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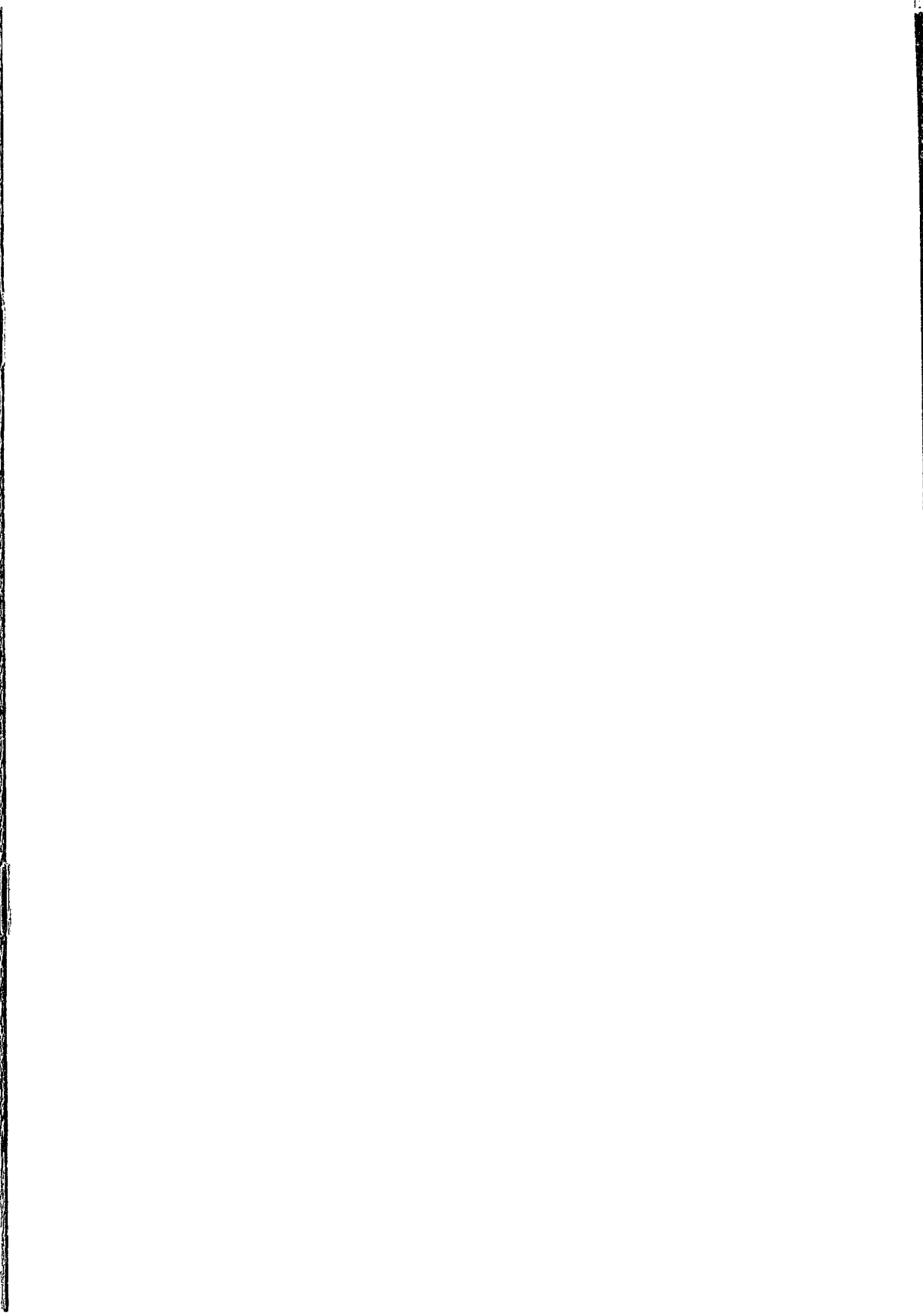
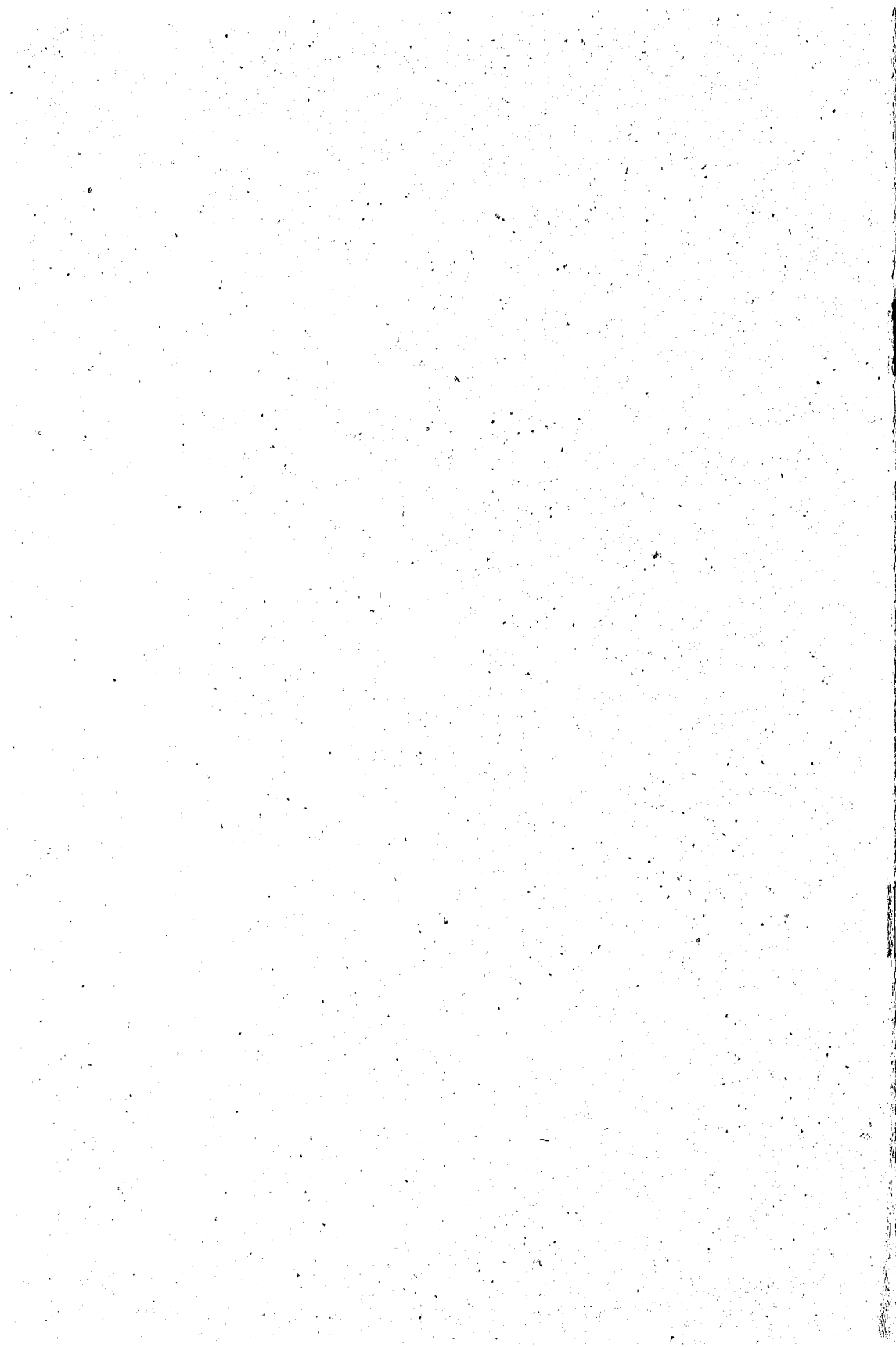
Education in Cheng Tu, Sze Chuan

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INTRODUCTION

The city of Cheng Tu, far out in Western China, stands for a type of city as yet not much under the influence of the Occident. Factors that are very strong in education, business and outlook in the coast cities have penetrated to Cheng Tu only in weak or much diluted form. For this reason, it seemed worth while to take stock of the whole educational situation in Cheng Tu before the inevitable changes come, and to put on record the status of the school system in its first steps of transition.

Cheng Tu is over 650 miles in a bee line from the nearest coast, 1,000 miles from Shanghai measured in the same way, and 1,500 to 1,600 miles the way one has to travel from Shanghai. It is 1,000 miles from the railroad at Hankow, its most direct outlet, and some 360 miles from the railroad at Yun Nan Fu over rugged mountains and difficult travel by chair. This latter is a little used route. Cheng Tu is nearer in miles to the railroad terminus of India at Myit Kyina than to that at Hankow, but the rough mountainous country between, and the absence of any transportation but chair or donkey, makes this connection of little value. Its road out is either down one of two or three small streams to the Yangtze, and down the latter to the coast, or overland ten to fourteen days by chair to the river at Chung King or Wan Hsien and then down the river. Roads north, west and south only lead deeper and deeper into the wilds of mountains or deserts. These are the reasons for the isolation of Cheng Tu and in part for its present status in education.

In spite of its not being an open port, there are three consulates in Cheng Tu; and some foreign business houses have offices, managed, however, by Chinese operators. Then the missionary societies doing work in West China have many representatives and some headquarters here. These items are in large measure responsible for her forwardness, as compared with other cities equally isolated in Sze Chuan.

Cheng Tu is an old city. Evidence of its ancient origin and humble beginnings is found in the multitudes of graves and in the buried foundations, coins, pottery and implements

uncovered in excavations within and around the walls. It has long been a provincial capital with traditions and a pride in the past. But with all this tendency to look backwards, Cheng Tu is a city, prosperous and distinctly forward looking. It is situated on the fertile and constantly renewed Cheng Tu plain which is still abundantly blessed by the great Kwan Hsien irrigation system, installed 150 years B. C. In these favorable conditions, the city has grown to a size comparable with Cleveland, Detroit or even Boston. Her population is not known, and a census as America takes it is nearly or quite impossible; but there is little doubt that there are 700,000 people living in Cheng Tu. There may be 40 or 50% more.

Cheng Tu has, around most of her people and business, an ancient stone-and-earth wall with four great double gates which close every night at dusk to keep out marauders. Many streets are paved with flat slabs of sandstone, but they are dirty and, when wet, very nasty. Most of them are narrow and overshadowed by awnings of matting, by tile, or by some other material which prevents their drying out. In her central part is the old Imperial City, occupying about one-ninth of the city. This in turn is walled about, thus shutting it off from the life and rush of the business streets, and is divided by walls into more or less separate compounds.

The commerce of the city is done mostly on carrying-poles across men's shoulders. The small streams outside the south and east gates have many small boats and float great quantities of eatables and building materials, also many goods from the west and north coming here for transshipment.

Thus in many ways Cheng Tu is modernized, alive, active, progressive, and in other ways retarded, conservative, effete. Her school system is fully in accord with these characteristics as a city. It is related to them; a product of the same factors which have produced the city and all its contradictions, inconsistencies and incongruities.

THE RANGE OF SCHOOLS

The school system of Cheng Tu embraces opportunities for the student of every grade. There are kindergartens, primary and middle schools, normal schools, colleges and a university, for men. And for women there are the same from the lowest up through the middle and normal schools, but really nothing of college or university grade. The national government and that of the province and the city support many schools. Several private schools exist. Missionary organizations have schools of all grades. From middle or high school up, both technical and general education are provided.

Some of the newer schools are very good from a western point of view; some are bad. Some, too, of the old Chinese classics type are good; some are very poor. Some of them look much better on paper than they really are. Often they change from good to poor or the reverse; and the same school may be quite modern in its methods and tone one year, and within a year or two be as distinctly old style and eastern, or the reverse. No system of inspection or of supervision of quality of work exists outside the foreign schools. As President Beech of the West China Union University says, "Chinese educational matters are so kaleidoscopic at present that it is hard to keep track of them." One cannot say anything about them as true or untrue unless it be carefully dated and placed, for they are generally unsteady.

