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WEST
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WEST CHINA UNION UNIVERSITY

Chengtu, West China,
May 9th, 1934.

Honoured Members of the Board of Governors:

At a recent meeting of the Board of Directors' Executive I made request that they report to you directly, or through the president, regarding their own activities and the affairs of the university. Consequently I will confine this report to matters which concern the governors and the secretaries of the mission boards in their relations to the university and that may assist them in evaluating it and some of its problems.

In previous reports frequent references have been made regarding crises that held potential threats against this university. It will be a satisfaction to you, as it is to me, that there is nothing of that character to report. Many of our past troubles were political in origin and nature though diverse in manifestations and the degree of radicalism exhibited. The peak of such movements was marked by the destruction of the university walls and gates in 1930 and the abuse that preceded and followed. With the ascendancy of the present government in this province and the forced retreat of the communist forces the old order has changed to such a degree that government permits have been given to erect the gates, and laudation and co-operation are characteristic of the times. The following statements, foreign and Chinese, may help you to see your university as others, who have visited, see it, and prove more informing than an array of statistics and characterisations from the administration.

Professor Lancelot Forster of the University of Hongkong spent several days here last year. He was as liberal in his praise as he was of surprise at what he discovered at this far Western University. He has since given public expression in the following words: "This institution ... exerts the greatest influence possible from the point of view of Western culture in Szechwan". After referring to the work of the faculties of Arts, Medicine, Dentistry, Science and the agricultural work, he continues: "But what impressed me most of all was the quality of those who are responsible for it. It was like arriving at a very rich oasis, rich, that is, in character and personality, all the greater because not one felt that he or she were doing anything but the obvious piece of work that lay before them. There was no self-conscious righteousness, but a keen pursuit of an object, the rearing of an institution that would radiate throughout the province the light of learning and good will of the West."

Professor Lucious H. Porter, in his report to the Trustees of the Harvard-Yenching Institute speaks as follows: "The story of the West China Union University is fascinating. Outside the walls of the capital city of Szechwan a modern institution of higher learning has developed almost in sight of the mountains of Tibet." He then recites our activities and adds, "Here is the only college for women, if not the only thoroughly modern college ... within a radius of a thousand miles. Here is the best medical college between Shanghai and the Near East. Here is the only thoroughly modern dental college conducted anywhere in the Chinese language. All are practically the best, if not the only institutions of their kind, in a population of one to two hundred million."

To these testimonies might be added many more in the words of H.B.M. Vice Consul at Chungking: "A great tribute is due the five British and American Missions who founded it, and actively direct it, in close co-operation with the Chinese, in a general cultural and medical work of the highest value."

Coming now to the Chinese who have visited and studied the institution I first quote from articles appearing in the Nanking, Shanghai and Tientsin dailies. A large company of Press representatives of the leading Chinese dailies toured this province to ascertain and report its value to the nation. They were preceded by members of the scientific association and are now followed by a large company of China's leading engineers among whom are some of the leading educators in this field. Characteristic of them all is the following excerpt from the "Nanking Tsung Yan Ri Pao". "The company of Press representatives spent several days in Chengtu, on the 13th of February at the West China Union University". Omitting general complementary remarks about individuals and the work in general, they said: "The campus is large and well built and equipped, and neither Yenching nor Chin Hwa can compare with it. The contributions have mostly come from abroad. We visited the departments of science and noted that the Biological Department had 43 microscopes in use for its students. The Natural History Museum in connection with this Department is rich in specimens from Szechwan of the highest value, one of its collections consisting of over 4,000 classified butterflies. Viewed in the large, the museums of this university are the most remarkable we have seen in any college in this country, including, as they do, the Natural History Museum, the Medical and Dental Museums, and the Archaeological Museum of Chinese, Tribal and Tibetan Exhibits". The words "to be continued" close the article. Similar write-ups have appeared in the press of other cities, copies of translations may reach you by the time you meet.

I enclose a letter received from Mr. C.C. Chang, of Chungking, head of the banks of the Bank of China in Szechwan. It is of such human interest that quotations fail to reveal its true value. Then, again, I am glad to introduce to you in this letter, the younger Mr. Chang who will act as alternate for Mr. Chang Kia-ngau, whose name I have had the honour of presenting, in full accord with the leading members of the Directors and Staff, for appointment by you as one of your two appointees on the Board of Directors, as provided by the new constitution. I regard this provision in the new constitution as a swing back to a closer relation between the institution and its trustees than the original constitution permitted. In the person of Mr. Chang it will bring a person of influence, highly respected for his integrity and ability, marked by humility and gracious personality, to your Board. I suggest that Mr. C.C. Chang's letter be read as a part of this report at this point.

Indicative of this awakening appreciation of this institution was a gathering here during the composition of this report. At the request of the Commercial Press of China and Marshal Liu-hsiang, the leading officials of the province and educators from all its leading centres, together with educational leaders from outside the province, were entertained at the university. Dinner was served by the Commercial Press, following visits to all of our departments, to about 450 guests. The dinner was served in foreign style by Chinese caterers, in Hart College. Laudation characterised the write-up in the local press on the following day, and if we may judge by comments heard here during the visit, the university you maintain will be "good copy" in many of our provincial centres.

The interest is not confined exclusively to publicity. A year ago I suggested to Mr. C.C. Chang that he enable us to add a department to our university that we needed and that came within the scope of his interests. "I would prefer to support a good man in sociology, capable of giving a lead in the reconstruction of society" was his reply. When in Chungking some months ago, he agreed to support such a man. Our first choice was Dr. James Yen, a former student of mine, who has become famous in connection with his Mass Education Movement. He has replied that his obligations will not permit of his leaving Tingsien. He is however aiding us in selecting the man needed, and others are also assisting. It appears that this department, vacant since the departure of its valuable head, Miss Alice Brethorst Ph.D., in 1927, is about to be headless no longer.

A Mr. Go, resident of this city, has agreed to support ten needy students through^{out} their college courses. The Nanking Government Ministry of Education has stated that they will assign

\$920,000 Chinese currency to private institutions. Both President Dsang and I have sent forward application for a share of it. I enclose with this report a copy of my statement to the Ministry, which will reach them through Mr. Chang Kai-ngau and other influential friends close to the Ministry.

As I leave this subject, I do so with a desire that some one "page" the "Fact-finders" of the Laymen's Rethinking of Missions that they may add another "fascinating" section to their story.

Registration.

The registration of the university is doubtless well personified among you by Mr. S.C. Fong, who was acting president of the university when the issue called for courage, persistence and clear moral insight, for involved with it were questions of university control. Help came to us from many quarters, friends appeared that we previously had not discovered, but credit goes in no small degree to Mr. Fong, who can best tell you the story. With registration there is a growing sentiment that the university is not so much for the Chinese, as of the Chinese, and I doubt not that in due season we may look for a considerable support from those who share this view. President Dsang is hastening that day by his able administration.

The next imperative step in our development.

Since many of the Governors present at this meeting were not at the last meeting, I trust that the section of my report on the University Central Clinical Hospital may be taken as an introduction to this subject. Again, I am glad that this subject is personified among you by Dr. Harold G. Anderson, one of its best proponents and guarantees of successful culmination, and also that it will have consideration in England. Wholehearted co-operation of the British Boards is essential for the development of this branch of our university work. Of the 351 students admitted to the university last autumn, 165 were enrolled in Medicine and Dentistry. This spring term they have 164 in the student body of 339. These figures indicate the preponderant sentiment that is abroad in favour of Western medicine and dentistry. They also have significant intimations regarding future medical missionary service. They point to the fact that the one supreme avenue of medical service lastingly opening out before us is the training of Christian doctors and dentists for the healing of these millions in West China. They also give point to the decision of our doctors and dentists and to capable authorities who have studied our situation, such as Dr. Maxwell of the China Medical Association, that our plants

for training are inadequate and outmoded; and should be replaced in a central institution adjacent to the Medical-Dental College as rapidly as possible. The ideal manner of replacement is for each college group to contribute its quota of buildings and equipment after the manner in which the original colleges were brought into being. Our obligations to the mission hospitals in the city are far beyond our power to express, and our appreciation likewise. The central hospital project will create problems and expense for them, quite aside from the capital outlay of the central project, which in itself is proof positive that they should not be expected to carry the expense for hospital facilities for the education of our common university students. They have served us well, but it is now agreed that to continue to rely upon them is to limit our medical school to its present number and to move toward mediocrity when nothing but the best will assure to us the undisputed leadership that the welfare of the profession calls for.

We have estimated that buildings and equipment will call for Szechwan \$500,000. It is known to some of you that we have asked the Rockefeller Foundation for U.S.\$100,000 with the hope that we can secure Sze.\$100,000 here and a like sum from abroad. The Foundation's programme, so we are informed, is being modified and it may be that its policy may inhibit such grants as we ask. We may not know until after their representative returns to China next winter. Nevertheless, this work should go forward, and go forward it will if we can all heartily unite to forward it. I am not unmindful of the serious financial condition in England, Canada and the United States, but even so, I cannot ignore the tremendous fact that if we allow our conception of the mission of this Christian University to be dwarfed in this moment of its greatest opportunity its injury may be permanent. So I ask that this project have a central place in your deliberations. The Directors at their December meeting, approved and promised co-operation. See Minute 16.

Budget and Future Programme.

The estimates sent forward represent the expenses of the current year in some departments and calculation of needs for next year in still others. The Executive of the Directors deemed it wise to forward it as received, awaiting for an exact statement of income before asking for a final revision. The expenses of the present year are Silver\$68,345, the estimates for next year \$77,169, an increase of \$8,824. This is exclusive of Harvard-Yenching Institute Funds, last year \$32,000, this year estimated at \$28,990. While these estimates represent a tentative statement, they contain a very urgent request for imperative needs in some of our departments; Science, Pharmacy and Dentistry especially. Much as I would like to emphasise the coming year's

needs, I deem it advisable to embrace them in an appeal of far greater magnitude than our opportunities here and the depression abroad have made poignant.

Thankfulness is the only fitting avenue of approach to the subject now under consideration. Thankfulness to God and gratitude for the fine sacrificial devotion of the Mission Boards and the Governors in behalf of this University; for the establishment and maintenance of the colleges; for your appointments to the staff; for the financial support assured to us for current maintenance; and for the cumulative concern and faith that have formed the foundations of our great enterprise. Things that ought to have been done, we somehow have done, and faith in the future has grown with the years, shared alike by those who laid the foundations and projected its development and those who laboured on its staff.

A change that augurs no good for the institution found expression at a recent meeting of the Chinese members of the staff. The first speaker sounded a note that continued to ring throughout the evening by asking "What is the future of this University?" They were not unaware of the questions that have been asked and are being asked in the West regarding Christian Missions. Likewise, they know full well what has happened to Mission Board income, having observed it in some of its tragic consequences in mission workers. They also have intimations of what is taking place or may take place in the Governors' income, and they know that requests to the Directors have so far failed in adequate response. Hence, What of the University? Shall they have faith in its future or should they begin to cast about for other assurances?

I pass their misgivings forward, not because I share them, but because I believe events and attitudes require that we rethink the relations which the Mission Boards and the Governors should hold to their University in West China. Studies should be initiated to discover the programme for Christian missions in this province, what are the vital indispensable elements in it, the part that the University should have in it, and endeavour to visualise how far the united forces and co-operative plans of this institution can find expression in the larger enterprise of passing on to the Chinese the Faith and Church in which unity in Jesus Christ, as Lord, holds all together and inspires a programme expressive of His Kingdom. The bodies represented in this University constitute an approach to such a task that is unexcelled in any part of the mission fields and the time to initiate a movement expressive of the new day is here. The Chinese will, I believe, march with you.

17

There has never been a more hopeful day for Christianity in this part of the world than that which we are now entering into. Much seed sown will grow, and will flourish, even if not watered by funds from the West. But the institution, which you have joined together to make possible, which may be the norm, centre and soul of the whole Christian enterprise should have its programme planned, its support secured and the Mission Boards and Governors sympathetically integrated with the Directors in its development. It is sure to be preyed upon in the future as it has been in the past, its weakness and the misgivings of its staff will invite it. The promise of unbounded support by elements who perceive its value must never gain credence from our failure. We must see that it cannot be classed with mission work in general, and that it may be different than other universities with a constituency of second generation Christians about it. For its own unique value and because I believe it is the way and the life for a greater work than its own, I ask a renewed interest in it and an even greater support for it.

I wish to express to you my sorrow that my old friend and associate in the formative days of the university, Reverend A.A. Phillips, has been taken from you by death. I greatly regret that Dr. James B. Franklin is not to be with you as Secretary of the Baptist Board. He has been one of the small company of great friends of the university. I trust we will not be denied his excellent counsels as a member of the Board of Governors. We have had a branch of the Post Office at the university for some years. Two days ago fire-crackers announced the occupation of a part of the Post Office building by the Bank of China. Deposits after a brief preliminary period amount to \$13,000. The number of accounts opened is 60, and 57% of them are students. Their financial standing is indicated by the fact that 57% of the depositors account for only 8% of the funds deposited. The gates of the Library authorised some years ago are about finished, the only building done in the present year. The Bishop Bashford memorial dormitory was opened for Middle School students last autumn. That permitted a larger enrolment of college students in this year's class, 93. Present indications are that our dormitories will be filled to capacity in 1935.

Respectfully submitted,

(signed) JOSEPH BEECH.

Chancellor.

WEST CHINA
UNION UNIVERSITY

REPORT



AUTUMN 1934

REPORT OF THE WEST CHINA UNION UNIVERSITY.

AUTUMN 1934.

As the time comes each summer for the opening of a new term there is always some speculation as to the probable size of the Freshman class and the number of new students to enter the university. Since the time of the close of the universities last June the Government authorities in different parts of China have been besieged by groups of graduate students demanding that something be done to secure positions for them. With so many students securing a higher education, it is no longer possible for them to find suitable work when their education is completed. In former times in China Education was a preparation for official position and the successful candidate found the place waiting for him when the examination was over and his thesis had been approved. Evidently the modern student has been trying to carry over this idea and by use of it lay claim to official employment, but the authorities in this province have been aware of this attitude in the student mind and have decided that it is better not to graduate so many from the universities lest they be simply adding so many more agitators to society. With this in view, it was decided that this year there would be a great weeding out of the less desirable student at the very source and consequently specially difficult examination papers were set for the candidates seeking graduation from the Senior Middle Schools. As a result of this, it is reported that less than ten per cent of the students who wrote on the Senior Middle School graduation examinations as set by the government were successful. The inevitable result was less applications for admittance to the universities. With this knowledge before us we anticipated a very low registration in our Freshman year, some predicting that it would not go above fifty while the government university would not receive more than seventy as against two hundred in former years. We have heard that the government university has a very low registration in its first year but we have 96 new students with a total registration of over three hundred and eighty, the largest in the history of the university.

