may well be found in my own school at Wuchang or in most highly respected schools in England or America but it is not with the defects of other schools that I take it you wish the University of Nanking work to be compared but with the best that I have seen anywhere in school practice judged by the best standards that I have had put before me in both countries.

-:-

The above report has not been well arranged and indeed is difficult to arrange logically. I may perhaps reiterate the points that seem to me the most important:-

(1) The need of thinking out afresh the whole objective of the University's work, and of planning the courses to meet the actual needs of Chinese life.

(2) The immense value of Baillie's work and the need of development of it and other vocational work in the University.

(3) The need of practical school men both as headmasters and assistants

throughout the University without lowering the standard of scholarship and the need of securing continual improvement of both Chinese and foreign teaching.

- (4) The development of lower schools and the training of their teachers.
- (5) A rethinking out of the problem of English teaching.
- (6) The need of a chaplain for the University.
- (7) The need of Christian teaching both fearlessly thorough and free and positive.
- (8) The need of finding continual practical expression of the boys' Christianity in service.
- (9) The need of framing principles of choosing and training men for the University staff and of determining relations between headmasters and assistants.

Apologising for all of the defects of this paper of which, believe me, I am very conscious, hoping it may be of some little use, and thanking you again for the honour you have done me in asking for it, I remain,

Very sincerely yours,

(Signed) B. Burgeyne Chapman

R. E. Diffendorfer

156 Fifth Avenue
New York, N. Y.

October 21, 1914

OCT 26 1914

TO THE MEMBERS OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF HANKING

Two years ago Mr. B. Burgoyne Chapman, a Wesleyan Methodist from Australia, spent a year at Teachers College, New York, in the study of the American system of education. Mr. Chapman was a Fellow of Cambridge University (England), is a graduate from the University of Melbourne, Australia, had charge of a high-grade boy's school, had been instrumental in the development of the Boy Scout Movement in England, and is a keen observer of educational problems.

Mr. Chapman is now at Wuchang, China, in charge of the Wesleyan Methodist Boy's School there. He spent last year in Hanking at the Language School in the University. Through an agreement with President Bowen, Mr. Williams, Mr. Chapman, and myself, Mr. Chapman agreed to make a report to me for the Board of Trustees of his observations of the Institution after a year's study. Those observations are attached herewith in Mr. Chapman's report.

Naturally, this report is confidential to the Board of Trustees and should not be used in public in any way.

Sincerely yours,

(SIGNED) RALPH E. DIFFENDORFER

SECRETARY

RED-W

0 134

COPY

Nanking, China, Sept. 5, 1914

The Rev. R. E. Diffendorfer
156 Fifth Avenue
New York, N. Y.

My dear Mr. Diffendorfer:

I have read with much interest the report of Mr. Chapman of which we were consulting some months ago. It is very good indeed and is along lines of which the faculty and most of us have been thinking and planning for some time. Of course, there are a number of matters in it which would not appeal to us as they would to an Englishman as our system of education and ideals of education are considerably different from those that obtain in England or Australia, but on the whole I regard it as a very sane and proper estimate of our situation and work, and I can assure you and the Trustees that we are taking up the problems involved and some others that he has not mentioned, with a unity of spirit and purpose which is bound to find fairly satisfactory solutions for some of these problems. The very greatest difficulty, frankly, is our lack of trained educators, especially for the elementary work. Practically all of our men, with two or three exceptions, have very little interest in the secondary and elementary education and are not at all fit or qualified for it. We need at present, above everything, two trained educators who like boys and boys' work and who are willing to devote their time and strength and life to elementary and secondary education - one for the Middle School and one for the High School. I do not see how we can get these men permanently without unloading some of the men that we have and that of course, is somewhat difficult.

I am delighted with the whole outlook and the situation as it appears in possibilities and prospects. There is a splendid spirit here and a desire on the part of all of our men to do what is best and to promote real efficiency and usefulness of the institution. The work that Mr. Bailie has been doing is almost beyond belief.