PRIMARY SCHOOLS

Under this heading will be discussed the kindergartens and the Lower and Higher Primary Schools, everything below the Middle or High School, whether it be a government, private or missionary enterprise.

Starting with the kindergartens, three such schools have been organized and operated. Two are in the hands of the Canadian and American Methodist Missions respectively, and are for both boys and girls. They are conducted purely for the good of the children and their mothers. In some cases, a child thus cared for relieves the mother for work she could not otherwise do. The third kindergarten is much larger¹ and is a part of the system known as the First Provincial Girls' Normal School. It is exclusively for girls and seems to serve as a sort of model for the prospective teachers who are in training in the normal school. It is not used as a practice school, although it is held in close connection with the higher grades and under the same general supervision. President Liu, an executive of high order and a man of vision, is in charge of the system. The games and play, as in most government kindergartens, are essentially Japanese and not Chinese or European.

Lower and Higher Primary Schools cover four years each and pass the pupil into Middle or High School. The government provides four complete Primary Schools in Cheng Tu, each offering the full eight years of instruction. These are conveniently located in various parts of the city, taking their names from their locations. For administrative purposes, the city is a metropolis of two *hsiens* or districts, corresponding roughly to the American county. Consequently, for school

¹For statistics see tables at the end of the paper.

purposes the city is divided into these two districts, Cheng Tu Hsien and Hwa Yang Hsien. Each *hsien* maintains a Lower and a Higher Primary School in the city. These are not as large as the provincial schools, but like them are for boys only.

These four government and two *hsien* schools spend much time teaching the characters themselves, i. e., their sounds and delineation, and some time in reading easy texts in them. The fundamentals of arithmetic, and the Chinese classics and history are presented also. Government readers are used throughout. These readers have simple selections from Chinese classics and history, old stories from other nations, and especially hero stories but with very little of mythology and folk lore. Most Chinese pupils adore Washington and Lincoln and know the hatchet and pig stories. The pupils are taught some nature study, handwork and music. The handwork includes cutting wood and making simple things of paper and wood. They often make decorations for their schoolrooms or even for the home, to be used on gala days. The music is largely Japanese, but several American tunes with Chinese words and poems are much used. "John Brown's Body" and "Marching Through Georgia" are the favorites. The writing of letters, business and social, and the preparation of essays and themes come in the Higher Primary. Hygiene is usually taught very well; not anatomy, but food problems, personal care of the body, sanitation, and health and sickness problems are discussed. Physical training is taught generally in a very serious fashion, influenced strongly by Japanese methods. Even the goose step from the Germans through the Japanese is practised. The use of Japanese methods and material does not come in through preference, but because no other way is known. At present, the administration would surely welcome some other plan.

Cheng Tu has four somewhat special schools of primary grade which resemble private schools. They have "pet names," i. e., names given them as special institutions. One is called, when translated, "Youths Strengthen the Country School." The translation of the others has not been obtained, but they are probably something on the same order. Their curricula are much the same as those of the government schools already sketched, i. e., the Government Curriculum or System of Education put out by a commission at Peking for the schools of the nation. Three of these schools are for boys and one for girls; the latter usually has over one hundred pupils.

For girls, the government provides a school in Cheng Tu of both Lower and Higher Primary grade, called the Yang Shih

Kai School, which is well patronized. The Cheng Tu and Hwa Yang Hsiens each provide a primary school too. But the finest girls' primary schools under Chinese administration are no doubt those in the First Provincial Normal School for Girls, directed by President Liu. Here is a Lower Primary of 66 girls used as a practice school (Fig. 1) for the girls in the Normal course and a Lower Primary of over 400 girls who are given the best possible instruction as a sort of model of what should be done. The Higher Primary is not over 30% as large, but is equally efficient. The place (Figs. 2, 3) is as neat and clean as an American garden, with plants, trees, shrubs and beds of flowers; and the buildings are very attractive, clean, light and airy, and in a fine state of repair. Quite a number of the girls are from out of town and are provided with dormitories in real boarding-school fashion. If any of the girls come with bound feet, the feet must be unbound and put on the road to recovery and soundness, before the little lady can be admitted to work.

In these girls' schools the curricula are essentially the same as in the boys' schools. Among the handwork courses, crocheting and sewing are taught. A child's whole outfit of clothing is made in the Higher Primary, by each girl. Even the use and care of the sewing machine are taught.

Two more schools of the above grade, but for boys, should be mentioned before turning to the Missionary organizations. The Cheng Tu Teachers' College or Higher Normal School maintains a supplementary Lower and Higher Primary as a practice school. It is in the same general compound as the College and Middle School, the old imperial city, but in a separate compartment. There is a dormitory section for boys from out of town. The Government Curriculum is well administered here. It is used essentially as prepared, but slightly modified in places. In the Lower Primary, one teacher supervises the first and fourth grades, and another has charge of the second and third. In the Higher Primary, one teacher is allotted to each grade for supervisory work. Some departmental work has been introduced, a teacher taking the same subject through several grades. The other Primary is in the First Provincial Normal School, where the eight grades are maintained as a practice school for the young men in the normal course, and is a fairly efficient school also.

Five Missions maintain Primary Schools for boys, and four of them also have separate girls' schools. Minor adaptations in physical training and in handwork are about all the differences in curriculum. In connection with the Union University and its Normal School for boys, there has been established a

Dewey Practice Unit for Lower Primary boys. They have a beautiful court and group of Chinese buildings outside the south gate and near the university. The seniors in the Normal School get their practice teaching here under careful foreign supervision, so the small boys really have very superior instruction.

Where the statistics are sufficiently analyzed to show the point, the enrollment in the Higher Primary is much less than in the Lower. This condition holds in all the Primaries of the city. The loss or break, however, is not at the end of the fourth year, but after the second and third years. As soon as a boy is old enough, 8 or 9 years, to have any economic value, his time is worth more to his parents and the family purse than it is to him, at least in practice, and he is kept from school and put to work. If it could be shown that the few years more of schooling would notably increase the lad's efficiency, he might be allowed to stay. This points the way for the schools that desire to turn their attention to vocational courses. Put in the manual training early and introduce such things as the boy can do when he is out, and yet not become a coolie. Supplement this vocational training with the usual cultural subjects, and in many cases keep the boy in several more years. The dropping out of school is not due to indifference, but to economic conditions. These schools must be kept up to supply boys and girls for the Middle Schools and Colleges if the latter are to be kept full. Illiteracy can never be notably reduced until some way be found to get all the little folks into some school and keep them there at least four to eight years.

THE MIDDLE SCHOOLS

Middle Schools in Cheng Tu have adopted the English name for the same grade of work to which the American name High School is given. They provide a four-year course well articulated below with the Primary Schools, and above with the colleges.

The Provincial First District Middle School is the largest of all and is supported by provincial funds. It is a boys' school, and furnishes very satisfactory opportunities so far as it goes. Never in China is so much money put into buildings and equipment as in America. The buildings are Chinese, of course, throughout. Some dormitory facilities are available, for quite a proportion of the boys come from out of the city, from market towns and small cities that do not have Middle Schools. Since this is a Provincial School, such outside pupils naturally come to it. There are, however, three other schools in the province of the same type and standing.

The next Middle School in point of numbers, as also in territory tributary, is the Cheng Tu Union Middle (Figs. 4, 5, 6). Its contributing area embraces sixteen *hsiens* grouped in central Sze Chuan around the capital. Together these *hsiens* constitute the Cheng Tu prefecture, and its chief city was and often still is designated a Fu city, Cheng Tu Fu. This school was established under the Manchu Dynasty, but has been modernized with the new régime of the Republic and the national course of study. Theoretically, it is a modern school throughout. Practically, it uses some older methods more or less intermittently, depending upon the teacher. Inspection and standardization are not enforced in the schools of Cheng Tu, or of China, for that matter. Three per cent of the taxes of the sixteen tributary provinces is designated for this school. A new class enters every semester, which means that eight classes are proceeding through the school all the time, with a commencement at the end of each semester and some forty or fifty students in each graduating class.

The two *hsiens* of the city, Cheng Tu and Hwa Yang, each maintain a Middle School in addition to the one they help support with the fourteen other *hsiens* of the prefecture.

Four cities or, better, a group of citizens from each of these cities now residing in Cheng Tu, maintain Middle Schools at the capital. Some of these schools attain good size; one is quite small: Tze Chow and Sui Fu have the largest. All conform, in theory at least, to the curriculum of the government. These schools are open to any one on payment of a moderate tuition, but are primarily for the boys of citizens of the several cities.

Cheng Tu maintains a small municipal Middle School of about 140 boys, in which the principles of municipal government are emphasized, but even in this institution the fundamental curriculum is adapted from the government system.

Che Kiang, a province on the coast south of Shanghai, has a considerable number of business men in Cheng Tu. These have organized into a Che Kiang Guild, and this guild maintains also a Middle School, primarily for its own boys. The school is small, but is counted among the more efficient.

The technical colleges and schools usually have some sort of an academy or preparatory school, which of course is of Middle School grade. Some of these provide the whole four years' course, but probably give more attention to the upper classes, to which pupils not fully prepared to enter the college, drop back for one or more years of work.

In the statistics of four government colleges, the numbers of students actually in the college and in the preparatory

school are not designated, but we have verbal testimony from the teachers or officials that such preparatory work is provided. These four are the Law, Foreign Language, Commercial, and Agricultural Colleges. Their work is more or less pointed toward the work to follow in the college.

Two of the professional colleges financed by the government maintain well-equipped Middle Schools, whose work is more or less separate, yet closely related to the professional work above. The Cheng Tu Teachers' College thus has a well-organized and equipped Middle School giving a full four-year course. It occupies classrooms and dormitories in the Imperial City, but in separate compartments from the college. Not only does this school take the graduate of the Higher Primary approaching the Teachers' College through the four years of training, but it takes graduates of Middle Schools all over the province and puts them through the last year of its curriculum before admitting them to the college. This insures a more uniform preparation and a higher grade of work in the college.

This Middle School is the only one in the province working on the Dewey plan. In the first two years, pupils take the same work as in other good Middle Schools, but in the third and fourth years they elect their courses in any one of three lines. Literature and arts leads to legal, literary and commercial professions; agriculture leads to agricultural pursuits, if possible, through the Agricultural College; and the industrial course leads to manual training and technical professions. These three courses are but introductory and preparatory for higher college and university work. It is expected that more vocational training will soon be gradually introduced into the first two years.

The Technical College has its own preparatory school, a first-class Middle School located some two miles away, but organized to articulate closely with the college. It is under the provincial government, as is the college above it, and is sometimes called the Technical Middle School, but officially, the Academy of the Technical College. This institution gives a full four-year course, developed to be followed by a more advanced college course. The several departments are: (1) Chemical Industries, (2) Mechanical Engineering, (3) Dyeing and Weaving, (4) Mining and Metallurgy. All but No. 3 lead directly into the Technical College, but that one has no corresponding college course.

All the above Middle Schools are exclusively for boys. There is no Middle School opportunity for girls in Cheng Tu except in the Missions and in connection with the Normal

Schools. The largest of these is the one constituting a part of the First Provincial Girls' Normal School under the presidency of Mr. Liu. Students are put through the government curriculum in a modern up-to-date way. Handwork, manual training, domestic science, including cooking (both Chinese and foreign), and a generous allowance of physical education and hygiene find place here. The place is beautifully clean, neat and attractive. The girls are strong, wholesome, fine-looking young women. If they come with bound feet, they must have them unbound and started toward normal conditions at once. Nearly all the teachers here, at present, are men; but there is a matron or preceptress, and women teachers will be employed when they can be found. Many of the girls live in dormitories provided on the grounds.