On Wednesday morning, September the twelfth, the university opened for another year with marked enthusiasm and keen anticipation. The members of the Faculty were present in academic costume and with the student body, the Assembly Hall was filled. The program for the morning was in the hands of the new Dean of Discipline, Mr. Tang Bo-tseng, who after the prescribed national ceremonial quietly led the audience in a short prayer for guidance throughout the year. President Dsang addressed the students reminding them of their obligation both to their parents who make it possible for them to study and to their teachers who are laboring strenuously day by day on their behalf. It is not easy for parents to send their children to university in China to-day with taxes so high and conditions so disturbed, so those who are favored should be doubly thankful. Dr. Dsang said that over half of the income of the ordinary farm goes for rent or taxes so after the family has had a living from it, only a very large farm can afford to support a student at college. He urged upon the students that they are among the very privileged young people of China and should not neglect to make the most of their rare opportunities.

Political conditions in the province are always reflected to some extent in the general life of the student body though there is an effort to be as independent of outside conditions as possible. It is now over a year since the Communists entered the province, coming across the border at the north-east. There has been a strong effort on the part of the military to oppose them and the reports from the fighting area vary from time to time. We were told a few months ago that it was only a matter of weeks until the military forces would be entirely successful and the province would be permanently rid of these destructive forces. About the time of the opening of the university, things suddenly took a turn for the worse, due largely to a quarrel among the military generals with the consequent withdrawal of General Liu Hsiang to Chungking and his refusal to take any more responsibility for the campaign. The communistic troops are not slow to take advantage of such disaffection and a determined drive was made, resulting in an alarming threat to the country to the west and in the direction of Chengtu. This city has many who are quite sympathetic with the communistic cause and who are ready to strike when the propitious moment arrives. Such a condition is almost invariably accomp-

anied by a press campaign and agitation against our institution and this occasion was no exception. There are those who are always ready to seize upon any excuse to do us harm and stir up trouble for us. This is always to be expected and we have learned not to allow such report to unduly excite us. Some of these villifying articles were sent to the educational authorities in Nanking but a sympathetic letter from them stated that they were understood in government circles as propaganda of the radical element and not regarded as very important by the government. On the whole, the students also understand the situation but the more unstable ones become excited and are difficult to control. But in the midst of political chaos we have again begun our year's work and are quite confident that we will be able to carry on and we also believe that every year of work here does much to produce that balance of judgment on the part of some and that strength of character which is of untold value to China at this time and which is her only hope for a strong country where men will work together for the common good and where the divisive elements will be eliminated.

The work of our university is rapidly becoming well known throughout China and continually appreciative articles are appearing in the press. A few months ago a group of reporters from several of the largest daily papers of China visited Chengtu and later went farther west to Tatsientu. While here, they visited our university and later such papers as the Nanking Daily News, the Shanghai Times and the Tientsin Peoples' Daily all carried leading articles in which a report of what they saw at our university was given. These papers have a large circulation all over China and thus no better means could be found for advertising our work. All these articles made special mention of our excellent Museum and the first class work being done in our Medical-Dental College. Just recently a visitor from Hankow, on being asked if he had heard of our university before he came to Chengtu replied that it was well known in all of East China and his remark was that it was quoted as one of the institutions in the country which is successful in maintaining a healthy religious atmosphere.

During the spring term word came to us that the Central government was about to appropriate quite a large sum of money for the support of private institutions of higher learning and that we should send in a report of our greatest needs

and apply for a share of the appropriation. President Dsang was not long in answering the suggestion and carefully presented to the government an account of our work and an appeal for support. About a month ago a report appeared in the papers that \$720,000 had been appropriated by the government to be divided among 32 private institutions of higher learning and that our share was twenty thousand dollars. Since that time, President Dsang has received a letter from Nanking confirming the report, so, although at the time of this report the money has not actually been received yet we have every hope of this assistance. Needless to say President Dsang and our Chinese colleagues are especially gratified with this as it is the first recognition on the part of the government that we are worthy of their support and it is the first large subscription they have succeeded in securing in China. They believe that this will open the way for more subscriptions from interested Chinese friends and that they will be able to use it in their efforts to raise money locally. We are no longer an institution entirely supported by foreign funds, this stigma and excuse for not supporting us has been removed and we are hopeful that our President and other Chinese workers will be able to institute a campaign which will mean an ever increasing support from our Chinese constituency. We have arrived at the stage in our history when this is necessary, as support from home is limited but we must continue to expand. We are cramped everywhere at the present time through lack of funds but we believe that there are many people in China who have money and who believe that the work we are doing is of great value to China and who can be induced to support us financially. This is our hope of expansion.

It is now a year since our registration with the National Government was completed and we have settled down assuming our permanent place as a part of the educational system of China. This is quite gratifying to the students and especially to the Chinese members of the Faculty. In former years they were constantly irritated by statements accusing them of being employees of foreigners and therefore not entirely patriotic. But now such accusations are no longer in place and our Chinese teachers are glad to be able to give expression to their Christian ambition in service in an institution like ours and yet be loyal members of their own community. The fact of registration has done much to make our work

more indigenous to China and has not as yet interfered with our greater aim of conducting an institution of Higher Learning under Christian auspices. A great struggle is taking place in China, a struggle for a new basis for a new China, a land of new ideals with her face to the future and in this struggle we have our place and such an opportunity as few institutions are ever privileged to have. Our Chinese teachers see this and with hearts full of hope and determination are doing their work nobly, taking their job seriously, confident that they have a wonderful contribution to make to their country and that the way is well prepared for them to make it.

An analysis of the student body shows the following facts. There are registered 384 students divided into Colleges as follows: Arts 123, Medicine 119 and Dentistry 74, Science 55 while there are 13 registered as Special students. There are 33 women students studying Medicine and 15 studying Dentistry, while 36 are in Arts and 22 taking Science. Of the Students in the Arts College 44 are studying in the Department of Chinese language, 37 in Education, 14 in Foreign languages, 16 in Sociology, 5 in History, 3 in Philosophy and 4 in Music. The students in the College of Science are distributed as follows, 18 in Pharmacy, 15 in Biology, 10 in Mathematics, 10 in Chemistry and 2 in Physics. The new students who entered this year are distributed 34 in Arts, 39 in Medicine and Dentistry, 10 in Science and 13 in Special work.

Our own Senior Middle School continues to send us a large proportion of our students 143 students come from our Union Middle School, 132 from other Christian Middle Schools, 72 from Government schools and 37 from other private schools. 214 of our students are Members of the Church being 56% of the whole group. Men students are distributed among the dormitories as follows. The dormitory of the Methodist Episcopal Mission has 73 students, 28 of whom are studying Medicine and Dentistry, 9 in Science and 36 in Arts. In the dormitory of the Baptist Mission there are 31 students, 13 in Medicine and Dentistry, 2 in Science and 16 in Arts. In the Church Missionary Society there are 34 students, 16 in Medicine and Dentistry, 5 in Science and 13 in Arts. The Friends dormitory have 21 students, 12 in Medicine and Dentistry, 4 in Science and 5 in Arts. In the dormitory of the Canadian Mission there are 84 students, 18 in Medicine, 32 in Dentistry, 12 in Science, 13 in Arts and 9 Special students.

Of our whole student group, 351 come from our own province of Szechwan but other provinces are represented here in the following way. There are two students from Fukien, one from Hopei, 2 from Hupeh, one from Kansu, one from Kiangsu, one from Kwangsi, four from Kweichow, three from Shantung, three from Shensi, seven from Yunnan, two from Manchuria, one overseas Chinese, two from America, two from Korea and one from Russia.

During the year a number of new teachers have been added to the staff, in some cases the addition was made to supply the work of teachers who have left, while in other cases it was to strengthen the department. Mr. Tang Botseng, a graduate of the university, has been engaged to occupy the position of Dean of Discipline and Secretary to the President. Miss Ovidia Hansing has joined the staff in the departments of Education and Philosophy thus taking the place of Miss Pearl Fosnot who has gone to America on furlough. Mr. Huang Ti from Yenching university has joined the department of Sociology. Miss Tang Yu Lien has been engaged by the department of Fine Arts as full time teacher of Music. The College of Science has been strengthened by the coming of Mr. Wu Kueh Chang who had been taking post-graduate work in Yen Ching university in Physics, by the return of Mr. Li Ming Liang who had been lent to the work of the Church Missionary Society, by Mr. Li Hsin Lung and Miss Yang Hui-shang who teach in the department of Pharmacy, and Miss Chang Yu Tien who teaches Chemistry. Dr. Du Shuen-teh, who had been taking post-graduate work in Shanghai in the Lester Institute has again joined the staff in the College of Medicine and Dentistry. This College has also added during the year Dr. and Mrs. Hsie Hsi Su who have returned from post-graduate work in the Peking Union Medical College. Of last year's graduates Dr. Dai Su Ku, Dr. Yen Yin and Dr. Ding Hsiang Chin are also on the staff of the university.

Mr. Lan Shui Hsiang, who was teaching in the department of Chemistry last year, succeeded in securing a fellowship in Chemistry in the Peking Union Medical College and has now left us to undertake this study but Mr. Roy Spooner is now on the staff. Chemistry is a course that is fundamental in the curriculum of both the College of Science and the College of Medicine and Dentistry and the policy of that department is to lay more stress on the first two years, so as

to improve the groundwork of the students. Accordingly Mr. Spooner is taking the general course in Inorganic and Mr. Sewell that in Organic Chemistry. A course has been added in mathematics for chemistry students so as to help them to relate their mathematical knowledge to chemistry and also to enable them to solve chemical problems, as the solution of chemical problems is one of the best ways of making sure that the student understands the principles involved. They are also commencing a course in practical dyeing and already they are embarrassed by the number of applications from university students and others to take this course. Whether this much needed extension work can be properly undertaken or not depends on whether funds are forthcoming. If proper support for the work could be secured, courses would be offered in dyeing, leather manufacture, soap manufacture and other industrial manufacture which are of the greatest importance to Szechwan. A wonderful opportunity along this line is presenting itself to the university at the present time. Two senior chemistry students are preparing thesis on "Local Acids and Alkalies used in Dyeing" and "Local Materials used in Soap Manufacture". Both these investigations aim at securing information about local products with a view to their extended and improved use. At a time when the numbers of students taking this subject is increasing, the difficulties in securing sufficient supplies seem to be also increasing. Besides lack of funds we have great difficulty in importing acids, owing to government rules and just now we have a year's supply of acids waiting in Shanghai and we have not yet succeeded in securing a permit to import.

The work of building up our museum is proceeding apace and is giving great satisfaction to those in charge of the work and is enlisting the interest of a large outside community. During the past year fourteen new wall cases have been added which makes possible a larger and better display of our articles. During the past three years the number of articles in the museum has doubled, so that we now have a total of 12291. These have all been carefully catalogued, while hundreds of pictures have been taken as a means of recording and identifying the specimens and about three hundred of these pictures have been made up into albums and sent to friends at Harvard, Peiping and elsewhere. The aim of this archaeological museum is to secure and preserve accurate and full collections of all articles that throw light on the history, art,

culture and customs of the various ethnic groups who live on the borders of Szechwan. These cultures are rapidly changing and we hope to have here in years to come, even after these cultures have passed away, a record which will show the stages through which the civilization of these peoples has passed. The task is a large one, but our museum has accepted it and is making rapid progress towards its goal.

The museum continues to be one of the main points of interest to visitors. We venture to say that very few people come to Chengtu to inspect its places of interest without coming to visit our university and the museum is usually one of the places first asked for. During the past year, over six thousand people of all ranks viewed our collection, remaining for shorter and longer periods. A few months ago, thirty-two Yellow Lama priests and Buddhist laymen from the China Thibetan borderland came to Chengtu to raise money with which to repair a temple that had been ruined by an earthquake. They were very much attracted by our display of Thibetan religious articles and one of the chief men arranged these objects as he thought they should be arranged to give the best idea of native surroundings. He spent two days at the work while an interpreter remained for six days, so that now we have on display a typical yellow lama temple or shrine, showing many ordinary and rare religious objects in their right order and places. This display is probably the only one of its kind in the world. During the year an excavation was made at T'ai P'ing Ts'ang near Hanchow which proved to be of great value and interest. It yielded over four hundred sherds, a hundred fragments of stone implements and disks, numerous pieces of jade, besides jade and turquoise beads, over eighty ornamental jade flasks and some fine stone hammers and axes. The latest date that can be given to this collection is about 1100 B. C. at the beginning of the Cheo dynasty. It is either a Chinese culture or the culture of a people who had very close connection with the Chinese of north and central China. This collection contains some of the oldest known pottery of Szechwan.

Two new displays have been added to the university Museum of Archaeology. One is the fine collection of Chuan Miao embroideries, jewelry, clothing and implements and the other is a fine collection of objects made and used by the Hua Miao. Both of these collections were secured by teachers of the university during the past summer. The list of objects pre-

sented to the museum during the year is a very long one, including some very valuable objects. Of these a great many are of articles used by the Hua Miao and nearly all of these have been given by Hua Miao people. This is very gratifying as it shows that the interest in the museum is growing and when gifts have been received in this way those who have made the presentation will have a very real interest here and will feel that the museum belongs partly to them. Many of the people of Chengtu are now bringing articles to us, for example, Mr. Yuan Sui Sen, Chengtu manager of the Asiatic Petroleum Company, has given us a long gown worn by a Thibetan lama, two brass Thibetan idols and a finely ornamented Chinese bronze mirror. Missionaries are also continually making presentations and among these this year is a jade square, probably three thousand years old, found in an ancient grave near Hanchow. This was presented by Mr. Donnithorne, though he had been offered thirty pounds for it. Rev J. Edgar, of Tatsienlu, one of the strong supporters of our museum, continues to make valuable presentations. Dr. Graham, the curator of the Museum says, "It is a pleasure to record a great change in the attitude of the Chinese towards the work of our museum. When I first arrived, there was an attitude of suspicion and opposition among the Chinese, even in the university. To an extent that almost seems incredible this attitude has changed to one of appreciation and approval, and more and more we are securing the co-operation and help of the Chinese themselves. Some of the best gifts to the museum have been received from the Chinese, and some Chinese have rendered important assistance in excavating or collecting expedition".