It is probable that we shall not have even an average attendance this term. The war is disturbing things considerably in China. There is a great deal of apprehension as to what will result from the Japanese interferences in Tsingtao. Trade is at a standstill; crops are poor in this part of China owing to drought and locusts and the political situation of course has been unsettled for two or three years. However, with a smaller number of students, we can all the better put into practice some of the changes necessary.

We are planning to go forward as rapidly as possible with the building operations although it requires considerable faith. The foundations for the new operating pavilion are already in and the contract has been let on the basis of the \$5000. gold. We shall perhaps spend in addition to that \$2000. gold for one or two items that they desired very much but were unable to put in and keep the building within the \$5000. appropriation. But we have decided to use a little other money that is available and make the building such as the men really have planned for. The way they have renovated and done up the hospital certainly does one good to see. They have a splendid working hospital there now and when the operating pavilion is done, we shall be able to do most excellent work, both in the hospital and in the teaching department.

Cordially yours,

(Signed) A. J. Bowen.

0135

Heated with
overwhelming
kindness. Wish
had time for a long
letter. B. B. Chapman

新年如意

Remembrance to Miss Mendenhall
New York, Paul Taylor, St. Paul, and
Hua-fang School

University
Nanking
Joke

Jan 26 (New Year's Day)

My dear S. S. S. S. S.

Now had asked

an hard thing. I too am
keenly interested in the whole
business here because Wesley
College (which I go to this year)
Wichang, must get rid of its
College work somehow. I think
(this is my private but very clear
opinion) & we have had
such difficulty with Union schemes
with Boone that we may
possibly prepare to send our
College students down here if
the work seems good.

So; I'm watching & enquiring
at odd moments thro' the year

-2-

I hope to have at least a
week for nothing but observation
early in June.

But after all I don't mind, & the
best to be said for it is that it's
better than the chance impressions
of a 3-d 4-day ^{miscellaneous} tourist.

Williams & Bullock & Leighton
Stewart (of Bible School) have been
awfully good & seemed to
take a real pleasure in
explaining & answering my
questions. Williams has asked
for criticisms etc already.

And I can see (if I don't misjudge
views considerably) that there
are some things that could &
should be said very clearly
(if asked for) both favourable &
unfavourable & some questions
that should be insistently ^{(if explanation} asked ~~asked~~ ^{for}
until either an answer is given or
it is admitted that an answer is needed.

Mais que faire?

To write a private letter such as
you ask after ~~pumping~~ ^{not at} everybody
here ~~living~~ ^{as} ~~as~~ ^{guest} of the
place doesn't seem a fair thing.

Moreover even suppose you
burn it as soon as read, if
you quote any of its criticisms
afterwards they'll either not
take any notice of them unless
you say they're at the authority
of an eye witness, or else
they'll ask for your informant.
Or how else do you propose
to use the letter?

Please write me clearly
about this.

Would it not be a better
plan for me to write quite
frankly a letter at your
request that I would show

-4-

to William, before sending,
~~if~~ a letter still would
you not write to William
& ask him to ask me to
write you such a letter
(again of course I would show
it to him before sending it)
The letter would still be
quite frank & quite personal
& therefore private, for Mr
William has honoured me
with his friendship & I love
frankness; & to him & to
Dr Beebe I would gladly
say anything at all that it
would be right for me to say
even to you ear alone. Moreover
it is probable that any criticisms
of mine would be less severe than
such as Mr William would
himself make.
Please let me know what you think
& what you propose to do...
I am very happy here & am being

C O P Y

May 15, 1930

TRANSFER

Mr. B. Burgoyne Chapman
Kellett Institute,
Madras, India.

My dear Mr. Chapman:

We have all been greatly delighted at the information we have just received from Dean Reisner that you and Mrs. Chapman are willing to enter the service of the University of Nanking.