Among the schools of Cheng Tu having "pet names" and standing for special ideals are two combination Normal and Middle Schools for girls. One is under government control; the other is a private institution. The former belongs to some minor political party, but receives state aid. The other is distinctly socialistic in its ideals and tendencies. It stands for equality of rich and poor, and of men and women. It is the only school reporting specifically the teaching of the phonetic script, but undoubtedly is not alone in this work.

Two other Middle Schools, both for girls, are provided by the Canadian and American Methodist Missions respectively. They are standard, modern, and are doing excellent work. The last to be mentioned is a Union Middle School for Boys, provided by the united efforts of the five Protestant Missions doing work in Cheng Tu. The school is provided with classrooms (Figs. 7, 8), dormitories (Fig. 9), and playgrounds in the spacious campus of the Union University. Its teachers are partly foreign and partly Christian Chinese. Its spirit and work are fine. It is in close proximity to the university and is intimately connected organically with the latter. It has a Chinese principal working under the president of the university, and the school could be called the Academy of the University.

The following is condensed from a paragraph on page 5 in the 1919 annual report of the West China Christian Educational Union. The Union had adopted in 1913 essentially the revised curriculum of the Chinese government. "In the Middle School the requirements have not been found satisfactory. Too many subjects treated in a scrappy fashion have made for superficiality and cram. In 1918 a radical revision of our curriculum was made. The first two years give a required course with few options. In the third and fourth

years three types of courses are provided, General, University Entrance and Vocational. Electives in these two years include Commerce, Religion, and Teachers' Training, etc. . . . It is interesting to note that the Model Middle School connected with the Provincial (Government) Higher Normal School in Cheng Tu has just adopted a course almost identical with that of the Union, and that the Board of Education in Peking has approved of it as an experimental course." This agrees somewhat with the description of the Middle School of Teachers' College given by the officials in charge and is probably a description of the same thing. They mentioned literature and arts in the general course and agriculture and industrial courses for vocational work and of course prepare directly for their own college entrance.

NORMAL SCHOOLS

Normal schools in China are of two kinds, Higher and Primary. The former prepare teachers for the Middle Schools and the latter for Primary Schools. China has six of the former for men and one for women. These are all national and are supported by the government. One of the Higher Normals for Men is in Cheng Tu and is called the Government Teachers' College. The others are distributed over the Republic, one each in Wu Chang, Canton, Nanking, Peking and Mukden. The Higher Normal School for Women is also in Peking. The one at Nanking is recently opened to women and this year enrolls about forty.

The one at Cheng Tu is primarily for three adjacent provinces, Sze Chuan, Yun Nan and Kwei Chow. Students gather from all three, and may come from any province. Mr. Yang, the principal, who visited American colleges and schools two years ago, says these Higher Normals are much like the Teachers' Colleges in our state universities and likened his particularly to the one in Iowa. Effort has been made to make these institutions attractive to the young men. Instruction is free, and even board is given in some. Subsistence was very generally furnished at the start, but it is hoped now soon to be able to withdraw this favor (Figs. 10, 11, 12).

Subjects taught are divided into two classes: the technical and subject-matter courses. In the former list are psychology, ethics, logic and education. Both the history of ethics and history of education are included. The principles of teaching and practice work form an integral part of the work. In the second list are: Chinese language and literature, English language and literature, mathematics, chemistry, biology, physics, geography, history and agriculture. A student is

required to take all in the first list, but may elect at least two from the second list. Every senior obtains practice work in the Middle or Primary Schools under the same administration. Graduates go out as principals and as teachers in Middle Schools. This institution gives its work in three years following the one year of preparatory work required at the beginning. Commencement exercises are held; and certificates of graduation are issued, but no degrees are conferred.

The Primary Normal Schools are not national, but look to the province for their support. Several have been organized in Sze Chuan; Chung King, Tze Chou, and Cheng Tu are among the fortunate cities. In fact, Cheng Tu and Chung King each have two, one for men and one for women. Their function is to prepare teachers for the Primary Schools. In them essentially the same arrangements for tuition and subsistence are made as in the Higher Normals or Teachers' Colleges. The technical work in the Primary Normals is much the same as in the Higher, but the subject-matter courses are such as are taught in the grade schools. In both classes of Normal Schools, the teachers are men, for no native women in China are yet prepared to teach in such schools.

Since these Primary Normals receive as beginners Higher Primary graduates, they do not rank as colleges at all, but are doing work of Middle School grade. The First Provincial Normal School for Boys has practice work in both Lower and Higher Primary Schools which are managed for that purpose. The First Provincial Girls' Normal School has often been referred to as Mr. Liu's school (Fig. 13). It is probably as fine a native girls' school as there is in China. The atmosphere is fine. The ideals are high, and scholarship is kept up to as high standards as possible, considering the girls who come. The students usually come with only primary preparation. Such pursue their work here five years before graduation. Those who come with a full Middle School course finish here in one year. About 30% of the pupils come from Cheng Tu, and the rest gather in from all over the province. A dormitory is provided for all, but a nominal sum is charged for subsistence. These girls go out and actually organize primary schools all over the province. They are taught so as to have as much breadth of experience and vision as possible, and must be real centers of inspiration in every village and market town they reach.

Under Middle Schools were mentioned two girls' schools which are a combination of Normal and Middle Schools. One has an attendance of two hundred, and it prepares teachers to foster the influence of a political party or faction.

Neither seems to be attaining its ends as a Normal School or having much influence as a Middle School.

The Mission organizations have two Union Normal Schools, one for girls in the city, and one for boys in connection with the university outside. Both are well organized for their work. The former has a group of Chinese buildings somewhat adapted. The latter occupies a part of the university equipment. Some of the teachers are Chinese, some foreign. Both schools are doing fine work. The men's school stands for a higher grade of work but no higher standards of scholarship. Both maintain dormitories for the students. Both have practice schools. The men use the boys in the Dewey Practice Unit. The girls take practice work in the Primary Schools of the Canadian Mission. The curricula in both are partly technical and partly subject matter and are taught in three-year courses.

This equipment for the preparation of teachers is now being worked to a capacity of 650 men and over 200 women, less than 900 teachers in preparation. This number would not be enough to supply the schools of the city if half the youngsters were in school. There are now over 900 teachers in the city, and not one in fifteen of the children of school age is in school. The case seems more serious when one notes that there is no other teachers' training course in the whole vicinity. These few schools must equip teachers for the whole prefecture.

THE COLLEGES AND UNIVERSITY

Under this heading will appear seven separate government colleges and the various colleges constituting the West China Union University. The Teachers' College has already been discussed among the Normal Schools, but it could just as well have been put here, because its work is of college grade and its entrance requirements are the same as those of the best colleges in other fields, four years of Middle School.

The other institutions doing full-grade collegiate work are the Technical College, the College of Chinese Classics and the Foreign Language College. The first is situated in the southeast quarter of the city, and occupies a group of small Chinese buildings (Fig. 14). It offers a three-year course along each of three different technical lines, and requires Middle School graduates other than those coming from its own Academy to spend at least one year in the preparatory work. It has been established a little over ten years and now has more than one hundred graduates. Chemical industries, mechanical engineering, and mining and metallurgy are the three lines along which the offerings are now grouped. For a few



FIG. 1. First Provincial Normal School for Girls. Entrance to Primary Departments, with the gateman standing in the distance.



FIG. 2. First Provincial (Government) Normal School. Simple Chinese construction, each room a separate house, with passages, often covered, between. Neat and well-kept grounds.



FIG. 3. Same. On the left a classroom; on the right, gymnasium; plaster walls, tile roof.

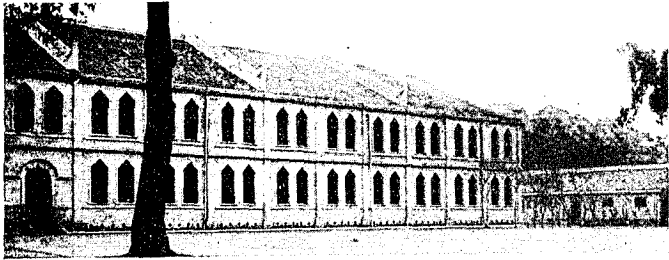


FIG. 4. Union Middle School dormitory and gate house. One-half of dormitory shows. Much of lower floor is used as classrooms.



FIG. 5. Same. Court and recitation hall. A row of rooms, each entered from the covered walk along the side. No doors inside; solid walls between rooms.

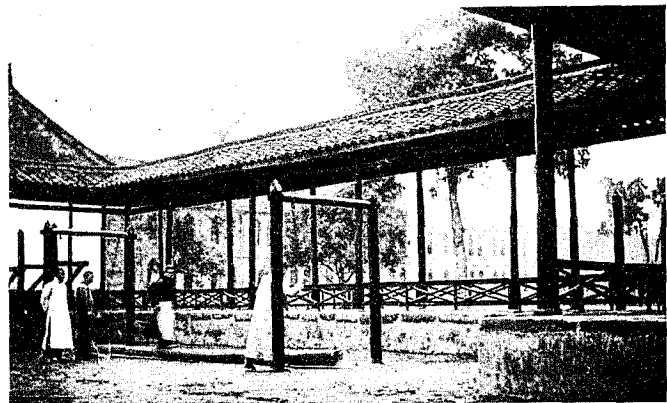


FIG. 6. Same. Open court, covered walks; wave bridge, consists of a squared log suspended by two chains at each end. The game is to walk it while it is swinging end ways.



FIG. 7. General view of buildings of Union Middle School of W. C. U. U. "Bitou" construction, so common in China. Five or six buildings around a court.



FIG. 8. Same. A single building looking across the court with its stone walks and grass plots. Three or four classrooms in a building. No doors between rooms.



FIG. 9. Dormitory provided by Baptist Mission for Union Middle School. Built of blue-gray brick with tile roof.



FIG. 10. Government Teachers' College for men. Main entrance. This was the inner gateway to the old Imperial City and the court between it and outer gate. Buildings on flanks used for military stables; heaps and ridges of stable waste drying in the court.



FIG. 11. Same. Court and Assembly Hall beyond inner gate. No wall on this south side of building.



FIG. 12. Same. Entrance to Reception Hall. All open on this side except for the screen in front. Windows are lattice with paper pasted over. Tea is served, also elaborate Chinese dinners, behind the screen.



FIG. 13. Government Normal School for Girls. Classrooms seen across a narrow court rich with vegetation.



FIG. 14. Entrance and buildings of Government Technical College. Pavements are stone blocks. Well-lighted recitation hall and shop.



FIG. 15. College of Chinese Classics. Bamboo lattice fence, stone lion in court. Buildings purely Chinese, brick and plaster with tile roof, all gray blue. Each building one room.

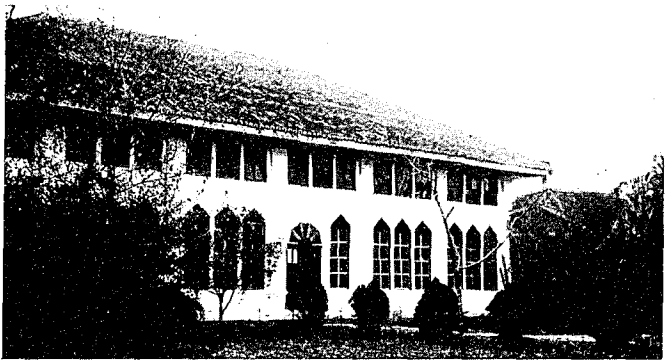


FIG. 16. Foreign Language College. Recently built, modern construction. Grounds beautifully kept. Dormitory above, classrooms below.



FIG. 17. Government Commercial College. A corner in the grounds. Offices in distance.



FIG. 18. Same. Main brick building in center. "Bitou" recitation halls. Reception Hall to the right. Lanterns in the court.