Dr. Graham continues to send specimens to the Smithsonian Institute and recognition of his work in the United States is being evidenced in many ways. Just a short time ago two very interesting numbers of the Phillipine Journal of Science were received in which thirty new species of Tipulidae were described, all of which were collected by Dr. Graham. Two of these species, out of recognition of the work done in collecting, have been named after Dr. Graham being called *Tipula Grahami* and *Limonia Grahmiana* respectively. The editor says "Tipula Grahmi is named in honor of the collector the Reverend David C. Graham who has added very materially to our hitherto scanty knowledge of that prolific region West China."

Some changes have been made during the year in courses as listed under the college of Science. We continually hear demands from outside for courses in Agriculture and Engineering but limited resources render it impossible to open these two departments at this time. Accordingly, certain courses have been added which make it possible for students to take two years of work here in each of these departments and then if they wish to continue they may proceed to some other university. For Engineering we are thus linked with the University of Hong Kong, for Agriculture with the university of Nanking.

The Faculty of Dentistry in its first year shows a further increase over last year. In the second year the inevitable non-return of a few has been supplied by the entering of students from eastern provinces who had already completed the work required for the first year before coming to us. Frequent correspondence regarding applications, requests for curriculum details, and questions regarding the possibility of securing graduate men, indicate very clearly a growing demand in those cities throughout China which are progressive in community health work and is resulting in an increasing number of students within and without the province who are desirous of entering the study of the dentistry. This condition is exceedingly satisfactory and encouraging but we hope that the present inadequacy of staff and equipment can be supplemented sufficiently to meet larger classes.

There have been several applications for the services of the four men who graduated last summer. The location of this class indicates the nationwide opportunities for our dental graduates. One is in the health centre in Peiping and another has a similar position in Nanking. A third has taken the place of Dr. R. M. Anderson who was brought to our staff here and who formerly was at work in Chungking, while the fourth has remained to assist in the work in the university. The work of the Dental Faculty has been carried throughout the year by a very heavily loaded staff. Dr. Mullett will return this fall while Dr. Lindsay leaves on furlough in the early spring. Dr. Dai Shu Ku, a graduate of 1934, made a trip to Nanking and Shanghai this summer on Educational matters connected with the Border regions of Szechwan. He availed himself of the opportunity to visit several dentists practicing in East China and also certain institution. While making the tour he compared the work

that he saw and the institutions visited with what he knows of the Dental work in our university and is strong in his praise of our work and equipment. Such favorable judgment by a Chinese member of our own staff is very encouraging, especially since inadequate funds and distance from supply houses have made necessary the use in a large measure of locally made physical equipment in the way of furniture and fixtures. This is not the first time that our students have reported very favorably on our institution after having the opportunity of seeing similar work in other parts of China.

The university dispensary and clinic continues to operate under the superintendency of Dr. Hu Yin Dih. This clinic is open to all students also to all members of the nearby community who care to avail themselves of its opportunities. Two examinations a year of students are held, one in May for all those resident in the university at that time and one in September for all new students. A careful record of the physical condition of all students is kept and the required treatment for any physical ailments is recommended. As a general rule the students take the treatment recommended and a great improvement in the physical condition of the students can be seen during the past few years.

The College of Medicine and Dentistry continues to attract students in large numbers. The staff increases as new Chinese teachers are added to it while the foreign staff is maintained at its former strength. Dr. H. G. Anderson is now on furlough while Dr. T. H. Williams has recently returned. Besides those who are on the staff of the university, nearly all of our graduates in medicine are practicing in private and Mission hospitals in the province. The staff of the College continues to hold clinical meetings and are doing hard work at the production of papers and books. The list of their publications as given in the Deans report gives evidence of arduous work and long experience. The urgent need of this college now is for a Clinical Hospital at the university. Some funds have been raised for this project and the last meeting of the Board of Governors sanctioned the initiation of the scheme as soon as funds for three units had been secured. The amount necessary for this has been estimated at two hundred and forty thousand dollars Chinese currency. When the hospital is completed there will be included probably nine or ten units.

In June of this year we graduated our first class of four in the Department of Pharmacy. Two of these graduates are now on the staff of the university. We believe that this department of our work will grow as medical work expands in the province and more hospitals are built and the possibilities of the work of pharmacy becomes clearer to the students.

Probably the most important feature of a university such as ours is the religious atmosphere which it is enabled to maintain. All of our teachers as they do their work in the class room each day are anxious that along with the knowledge given may go a definite attitude to life and the world in which the student lives. In their report the Deans of the College of Medicine and Dentistry say, "Without in the least detracting from our main object we believe a religious atmosphere is of the greatest importance in achieving our goal. It is not our entire policy to propagate medical information alone but to develop with our dissemination of knowledge to heal and cleanse the sick and prevent disease, a concomitant religious character. We do not teach theological doctrines per se but we consider there may be a special religious work for sick folk. We do not argue with patients about religion but try so to act before them that faith in a Higher Power is essentially good for sick and well folk. Practically, the spirit of our college is distinctly Christian." This, we believe, to be the attitude of practically all of our teachers in the different colleges. Our men in Science, while teaching a knowledge of the material universe are seeking to lead to a recognition of the benevolent Power of Love who is the author and sustainer of this universe. Only between fifty and sixty per cent of our students are definitely members of the Christian Church but we believe that many more have a viewpoint which in its main essentials is Christian. There is a strong desire on the part of many to find a place where they may serve their country and their fellowmen. During the year, many varied addresses have been given in the Student Wednesday morning Assembly and from a large portion of them have come exhortations to lives of devotion to country and service of men.

Our Sunday evening service is well attended, although it is conducted entirely as a service of worship. About two-thirds of our students attend this service and meet in quiet and reverent demeanor while the leader and speaker seeks to tell definitely of an attitude of life and a faith enriches and give value to all experience. Just a short time ago

we heard one of the teachers who had been with the institution for many years state that he could trace a more serious attitude and a more earnest desire to be of use in the minds and actions of his students, than he had ever before noticed. With political conditions as they are in the province there is everything to discourage young people but on the other hand the country's only hope lies in the youth of ambition and determination.

Very gratifying, indeed, is the progress that is being made in the department of Fine Arts. This work is comparatively young, having only six years of history in our institution; but already the whole atmosphere has been permeated by its spirit and work. The purpose of this department, as outlined in our announcement, is to enrich the lives of the students through the cultivation of the aesthetic sense, the preparation of students as teachers of music and art in schools and as leaders of church music and also the bringing to students of a knowledge and appreciation of Western art and music in the hope that they will further study and develop their own Chinese arts. Few enterprises in the realm of the spirit have exceeded in such a short time the growth of interest that is manifested among our students in this aesthetic work. "With skill, foresight and unflagging patience, the high ideals of aesthetic performance find continual and amazing expression.

Music and Art form two distinct branches within this department. Mrs. W. R. Morse, besides her regular university classes in drawing and painting, teaches a large group of medical students in anatomical drawing. Eight students specialize in drawing and painting and periodical exhibitions during the academic year acquaint the public with the work of the faculty and of the students. In the music division, to the three subjects of piano, organ and singing previously given, there has been added this year teaching of violin. The total number of students in the music division is fifty-four, many of whom are studying at least two subjects. Two years of organ work are required before students may begin the study of piano or pursue advanced work on the organ. There are twenty-five students of organ four of whom are advanced. Nine others study the piano. The violin work had begun with a flourishing class of eight and each year finds an increasing number electing the vocal courses. Eleven students have reached their second year and a new class of fourteen have

chosen this branch. During the academic year the university enjoys two concerts given by the music division of the department of Fine Arts. In the Fall term, the members of the Faculty give a recital and in the Spring term the students are the entertainers. The department also provides special music for the university functions throughout the year and also at the special services at Christmas and Easter. The Music of our regular Sunday evening services has greatly improved during the last few years and is now a very inspiring part of the service. "The students are gaining a real aesthetic appreciation and are developing a skill which will improve the quality of music in churches and schools throughout the province."

During the year several special meetings have been held with the Chinese members of the staff to discuss with them the question of salaries and to help them to understand more clearly our financial position. Their request for higher salaries was received sympathetically but it was shown how, on account of financial stringency, no substantial change could be made in the salary schedule. The explanation was accepted very graciously by the staff and an assurance of mutual good will and loyalty was given. It is clearly seen that any advance in the budget must come from sources within China itself. Already some progress has been made along this line. Besides the promise from the government, mentioned earlier in this report, some funds have been raised locally. Mr. Kwoh and Dr. Luke Hsiao have contributed money for scholarships for worthy students and this year ten scholarships have been allotted from this fund. Dr. Hsiao has also given a grant of one hundred dollars for books for the Library of the department of sociology. Last year fourteen thousand seven hundred and fifty dollars were received from student fees and two thousand and fifty dollars from rents of property.

And what about the future of the work of Christian Higher Education in this province. The Associated Boards of Christian Colleges working in China in concurrence with the Committee on Correlated Programme have adopted the following as representing the most urgent and immediately important needs of Christian Higher Education in China—(a) The training of full-time leaders of the Church, pastors, religious educators, Bible women and other full-time workers. (b) The training of teachers in Colleges of Arts and Science

reorganized and redirected to fit them for this specific task. (c) The training of technical experts in agriculture, forestry, sericulture and rural reconstruction. (d) The training of doctors and nurses. (e) The training of leaders in other strategic professions and occupations, particularly journalists, librarians and social workers. In the training of these types of workers, Colleges should emphasize integration with the life and needs of the Christian Church in China and a training for rural leadership commensurate with the importance of rural life in China to-day. With this program as outlined we heartily agree and we are gratified to notice that a definite effort is being made in the Churches at home to raise a sum of Gold fifteen thousand dollars for this purpose during the academic year 1934-35.

The real purpose of Higher Education in China is to produce graduates of high ideals and with a spirit of service and we believe that our university is making rapid progress towards this end. Political conditions keep the country confused so that organization of forms of social service is not easy but there is growing up among our students a strong desire to serve and to do something constructive for their country. They believe that our approach to the question of reconstruction, beginning as it does in the life of the individual, is the right one and if pursued should result in the remaking of Chinese society. On Sunday evening, October 21st, Mr. Daniel Fu, of the National Committee of the Y.M.C.A. in Shanghai, spoke to the students on Christianity and its share in the reconstruction of China. He claimed that China's hope for reconstruction lay entirely in Christianity and as he outlined the three things necessary for this reconstruction he seemed to be outlining the program of Christian Higher Education. He said that what China needed was a new faith for its young people, a new morality for the nation and a firmly established Christian Church. The clearly sums up the purpose of our institution and we believe that our young people as they spend the years with us are getting a new faith, they are learning a new morality founded on the teachings of Jesus and we are turning out trained men and women who will become the supporters and leaders of the Christian Church in the years that lie ahead. Our students have confidence in the work and program of the university and are being speedily trained for the most responsible positions of leadership in this province in the years to come.

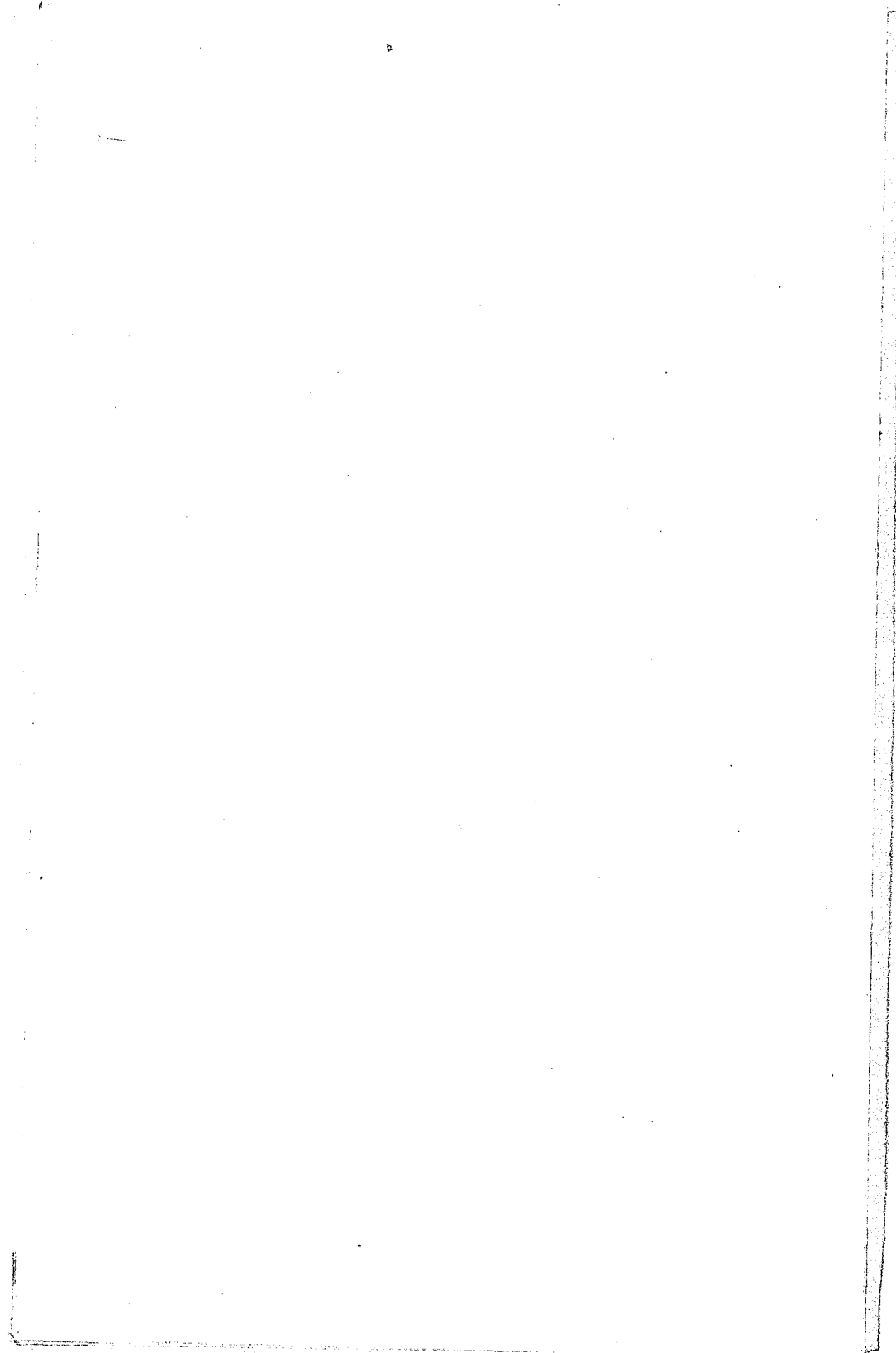
Just at the time of writing this report, Rev. Thomas Torrance, of the American Bible Society, is retiring from the work in China after thirty-eight years of effective service. Although Mr. Torrance has been engaged in work not directly connected with the university, yet he has always shown a marked interest in our institution and especially in the Museum to which he has contributed a great deal of time and energy. At a meeting of the General Faculty held a short time ago the following resolution was passed and in it we have tried to convey to Mr. Torrance our appreciation of his work in Szechwan and his efforts on behalf of our university:

"Whereas, Mr. Thomas Torrance, one of the few remaining pioneer missionaries of West China, is about to leave us, BE IT RESOLVED that this University Faculty record its appreciation of Mr. Torrance and of the labors he has performed as a preacher of the gospel of Christ and as a tireless distributor of the Bible and advocate of its use.