We had a meeting of our Nanking Committee on Instruction yesterday at which was presented Mr. Reisner's hearty recommendation that you be invited to join the staff of the University as a teacher of Education and Geography in the College of Agriculture and Forestry, and that the Wesleyan Methodist Missionary Society be requested to permit you to accept this appointment. I am enclosing herewith two copies of a letter we have just addressed to Dr. Andrews of the W.M.M.S. There is little more that I can add to what I have already written to Dr. Andrews except to assure you that all the friends of the University of Nanking, both in China and here in the West, who have had the privilege of meeting Mrs. Chapman and yourself will be highly gratified to learn of this prospect of securing you for the work of the University. We earnestly hope that there will be no difficulties or delays in the completion of your arrangements to join the staff of the University and we trust that when the work of the University opens in this fall you will be present on the Nanking campus.

We are also doubly appreciative of the fact that you and Mrs. Chapman are willing to undertake this service on a self-supporting basis. The University of Nanking has for several years been struggling with such acute financial problems that the difference of one missionary's salary is of very substantial assistance.

I am attaching hereto a copy of a cablegram we are sending you today. I hope that this immediate word of the action of the Nanking Board of Founders will help you to more easily complete your personal arrangements for this proposed transfer of your sphere of Christian service.

If our New York office can in any way assist you either now or in future please feel free to call on us at any time.

Very sincerely yours,

BAG-H
Enc.
L

Secretary

0 140

C O P Y

May 15, 1930

Rev. C. W. Andrews, D.D.,
Wesleyan Methodist Missionary Society,
24 Bishopgate,
London, E.C.2.

TRANSFERN

My dear Dr. Andrews:

For some time the University of Nanking has been hoping that it might secure as members of its staff Mr. and Mrs. B. Burgoyne Chapman. Most of the staff of the University are well acquainted with Mr. and Mrs. Chapman and have the highest regard for their splendid Christian characters and their attractive personalities, as well as the warmest admiration for the outstanding work Mr. Chapman has done in the Educational field in China, particularly during the time he was head of the Central China Teachers College of Wuchang. During the summer of 1929 we had some correspondence with Mr. Chapman, and hoped that he might at that time be persuaded to go back to China instead of going to India. During the last few months there has been a renewal of this correspondence between Mr. Chapman and representatives of the University, from which we have learned that Mr. and Mrs. Chapman would now favorably consider an invitation to join the staff of the University.

We brought the matter to the attention of our Committee on Instruction of the Nanking Board of Founders at a meeting held on May 14. That Committee, acting on behalf of the Nanking Board of Founders, took the following action:-

"I-523 VOTED that an invitation be extended to Mr. and Mrs. B. Burgoyne Chapman to join the staff of the University of Nanking with the understanding that Mr. Chapman will do teaching work in education and geography in the College of Agriculture and Forestry and may undertake such other duties as may be mutually agreed upon between himself and the University authorities; and with the further understanding that Mr. and Mrs. Chapman will not require any salary or allowances, but will be provided by the University with a suitable residence and with such heavy furniture as they may require."

"I-524 VOTED that the Secretary be requested to extend to the Wesleyan Methodist Missionary Society on behalf of the Board of Founders of the University of Nanking a cordial request that Mr. and Mrs. B. Burgoyne Chapman be permitted to accept appointment to the staff of the University."

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5-15-30

TRANSFER

"sity of Nanking but without any financial obligation resting on the Wesleyan Methodist Missionary Society."

The desire of the University is that Mr. and Mrs. Chapman be obtained for service at the University, not only to secure Mr. Chapman's assistance in the teaching of the College of Agriculture and Forestry, and to help in the University's extension program designed especially for rural school teachers, but also that we may have the valuable contribution they will be able to make to the life of the University through their personal influence in daily contacts in the class room and in their home. While Mr. Chapman's assignment would be to the College of Agriculture and Forestry he would also be a member of the University faculty and his contacts and influence would be University-wide.

I am sure that you are already acquainted with the work the University of Nanking is doing so I need not attempt any extensive description of the important service the University is rendering in this strategic center of the national life of China. The College of Agriculture and Forestry at the University occupies a unique place in Christian education in China, with a student body this year of about two hundred, with a faculty of thirty-five teachers and an equal number of assistants, and with strongly developed, though limited, programs of instruction, extension, research, and experimentation. It has close cooperating relations with a large number of mission stations, assisting them in developing rural programs. Its influence is nation-wide.