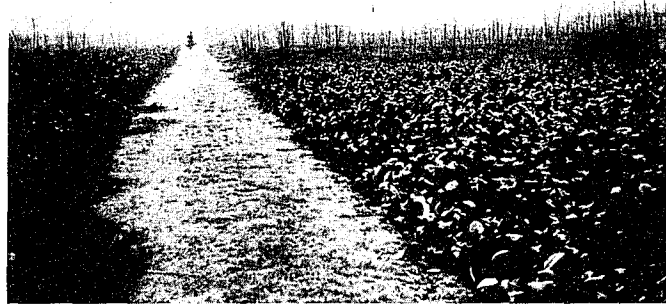


FIG. 19. Government College of Agriculture. Plots of plants and trees in experimental grounds.

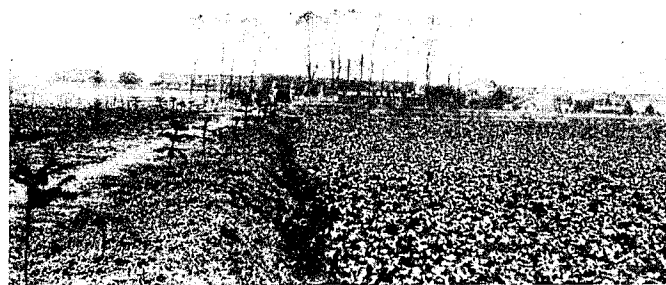


FIG. 20. Same. Long, low buildings beyond paths, irrigation ditch and experimental plots.

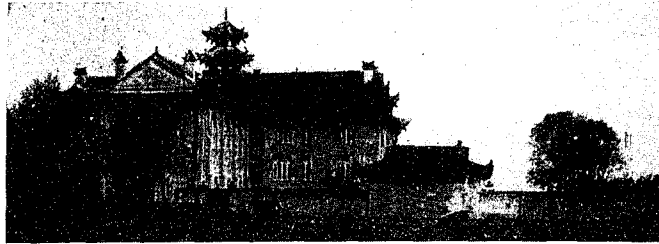


FIG. 21. Van Deman Hall, West China Union University. Blue-gray brick; tile roof with Chinese upturned corners. Looks very "foreign" in its present setting, but would look very "Chinese" in an American college group.

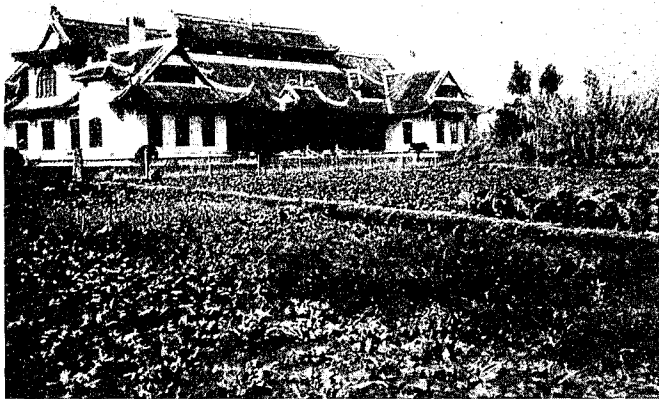


FIG. 22. Administration building from S. E. Looking across Chinese gardens, bamboo lattice fences and the road. All woodwork of building is highly colored with red, blue, green, black and white.



FIG. 23. Hart Hall from Van Deman, showing spacious grounds and roads. Irrigation ditches follow all roads. Lumber piled to the right is for new buildings to go up in the spring.

years after its foundation the school offered a course in ceramics, but this was discontinued because of the expense of getting clays suitable for anything but crude, plain work.

In this technical institution the only fundamental science taught with laboratory work by the students is chemistry. The room is fitted up with individual desks, running water, gas and a good equipment of chemicals and glassware. Most of the stock was purchased over ten years ago, at the founding of the college just at the close of the Manchu Dynasty, when there were more money and foreign teachers in some departments. Recent purchases have been very small, just the most necessary articles as the supply becomes exhausted. Some chemicals bore the name of Merck; others were made in Shanghai, and still others in Japan.

In physics there is quite a stock of demonstration apparatus well kept, but no serious laboratory work by students is attempted. The mineralogy and geology likewise are without laboratories. In metallurgy, some assaying and other testing are done by students. In surveying, field work with instruments is done. Drawing and lettering are taught. English is the only foreign language.

Machine shops for working wood and iron are maintained. A ten-horsepower gas engine is used to furnish power for the shops. A gas generator stands beside it, which produces CO and H from coke and water to be used in the engine. Some machines in the shops were foreign made; others were made on the spot. All machines were small, and most of them were ten years old. A heavy, cast-iron base, 5 or 6 feet long, for a lathe, had just been made in the foundry. The work of casting and finishing was very well done. Among the machines were planes and lathes for wood and metal, drill press and band saw. Four or five forges with air blast made iron-working possible. In the molding and casting room was a good equipment. Models of wheels, frames and various machine parts were made in wood and the pieces cast in iron. Pig and scrap iron were used, but no ore. Melting was accomplished in a pot about 2 feet high and 15 inches across, made of iron lined with clay and heated over a flame of artificial gas and air blast. The pot sat on a tiny brick frame outside the building, and when hot was swung into the moulding room on a crane. Several apprentices were at work in the shops, moulding and forge rooms, even during a strike vacation. These serve as assistants when students come in.

The institution has quite a museum. Model machines of many kinds, chemicals, leathers and many other preparations

made by students were shown. There are small collections of ores, minerals and raw materials.

A technical office is maintained by the government in Cheng Tu, which is in no sense educational, yet is in the closest touch with the Technical College. Some of the teachers are in charge of departments in the office, and materials for study come from the office to the college. The office has four departments: (1) Chemical Industries, (2) General Chemical Analysis, (3) Dyes and (4) Mining and Minerals.

The College of Chinese Classics (Fig. 15) was organized about fourteen years ago, 1908, and is pretty well attended by mature students who come and go rather freely. There are very few about it at any one time, yet in a year a good showing is made in the enrollment. In this institution the Chinese classics, history and philosophy are taught from the Chinese-Confucian point of view. It is said to be a sort of Confucian school, but is not one of the old type. It has been, so far, impossible to find just what the difference is between it and the old type, for men familiar with its workings say it does not employ new, Western methods, but the students study and the teachers teach in the old, time-honored way. Some have found in its methods a touch of the new. It seems that a dozen years ago, when the new education was getting started, a few teachers and devotees of the old classical education feared that the old would be destroyed or at least neglected if something were not done, so organized this school either as a mild protest or a compromise. Its persistence and its imminent downfall are both forecast. It is located almost at the corner of the Union University grounds outside the city walls and in a quiet, shady, attractive compound.

The third of these better professional schools is known as the Foreign Language College (Fig. 16). It is located in the north-western part of the city in what is called the Manchu City, but outside the Imperial City. A full four-year course is offered beyond the Middle School; and, as stated above, there is a Middle School carried on with the college, which cares for any who come not fully prepared. Its work compares well with the arts college in America except in the full absence of science. This might set it closer to what is sometimes called the classical course in an arts college. Greek, Latin, English, French and Chinese languages and literatures are taught, together with the history of literature, philology, mythology, philosophy, logic, sociology, general history and histories of certain nations. A fine modern building for dormitories has been erected. Classes meet in Chinese one-story houses. The

work seems to be of good quality. Most of the teachers are Chinese, but some foreign help is employed.

Beside these three better schools there are three schools doing a grade of work not quite so fully collegiate. Their preparatory schools take a relatively larger place and are not as sharply differentiated from the higher work. The first in point of numbers is the Law College, located in the western part of the city. Its mission is to teach Chinese law. This is a strange body of material. In China there is not much law beyond custom and the will, judgment and prejudice of the court. So, in a way, the Law College is in a peculiar position. In its curriculum are several courses designed to broaden the vision and powers of the student beside the courses in law and history. Many students feel that the law gives a man the best opportunity nowadays in public life. This school keeps more aloof from its sister institutions than any other.

Another of these three schools is the Commercial College (Figs. 17, 18). Its name suggests its emphasis. A considerable portion of its work seems to be not of real collegiate grade.

The third is the College of Agriculture, outside the city toward the southeast, along the south bank of the Min River, and perhaps one and one-half miles from the east gate. Here a tract of land embracing a hundred acres or more is devoted to planting, cultivating, experimental horticulture and agriculture (Figs. 19, 20). Very little attention is given to animal husbandry, breeding, soils and farm mechanics. The little buildings are neatly kept, and the gardens and flower plots, the nursery rows and mulberries are very nicely planted and cared for. Boys are here given much that will be of value to them, but one wonders why not more. So much could be done for Chinese agriculture, in horticulture and forestry and in other lines that are untouched at present that one dislikes to pass the College of Agriculture with so little said. It has much possible growth and usefulness ahead.

These seven institutions make up the group of government colleges. Their funds come from the government treasury; but in spite of a rather generous policy in spirit, the funds have been greatly lacking recently because the soldiery is getting so much of the public money. Schools have to subsist on 20 to 60% of their accustomed allowance this winter, and the circumstances promise nothing better. This may be partly explained by the fact that, although the colleges are called government or national schools, their funds really are designated out of the provincial tax receipts raised for national purposes. The government really never handles the

funds for such schools in the provinces. Hence, if the soldiery gets the first grab at the provincial treasury, there is little left for schools. This shows why government education succeeds so differently in different provinces. While schools in Cheng Tu, Sze Chuan, are forced to close down, Nanking in Kiang Su has flourishing institutions of the same class.

Some of the friends of education, both Chinese and foreign, are looking forward to the time when these seven institutions plus a first-class medical college and possibly one or two others shall be federated or combined into a real, thorough, efficient university, comfortably housed in a fine suite of buildings in the Imperial City. Considerable portions of this "city" are in ruin and disuse at present. Military horse stables occupy a part. Probably the College of Agriculture and the Technical College should not move into this area, but perhaps the other five could develop there. Such an amalgamation of all the higher education supported by the government in the city would dignify the whole effort, unify and standardize, as well as correlate, the work, and economize on teachers and buildings. The dormitories would probably have to be outside the Imperial compound. It may be of interest to know that the site of the Teachers' College is about the same in this court as that of the old examination booths where thousands of men strained every mental thread to meet the rigid tests put to them.

THE WEST CHINA UNION UNIVERSITY

This institution is the only university in all West China, an area estimated at over 300,000 square miles, with a population of nearly 100,000,000 people. It is the crowning piece in the purely Christian educational system of West China. The constituency cannot be worked out from the appended tables, because they cover only Cheng Tu. The following figures are taken from the 1919 report of the West China Christian Educational Union.

Lower Primaries	275	students	12,298
Higher "	53	"	1,512
Middle Schools	9	"	523
	337		14,333

These contributing schools are scattered over three or four provinces and maintained by a dozen missionary organizations. One must not infer that students from other schools cannot come to the university. Government and private schools may send their graduates here under the same conditions as do the Mission Schools.

The university buildings occupy a tract of about 120 acres lying near the south wall, but outside the city. The buildings are grouped and distributed over the grounds to give the appearance of spaciousness so much appreciated here both by Chinese and foreign visitors and residents. The buildings are substantial and attractive (Figs. 21, 22, 23). Residences for faculty and administration fringe the campus lots.

The faculties now number about fifty teachers, seven of whom are Chinese. The administration, control and support come primarily through a Board of Governors selected from members of the five co-operating missionary societies at home. The societies are the American Baptist Foreign Mission Society, Church Mission Society, Friends' Foreign Mission Association, and the boards of the Canadian Methodist Mission and the American Methodist Foreign Mission. There is a senate or local board which includes many of the faculty, members and representatives of the missions interested.

The institution began with two faculties, Arts and Science, in 1910, and has made much growth since, both in scope and students and in influence on the community. It now comprises six colleges—the two above, together with Religion, Education, Medicine and Dentistry. Its instruction is further divided horizontally into Junior and Senior divisions of three years each. In the former, the courses are general and tend to even up the preparation of the pupils. Students coming with adequate preparation tested by examinations may omit the first year. In the latter, the courses are specialized in all six faculties or colleges, and make splendid provision for the individual needs of the men.