As a University we are particularly indebted to him that he has sought out, preached to and introduced us to the Chiang people concerning whose life and customs he is doubtless the best informed person who has ever been among us.

We also record Mr. Torrance's great service in the building up our Museum, especially in the finding and evaluating of bronzes and porcelains. Among the priceless objects in the Museum not a few bear the name of Thomas Torrance, and many more have been secured through his agency. As he leaves us we wish him Godspeed and the happiest days of life yet to be."

Geo. W. Sparling



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REPORT OF THE COLLEGE OF ARTS
TO THE GENERAL FACULTY.

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MARCH 6, 1935

WEST CHINA UNION UNIVERSITY.

CHENG TU, SZECHWAN, CHINA.

REPORT OF THE COLLEGE OF ARTS TO THE GENERAL FACULTY.

March 6, 1935.

The General Faculty has made a real advance by recommending that the first hour of each meeting be spent in receiving reports from different Colleges. This helps us to appreciate each other's work and also to see the problems of different Colleges so that we may have mutual understanding and better cooperation in this University. Since most of us work only for one College or for one Department, it is easy to think in terms of our own interest and to neglect the relations of our own work to that of others and frequently we overestimate the importance of our own work and underestimate that of others. As co-workers in one University, we should try by every means to correlate our work and to view our University as a whole. The General Faculty Meeting affords the best opportunity to create such common interest and to map out the future of our University in the most effective way.

I have been asked as the first in order to report on the College of Arts. It is difficult for one to make an interesting report as the College of Arts does not have many interesting items. It may be that the College of Medicine and Dentistry has some interesting things to tell. If the first in order means the strongest in appeal and the greatest in need, I have no reason to apologize for speaking first.

What I want to present to you is partly factual and partly ideal. Without the ideal, we can not alter the facts. Without facts, it is vain to dream about the ideal. I would like to point out three things about the College of Arts, namely (1) the aims of liberal education; (2) the present situation of our College of Arts; and (3) what we hope for.

I. The aims of liberal education.

The College of Arts aims to give a liberal education. We do not only train students for a profession; but we seek to

give them an all-round education. If to be an educated man or woman is more than to have a profession by which to earn a living, and if a liberal education is an effective means of producing educated men and women, the College of Arts should command an important place in any system of education. Unfortunately during recent years, different universities have turned out hundreds of graduates who are claimed to be educated, but without a profession, and who have no means of a livelihood and have created all kinds of troubles in this country in order to get a position whereby they may earn a living and will even resort to forms of robbery. For this reason people begin to condemn liberal education and the government is seeking to check the development of the College of Arts. I admit all the evils produced by bad education. But are these evils really created by a liberal education and are they the reasons why we should close all the College of Arts? This process of reasoning is nothing but childish. After reading a number of university catalogues of different nations which I collected during the past year, I have to conclude that liberal education still has a high place in modern education. The following are some of the aims of the College of Arts:

- (1) To confer upon the students such a liberal education as will assure a strong intellectual discipline.
- (2) To provide an intelligent familiarity with modern civilization.
- (3) To prepare for graduate work in the various fields of research.
- (4) To teach the basic subjects required for admission to the professional schools of law, education and also Medicine and Dentistry.
- (5) To train for literary criticism and creative writing.
- (6) To broaden the ideals of literary scholarship, the historical sense, and aesthetic sensitiveness, and interest in general ideas and a critical insight into the permanent values embodied in literature, art, and philosophy and different fields of the humanities.
- (7) Through the study of foreign languages and classical languages, to have an understanding of the culture of other modern nations and of the ancient world.

- (8) To train the students to have liberty of thought, and depth of views, and soundness of judgment.
- (9) To furnish resources for success and happiness in the individual life.
- (10) To train teachers and writers and ministers capable of transmitting the better elements of our civilization.
- (11) To discover the problems, methods and points of view involved in the study of human nature and human society.
- (12) To furnish information to the public on matters of literary and social interests.

The above aims of the College of Arts may sound grand, nevertheless they are essential and true. If such are the ideals for the College of Arts, what are the actual conditions in our College of Arts in the West China Union University? What can we hope for in the future in order to realize our ideals?

II. *The Present Situation of the College of Arts.*

We have in the College of Arts the following departments, namely the Department of Chinese, the Department of Foreign Languages, the Department of Philosophy, the Department of History, the Department of Sociology and the Department of Fine Arts. Education is normally included in the College of Arts but it is an independent faculty with its own administration.

The total number of the students registered in the University this academic year is 384 of which 128 are in Arts, 55 in Science, 192 in Medicine and Dentistry and 9 in Religion. Of the 128 students in Arts, 88 are male and 40 are female. There are 34 in the Freshman year, 29 in the Sophomore year, 26 in the Junior year and 26 in the Senior year and 13 are registered as special students.

The Department of Chinese offers 27 courses by three full-time teachers and ten part-time teachers. Besides all the students in the College of Arts take courses in Chinese, the Department of Chinese also offers courses for the students of the first and second year in Science, Medicine and Dentistry. The Department of Foreign Languages is offering 28 courses by five full-time teachers and 17 part-time teachers,

and this Department gives language instruction to the students of all the Colleges. The Department of Philosophy offers 16 courses by two full-time teachers and 7 part-time teachers. This Department offers courses on Ethical Studies to the students of all the Colleges in their first and second years and also offers one course on psychology which is required for all the second year Medical and Dental students. The Department of History offers 9 courses by two full-time teachers and four part-time teachers. The Department of Sociology offers 6 courses by one full-time teacher and two part-time teachers. The Department of Fine Arts gives training on piano, organ and violin playing and vocal music and the art of drawing by 11 part-time teachers.

The above mentioned facts indicate several important points:

(1) The College of Arts is closely related to the other Colleges of this university. We offer some fundamental courses for all the Colleges. We hope that the student in Science, Medicine and Dentistry may also get a measure of liberal education. The writer himself enjoys very much being in contact with some students in Science and with all the second year Medical and Dental students while teaching them Psychology and Ethics during the past four years and finds some of them have a deep interest in the cultural aspect of education. This I believe will help them to have a wide outlook and deep insight into what is going on in the world and to build up a sound philosophy of life to face the perplexities of the present age.

(2) The College of Arts has too few full-time teachers and too many part-time teachers. In order to have contact with students, to have the curriculum well organized, to have efficiency in teaching, and to raise the standard of scholarship and to turn out good students, we must have more full-time teachers. Even the so-called full-time teachers are engaged in all sorts of administrative work. Out of the 13 full-time teachers, there are only four who devote all their time to teaching. This is a serious problem which we must seek to solve.

The College of Arts requires each student to study for four years. The total number of credits required for graduation is 152. With the exception of the students majoring in Chinese, all the students take common courses in the Fresh-

man year. Each department of the College of Arts offers one course at least to the Freshman class so that the student may have the opportunity to discover his or her own main interest in order to select his or her speciality for later years of study. There is an experimental science in the Freshman class so that the students may have the opportunity to gain some knowledge of natural science. Some students may have a strong interest in the study of science or from the College of Medicine and Dentistry (e.g. a course in physiology) after the Freshman year. We are grateful to the College of Science for allowing Mr. Ho Wen-chuen to teach one course on Human Biology during the past two years and a half. On account of his heavy schedule, Mr. Ho has to give up this course and we are glad that the Department of Physics so willingly cooperated with us in permitting Mr. Wu-Kwe-chang to offer an Introductory Physics course for the Freshman class in this Spring term to substitute for the course on Human Biology. We hope such good cooperation will continue in the future. This is the only way to build up a University of a high standing.

Beginning with the Sophomore year, each student in the College may major in the department of his choice and also a minor subject in connection with another department. No student can change his major and minor after the Junior year. The minimum requirement for the major subject is 40 credits and for the minor subject is 20. No courses in the Freshman year can be reckoned in the required credits for major and minor subjects. The Freshman year offers only the basic courses for all the departments. There are no electives. In the Sophomore year nearly half of the credits are common for all the departments and the other half of the credits must be selected from the required courses of the department chosen before one takes any electives. Besides the common required courses and the required credits in the Major and Minor subjects, the students may elect some courses outside of the Major and Minor departments or courses from other Colleges of the University if permission is given by the Dean and the Chairman of the Major department and the instructors of the courses chosen. I am sure that some students would like to select certain courses in the College of Science or in the College of Medicine and Dentistry. We hope they will encourage them rather than discourage them. I am glad to see that we have cooperation from the professors

of the Colleges of Science and Medicine and Dentistry to give an orientation course on A SURVEY OF MODERN KNOWLEDGE during this semester. This course not only helps the students in Arts to have a wide outlook, but also gives them the opportunity to become acquainted with the teachers.

I have to point out the fact that the budget of the College of Arts which carries the Departments of Foreign Languages, Philosophy, History, Sociology and Fine Arts is less than a single department of the College of Science such as Biology or Chemistry. It is only 29% of the budget of the College of Science and 30% of the College of Medicine and Dentistry. The Library to the Arts students is as the laboratory to the Science and Medical and Dental students, yet the amount of money for the College of Arts to buy books and journals is the same as the College of Science and a little more than one third of the College of Medicine and Dentistry. We all know that each College of the University is limited by the present budget and we also know that the University can hardly increase the present budget on account of the financial depression throughout the world. But if we want to maintain a high standing in the College of Arts and to be fair to such a large number of the students in Arts, and to teach more efficiently the basic courses for the students of Science, Medicine and Dentistry, we must either readjust the University Budget as a whole or secure special funds for the College of Arts. It is not true that the instruction for Arts students depends upon lectures only, we need equipment and experiments. They are simply of a different kind and are conducted in a different way. My Psychology course needs apparatus. Other courses need charts and maps and other equipment. The Department of Sociology needs special funds to carry on social surveys and practical works. All the departments need many more books than we have now; as I said the library should be the laboratory for Arts students. I constantly hear that the students of Medicine and Dentistry are proud of the good equipment they have, and the students in Arts complain that the University has done too little for them. If it is our desire to train Christian leaders of different kinds and not to turn the University into a professional school, and if we really want to have social leaders such as James Yen and political leaders like T. V. Song and S. H. K'ung and educators such as Po-ling Chang and thinkers such as Hu-shih produced by our University, and if we look forward ten years we see

that the development of West China needs all kinds of educated people of a Christian spirit, we must now do all that we can and even plan beyond our financial resources in order to prepare the way for the future of our University and the future of West China.

III What we hope for.

1. We hope that the University will try by every means to increase the budget of the College of Arts. Since we are going to celebrate our 25th Anniversary this Spring, we hope that we shall start a campaign to raise an endowment fund for the University as a whole and for the College of Arts in particular.

2. We hope that the General Faculty will approve the resolution of the Executive Committee of the College of Arts requesting all our present and former faculty members and graduates of the College of Arts to raise a special fund for the purchase of books for all the Departments of the College of Arts as part of the 25th Anniversary Campaign.

3. We hope that each of the following departments, namely: History, Sociology and Philosophy can have at least two full-time teachers to devote all their time to teaching and research and five full-time teachers in each of the departments of Chinese and Foreign Languages. We should try to strengthen the departments of Sociology and Philosophy as the National University of Szechwan does not have these two departments and therefore we should give our best contribution along these lines. Our department of Foreign Languages should set up the highest standard we can possibly manage as this is the place where we have so many westerners to teach their mother tongue to the Chinese students. Our Departments of History, Fine Arts and Foreign Languages should produce the best type of scholars who will be able to interpret Western Culture to Chinese society and the department of Chinese with the Harvard-Yenching Fund should turn out students who have a thorough understanding of Chinese culture, and literature and will be able to interpret Chinese civilization to foreign countries as we are living in a community where Chinese and Westerners live together to devote their lives for the development of China and the peace of the world.

4. We hope that our University can cooperate with other universities to institute exchange professorships in the College of Arts so that we may bring new elements to this university. We are grateful to have Dr. Lucius C. Porter here with us as a visiting professor. He is a philosopher and a sinologue noted both in China and in the United States of America. His coming will not only help the work of our branch of the Harvard-Yenching institute, but will give us new inspiration and bring our university into closer connection with Yenching University. We hope that when Dr. Porter returns to Yenching, a plan of exchanging professorships can be worked out between Yenching and our University. We also hope that a definite programme can be worked out to exchange professors with other Christian Universities in this country and if possible with universities of other countries. We are looking forward to the coming of Professor R. T. Flewelling of the University of Southern California this semester who is now a visiting professor at Yenching University and the College of Chinese Studies at Peiping.

5. We hope that the three Colleges of the University will work out an effective means of correlation that each may contribute in its own way to the others. We also hope that the three Colleges may develop in balance.