In the correlated program of Christian higher education in China the University of Nanking has been given the central place in agricultural education, including graduate field work in this field. The College of Agriculture and Forestry has earned the confidence of the Christian and mission agencies throughout China, as well as governmental agencies and officials. The College's operating budget for the coming year is about \$225,000 Chinese local currency.

Under separate cover I am sending you a copy of a recent annual report of the College of Agriculture and Forestry. This will give you a more concrete picture of what the College is actually accomplishing in the present time.

In the whole field of Christian education in China there is probably no task more difficult and baffling than that of rural education by which is meant chiefly primary education in the rural area. This applies to Christian as well as to public institutions. For the Christian schools it includes also the problems of religious education. It is in this field of problems that we wish Mr. Chapman to address himself, and we have every confidence that he will be able to make an invaluable contribution in working out the solution of the difficulties which now confront our Chinese rural Christian communities.

From the information we have received, I understand that, although Mr. and Mrs. Chapman are members of the Wesleyan Methodist Missionary Society, their going to the University of Nanking would not involve your board in any financial obligations, since they have stated that they will

0142

5-15-30

require no salary and allowances. In issuing its invitation the University is undertaking to provide Mr. and Mrs. Chapman with a residence and with whatever heavy furniture they may require. I can assure you most heartily that even though your approval of the request of the University of Mr. and Mrs. Chapman be permitted to accept appointment to the staff of the University would not involve any direct financial contribution by your Society, the University would warmly welcome this interest and cooperation on the part of your board.

There has probably been not time in the history of the University of Nanking when the presence and help of consecrated Western missionaries have been so greatly needed as at the present time. We are confident that Mr. and Mrs. Chapman's presence at the University would bring an important and distinctive contribution to the cause of Christian China which it is the University's primary function to serve. We earnestly hope that your Society may find it possible to permit Mr. and Mrs. Chapman to enter this field of Christian service.

Very sincerely yours,

BAG-H
L

Secretary

C.C.: 2 copies to Mr. Chapman

TRANSFER

0 143

ge to the account of China Union Universities

\$

CLASS OF SERVICE DESIRED	
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CABLE LETTER	
WEEK-END LETTER	
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WESTERN UNION CABLEGRAM

NEWCOMB CARLTON, PRESIDENT

J. C. WILLEVER, FIRST VICE-PRESIDENT

NO.	CASH OR CHG.
CHECK	
TIME FILED	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 15, 1930

NIGHT CABLE

CHAPMAN
WESLEYAN, MADRAS (INDIA)

HANKING BOARD OF FOUNDERS HEARTILY INVITE YOU ACCEPT APPOINTMENT HANKING AS
PROPOSED BY REISNER STOP WRITING WESLEYAN MISSIONARY SOCIETY AND SENDING
YOU COPIES.

B. A. GARSIDE

TRANSFER

0144



Madras

June 20 (1930)

TRANSFER

Dear Mr. Garoide,

We are most grateful for your kind letter of May 15 & other letters & copies of letters. Now that we have cabled to New York ^(Reisman) accepting your very generous & kind invitation there is little to add save to express our deep appreciation of the warm & trustful spirit of it & the business-like promptness & completeness with which the thing was managed. This was very necessary as Ferguson were pressing us very urgently & WMS London supported them.

We sail from here about July 10 & expect to reach Nanking early in August. I am cabling & writing the President & Dean there about details.

With kindest regards & gratitude from us both to you & the Board
very sincerely yrs OBB Chapman

RECEIVED
UNIVERSITIES
JUL 18 1930
JOINT OFFICE

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5
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0 146

B. H. ...
Sent in duplicate by Air Mail
and by Siberian Railway

University of Nanking
Nanking, China.
September 4, 1931

To the Secretaries of the
Wesleyan Methodist Missionary Society
24 Bishopsgate, E.C.