Of course, it is still in its infancy, even with all this growth and usefulness at the end of ten years, but it is a child of rich promise, and must continue to exert an increasingly important influence on matters educational, social and religious in West China. It is the only institution in its territory granting degrees.

SUMMARY AND CONCLUSIONS

The statistics bring out very clearly a few facts which should be stated in words to be appreciated. They will appear here. First, a comparison of the numbers of pupils reached by the Mission Schools and the native schools shows:

	Boys	Girls	Total
Mission Schools.....	1268	656	1924
Native ".....	6775	1845	8620
Totals.....	8043	2501	10,544

Of all the girls in school in Cheng Tu, about one-third are in Mission Schools and two-thirds in native schools. Less than one-fourth of the total attendance is girls. About 18% of all people in school in the city are in Mission Schools. It is rather striking what a large proportion of the education is Christian. Of course, it means a large proportion of China's educated (more or less) people will have had Christian training. The comparison of those in colleges shows at present only about 6% in Christian colleges. Christian collegiate education is just begun in Cheng Tu.

The number reported in colleges is 1,460, a number already shown to be too large for those doing collegiate work. Even if it be reduced to 1,000 and the loss added to the Middle and Normal School totals, we have 3,711 in Middle and Normal Schools against 1,000 in college. The comparison is not fair, because a larger proportion of the college than of the Middle School students come from out of the city. I think, however, that, when all is said, a larger proportion of students who go through Middle School go to college than in America. This cannot be proven, because statistics to show the sources of the students are not available.

One might think too that nearly every one in the Lower and Higher Primary goes on to Middle School if he did not note the same relation between these schools. If one-half of the Lower and Higher Primary numbers be compared with the Middle and Normal School numbers, it looks as if more per year attended the higher schools. This appears in the figures because so many come into the Middle and Normal Schools from outside the city. Here the discussion of the various schools throws some light on the question, although statistics are wanting.

The disparity between the provision made for and used by the women and that for the men is very marked in the upper grades. Something like one thousand men of college grade, but not one woman, appear in the count; and no place for her to go if she desired to take more advanced work. In Nanking the native Teachers' College is co-educational, and in Canton and Shanghai the mission colleges are co-educational. In Peking a Higher Normal is provided for women. In Cheng Tu plans are developing for a women's college in the Christian offerings. The question might well be raised now, Why not open the doors of the colleges of the West China Union University to women on equal terms? If it cannot be done today, it can be before the women's college is well on its feet; and the organizers would do well to bear this in mind in making their plans.

In the Middle and Normal Schools, the men count four-fifths of the enrollment, and in the Primaries, about five-sevenths are boys; but in the kindergarten, the girls are easily ahead, an earnest or a premonition of the turn the tables may make in a dozen or fifteen years. It should be noted too that in the mission primary schools the girls and boys are much more nearly equally provided for. See summary tables below.

Grade of Schools	Mission		Native		
	Men & Boys	Girls	Men & Boys	Girls	
College.....	90	...	1370	....
Middle School and Normal ² ...	315	93	2301	542	
Higher and Lower Primary ² ...	836	536	3104	1205	
Kindergarten.....	27	27	....	98
Totals.....	1268	656	6775	1845	
			Men & Boys	Girls	Totals
College.....			1460	1460
Middle School and Normal.....			2616	635	3251
Higher and Lower Primary.....			3940	1741	5681
Kindergarten.....			27	125	152
Totals.....			8043	2501	10,544

But the most telling disclosures appear when these generous figures are put over against the needs of the city. Any one looking at these figures would be much gratified to learn that more than 10,000 young people are using the educational facilities and that among these are 2500 women and girls. What a power these young people can be in the next generation! Estimates of the population of Cheng Tu run from 600,000 to 1,000,000. For safety, assume the lower figure. According to the American census figures, essentially one-sixth of the population are between the ages of 6 and 14. Applied to Cheng Tu, there are 100,000 children between these ages. A similar estimate would give some 45,000 of high school age and 40,000 of college age. Now stand these figures over against the numbers actually in the schools.

	Men	Women
Of College Age.....	20,000	20,000
In ".....	1,460	....
Of High School Age.....	22,500	22,500
In ".....	2,616	635
Of Lower and High Primary Age.....	50,000	50,000
In " " " ".....	3,940	1,740

The comparison is the more telling when it is realized that great numbers of the men in college are not Cheng Tu men at

²These figures depart a little from those given in the recent report (1921) of Dr. I. B. Lewis, W. F. M. S. of M. E. Church. Her figures are sometimes larger, sometimes smaller. Totals essentially the same.

all, and also a large number of students of Middle and Normal Schools are from outside; and that many are older than 14 years. Then look at the women and girls' side of the table. Not one boy in twelve is in the Primary Schools, and only about one girl in thirty is attending. Where are the others? In the High Schools, a little more than one boy in nine is using the privilege of his school, and not one girl in thirty-five is in her place. In college, no girl at all and only one man in twenty are in the school. Yet the schools are mostly comfortably filled. Provision is very inadequate.

There are more than 1000 teachers in Cheng Tu in charge of these 10,000 pupils. In the various Normal Schools, Teachers' Colleges and in the two Middle Schools preparatory to the Normal Schools are found 325 girls and about 650 men. Perhaps 900 new teachers can be turned out every three years (the time required for the full course in the various schools preparing teachers). But as in America, some who prepare to teach never begin; many who begin serve only one or two years; and a considerable number enter the profession without going through the teachers' preparing school. The net results of all these variables cannot be known, but it seems probable that the training schools for teachers can but little more than keep pace with the needs of the present enrollment of pupils. This is certainly true if allowance be made for the scores and scores who when prepared go to teach outside Cheng Tu. There is no other place preparing teachers nearer than Chung King. How then are the schools to be built up? What would happen if Sze Chuan should enact a compulsory education law for every child from 6 to 14 years of age, and proceed to enforce it? If every person in a Middle or Normal School or in a college, no matter what sort of school it be, in the whole city of Cheng Tu should enter the teaching profession as fast as he graduates and if none should drop out of the profession, ten years would not provide more teachers than would be needed in Cheng Tu for those primary schools. There would be not one left for schools outside the city, nor one to enter higher education either as a teacher or pupil, not one to enter any other profession.

These deductions show in a general way how serious is the problem of education in such a country. An adequate system cannot be provided at once, nor in ten years, nor in twice that, even if there were the will to do it. Further, if the educational system should be multiplied by ten, a minimum to provide for the teaching of all from 6 to 14, the financial system of the province would be absolutely swamped. The housing and text-book problems are also serious ones. The

logical conclusion is that universal education in China must be a matter of growth, to be attained only after many years of careful, continuous nurture. Cheng Tu is not behind the ordinary city, but it is far ahead of the *hsien* and market town and village.

Since democracy cannot succeed with an illiterate people, it is just as logical to conclude that democracy in China must come slowly; that several decades will probably not see real popular government in operation in China.

STATISTICAL TABLES

MISSION SCHOOLS³, KINDERGARTEN TO UNIVERSITY

Organization	Grade of Schools	No. of			
		Sch'ls	Boys	Girls	Total
Canadian Methodist	Lower Primary	3	181	...	..
"	"	2	...	174	..
"	Higher	1	50	...	..
"	"	1	...	45	..
"	Kindergarten	1	7	7	14
"	Middle School	1	...	31	..
American Methodist	Lower Primary	2	77	...	..
"	"	6	...	143	..
"	Higher	1	36	...	..
"	"	1	...	30	..
"	Kindergarten	1	20	20	40
"	Middle School	1	...	32	..
American Baptist	Lower Primary	1	97	...	..
"	"	1	...	83	..
"	Higher	1	40	...	..
"	"	1	...	35	..
Friends	Lower	1	42	...	..
"	Higher	1	63	...	..
Cath. Mission ⁴	Lower	1	175	...	..
"	"	1	...	26	..
Union Schools	"	"	"	"	"
"	(Dewey Practice Unit)	1	75	...	..
"	Middle School	1	135 ⁵	...	..
"	Normal	1	...	30	..
"	"	1	80	...	..
"	Bible School at W. C. U. U.	1	45	...	..
"	University	1	90	...	..

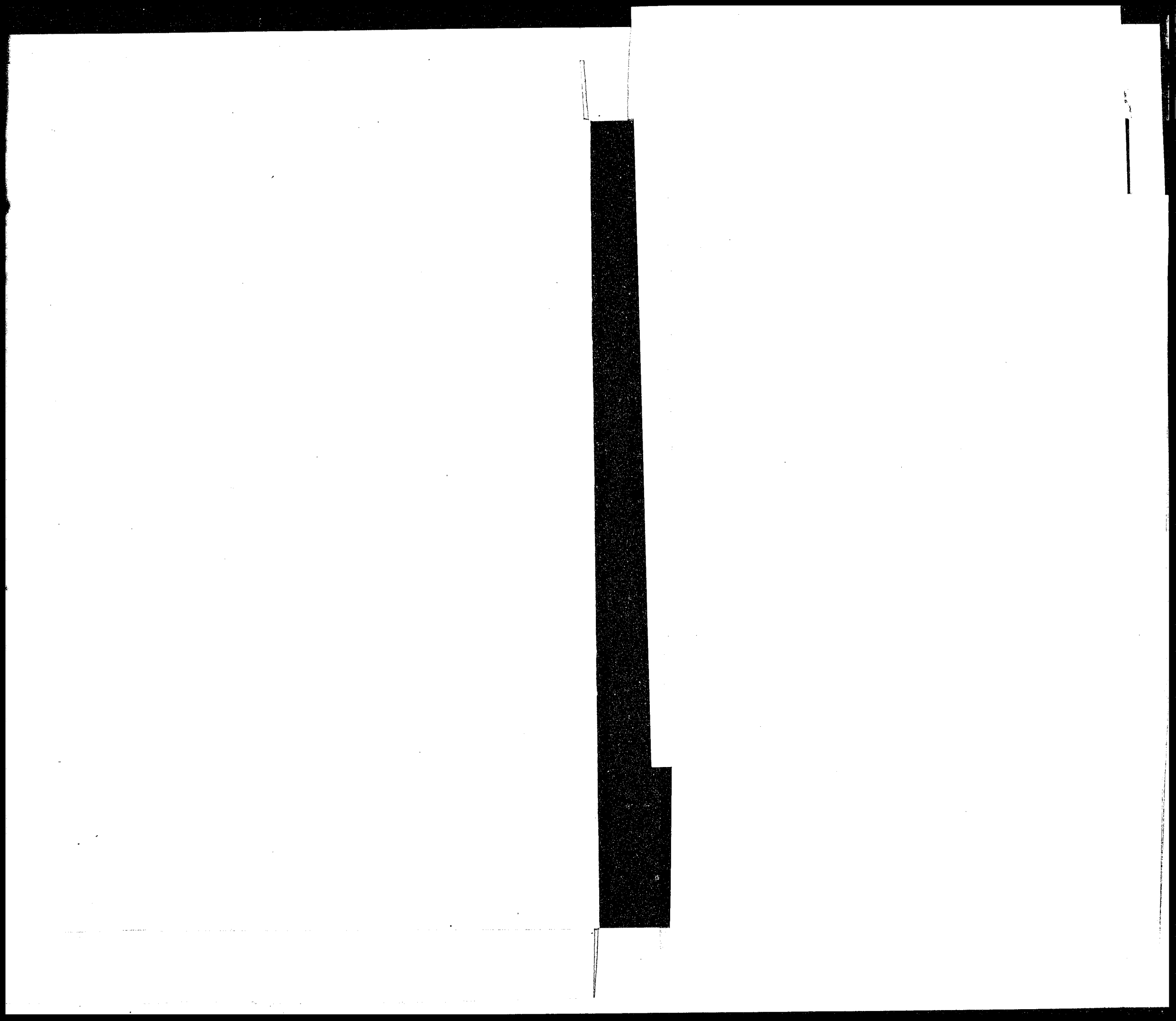
³Data from West China Christian Educ. Union through Dr. Ida B. Lewis, American Methodist Women's Board.