6. Last, but not the least, we hope that the General Faculty will appoint a special committee to study the problems and suggestions brought up in this report and that actual steps will be taken to strengthen the College of Arts.

Respectfully submitted

D. S. LO,

Dean of the College of Arts.

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WEST CHINA INSTITUTE OF SCIENCE

WEST CHINA UNION UNIVERSITY

Chengtu, West China
August 22, 1935

To the Honored Members of the
Board of Governors

Ladies and Gentlemen:

In reporting University matters to you at this time, I assume that Drs. Lindsay, Kilborn and Peterson, and perhaps other members of the staff will be present at your annual meeting. Consequently brevity of statement on some matters, by me, will be appreciated, thus permitting greater opportunity for personal statements from them.

Printed reports from the Faculties of Medicine, Dentistry, and Arts have been mailed to you, and a similar report from the Faculty of Science will accompany this statement if it can be secured in time. These reports were prepared for presentation to the General Faculty of the University by the Dean of each of the Faculties and consequently self criticism has freer scope than might otherwise find expression. There is occasion for considerable satisfaction in the granting of an Absolute Charter to the University by the Board of Regents of the State of New York as it is a recognition of the high quality of work of our Faculties; especially appreciated by the Faculties of Medicine and Dentistry is the Board's authorization to grant the degrees of Doctor of Medicine and Doctor of Dental Surgery. We are grateful to you for securing this recognition.

The General Situation in Szechwan. It is occasion for satisfaction that this statement to you can be written under skies free of the depressing clouds of communism that have darkened Szechwan for the past three years. This applies not alone to the hordes that have ravaged northeastern Szechwan, who have destroyed every discoverable vestige of Christianity in that extensive area, but to the main army from Kiangsi that connected with them in the West of this province. After one of the most amazing treks in the annals of armies they are trapped in what may prove the valleys of death among the precipitous mountains to the northwest of this city. Starting from Kiangsi they moved swiftly to Kweichow and made a desperate effort to penetrate into this province along the southern border. Failing they moved to Yunnan, returning in rapid marches to attack Kweiyang, the Kweichow capital, in an attempt to capture it and the Generalissimo, Chiang Kai-shek its defender. Halted within a few li of the city, they drove for the capital of Yunnan; this drew the border defense troops to the aid of the city, and then they turned north and crossed the Yangtze into the Chientsang Valley and began the march across this province with an army upon their heels that prevented them capturing cities or gathering supplies. Opposed by unfriendly Tribesmen, hindered by swift and swollen rivers and entrenched troops in the high mountain passes, they nevertheless pushed on along the Tibetan borderland toward Mungkung where they were joined by the advance forces of the Eastern Reds who were, in turn, being pressed westward and northwestward into the inaccessible high altitudes to the West of Sungpan. The indications are that they cannot fight their way to the plain before winter, and that many thousands of them will starve in the mountains before Spring. Xenophon's March of the Ten Thousand would lose much of its luster as a classic if these wanderings of the 50,000 had had a master of style to relate their story.

With the coming of Generalissimo Chiang to Szechwan and the departing of the communists from it, a new spirit seems present in the people and an era of prosperity and peace is promised us. But, China appears to have fallen on evil days. Its courageous leaders face insuperable tasks in their efforts to weld the contending elements into a unified nation, while a foe more dangerous than the communists widens the divisions and threatens to absorb its provinces. Floods, that will be followed by certain famines, cover great expanses of the richest portion of the East, where many thousands have perished and hundreds of thousands are homeless. Many are the people who cast hopeful glances to Szechwan; institutions make plans to move here and even the capital of the nation may be established in Chengtu. Officials in Shanghai and Nanking did not hesitate to say "We may all come your way soon". At Peiping I was consulted by the Yenching University authorities regarding the feasibility of moving that institution to the campus of West China Union University should evil forces compel them to move. That conference was a confidential one, but Nanking Government Broadcasting Station announced their coming here about a week ago, and Chengtu papers headline it as a settled matter. If they are compelled to leave their beautiful campus, they will send delegates here to ascertain how we can operate together. Following the publication of the news, a member of our Board of Directors, who is an influential resident of Chungking, asked me to invite them to come to his city and assure them that a campus would be given them.

West China has ceased to be remote. We have plane service six days a week to Chungking and the coast. On two days the large tri-motor Ford eleven passenger plane makes the journey to Kweiyang and Yunnan-fu via Chungking; and the Eurasia Aviation Company is about to institute service to North China. The motor road from Chengtu to Canton is built and railroads are promised. Our lost isolation is bemoaned by some, but welcomed by most of us, for it has brought to us friends and visitors who have helped and delighted us. Generalissimo and Madame Chiang Kai-shek stand first in this list because of the place they hold in the nation. They looked at us from their plane, invited us to their home and attended and addressed our convocation. Dean Weigle of Yale and Dr. Miao of the N.C.C. conducted a conference on the training of Christian ministers, Dean Weigle giving the commencement address and Dr. Miao delivering the baccalaureate sermon. Professor Smith of Upsala University told us of his research among the Alpine flora in this Eden of plant life; Captain Settle, U.S.N. dropped in upon us and related how and why he had made the highest of flights to the stratosphere; Mr. and Mrs. Dean Sage and party from the New York Museum of Natural History told us of their trials in the wilds of Szechwan and that when they despaired of seeing the giant pandar one wandered right up to the muzzle of their guns to be shot. Then there was Mrs. Ayscough who had come all the way to visit the haunts of Tu Fu whose poetry she has introduced to the West; also Miss Wimsatt interested in the women poets of China. Professor McNair of Chicago University read to us advance chapters on "China Through Japanese Eyes" from his forthcoming book; Dr. Sherwood Eddy challenged students to try Christ's way of saving China. Bishop Gowdy spent his stay here in preaching to us and Mrs. Gowdy was kept busy writing about us. Professor Bernadotte Schmitt, head of the department of history of Chicago University is enroute here, and Mr. and Mrs. Selskar M. Gunn, vice-president of the Rockefeller Foundation will follow later. Dr. Lucius C. Porter, Secretary of the Harvard-Yenching Institute and exchange professor from Yenching University was enjoyed the most for he remained the longest, telling us of the great philosophers of China. Since he and Yenching started the innovation of exchange professors we will continue it by sending Professor D. L. Philsp to tell them of our English poet-philosopher, Robert Browning.

Concerning Faculties and Students. The enrollment of students has increased slowly year after year to the maximum number of three hundred and ninety last year. The College of Arts had 117, including 36 in the Faculty of Education. Fifty-seven were in the College of Science. Medicine had 120 and Dentistry 74. Special students in religion and other subjects, numbered 22.

If the number of students who tried our first entrance examination this year furnishes a criterion of the enrollment for 1935-36, dormitory accommodations in the Mission Colleges may prove to be inadequate unless the Women's College can admit more students into their new building. One hundred and thirty-two students took the examination:- 54 in Arts (and Education); 47 in Science (including Pharmacy); 18 in Medicine and 13 in Dentistry. Women numbered 61, nearly half of the total students examined, but we are informed that not more than 25 can be accommodated in the College. The comparatively small number of men is due to the large falling off in students admitted from our Union Middle School. Heretofore they have been admitted by certificate, but this year they were required to take their chances in the general examination. Only eight of them tried it, whereas heretofore they have numbered about half of the men admitted.

Since the dormitory accommodation problem has been referred to as limiting our enrollment, your minutes G-1116 and E-1150 should have consideration. From the inception of the University the students have been housed in the Mission Colleges and dormitories. (This applies to the Union Middle School also). This function has been so prominent that they have been termed "residential colleges" as well as Mission Colleges. The initial obligations of the Mission Colleges were the residential provisions for their students. There were no agreements regarding the number of students the several colleges should enroll, as it was looked upon as a privilege sought for rather than an obligation required. Last year the colleges enrolled the following number of students, the enrollment not being limited to their own Mission students as a matter of course:- The United Church of Canada College, 82; the Methodist Episcopal College, 75; the Church Missionary Society College, 41; The Baptist College, 35; the Friends College, 28; the Woman's College 109. Since we would soon be in need of additional dormitories and since the Friends College planned three units in their college, only one of which had been erected, I spoke to a member of the Friends Mission expressing the hope that they could soon erect one of their dormitory units. I was asked to make the request in writing that he might forward it to his Society. Our organization, our constitutional procedure and custom for 25 years have all implied that it was the exclusive privilege of the Mission Colleges to entertain the students of the University in their Colleges.

This method has its disadvantages and is alien to the American custom; it has, however, well known precedent in England, and there is much to be said for its continuance here. While equality in the number of students is not sought after it is hoped that the Colleges can share in the opportunities with less disparity than now exists, especially as the increased dormitory fee is expected to cover maintenance charges. I believe the Mission or residential college can be made the finest Christianizing agency that remains to us in higher education, and I trust the Missions will not compel us to depart from this system through failure to provide the needed dormitories.

The presence of the Generalissimo and Madame Chiang at our commencement and their commendatory addresses caused our university to be heralded throughout China. I had echoes of it in Shanghai, Nanking, and Peiping, the three cities that I visited at about that time. Another mark of distinction in this commencement was the graduation of two foreign women, Mrs. R. A. Peterson was granted the degree of Bachelor of Arts, in absentia, and Mrs. John Lenox was given the degree of Doctor of Medicine. There were 25 graduates in Arts (including Education); 4 in Science; 12 in Medicine and 2 in Dentistry. Nine of the graduates were women.

Matters pertaining to the Government. (1) The continuance of the government grant. Having learned beyond doubt that no funds would be forthcoming from the Raven Trust Company this year, I journeyed to Nanking and interviewed the Minister of Education to ascertain that they would not fail us. The Minister assured me of their continued support and expressed his appreciation of the fine work being done here. A few days later I was able to telegraph the University, "GOVERNMENT GRANTS \$22,000." Included in the grant was the sum of \$3800, the unpaid portion of last year's grant of \$20,000. The Provincial Bureau of Education has also made us an initial grant of \$3,000.

(2) Military Drill. There is absolutely no connection between this subject and the grants mentioned above except a positional one under the same general heading, "Matters pertaining to government."

Military training is very much in evidence at this time. The first and second year students of Senior High Schools have been having intensive training during a part of this vacation at the military parade grounds in the city. About 3000 officers, instructors, and secretarial staff are now assembled in a new camp established at the foot of Mount Omei for military training and studies in citizenship. All Middle School principals are ordered there for three week's period, following the closing of the present camp at the end of August. There is no suggestion that this gathering of principals is for military purposes. It is believed to be for instruction in the "New Life Movement."

No pronouncement can be made at this time regarding the continuance of military training in schools and colleges. Such drill or training as we have had for students of this University has been in conformity with the hope expressed by Sir Michael Sadler, E-1152 of your minutes. If one may judge from the limited number and the lack of regularity of attendance the majority of our students seem to have scruples of some kind against attendance, and pressure has not been exerted to compel. It is, in my opinion, devoid of military or educational value and I trust we can secure approval to substitute a worthwhile system of physical and cultural education and abandon this semblance divorced from reality.

Memorials. In my report a year ago, I believe that I informed you of the large dormitory being erected on the Middle School campus in memory of Bishop James H. Rashford of the Methodist Episcopal Church. This autumn should see the dedication of another fine new building, the practice school of our Faculty of Education. The building, which will cost about \$21,000 silver is a memorial gift of Mrs. Elizabeth Goucher Chapman, now in Baltimore, in memory of her father and our former friend and Chairman of the Board of Governors, Dr. T. F. Goucher. It is built on the Methodist Campus

on land set aside for the uses of the building by the Methodist Episcopal Mission, the nearest available site to the Educational Building. It is a two story brick and tile building with capacity for living and educational quarters for the 125 students of this school. Its dedication should mark a distinct advance in our teacher training technique and enable us to recapture the former enviable reputation when Messers, Wallace, Silcock, Yost and others conducted the most effective Normal School in this province. I will add the address of Mrs. Chapman as I assume the Board will desire to express their appreciation for the gift of this greatly needed University building.

The University Clinical Hospital. In view of the recurrent actions and endorsements of this major project during the past decade it would be a "work of supererogation" to devote a paragraph to it if progress had not been registered. Since the Notman gift of U S\$5,000, available for this project, was among our deposits in the Raven Company it would appear that progress had been made backward. But, I have to report, that unless all signs fail, - and of course, they may in China's present plight, - work done at the coast this summer and prior to departure there, gives promise that we can soon proceed with the major section of this plant, with funds provided by sources that you have already approved of approaching in this connection. Perhaps all of the present members of the Board are not acquainted with the fact that we did not stand solely upon treaty rights in establishing this University. We had the consent and endorsement of the then governor of Szechwan and the president of China. That is a precedent that we might well follow in starting new enterprises, consequently I took advantage of an invitation to call upon the Generalissimo and Madame Chiang to tell them of the project and ask their endorsement. It was given heartily and my efforts aided by telegrams that followed me. We are profiting by the services of one of his architects here to perfect plans that we have had under consideration for some years. Photographic copies of advance sketches will be sent to you as soon as they are ready.

Financial Matters. The budget estimates of income and expenditure amounting to a total income from all sources of \$118,955; and expenditures, based largely on last year's figures, amounting to \$117,500 should be in the hands of the Assistant Treasurer well in advance of the receipt of this report. The figures for 1934-35 were adopted because it appeared that our undesignated income would not exceed \$69,000. The undesignated figure for last year was \$68,500. The excess credit amount of \$1455 is apparent rather than real, so far as our distributive funds are concerned, because new projects are included in the government grants. Although the salary total, \$41,631, exclusive of government grants, is meagre in comparison with other institutions, you will observe that it calls for about 2/3rds of our divisible funds. The staff expenditures in the Harvard-Yenching departments are not included in this total. Income from government grants and student fees should amount to about \$38,000. Even a casual glance at these figures, based so largely on last year's expenditures, should make it clear that we will need, and badly need, your appropriation of \$50,000 Mex., and I plead that despite depression and losses it be granted to the Board of Directors as heretofore.

I have stressed the point of honor back of your contractual promise as a standard by which they may measure their obligations to you. I am not insensitive to the painful and deadening effect of our losses, but I know that we have gained, before we lost, and, I believe we will gain again, for God has not failed or failed us.