Gentlemen,

I enclose an urgent invitation from the Board of Managers of the Kuling American School to myself and my wife to join their staff. This school has for many years had its own specially built and equipped buildings, ^{camp} grounds, and four bungalows sufficient to house the 125 (I am told) boarders it had before the 1926-7 troubles. I believe 63 are already enrolled to start with now as a new beginning. The school has behind it many steady friends and strong financial backing in America and the keen interest and goodwill of several missions and some business folk in China. The two missions most active in using it and working for it (the American Episcopal and American Presbyterian) are just the two corporately associated in the work of Central China Teachers College, with whose members as Trustees, Directors and colleagues on my staff I was most closely connected for many years in Central China.

They are finding it very difficult to complete their staff with men of knowledge of China and missionary life and conditions here, who will throw themselves whole heartedly into the care and life of the children. The inexperience, youth, lack of scholarship and professional skill, and temporary nature of the staff of some other schools for missionary children in China has been a standing difficulty. The lack of a school of a quality such as they are now re-organizing at Kuling is responsible for many missionaries leaving the field early or allowing themselves and their children to suffer seriously. I do not know of any place open to me in China in which I, who came out definitely to educational work, could better serve and conserve the missionary enterprise than here.

As Secretary for many years of the Central China Christian Educational Association and head of a college to which thirteen missions sent students, I by travel, correspondence and personal contacts knew many missionaries in this area, and I have associations in and around the Nanking area. I have before helped informally with work in the school especially in taking certain responsibilities for the group of boys. Members of the Board have pressed this as important for the school. Parents like having on the staff for their children one whom they know.

Any who know my work and Kuling and Central China conditions, as the Rev. C.W. Andrews did (please consult him), know that my preparation and call have always steadily to work with boys; and now I am asked, with full confirmation of the headmaster, to take the Chaplaincy of the school; (this involves Sunday services in the Kuling church) responsibility for the religious instruction, and, most important of all, the housemastership of the boys, exclusive, no doubt, of the very youngest. The subjects they need specialists in -

9-4-31. ~~RECEIVED~~

history and geography, are also just my specialties. My wife is asked to undertake the library, art appreciation, and other work for which she too is equipped.

I suppose the fact that my wife is an American, that half my professional training was in America, and that in my union work in China previously referred to I long worked largely with and for Americans, have made me ready to see and know that national distinction in this work need be no more significant ~~in this~~ than denominational ones. I remember Sir Michael Sadler years ago in conversation emphasizing that while narrowly trained American schoolmen and provincially prejudiced British educators could not cooperate, broad-minded and professionally competent folk of both nations would find no difficulty. And I, like the headmaster, am confident that with a little special work in history and the like (adjustments much simpler than is popularly supposed) the school could serve British children, and provide at moderate cost a rich and well-organized boarding school life, with teaching of high scholarship and quality. Thus English children need not be separated from their parents till very much later than is the tradition at present. However that may be, this school will be able to equip boys and girls for matriculation, as do British and American schools at Shanghai under much inferior living conditions, and give them an adequate and healthy social and corporate life and the best personal influences. My recent work in a Quaker co-educational boarding school in England, and Scout-master training, has been valuable preparation, and our British contribution of the spirit and technique of boarding school life and such things as the prefect system are a debt we owe to international education. I have talked with the headmaster who has considerable experience in Egypt and South China and I admire him.

We are, as you know, self supporting and no financial question is raised for the Society. I have never been asked by those in authority to return to the Wuchang District, so no question of any alternative work there can be raised. I was authorized more than a year ago to accept the invitation of Nanking University ~~directly~~ directly by the Secretaries of the W.M.M.S. without reference to the Wuchang District, and now I ask your direct authorization to accept this invitation.

I came to the University of Nanking expecting partial association with school work which has now under new Chinese educational conditions, proved quite out of the question. I have been engaged during recent months chiefly on some research work on Chinese climate which the College of Agriculture is doing for the Institute of Pacific Relations and another month or so will see the completion of this task. As for religious education in the University, there are more missionaries on the staff eager to take courses than corresponds to the number of students ready to attend them. My own very small department of geography can readily be taken over by a highly trained Chinese Christian woman professor of geography who has just joined the staff of Ginling (women's) College, Nanking, which cooperates with this university. The work my wife has been carrying as librarian at Ginling College will be taken over by a specialist librarian long asked for and now soon expected from America.