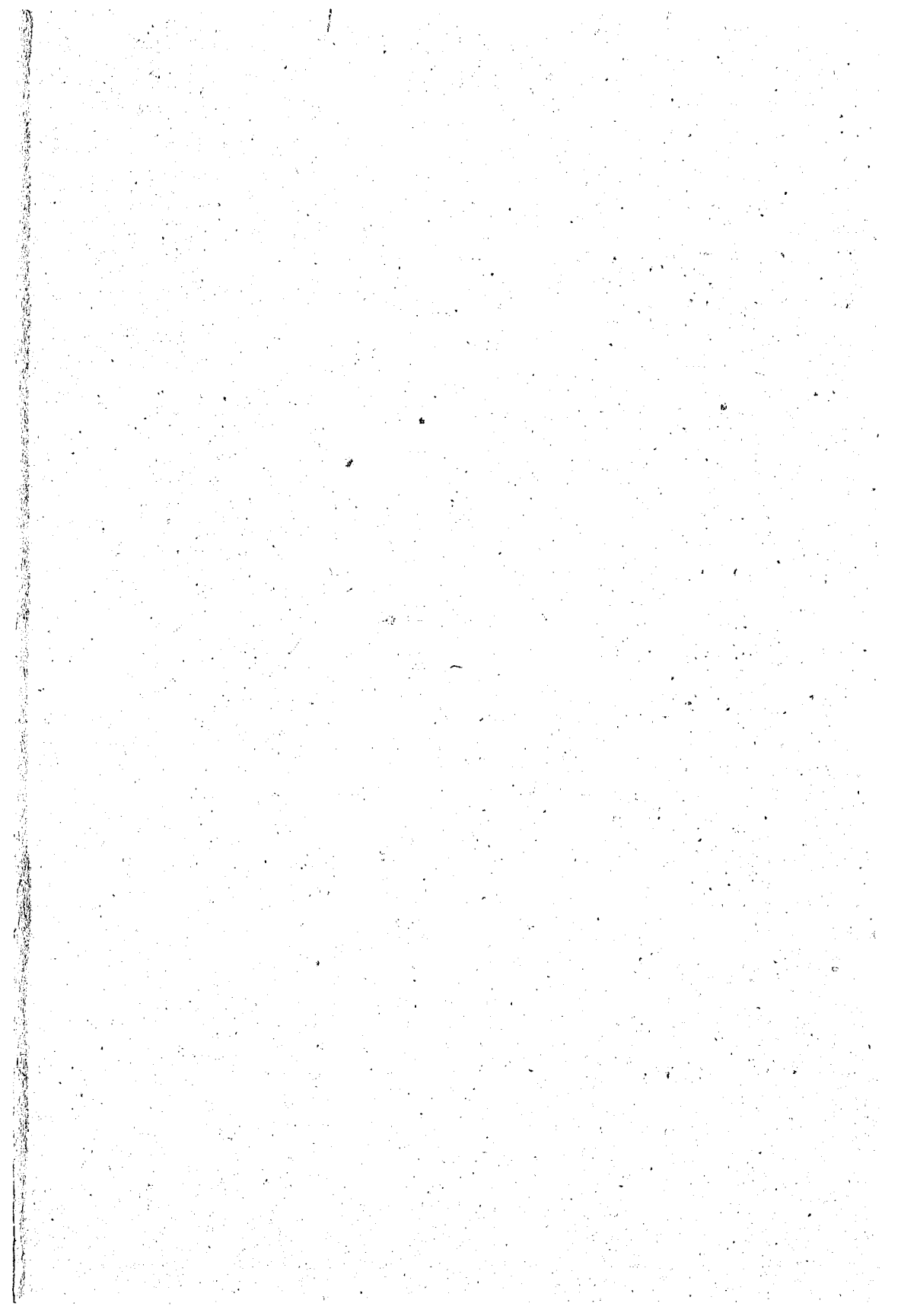
⁴Data from French Consul Bodard through Dr. Ida B. Lewis.

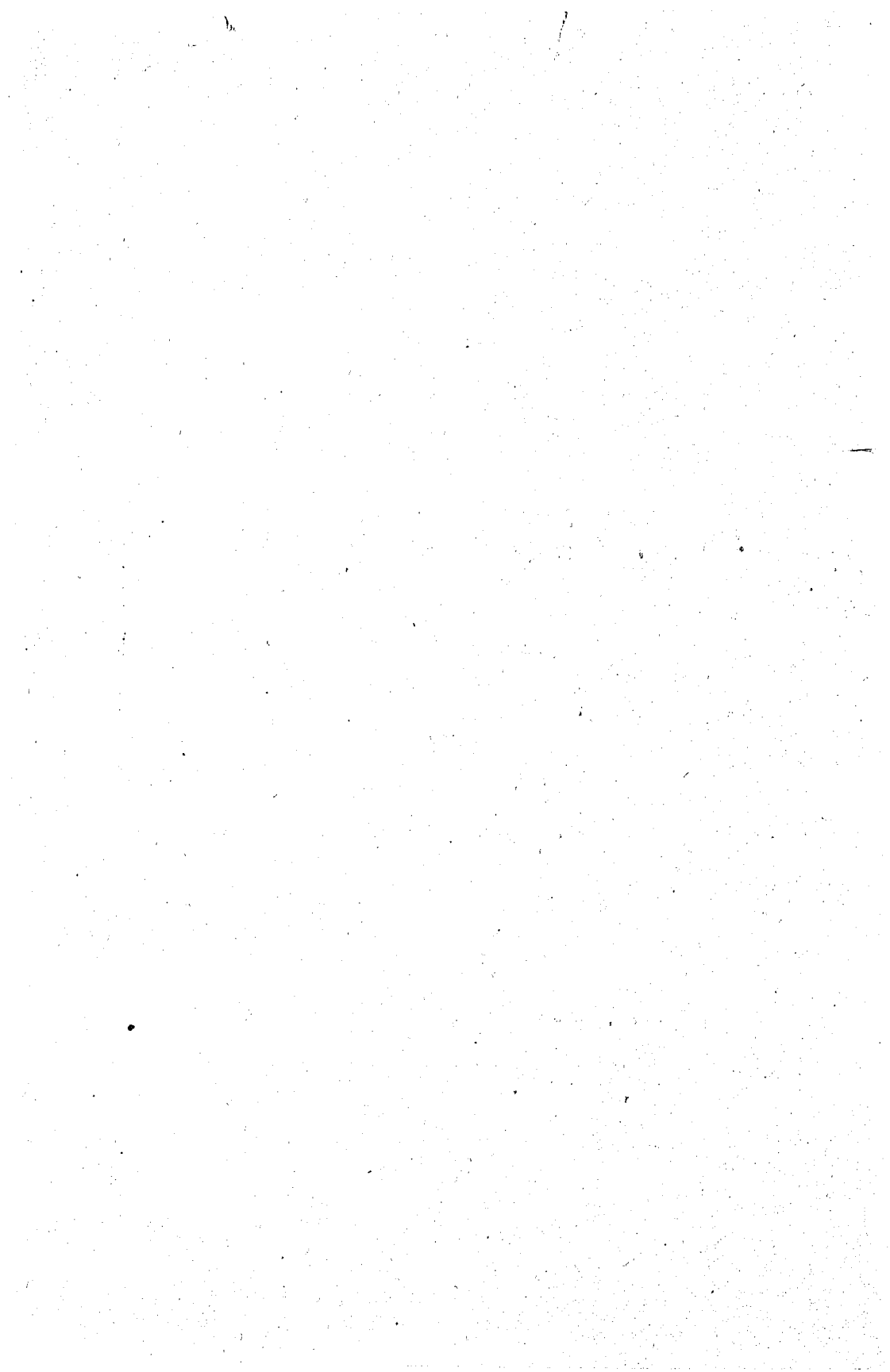
⁵Another source gives 200.

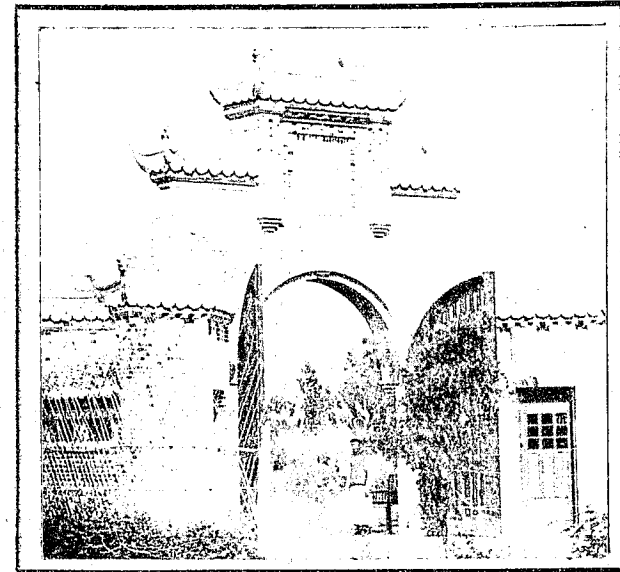
School; Its Title or Name and Grade	No. of M'g'rs	No. of T'ch'rs	Pupils	
			Boys or Men	Girls W'm'n
Government Schools and Colleges:				
Chengtu Teachers' College Normal School...	10	38	378	...
Middle School	2	20	169	...
Lower and Higher Primary	6	9	161	...
Law College	12	24	472 (7)	...
Chinese Classics College	6	12	86	...
Foreign Language College	7	19	116 (7)	...
Agricultural College	8	30	175 (7)	...
Commercial College	7	20	53 (7)	...
Technical or Artisan College	9	40	90	...
Provincial Technical Middle School	6	30	104	...
Provincial Schools:				
First Provincial Normal School	10	16	194	...
Lower and Higher Primary of above	8	23	213	...
First Provincial Girls' Normal School	12	30	...	166
Middle School of same .....	..	..	..	116
Lower Primary for Practice Work .....	..	..	..	66
" " not for Practice Work .....	..	..	..	415
Higher " " " " " " .....	..	..	..	122
Kindergarten .....	..	..	..	98
First District Middle School	10	31	495	...
Lower and Higher Primary Schools .....	..	..	..	..
Middle City	12	30	685	...
Southern "	15	52	578	...
Western "	5	39	502	...
Northern "	5	39	293	...
Cheng Tu Municipal School ⁸	8	20	142	...
" Union Middle School (16 <i>hsiens</i>)	9	32	402	...
" Hsien " " " " "	5	25	145	...
Hwa Yang " " " " "	5	27	141	...
Sui Fu Middle School	3	15	169	...
Tze Chou " " " " "	4	17	171	...
Ch'u Tsai " " " " "	6	19	126	...
Lo Ch'un " " " " "	4	8	21	...
Che Kiang Guild Middle School	5	8	22	...
Cheng Tu Hsien Lower and Higher Primary	5	24	173	...
Hwa Yang " " " " "	3	17	125	...
Cheng Tu " " " " " .....	..	..	..	100
Hwa Yang " " " " " .....	..	..	..	100
Miscellaneous Schools:⁹				
Shao Cheng Lower and Higher Primary	3	12	130	...
" " Union Lower and Higher Primary	3	10	151	...
Yung " Girls' " " " "	6	16	...	102
Youths' "Strengthen the Country" L. and H. P.	5	28	93	...
I Chow Gov't Normal and Middle School ¹⁰ .....	..	..	..	200
Chao Ch'un Private Normal and Middle School ¹⁰ .....	..	..	..	60
Yang Shih Kai Gov't L. and H. Primary .....	..	..	..	300

⁶Data furnished by Mr. Feng, City Comm. of Ed., through Dr. Ida B. Lewis. ⁷These four college lists probably each contain names of men not of college grade. ⁸Teaching City Gov't. ⁹Schools with "pet" names. ¹⁰Data by Mr. Liu through Dr. Ida B. Lewis.