You will remember that while this reserve was accumulating there were constant and clamorous calls on all sides for more and more money. They were without response largely because I feared that evil days would come, such as the past few years have brought, I feared reduced income and losses in exchange, and with an eye to the future was willing to appear parsimonious if I could but help to garner every unexpended cent and increase it by accrued interest. The time came when the Bursar reported a credit balance of \$104,000 and I asked that you constitute it a reserve to ensure your promised payments to the Board of Directors.

You will recall that you could not do that for you were compelled to pay to the Mission Boards \$16,000 that year to enable them to meet their payments to you. This left us a reserve of \$88,000. I again asked that you allow the interest to accrue to principal until the reserve was again \$100,000 or more. That you could not do for you were compelled to credit this in your \$50,000 appropriation on an estimated income of about 6%, each year since the fund was set up.

I had expected favorable action on my request to go to America this spring and looked forward to reporting to you that your reserve was now \$110,000, with anticipated joy. Now it is with sorrow that I report our reserve reduced to \$75,000 or \$13,000 less than your original reserve. I recall that you have regarded 5% as the maximum interest with safety and I recognize that you must have it to meet the call upon you, regardless of its recommended investment at 2%. And I have pledged that amount to you, viz \$4400. I did this upon the assumption that the present \$75,000 will realize not less than 5%, the present annual rate of both the Chartered Bank and the Hongkong Shanghai Bank. On short term their present rate is 7%. I trust that you will credit this \$4400 on your appropriation with the understanding that I will be responsible for securing such deficit as I have stated. I deem this both right and necessary since I am urging you to pay the full amount of your promise to us. Should my request to return to America be granted I will endeavor to find ways and means to make this arrangement permanent. Even if I do this, you will not be as rich as you ought to be, but you will be as rich as you thought you were, and that, in view of the trouble that has befallen us is occasion for thanksgiving, at least sorrowful thanksgiving.

China's predicament is at this hour simply terrible. Latest reports show four provinces partly under water, one of them has only three-tenths of the land area habitable. Two hundred thousand lives have been lost and an estimated ten million people are homeless. A foreign foe has announced the division of China into three administrative areas and is at work making that division a necessity. I recall how Caesar began his chronicles of Gaul. Will the Chinese school boy recite it of his country as realistically by saying, "All Gall has divided China in three parts?" There seems to be no immediate aid or recourse, for self interest stifles patriotism and negatives remedial measures in far too many quarters. Yet there is great ground for a great hope and an effective one, no matter how remote. New men and women such as I have met with in all walks of life, intelligent through fine education, earnest and upright through contact with Jesus Christ, they promise a redeeming remnant that prophets of old saw, and never despaired. We may not realize it, but we certainly are established here for the saving of a suffering nation. As we approach the top of the hill of the first quarter of a century, let us have no less confidence than when we started at the bottom and a far greater devotion for we know more clearly Who leads us forward. Working with Him and with you, I am,

Respectfully yours,

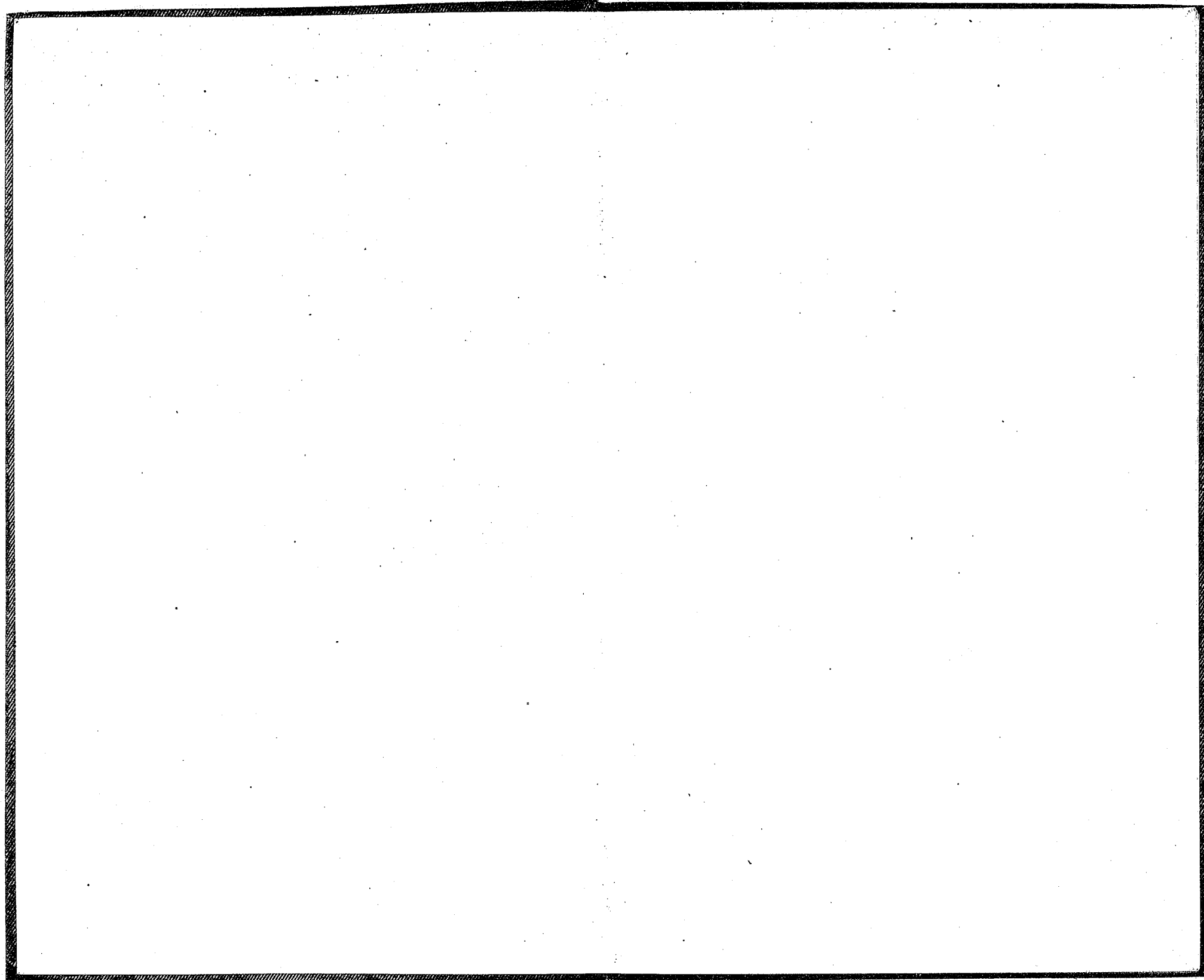
/s/ Joseph Beech
Chancellor

West China Union University
Chengtu, Szechwan, China

HISTORY
OF THE
WEST CHINA
UNION UNIVERSITY

1910 . 1935

J. TAYLOR.



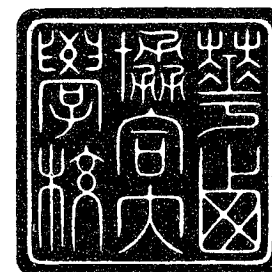
HISTORY OF THE
WEST CHINA UNION UNIVERSITY

1910 - 1935

By

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Professor of English Literature
in the University.



Printed at the Canadian Mission Press, Chengtu, China.

FOREWORD.

In the spring of 1935, the Cabinet of the University asked me to write up the history of Christian Union Projects in West China with special reference to the West China Union University which was completing its first quarter of a century of service. It was proposed to celebrate this event, and it was thought that an account of the founding and development of the university might well be part of this semi-jubilee.

After I had gotten fairly started on this task, I found that any account of the progress of the university would be of such length as to throw out of balance any history of the several union efforts that have grown up in West China. So I decided to give special attention to the university in a separate piece of writing. The result has grown into this small volume.

This is by no means a detailed account of the growth of the university. Such a report would have called for more detailed research and more time than one can get if he is to carry on his regular work as a member of the teaching staff of the institution. What has been attempted is a consecutive story of the beginnings of the school; its progress during disturbed conditions in Szechuan and the development of the national revolution in the country as a whole. It may safely be said that the future historian of China will stress these last twenty-five years as of critical importance in the national life of this country. No other nation, except Russia, has made such a complete *volte face* in such a short period of time as has China. Indeed she has had to face several revolutions at one and the same time. She is still in the throes of this cataclysmic upheaval and needs the sympathy and help of all her friends and neighbors.

It was the desire to help that prompted a body of Christian men from the West to establish the West China Union University; and it is this same desire that keeps those who have entered into this Christian partnership to continue, side by side with their Chinese colleagues, this voluntary service. It is the conviction of the author that some such partnership is the best and most effective answer to all of China's pressing questions at the present time.

J. TAYLOR

Chengtu,
March 21, 1936.

OUTLINE

Chapter I. Historical Background.

1. In the nation.
2. In the province of Szechuan.

Chapter II. First Period; 1910-1915.

1. The Idea Born.
2. The Craft Launched.
3. The Home Base.
4. The Site.
5. Building the Constitution.
6. Government Recognition.
7. The Opening of the University, 1910.
8. Securing Funds.
9. The Beginning of the Medical Faculty.

Chapter III. Second Period; 1916-1925.

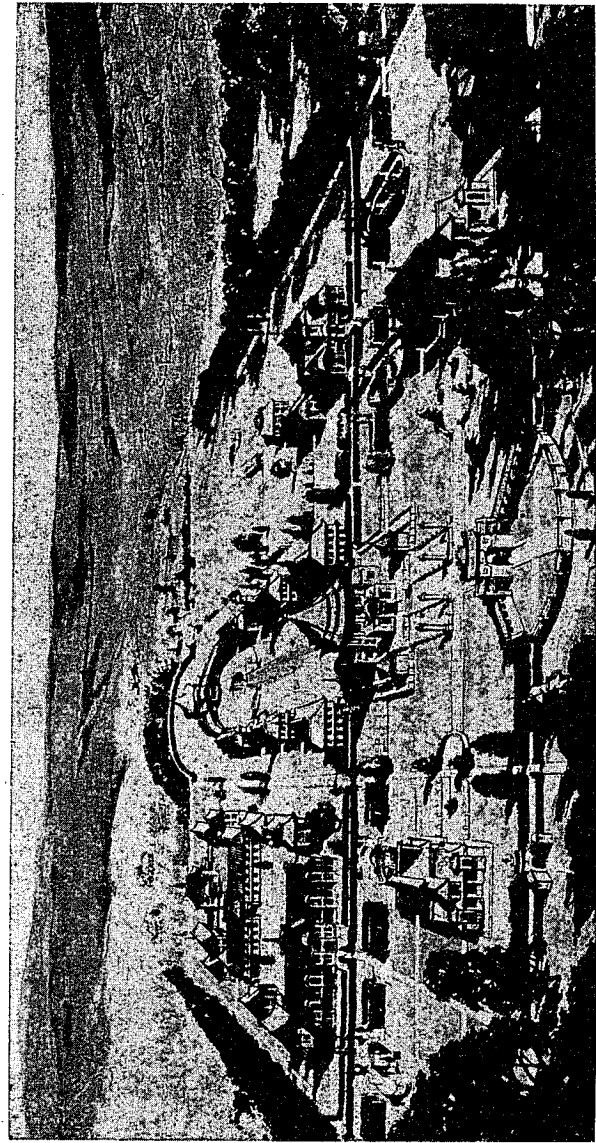
1. Building Program.
2. Faculties and Schools.
3. Entrance of the Church Missionary Society.
4. The Women's College.
5. Chinese on the Senate.
6. Incorporation of the University.
7. The Six-six-four System.

Chapter IV. Third Period; 1926-1935.

1. Outside Disturbing Events.
2. The Chengtu Boycott.
3. The Evacuation, 1927.
4. Building Progress.
5. Increase in Library.
6. The Museum.
7. Courses in Agriculture.
8. Government Grants.
9. Development of the University in Five Year Periods.
10. Conclusion.
 - (a) The Aim and Function of a University.
 - (b) The Place of Religion in a University.

Appendix.

1. The Board of Governors in 1935.
2. The Board of Directors in 1935.
3. Administrative Officers in 1935.
4. The Faculty in 1935.
5. Graduates of the University Faculties, 1915-1935.



The Architect's Drawing, for the West China Union University.
(By kind permission of West China Border Research Society.)

HISTORY OF THE WEST CHINA UNION UNIVERSITY.

In order the better to understand the beginnings and development of education under Christian auspices in Szechuan, it is necessary to go back to the reform movement instituted by Kwang Hsu under the tutelage of Kang Yu Wei and other radicals mainly from the southern provinces. It is in this modern approach to reform within the Empire that one finds the impulse to the great advance in educational affairs that has continued to the present time. Kwang Shu has suffered from the writers of history; yet it is to his efforts that this new wave of educational reform is due. The whole story of his brief period of power in the Imperial Palace at Peking reads like a romance or a tragedy.

In the year 1898, Tzu Hsi, the Empress Dowager, retired from the Regency and went to live at the Summer Palace. Kwang Hsu was recognized as the supreme ruler of the Empire; but ever and always, the Empress Dowager kept herself well informed as to what was passing in the court of the Emperor. Perhaps Kwang Hsu forgot this fact, or he underestimated the Old Buddha's real strength. Whatever may have been the case, it is now evident that this imperious old lady had no idea of allowing her nephew to make sure of his own power in imperial affairs. The picture is of a vigorous and decisive dowager amusing herself out at the Summer Palace with amateur theatricals and other gay doings; while the young emperor who had been under her finger and thumb attempted to turn the mind of the nation from the past to the future.

The whole nation was smarting under the recent defeat of its armies and navies by Japan. Even the conservative Manchu officials were aware that something was wrong with China; but few of them cared to acknowledge that the cause of the country's weakness lay in themselves. They were jealous of certain Chinese members in the Ministry. Only one of the Imperial family, Prince Kung, made any attempt to maintain friendly relations with the Chinese party. This liberal minded statesman died early in 1888.

In the fourth moon, on the twenty-third day Kwang Hsu issued his first reform decree, after consulting with the Empress Dowager who offered no objections so long as the ancient rights and privileges of the Manchus were assured. She was obsessed by the suspicion that some of the leading Chinese officials were hatching out a conspiracy against her and her kinsmen. The following copy of this first reform decree is quoted from "China Under the Empress Dowager," J.O.P. Bland and E. Backhouse, p. 186-187.