0148

9-4-31 TRANSFER

Air-mail should bring you this letter on September 15th. If you could cable -at my expense- (Chapman University Nanking approve) your consent to our accepting this invitation, I could at once give due notice to the University here and inform the Kuling American School Board, so that they could arrange for interim staff until we could be freed (not later than the middle of January, perhaps earlier). Every day gained in arriving at a definite answer will be of great importance to us, the university, and most of all to the school.

I believe this call requires the best I can give as a missionary and as a Methodist minister and I earnestly hope you will see your way speedily to authorize my accepting it. If questions arise please use telegraph or wireless and charge to my account.

I apologise for taking up your time on this matter and will be deeply grateful for your kindness in dealing with it.

Very sincerely yours

(B. Burgin Chapman)

The Secretaries of the Society cabled consent to the request of the School Board provided the W.M.S. Wuchang District agreed. The Chairman of that District has just informed me of their agreement & welcome.

B. Burgess Aupman

Ranking

32 Tou chi cha

Oct 3, 1931

To the President,
University of Nanking
Dear Mr. Chen,

I enclose a file of correspondence the material of which I shall not ~~take~~ take up your time by repeating here.

I gave some brief help to the Kuling School for the children of missionaries some 13 or 14 years ago & have ever since followed with interest its important work. You will then note their June request this year that I take the Headship which I then declined.

The Aug - Sept correspondence makes clear:

1. The vital importance of the school to the whole missionary enterprise in Central China
2. Their urgent need of the help of a school pastor, housemaster for the boys boarding house, as well as one in charge of the departments of history & geography. More recent letters tell me that they have been unable to give any bible instruction this term for lack of one with the time & training to teach it.
3. The fact that my mission authorities in London & Wu-han agree to my accepting this invitation, which my wife & I also feel we ought to accept, for reasons we have expressed.

10-3-31.

TRANSFER

4. That I and my wife are not now specially
needed here & that our work can
easily be carried otherwise
& more

We have greatly enjoyed our year here back in Hankow (again), & have felt it ^{very} worthwhile & interesting to do such work as has fallen to us. I shall complete in two or three weeks the climate work I am doing for Mr. Bruck's big project; it has been interesting meeting initial difficulties, and misapprehensions (concerning the infant department of Geography) to a stage where it can be carried far without any difficulty by the skilled geographer who has just returned to Ginling College & shares my ideals as to the work; while there has been little or no Bible (a similar) work or preaching to do & no one wanted the work I offered on Rural Education, still it has, I think been useful to ~~that~~ see translated into Chinese & published two Bible courses & interesting to have some friendly association with the Rural Education Training Course, to help for a time in a little College of Agriculture office work & to house Mr. Roloner. My wife has enjoyed cleaning off

10-3-31 **TRANSFER**
some library work at Guling, & doing some ^{teaching} ^{2 hours} at Hwei Wen School, Hllcrest, & now at Guling, which
can be ^{more} ^{arranged} ^{for}.
Both of us have enjoyed our association
with Chinese & foreign boys ^{in the school} at Hllcrest
in the Sunday School or in our home;
indeed it is this that has vividly emphasized
the Guling need & opportunity.

We have been ^{much kindness & for} most grateful to the Univ-
ersity for providing delightful furnished
house & accommodation, & assume that that
furniture will be serviceable for others of the
many visiting professors the College of Agric-
ulture bring out. We should like to offer one
or two little additions of our own thing, on
leaving.

Apart from this we do not feel guilty of
having put the University to any expense
for the little we have been able to do.
Additions in the basement ^{& at Guling} of this house &
display case equipment ^{etc} for Geography have been
privately provided; atlases have been lent, &
only on a few Geography books for the
University library, long overdue for
general reference, has University money
been spent.