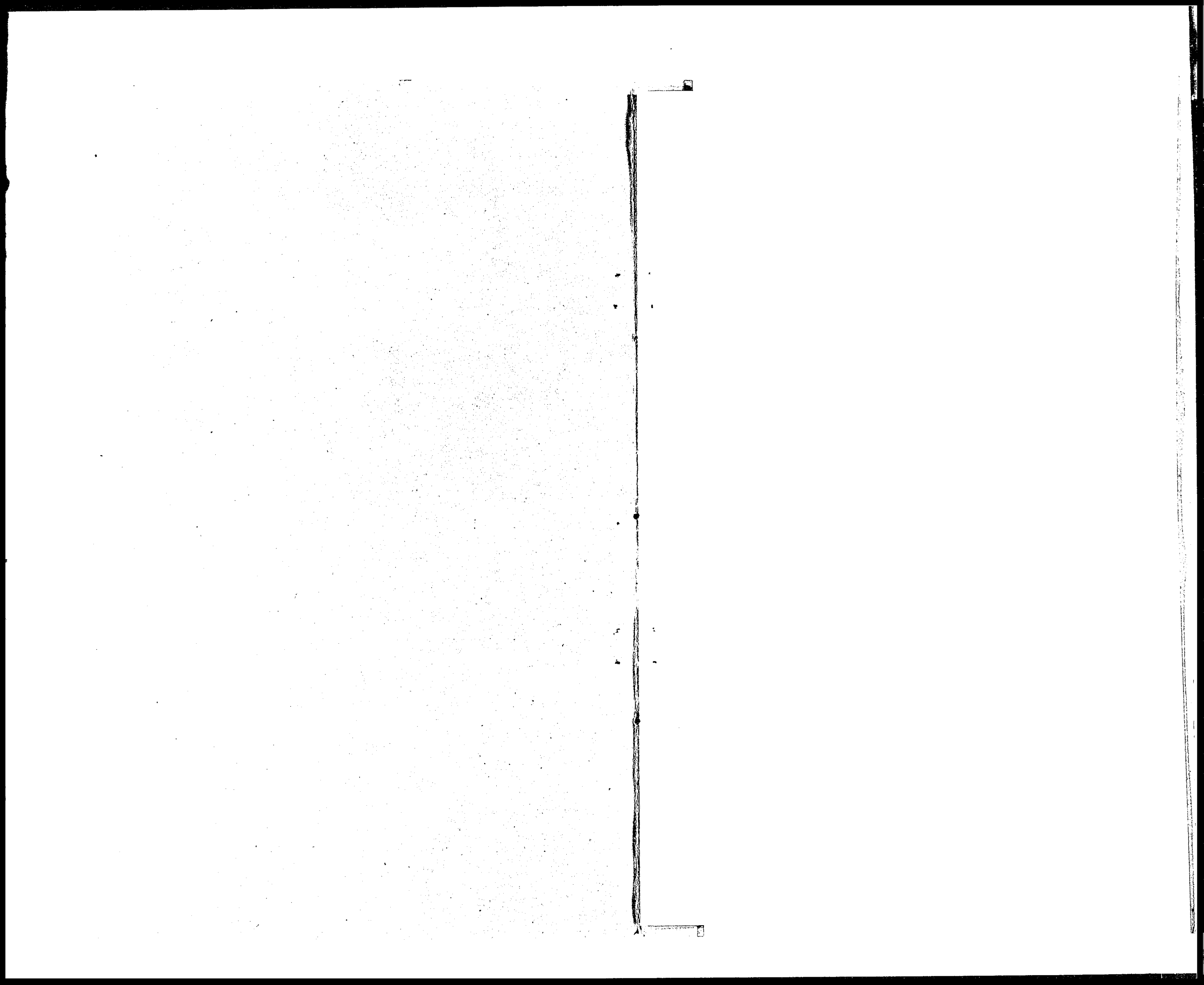






Report of the Board of Governors
of the West China Union
University to the
Co-operating
Mission
Boards

FOR THE YEAR 1924-5



Report of the Board of Governors of the West China Union University.

A RECENT manifesto of the anti-Christian movement declares : "We oppose belief in any religion . . . we oppose Christianity in particular . . . we still more oppose Christian Churches . . . we, young Chinese students, must even more vigorously oppose mission schools." Specific reasons for opposition are enumerated in each case ; in the case of mission schools the charges are autocracy, threats, compulsion, oppression, conservatism, suppressing patriotism and hindering the full development of individuals.

This anti-Christian movement is the most direct and serious challenge yet made to Christian education in China. The movement is essentially an outburst of nationalism. It agitates for the abrogation of all unequal treaties that limit China's sovereignty. It recognises that the Christian school is the most effective instrument of Christian propaganda, and consequently levels its attacks chiefly against Christian education. It demands that schools be closed, or that all religious propaganda be prevented therein. Christians and those in Christian institutions are pilloried as those who despise their national heritage and sell their souls for a bowl of rice. The missionary movement is regarded as the gloved hand of capitalism and as a form of imperialistic penetration that weakens China and accelerates its conquest industrially and politically. The anti-Christian movement in some of its phases is clearly bolshevik as in its declared hostility to all religion as enslaving superstition and in its appeal to soldiers and workers. It has centres of propaganda in all the main cities, and it is believed to have paid propagandists in many of the schools. In Chengtu, returned students, some of whom come from France, are reported to be leaders of the movement.

In face of this direct challenge supporters of the University may fairly demand that it should render account of its stewardship and justify any requests which it may wish to prefer.

THE YEAR'S WORK.

The "Burton Commission" on Christian Education in China summed up its ideal in the pregnant phrase that such education should become "more efficient, more Chinese and more Christian." This ideal represents the direction in which the West China Union University is moving and it will be convenient to review the year under these three heads.

MORE CHINESE.

With the nationalist issue holding the centre, if not the whole, of the stage, this aspect of the work demands first attention. No policy can prove efficient in China to-day unless it satisfies nationalist aspirations, and no activity appeals to the Chinese as Christian if it seems to counter the great Christian principle of racial equality upon which at the moment all their thought is concentrated.

Report of the Board of Governors of

It is with profound thankfulness that the Board of Governors reports the continuation of most friendly relations between the University and the officials and people of Chengtu during the year. Not a few of these latter have expressed regret at the actions of radical agitators and have assured the staff and students of their sympathy. The fellowship between Chinese and foreigners was never more cordial and friendly. Chengtu was probably the only great city in China where graduation ceremonies could have been held last June with beneficial effect upon public sentiment, and after that display of government support and good feeling it was natural to go on with the Summer Courses as had been announced. There are indeed reasonable grounds for expectation that the final outcome of these disturbances and inconsiderate opposition will be clear gain to the cause of the University.

Last year the Board of Governors approved the principle of seeking one or more Chinese who might serve on the Board, and this year it has been fortunate enough to secure the help of Dr. P. W. Kuo. As a member of the "Burton Commission," chairman of the foreign relations committee of the National Association for the Advancement of Education in China, and himself a graduate of a Christian school, Dr. Kuo brings to the work of the Board a rare combination of qualifications.

The Board at its meeting had before it full reports on the present critical situation and adopted the following Minute as recording the past achievement of the University and its settled policy:—

"The Board desires to avow once again its policy of building up a University which shall serve the Chinese people in the name of Christ and which shall as soon as practicable become a thoroughly Chinese Christian institution. It values highly the devoted work of the Senate and Faculty in this direction and assures them of its continued sympathetic support of all their efforts. It records its approval of the following specific methods of carrying forward this policy already initiated by the Senate:

1. Registration with the Government. (The Middle School is already so registered and applications for registration of the University and Normal School have been filed.)
2. Compliance with Government requirements. (This has been a feature of the University from its inception and the Board desires that it may be kept steadily in view as a deliberate policy.)
3. Emphasis on Chinese literature and history.
4. Steady increase of the proportion of Chinese members on the Faculty and Senate.

The Board would further submit for the consideration of the Senate the possibility of continued advance along the following lines:—

1. A study of the whole problem of administration on the field and of the experience of other similar institutions so that adequate plans may be matured to implement our policy of gradual complete devolution.
2. Encouragement to members of Faculty (both Chinese and foreign) to take full share in provincial and national educational associations or movements.
3. Development of Chinese financial support for the University, especially among alumni and friends.

the West China Union University.

4. Re-examination of the question of compulsory attendance at Religious Instruction and Religious Exercises, so that all liberty may be accorded consistent with loyalty to the Spirit of Christ.

5. Addition of representatives of Churches to the Senate besides the present representatives of Missions.

The Board unites with the President and Senate in the conviction that this whole matter is the main issue now before the University and will be glad to have report year by year of progress made in this direction.

The Board unites with the President in desiring that we all may strive to be not leaders but servants, and that in face of present criticisms we may with humility and confidence demonstrate the way and spirit of Christ as the source of true liberty, of brotherly equality, and of that poverty of spirit which is lasting wealth."

MORE EFFICIENT.

In the year under review the University took a great step forward by inaugurating *co-education*. The admission of a class of eight women in September, 1924, was one of the most significant events in the University's history. It was the beginning of higher education for women in the western half of China. The University is the only institution offering university work for women in the vast circle with Chengtu as centre and a radius of a thousand miles. This advance has brought to the University the invaluable co-operation of the Women's Boards of the United Church of Canada and of the American Baptist and Methodist Episcopal Churches.

Enrolment has shown marked advance. The University proper registered 268 as against 208 last year, while including the subsidiary schools and summer courses the total has reached 1030, a gain over last year of 239.

Degrees of B.A. were conferred on seven candidates and of B.S. on two. Thirty-two received diplomas of graduation from the Junior Division. The school graduates were as follows:—Normal School forty, Middle School sixty-eight, Bible School seven.

A complete *medical examination* of the students was effected. While it is cause for profound thankfulness that the Medical Faculty has been able to carry through this fine piece of work and give treatment wherever it was called for, a terrible light is thrown on the hygienic problems which China has to face by the discovery that, although the University student body represents the very best from picked schools in the province, yet among them were:

- 91 % requiring dental attention,
- 46 % with defective vision uncorrected,
- 31 % markedly under weight,

with other ailments in scarcely less startling ratio.

The *Library* has received most welcome gifts of books from friends both Chinese and foreign and now reports a total of approximately 16,000 volumes, 2,940 of these being accessions during the year. The circulation among the students has been 2,666 and among the Faculty 2,200, an increase in each case of nearly 1,000.

Report of the Board of Governors of the West China Union University.

The *Normal School* records most encouraging progress. The course has been reorganised and the standard raised in harmony with the new Government system. The enrolment has been higher than ever before, and through limitations of space a number who asked for admission had to be refused. The students have issued a fortnightly paper and a great change has come over their attitude. The capable Chinese principal, himself a graduate of the University in Education, reports that the students now "see the value of the teachers' training work and are eager to come."

Four *Summer Courses* were conducted at the University last summer with an enrolment of about two hundred (including a fair proportion of women)—the Religious Education Institute, the Summer Normal School, Summer University Courses (in Science, Mathematics and English), and a physical education course.

The chief *buildings under construction* during the year have been the Friends' College, the Lamont Library, the Coles Clock Tower and a temporary Women's College.

MORE CHRISTIAN.

An able missionary writer, Roland Allen, has challenged the present system of Christian education. The challenge is welcome, for the greatest need of such education is the kindly but watchful criticism of its supporters. Only personal knowledge of the University can give an adequate reply to the question whether the institution as a whole serves to demonstrate the spirit of Christ through all its corporate activities. Personal acquaintance with graduates is required to estimate their Christian character. There are, however, one or two facts which may be cited as indications of the spirit of the institution. Some of the students have offered for service on the Tibetan frontier. All this year's graduates, except one who will pursue advanced study, are taking up Christian work in the employ of the missions. 81.7 per cent of the student body have avowed themselves as Christians.