"Of late years many of our Ministers have advocated a policy of reform and we have accordingly issued Decrees which provide for the institution of special examinations in political economy, for the abolition of useless troops and the old form of examination for military degrees, as well as for founding Colleges. No decision has been taken in these matters without the fullest care, but the country still lacks enlightenment, and views differ as to the course which reform should follow. Those who claim to be Conservative patriots consider that all the old customs should be upheld and new ideas repudiated without compromise. Such querulous opinions are worthless. Consider the needs of the time and the weakness of our Empire! If we continue to drift with our army untrained, our revenues disorganized, our scholars ignorant, and our artisans without technical training, how can we possibly hope to hold our own among the nations, or to cross the gulf which divides the weak from the strong? It is our belief that a condition of unrest creates disrespect for authority and produces friction, which in turn leads to the formation of factions in the State, hostile to each other as fire and water. Under such conditions, our Government would find itself confronted by the abuses and errors of the Sung and Ming Dynasties to its imminent peril. The virtuous rulers of remote antiquity did not cling obstinately to existing needs, but were ready to accept change, even as one wears grass-cloth garments in summer, and furs in winter.

"We now issue this special Decree so that all our subjects, from the Imperial family downwards, may hereafter exert themselves in the cause of reform. The basis of education will continue to rest on the canons of the Sages, but at the same time there must be careful investigation of every branch of European learning appropriate to existing needs, so that there may be an end to empty fallacies and that by zeal efficiency may be attained. Parrot-like plagiarisms of

shallow theories are to be avoided, and catchwords eschewed. What we desire to attain is the elimination of useless things and the advancement of learning which, while based on ancient principles, shall yet move in harmony with the times. The Peking University is to be made a model for the Empire, and all officials of the rank of Board Secretaries, officers of the bodyguard, expectant Magistrates, sons of high officials and Manchus of hereditary rank, are to be entitled to enter upon a college course in order that their talents may be trained to meet the needs of these critical times. No procrastination or favoritism will be tolerated, nor any disregard of these, the Throne's admonitions."

When one attempts to analyze this first decree of the young Emperor, one fails to understand why such a mild dose of reform should have caused any alarm in the ranks of the die-hards in the Palace. But there were those who looked askance at this first attempt to put some life into the moribund system of education then prevailing. Jealousies were aroused; intrigue ran apace; even some of the Chinese in the Tsungli Yamen and on other Boards became solicitous for the age-old system of examinations which had so well and so often produced efficient scholars into whose hands the welfare of the nation had been committed.

And the Empress Dowager watched with lynx eyes the effects of the young ruler's attempt at reform. Kang Yu Wei thoroughly distrusted the Old Buddha. He thought that her seeming zeal for reform was assumed for the occasion and he did not hesitate to advise Kwang Hsu to send her into permanent retirement. Perhaps the astute Kang realized even then that neither he nor his party, could hope to gain control in the affairs of the State—hence his urgent advice to the young Emperor to get rid of her.

There does not seem to be any doubt that Kwang Hsu was both honest and sincere in his attempt to lift his country out of the ruts into which she had fallen and which were wearing deeper with the passing of the years. Neither he nor his Manchu kinsmen could see that their opportunity of regenerating the nation was past. Yet one cannot but admire the almost childlike faith that animated the young ruler. One after another he sent forth his reforming edicts; day after day and night after night he foregathered in the palace with Kang Yu Wei and others of the same stamp. Then, inevitably, he was driven to the last desperate step of trying to get

rid of the Empress Dowager and he called into his counsel Yuan Shi Kai. This military leader grounded his policy and his action on a deep loyalty to Tze Hsi. Yet he accepted the Emperor's commission to go to Tientsin, kill Jung Lu and bring 10,000 of the latter's troops back to Peking, surround the Summer Palace and take the Empress Dowager a prisoner. From the council chamber of the Emperor, Yuan sped to the Summer Palace and divulged the whole plan to the Old Buddha. She sent Yuan to Tientsin where he told the whole scheme of seizure of the person of the Empress Dowager to Jung Lu, who was his sworn blood brother, who hastened to Peking and went directly to the Summer Palace. The rest of the story hardly needs repeating. Whatever approval the old Lady in her retreat at the Summer Palace may have given to what she regarded as innocuous reforms in the realm of education, she was not going to be taken like a rat in a corner by her erstwhile puppet and his gang of reformers. So Tze Hsi, in the Lake Palace, summoned the members of the Grand Council and the high officials of the Boards to her presence; they begged her to take over the government once more. Jung Lu's men took over the guard duty of the Forbidden City and he returned to Tientsin. At 5.30 the next morning the Emperor was seized by the guards and conveyed to the "Ocean Terrace"—a small island in the middle of a lake—and was then told that he might expect a call from the Empress Dowager. The result of that visit can be seen in the following edict which Tze Hsi issued in the name of Kwang Hsi:

"The nation is now passing through a crisis, and wise guidance is needed in all branches of the public service. We ourselves have labored diligently, night and day, to perform Our innumerable duties, but in spite of all our anxious energy and care We are in constant fear lest delay should be the undoing of the country. We now respectfully recall the fact that Her Imperial Majesty the Empress Dowager has on two occasions since the beginning of the reign of H. M. T'ung-Chih, performed the functions of Regent, and that in her administrations of the Government she displayed complete and admirable qualities of perfection which enabled her successfully to cope with every difficulty that arose. Recollecting the serious burden of responsibility We owe to Our ancestors and to the nation, We have repeatedly besought Her Majesty to condescend once more to administer the Govern-

ment. Now she has graciously honored Us by granting Our prayer, a blessing indeed for all Our subjects. From this day forth Her Majesty will transact the business of Government in the side hall of the Palace, and on the day after tomorrow We ourselves at the head of Our Princes and Ministers shall perform Our obeisance before Her in the Hall of Diligent Government. The Yamens concerned shall respectfully make the arrangements necessary for this ceremonial. The words of the Emperor."

Thus ended the hundred days of reform. Some of those who had been closest to Kwang Hsu as advisors and helpers were caught and put to death. But Kang Yu Wei, warned by the Emperor just in time, ran for his life and succeeded in finally reaching Shanghai and the safety of the Foreign Settlements. As long as he lived, Kwang Hsu suspected Yuan Hsi Kai of treachery; all during the years of his confinement in the "Ocean Palace" he held a grudge against him; and when he lay dying he made his brother promise to punish the man who had wrecked his plans for the reconstruction of China. The Emperor could understand the loyalty of Jung Lu to the Old Buddha; he was not surprised at the fury of the Empress Dowager when she learned of his plot to get her permanently out of the way, but he never forgave Yuan. It is the irony of fate that this same traitor had to be called in by the relatives of Kwang Hsu when it was necessary for them to negotiate with the leaders of the Revolution regarding the best way in which they could abdicate and make way for the Republic. And it is the very bitterest of irony to learn that when Yuan was sent for to perform this service to the tottering House of the Manchus, he sent word back to say that he was still nursing the wound in his leg—when he was dismissed from office by the Regent of Hsuan Tung, he was told that it might be well for him to return home and attend to that injured member!

The story of the Boxer Rebellion; the flight of the Court to Sian and the return of the Empress Dowager to Peking need not be told in detail. When the Protocol had been signed and life returned to somewhat normal conditions the old Buddha was ready to turn from those who had worked and suffered in her behalf. She courted the favor of the foreigners in Peking, especially of the foreign Ministers and their families. And she did not hesitate to espouse and put into practice some of the reforms which her unlucky nephew

had attempted. Thus, through intrigue and bloodshed, China came at last into possession of a new style of education based on western models.

What was the effect of all this on Christian Education in Szechuan? Even before Kwang Hsu and Kang Yu Wei had thought of any change in the Government of the country, earnest missionaries in different parts of China had sensed the need of education for the members of the early churches and their children. Indeed, it is not overstating the matter to say that the new education of China was born in the minds and hearts of Christian missionaries. True, most of them had but very indefinite ideas of what was necessary—they felt the need of a school alongside the church. Religion and education were necessary to each other. It was some such thought that led some of the missionaries in Szechuan to open day schools to which the children of Christians could come. These efforts were not popular at first; but the edicts of the Emperor, spurred on by Kang Yu Wei, gave new life and vigor to them. By the year 1905, the whole nation was throbbing with new expectations. Not only the Christian day schools but those under private management and those sponsored by local and provincial governments were increased in number. Sign boards blossomed out overnight. It is told of one zealous school that it put out a prospectus with the information that "English is taught as far as the letter G." Well, that was at least a promise that could be implemented and still leave the rest of the alphabet for higher courses. It also revealed the popularity of the English language; so school after school added that item to its schedule. Textbooks, full of typographical and grammatical errors, were put on the market and sold like the proverbial hot cakes. Hundreds of Chinese teachers hurriedly qualified for the teaching of English and most of them managed to keep at least a page ahead of their pupils. "This is a 'okes'" (or) was heard throughout the land—not that the "okes" had much to do with the daily life of the student—it was English.

At that time, (1905) perhaps a majority of the missions working in Szechuan were doing some work in education. The American Methodist Mission had early begun work in Chungking and had a "High School" in that city. This was the highest form of education provided by the mission; and it was fed by a number of primary schools. The Canadian

Methodist Mission (now the West China Mission of the United Church of Canada) had a Middle School in Chengtu which was the crown of their educational system at that date. In the same city, the Friends Foreign Mission Association (now the Friends Service Council) and the American Methodist Mission had each of them a Boys Middle School. In some of the stations of the China Inland Mission in the province could be found embryo schools for children. The Church Missionary Society had primary schools at different centers. The American Baptist Mission had day schools in Suifu, Kiating and Yachow. One missionary complained that the legs of the children never grew long enough to reach from the bench to the floor; that is, the children stayed only for a brief period. At Suifu plans were under way for the building of a Boy's Boarding School; but it is true to say that there were no students of Middle School grade in any of that mission's schools. In each of the four missions which later united to form the West China Union University there were Girl's Schools and those in Chungking and Chengtu were of a remarkably fine quality. Dr. Briton Corlies had opened an industrial school in Yachow where the students spent half their time making lace and half in the classroom. In Suifu, Mrs. C. E. Tompkins had opened a kindergarten. All in all, throughout the length and breadth of the province, the Christian forces may be said to have made a start—sporadic and unorganized as it was—in the lower reaches of education. The more these schools grew and flourished the greater would be the embarrassment of those in charge of them; for their pupils were being drafted into an educational *cul de sac*. How could this very serious problem be solved?

Ideas are like smallpox in that they spread. Ideas are primal. They also are possessed of great force and thus are able to propagate themselves. There is no truer word in Holy Writ than that which says: "In the beginning was the Word." Whether we concern ourselves with "Logos" or with "Word", we are face to face with the statement that the primary and most essential force in the Universe is an idea. That is to say the *idea* or purpose is the beginning of anything that really matters and is certain to prevail. He who can give forth a sufficient and efficient idea need not worry as to its future or its power in the world. All that is needed is that *Word*, that *Logos*, that *Idea* shall become incarnate in some individual or group of individuals. This is

a mystery; and our best approach to it is in a spirit of receptivity. It only needs to be noted here in connection with the next step in the campaign of Christian education in the province of Szechuan.

CHAPTER II. FIRST PERIOD: 1910-1915

So we come to the beginnings of Union in Christian Education in this province. As has been noted, there were three missions in the City of Chengtu, the provincial capital, who were engaged in Middle School work by 1905. These were the English Friends; the Canadian Methodists, and the American Methodists. At the head of the Friends school was Mr. R. J. Davidson, who had been in that early group of missionaries who founded the West China Missions Advisory Board. Dr. O. L. Kilborn and Rev. J. L. Stewart were conducting the Middle School of the Canadian Methodist Mission; and Rev. Joseph Beech had been recently sent from Chungking to Chengtu to begin college work for the American Methodist Mission. In this, he was ably and devotedly seconded by Mr. John Yost. So we have representatives from Great Britain, Canada and America. Any institution that might result from their common service would at once be interdenominational and international.

Sometime in the early fall of 1904 members of the two Methodist bodies seem to have been thinking along the same lines—the Idea was catching. Then representatives of the two missions began to talk together about uniting their forces in a Christian college. Who said the first word of union is not very clear; nor is it pertinent to our story—the word was said and became flesh. Just at this time the Methodist churches of Canada were finding themselves on the question of foreign missions and they were ready to send larger batches of recruits to West China. The American Methodists had had the longest and widest experience in Christian education and had practically girdled the globe with their schools. The Friends, moving within a more restricted orbit, had a few good schools in certain countries.

It came about on a certain day that Dr. Beech on his return from their Middle School to his home was told by Dr. H. L. Canright, who had much to do with the founding of the

university, that Mr. Endicott of the Canadian Mission had been over to see him. Let Dr. Beech tell the story:

Dr. Canright: "Mr. Endicott has been here. He said that they were getting a whole boat load of new missionaries and that if the American Methodists wanted union, they were now ready for them." I replied: "Did he mean that?" The answer was; "He said it, but evidently intended it for a banter or a joke." "There had been proposals of union or cooperation between these American and Canadian Methodists in earlier days that had come to naught. A few days later Dr. Kilborn visited the Methodist compound, and I said to him; 'So your Mission is ready to go into union with us now that you have these new missionaries coming, are you?' He replied; 'Who said so?' I answered; Mr. Endicott'. And there we stopped and talked for about an hour on the possibility of a union college. At the missionary prayer meeting, just prior to this meeting Mr. Davidson of the English Friends said to me; 'I hear that you are having a meeting with the Canadians to talk about a union college. Will there be any objection if I come?' He had the invitation, as did also Mr. Vale of the China Inland Mission; Dr. Canright, Mr. Yost and myself of the Methodist Episcopal Mission were present at the home of Dr. Kilborn to consider this subject."