So while definitely hereby tendering my resignation
as from the end of 1931 I further ask that you would

10-3-31

TRANSFER

in view of the urgency of the need at Kuling, & before described (vital things in the school life being left right out) release me at half-term, after the second monthly report. The most important part of my work, on climate, will be there complete & I definitely pledge the completion of that; as for my classes I have tentatively ^{& confidentially} engaged Miss Lou Wu Lan, in charge of the Geography work at Guling College, & believe she would be willing & able, (as undoubtedly she is highly qualified) to complete the term's work on the same lines as it has been begun. One of my classes has ^{formerly} four students & the other two only & a total of only 6 hours teaching is involved. If you will engage Miss Lou (with Dr. Wu's consent) we should like, both in order to further cooperation between the two colleges (so highly desirable) & to help provide geographic equipment for Guling, to pay whatever sum may reasonably be expected to be paid by the University for her two months services. I should like to talk this over with you as early as you can give me any free time.

N.B.

Will you please

Cordially yours

return the enclosed correspondence except my letter to London

B Burgoyne Chapman

B. Burgoyne Chapman

RECEIVED

Please note that there
is one sheet of the
enclosure that I should
like returned.

Nanking
Oct 19 (1931)

Nanking

My dear John, I hope you won't be
disappointed with the change
of work indicated by enclosure.
There seemed very clearly a much
greater need of us at Kuling School
than here. The details are
explained by the correspondence.
You remember hearing while
here of the keen & general
dissatisfaction with the way
the boys were neglected out
of class by the Shanghai A.S.,
a tradition of long standing
that seems irreparable.

Well, that situation & the absence
of an available school where
care may be trusted makes
necessaries again & again
retire from the field earlier
than they need. I know of 2

members of the Univ of N,
staff now that are con-
sidering such retirement for
such a reason. If I can
stop that I may serve even
the U of N (2nd to speak) if
the institution make them
by being on its staff.

I don't know whom
to address on the U of N Board
of Trustees ~~at~~; so rely on you
to pass this on to the proper
authorities, as it is possible
that this indication will "step
up" at this end & I don't want
them to hear indirectly.

Cordially yours,

B B Boygounel Chapman

over

Nov-180

Kuling

Aug. 17, 1931.

I have no copy of the
Mr. B. Buzoyne Chapman.

Dear Mr. Chapman, official invitation of the
Board of Managers but Miss typical
has just received your letter of Aug
(23?) (3th?) this morning. I appreciated the
kind spirit of your previous letters and I am
very glad to get this word from you.

We have engaged a new Headmaster (which
is explained by the enclosed clipping) but
we do not have a complete staff. We very
much need two trained teachers. We are
planning to give 3^d year High School, since
there are about 5 prospective students for
that year, adding 4th year High, Sept. 1932

We would offer you and your good wife
a hearty welcome to the School, if you could
help us out this year, on the teaching staff.

The whole Board of managers have the
heartiest respect for your standing in the
Educational profession, as you can know in
part, from our recent offer of the Headmaster-
ship of the K. G. S. The only reason we cannot
now offer you the same position is that the

of several similar with much letters

position is now filled, and we have been going ahead for more than a month on the basis of our new arrangement.

Mr. Allgood is a very good sort, very easy to get along with, as well as a man of sufficient training and experience. I am sure, if you could see your way to joining our staff that you would find a congenial and friendly family circle in the new staff.

On the other hand you would be able to help us in this important struggle, to put the Peking American School really on its feet again. It is a vital matter to the Mission Community.

It is quite likely, as things look now, that we shall have an enrolment of over 40 students, mostly from grade 6 up through 3rd Year High.

But it is not only a matter of numbers. It is that this is the only school of its kind for Central China. We have to plan for the future. We want to make this vital contribution to Mission Morale. It would give great happiness to the

(3)
Board of Managers if they could count
on the help of you and Mrs. Chapman.
I have not been able to bring this matter
up at a meeting. But I am certain that,
if you will write me (at our expense)
["Tying - Kelling"] "Acceptance"
that it will be just automatic getting
a formal arrangement validated by the
Board of Managers.
With warm regards, I am

Very sincerely yours,

Udworth Tyng

Secretary of the

Board of Managers

Kelling American School