REQUESTS FROM THE CO-OPERATING BOARDS.

The requests which the Board of Governors desires to make of the Co-operating Boards can be briefly stated but they are far reaching.

1. Continued interest in the work of the University, watchfulness over its activity, and prayer for its success—in a word the investment of life.
2. Assistance in making the University more Chinese, by the addition of Chinese members to the staff, by encouraging the proposal to add representatives of the Chinese Churches to the Senate as well as representatives of missions, and by co-operation in the Board's policy of devolution.
3. Increased financial help. The Board decided that its members should be requested to lay before their Mission Boards, and as opportunity permitted before individuals, the acute need of the University for growing maintenance funds; the special need for funds to employ further Chinese members on the Faculty, to pay them more adequately, and to provide them with housing accommodation; the emergency needs that were likely to arise from present critical conditions in China; and the boundless opportunity which was likely to open as soon as the troubles subside.

Officers of the Board:

SIR JOSEPH FLAVELLE, BART., LL.D.
176, Yonge Street, Toronto, Canada
Chairman Board of Governors

SIR MICHAEL E. SADLER, K.C.S.I., C.B.
University College, Oxford, England
Vice-Chairman

REV. F. M. NORTH, D.D.
150, Fifth Avenue, New York, N.Y.
Vice-Chairman

MR. W. O. GANTZ, LL.B.
150, Fifth Avenue, New York, N.Y.
Treasurer

MR. H. T. SILCOCK, M.A.
Friends Meeting House, Euston Road,
London, N.W.1, England
Secretary to Board

REV. JAMES ENDICOTT, D.D.
299, Queen Street, West, Toronto, Canada
Secretary of Board and of Executive



Reports
1926

ANNUAL REPORT OF THE BOARD OF GOVERNORS OF
WEST CHINA UNION UNIVERSITY
TO THE CONSTITUENT MISSION ORGANIZATIONS

10/1/26

To the members of the constituent Boards. **TRANSFER**

At the request of the Chairman, I am sending you copies of the following report for distribution among those of your members who have special relations to your work in Western China. The Draft was prepared by Prof. H. B. Robins.

(signed) Frank Anderson
Secretary to the Board of Governor.

314 Grosvenor St.,
London, Ont.,
Canada.

Dear Friends and Sponsors:

Pursuant to its annual meeting, held in New York City September 14 and 15, 1926, your Board of Governors would report as follows:

The University Today.

Sixteen years of history leave the West China Union University a substantial achievement of the Christian enterprise, the only institution of its kind in the western third of China. It is the capstone of an educational structure which enrolls in Christian schools, within the Province of Szechuan, more than 20,000 pupils. It is the sole dependence of the Missions, the churches, the schools and the hospitals of West China, for the highest trained leadership. Its graduates are serving with fidelity and distinction in every field of Christian activity. In a word, the University, even thus early in its history, is doing for West China, and in particular for the rising church of West China, exactly what it was designed to do.

The Annual Catalog for 1926-27 lists thirteen permanent buildings with three others in process of construction, twenty-nine foreign and seven Chinese residences, three groups of Chinese-style dormitories, and various other buildings. This plant provides for 650 students and the teaching staff of the University. The enrollment for the academic year 1925-26 reached a total of 778, in spite of conditions more than usually abnormal. Other factors combining to restrict attendance are higher student fees, more rigid entrance requirements, and, for the time, the wide-spread anti-foreign and anti-Christian propaganda. That the University has been able to continue in session without interruption, in spite of agitation and disturbed political conditions, is distinct evidence that it is rooted in the soil of China.

At the exercises of graduation, June 20, 1926, the largest class thus far graduated received degrees. It is significant that of this class of fifteen, five received degrees in medicine. Twenty-nine were graduated from the Junior Division, among them three young women, the first in all West China to attain this distinction! Forty-six were graduated from the University Middle School. By far the greater proportion of the twenty doctors thus far trained by the University are in the service of the various mission hospitals.

The Faculty roster for 1925-26 shows a list of ninety-five names, including those of nine missionaries on furlough. Of the ninety-five, twenty-three, or slightly more than one-fourth, are Chinese. It is recognized that the major investment of the sustaining bodies in the maintenance of the University is in their missionaries who serve upon its Faculty.

The establishment of the only Christian university among a population of one hundred million people, with the only medical school in all that vast region; the achievement of so extensive, architecturally admirable and well-adapted a physical plant as now graces the campus of West China Union University; the assembling of so large a body of trained and devoted teachers and administrators; and the enlistment of a student body of from seven hundred to a thousand - these together constitute tangible evidence of the significance of our common enterprise.

Current Developments

No statistical report can afford any intimation of the devoted, patient and sacrificial service rendered by Dr. Beech and his associates of the Faculty. No brief word can portray the vitality and promise of the young University.

Political conditions in China constitute the unknown quantity in the problem of the University's future. They have been locally very much disturbed during the past year, nor is the end of political unrest in sight. No man can predict what the future may hold. None the less, the life of the Chinese people goes on, the need of China persists; and the Christian missionary continues his ministry, even although often baffled and perplexed. Your Board is of the opinion that the times do not warrant relaxed effort.

To go forward means to face new conditions, conditions due in part to the political situation but due in part also to the normal development in the feeling and attitude of the Chinese Christian community itself. The Chinese educational authorities are increasingly insistent upon the registration of all schools and their conformity to Government regulations; they wish to be satisfied that mission schools are truly educational institutions and not merely agencies of religious propaganda. It should be possible to find a platform upon which the Christian school can continue without serious abridgment. But adjustment of this claim of the educational authorities must ultimately be made, and it constitutes one of the University Senate to provide options to the courses in religion indicate that the necessary adjustment will be wisely made.

Another development now in process and whose acceleration is urgent is the provision of a larger share by Chinese in instruction and administration. The Senate of the University, with the approval of the Board of Governors, has taken advanced ground in this matter, asking the Missions to broaden the scope of their appointments to the University so as to include Chinese, the Mission in question being responsible for salary, house and other expenses; and asking further that the Missions secure a reserve fund for the support of Chinese members of the staff. These steps, with the provision of adequate housing for Chinese members of the Staff, are of very great importance. The engagement of a Chinese Assistant in Administration, proposed by the Senate and authorized by the Board of Governors at its meeting September 15, 1926 is a step in this general direction.

While these are more urgent current problems, there are others of longer standing which do not grow less imperative. The erection of buildings in keeping with the approved scheme has gone forward with certain handicaps but on the whole with remarkable facility. Just a year ago, the Friends' College Building, a notable addition to the plant of the University, was completed and formally opened. The Library building, with the exception of the north wing - left unfinished until adequate funds are in hand - is presumably now completed. The clock tower also has been ere this crowned by the clock and bell which shall henceforth call the University to its activities. A post office building was also completed in the course of the past year, while work on other buildings - the Medical and the Education Buildings in particular - will proceed as funds and conditions permit. Construction of the Medical Building has been authorized and money for the same having been made available by the Foreign Mission Board of the United Church of Canada. The services of Mr. Walter Small as Building Superintendent are being greatly appreciated.

Finances of the University

The support of the University continues a problem augmented with the growth of the institution. The University is now the joint undertaking of five general and three women's missionary organizations: The American Baptist Foreign Mission Society; the Friends' Foreign Mission Association, Great Britain and Ireland; the Board of Missions of the United Church of Canada; the Board of Foreign Missions of the Methodist Episcopal Church, U. S. A.; the Church Missionary Society of England and the Woman's American Baptist Foreign Mission Society, the Women's Foreign Boards of the Methodist Episcopal Church, U. S. A. and the United Church of Canada.

The total endowment funds of the University as shown by the Treasurer's final balance of August 31, 1926, amount to some \$18,025.00, which means that the University is directly dependent from year to year upon current fees and annual appropriations from the cooperating mission boards. Circumstances beyond the control of certain of these boards have made it impossible for them to meet their full expectancy, with the result that we have from year to year the anomalous spectacle of an institution with an enlarging physical plant, faculty and student body and a static operating budget. It is impossible to overstate the seriousness of this condition, the hazard of which grows with the years.

The Board of Governors has been wholly without means upon which to draw to meet expanding claims. It has therefore sought to find some alleviation through the policy of engaging Dr. James M. Yard of the Methodist Episcopal Mission, one-time of West China, as Financial Secretary, charging him with responsibility for carrying on and promoting publicity and cultivating (with the approval of the Boards involved) prospective donors, the salary and expense budget of Dr. Yard to be paid from receipts resulting from his financial efforts. Dr. Yard began his relationship with the Board in this capacity March 1, 1926, and it is hoped that by this means the Board of Governors may find itself possessed of means to meet imperative needs.

The success of this plan, whose field of operations if limited thus far to the American constituency, depends very much upon the close cooperation of the Boards of Missions interested in West China Union University. Your Board, while fully sensible of the urgent claim of other lines of missionary endeavor upon the total resources in hand, must ask that the Mission Boards cooperating recognize what a static budget must mean in the life of an institution which has not yet attained an adequate working basis. There is encouragement in the prospect of expansion, but to expand year after year beyond current support is bound in the end to be fatal. The University must have more adequate current resources. The cooperating bodies are variously situated and disposed by policy and practice in this matter. Your Board has no wish to say how these bodies shall proceed. It most earnestly asks, however, that, by whatever means possible, it shall be given the resources which it must have to carry on.

Personnel of the Board of Governors

In concluding this report, a word concerning the personnel of the Board of Governors may be in place. This personnel changes from time to time, through death and withdrawal, with the result that by degrees the responsibility of administration shifts in part to those who are newer to the task and less familiar with the problems involved. The very fact that the membership of the Board is constituted from areas so widely separated as Britain and America makes it difficult to secure adequate representation of all the areas and organizations involved at the annual and executive meetings. The attendance upon these meetings is frequently unduly small. It does not lie within the province of this Board to instruct its constituent bodies in this matter. It is desired only to point out the fact that the future of the institution must depend in very considerable measure upon the Board of Governors and to suggest that the various mission bodies responsible shall see to it that, so far as possible, they are adequately and regularly represented.

By and in behalf of the Board of Governors,

(signed) J. Flavelle

Chairman.

October 1, 1926.

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MAY 9 1926
JOINT OFFICE

September 1926

REPORT OF JAMES M. YARD TO THE
BOARD OF GOVERNORS OF WEST CHINA UNION UNIVERSITY

I regret that I have very little to report of actual results. I have been studying the situation and learning my way about after six years in China. I have made some valuable new contacts and have met many old friends. In a word I have been trying to learn my job.

I have received one promise of \$5,000 for library endowment and one pledge of \$500 per year for the Department of Medicine. I have also received various small gifts for books, scientific equipment and scholarships amounting to perhaps \$1,000.

This Fall through alumni associations of Wesleyan University with the cooperation of the President of the University, I am sure to make some valuable friends for West China. Thanks to a suggestion from Dr. Edwards we are getting organized in Baltimore a committee to raise a memorial fund for Dr. Goucher, the first chairman of this Board. I have good reasons to believe that the friends of Dr. Goucher and the alumnae of Goucher College can be interested in such a fund to a considerable extent.

So far my work has been with Methodists. I am planning to work in the Baptist fold in the late Fall and Winter.

I have done my best to keep down expenses and am running the office as economically as possible. The Executive Committee estimated \$9,350 for the expenses of the first year and we shall come well within that figure. I have a pamphlet almost ready for publication and expect to issue one or two bulletins during the winter.

These six months have made it very clear to me that such an office as we are now conducting is much needed. There are foundations and individuals in America with whom the West China Union University ought to be in touch. The only way is to have a secretary on the job all the time. I have not had an easy road and it is often discouraging, but this is work that must be done. The present intellectual temper of China is the greatest challenge that Christian education has ever had and I am tremendously keen about the job of giving it the proper undergirding. While it is true that we have many critics in China at the present time and some who do not want us, it is also true that there were never so many who do heartily welcome real cooperation in education.