At this meeting the idea of union in higher education took precedence and made much headway. One speaker dwelt on the *necessity* of union in the face of the new movement in education in the country; and of the impossibility of one mission's being able to match the resources and funds of the Provincial College. Another spent himself on *methods* in college education of a united effort. Other meetings were held; and even if no meeting was in sight individuals as they met found themselves discussing the proposed union college. At times the numbers at the meetings were increased by visitors from out of town. Dr. Squibbs of the Church Missionary Society attended one meeting and thus formed a nexus between that mission and the future Union University. Other visitors were Mr. H. J. Openshaw and Rev. J. Taylor, of Yachow, and here again the circle of interest in the coming college was widened and brought forth fruit in the near future. It is interesting to see the growth in vision on the part of those who were at that time fostering the idea; for it was as yet too early to call it a project. Yet the sponsors

stepped out from the mere academic question into the matter of getting a site for their future institution. At first they sought within the city walls for a place on which to build; and this revealed their limited conception of the new school of higher learning. Gradually they came to see that any available site within the city limits did not allow for *expansion*! And here we get another glimpse of the idea which was growing so fast in their minds. Why expand? A *college* in the accepted use of the term need not call for a very large location. But it must have been at about this time that the conception of a union *university* began to take possession of these men. Be that as it may, the project had seized not only the original sponsors but had spread thru the missionary forces in the city—had even gone afield to other parts of the province.

Over in a prefectural city to the southwest of Chengtu, there lived a young missionary who had been attracted to West China by the slogan, "A month Beyond." This challenge had been sounded by a missionary on furlough in the churches of his denomination. He volunteered; was accepted and came to Szechuan. Because of the new crusade in education which he found when he reached China; and because of the need of a school for boys, he was drawn to the educational work of his mission; and, perhaps, because he was put on the Educational Committee of his Mission Conference. When he tried to get some statistics for his report to the annual meeting he found that he could barely get enough to require three figures; and one of the schools which he used to make even these figures was a *Theological Seminary* which met in a back room of the street chapel. He has always stood in awe of that school of the prophets and has admired the faith of the Principal.

This lonely soul tried to think out ways and means of starting a union college in Szechuan; but was always confronted by obstacles which entirely disappeared as soon as he got into fellowship with those enthusiasts in Chengtu. This he did when he visited that city in the spring of 1905. He found the Advisory Board in session and ventured to attend some of its meetings. At one of these he met Messrs Beech, Davidson, Canright, Kilborn and Stewart who had come to explain their scheme for a union institution of higher learning under Christian auspices to the Advisory Board. After such explanations had been given, and after the members of the Board had plied these promoters with questions, the Board

gave its blessing to the undertaking in the following resolution:

"After a serious consideration of the report of the above committee, the Board unanimously resolved that after hearing the amended scheme for an educational union for West China, having for its aims the unification of all educational work and the founding of a Christian University at Chengtu, the Board approves the same generally and urges upon the various missions the desirability of taking *prompt action* along the lines recommended in the resolution presented by a special educational committee." (W.C.M.N. June 1905, p.p. 111.)

The craft had gotten off the ways into the stream. Henceforth the *idea*, now grown into a project, had to meet both sponsor and opponent out on the open sea. That visitor from the southwest received a letter from his colleague in his station. On the outside of the envelope was scrawled these words: "Learn all you can about the union college." Well, he certainly was learning a good deal during that visit to Chengtu.

As a result of the action of the Advisory Board regarding the project presented by the representatives of the Chengtu Missions engaged in secondary education in that city, a meeting was called for November, 1905, which was to be held in the provincial capital. When this gathering was held it was composed of *delegates* duly appointed by a majority of the missions at that time working in Szechuan. This needs to be emphasized; for it marks a long step in advance. The representatives who met the Advisory Board in May of the same year were speaking for three missions and expressing their hopes as to the possibility of establishing a union college in Chengtu. The November meeting was representative of a much wider constituency and its members could speak with more authority than those representing the three missions in Chengtu. The craft had left the river and had set sail on the open sea.

At this November meeting it soon became evident that the delegates had come with mixed purposes in their minds. One section were but slightly interested in the project for a union college. They had no middle schools and therefore could not sense the immediate need for a college. Their primary schools had but recently sprung up and they were not sure as to their future. This part of the gathering called for some organization that would be of service to them as

they tried to build up a system of primary schools in town and country. And they had a good deal of support. At the Advisory Board meeting in May, the Rev. A. E. Claxton, of the London Missionary Society, Chungking, said:

"To interest the Board of the London Missionary Society it must be shown that there is already a union in educational effort and that, as a preliminary step toward union in the formation of a Christian University in West China, an endeavor should be made to induce all missions in West China to agree upon a common course of study from elementary to postgraduate, and that an examination body of one representative appointed by each mission should be formed." (Beech, *University Beginnings*, Vol. 6, Journal W.C.B.R.S.)

And the Advisory Board, in passing its resolution, already referred to said that "after hearing the amended scheme for an educational union in West China, *having for its aims the unification of all educational work* and the founding of a Christian University at Chengtu, —approves the same generally, etc."

Evidently these two deliverances of the Board alarmed some of the Chengtu representatives; for Dr. Beech, writing in the *Journal of the West China Border Research Society*, Vol. VI, says: "This meeting sounded the danger that we had sought to avoid, namely that having started out to create a university we might be side-tracked and end in a system of primary schools or a course of study." Dr. Beech's fear must have been heightened during the early days of the November meeting. But neither he nor anyone else needed to be unduly anxious; for as the discussion developed it became evident to all present that there was no conflict between the two propositions but that both were necessary if the Christian forces in West China were to build a complete system of education for these three western provinces. In short, the baby became twins; and by the time the meeting adjourned it was proposed to create two sister organizations,

(1) Committee on Primary and Secondary Education (2) A Temporary Board of Management for the Union University. The first of these two bodies developed into The West China Christian Educational Union; the second became, in 1910, The Senate of the University. The missions taking part in the Temporary Board of Management were: The American Baptist Missionary Union (Later, The American Baptist Foreign Mission Society); The Friends

Foreign Mission Association, Great Britain and Ireland; (later, The Friends Foreign Service Council); The General Board of Missions of the Methodist Church of Canada, (later the United Church of Canada); The Board of Foreign Missions of the Methodist Episcopal Church, U.S.A. The representatives of these Mission Boards united with the representatives of other missions present at that November meeting in creating the West China Christian Educational Union. Of this organization we wish to speak later; our present interest is the development and history of the Union University.

Having gotten thus far on the field, it was now necessary to create interest in the sending countries. There is no space for an abstract of the letters that were continually going between Szechuan and London, Toronto, Boston and New York. Yet these had good effects and soon money was appropriated by the four Mission Boards for the purchase of land on which to build the university. Dr. Beech and the late Dr. H. T. Hodgkin, did yeoman service while they were in England and the United States. But it was no easy task to bring the several Boards to commit themselves to this union scheme. So long as the campaign lay west of the Yangtze Gorges, it was taken for granted that anything to be done in the realm of higher education must, of course, be done in union. The onus of proof lay upon anyone who advocated isolated effort. But the spirit of union which pervaded the Christian forces in West China had not yet captured the churches of the West. Nevertheless, when this fact is remembered, it must be said that after those four Boards had studied the matter, had taken the situation into full consideration, and had glimpsed the alternative of individual colleges in separate cities amid a population roughly estimated at 100,000,000, scattered over the three western provinces of Kweichow, Yunnan and Szechwan, with the hinterland of the tribes country and Tibet in the offing, these leaders of foreign missions rose to the occasion in splendid Christian fashion. It is to their everlasting credit that they not only espoused the cause themselves; but ever and always worked with redoubled zeal to win others to their way of thinking. This union effort was something new in their experience. Some of them had taken part in lesser schemes of cooperative effort with varying degrees of success. But this was to be a corporate union into which each Board was asked to pay certain sums of money which would be spent or invested by a body

on which they had but few representatives. There was nothing with which to begin save the zeal and prayers of a knot of men living up under the roof of the world, far beyond the limits of steam navigation, in provinces which held their allegiance to the Emperor rather lightly. Should the university be built, would the property be secure? This was a question that arose even under the Empire; how pertinent and forceful it has proved under the nascent Republic! One can but yield honor to the men at the Home Base.

In due time a union committee was formed in the sending countries which was known as the "Joint Commission of the University." This body was composed of representatives of the four "Participating Bodies." Through it the Temporary Committee of Management on the field reached each and all of the Mission Boards - the university was beginning its process of integration. And through it money was found with which to buy land as a site for those "castles in Spain" which the men on the field had spent days and nights - mostly nights - in building. As a result the university was brought down from the clouds and firmly established on a plot of land bordering the Min River outside the South Gate of Chengtu. It is a revealing fact that when this first parcel of land was purchased, someone at once drew plans for the campus of the institution with teaching buildings on the main part of it and a few houses for the faculty near the river. It reveals the fact that those in charge of this new project have grown with the institution. Perhaps it is well that this was so; it might have discouraged them unduly had they known ALL that was necessary for the establishment of a union university. But it was not long before their vision overleaped the dimensions of that first purchase; and other tracts of rice fields were added to the original lot. So it has gone on, until at present "It occupies 154 English acres, with 2220 trees of 27 varieties and thousands of shrubs along its miles of roads and paths. . . . This improved campus represents an expenditure of over \$100,000. gold. Its assemblage of 21 permanent college and dormitory buildings and 48 residences, with the teaching equipment have cost over half a million dollars more. Measured in terms of price values of the West this is a very meagre sum for so extensive a plant. Some idea of the relative costs of construction at home and here may be visualized by putting our entire plant in one building 200 feet long by 60 feet depth. It would rival that tallest

structure of the world, the Empire State Building of New York. At the normal rate of two silver dollars for one gold dollar, the expenditures for physical plant are represented by a stack of silver dollars just about two miles high." (Beech)

This jump to the present by way of Dr. Beech's paragraph of facts has skipped a mass of details which while of keen interest to those engaged in securing the land for the campus and gradually transforming it from sodden rice fields and mouldering graves to its present beautiful form, may not be of material interest to the reader. Yet something of the wearying days and months spent in "haggling" over prices of land, brick, lumber, lime and tiles seems necessary to fill in the picture. I remember that day in the late fall when the "Early Yang" property was finally purchased. We met the owner and the middlemen in the parlor of Dr. J.L. Stewart's home at the university. There were the inevitable tea cups; but somehow the negotiations seemed to drag. The phonograph was turned on and continued to scream out tunes entirely foreign to our friends. One of them was given a rocking chair and that seemed to wake him up for he could not bring it to an equilibrium so had to continue to swing. Then, about four o'clock, Mrs. Stewart announced tea and brought in her delicious fruit-cake which she had made for Christmas. After that, somehow we moved forward to final prices and gifts for the middle men; and just before supper the first \$100. was paid over to the owner who no sooner received it than he made a bee-line for the nearest opium den. He had appeared distraught and restless all through the afternoon. Two wings of the Medical Building have already been built on part of that purchase.

For sometime I was on the Committee for the Purchase of Graves. It was the duty of this body to seek to secure patches of graves that were needed to round out different parts of the campus. Indeed, we needed to get these homes of the dead, in some cases, before we could erect some of our buildings. Even now the Cadbury Educational Building is minus one wing because of our inability to buy a group of graves where the said wing is to stand. One day I was called to inspect the removal of certain graves. I found the ghoul - he certainly looked the part, with his putty colored skin drawn tightly over high cheek bones, and his staring eyes that bespoke addiction to the opium pipe. He had three crocks partly filled with human bones. For each skeleton

removed I was to pay him \$3.00. I examined the crocks and found but one skull. I called the ghouls' attention to this lack; and he said: "The only way I can account for this lack is to suggest that two of the bodies must have been those of children and they had no heads!" I reproved him and made him put all the bones into one crock and gave him three dollars, hinting that if he could not find skulls in the graves he opened it would be necessary for us to get another ghou. This stopped the production of decapitated skeletons.

Soon after the formation of the Temporary Board of Management for the university, the matter of forming a constitution engaged the attention of the body. It was agreed that the initiative should be taken on the field, sent to the Joint Commission, which would in turn refer any preliminary draft of the constitution to the Participating Organizations who would report the results of their deliberations back to the field by way of the Joint Commission. This took a great deal of time; so that, while the work was started in 1909, the first constitution was not adopted by the Joint Commission until that body met in London, England, in June, 1910.

The name in English is West China Union University. At first this appeared in Chinese as Hwa Hsi Hsieh Tang - later, in order to conform with the requirements of the Board of Education of the National Government, it was changed to its present form: "Ssu Li Hwa Hsi Hsieh Ho Ta Hsieh Hsiao." The first two words in its present title mean "private" and these are ordered to be placed on the titles of all private schools registered with the National Government. "Hsieh Ho" means union, and did not appear in the original name. The last word in the title is that which has been substituted for the character "Tang."

The aim of the new institution was very clearly stated: "The object of the University shall be the advancement of the Kingdom of God, by means of higher education in West China under Christian auspices.

(a) By providing such facilities for the education of Chinese or others, connected with the various Missions in West China, as shall enable them to take their places among the educated classes of the day;

(b) By affording means for the education of other youth of all classes."

This aim has been steadily kept in view and, under changed conditions, the university still keeps true to the aim

of its founders. Since that first constitution was enacted, China has gone through extremely rough waters. The old Empire has passed into oblivion; the young Republic has suffered even in the house of its friends. At times anti-religious propaganda has stirred the people to heights of furious opposition; the province of Szechuan has been torn by internecine strife, and now the attack of the communists is being met and driven back. No one can tell of the future; but this is true - through good report and ill, in the face of bitter opposition or the favoring winds of public and official approval, this Christian university has stood loyal to its aim—the establishment of the Kingdom of God.

The question of the form which the university should take early came up for discussion and there was found a difference of thought on it; for those responsible for the constitution came from different countries and naturally brought with them their national conceptions of a university. Perhaps those who hailed from Canada were best fitted to understand the difference between the English and American conception of such an institution; for they had in their own country examples of both the others. The American idea was that of a glorified college with control concentrated in a Board of Trustees presided over by a President. The English were accustomed to a group of colleges, more or less independent of the university, with a senate where representatives of the several colleges met to consult regarding the university as a whole. There was a person of public repute and standing chosen as Chancellor. The question before this body was: which is the better form for this university? It was extremely fortunate that at that time, Dr. E. D. Burton and Prof. Chamberlain of the University of Chicago, were visiting Chengtu. They had come to consult with the Temporary Board of Management regarding the university. After listening patiently to a long discussion, they suggested that it might be well to incorporate the best of both schemes, which would allow the university to gravitate to the center, or, if circumstances called for it, to tend to more and more control at the circumference. As a result of all this discussion and of Dr. Burton's advice, the constitution established individual colleges by the four missions. In a note on the term "college" it is said: "By the term 'college' shall be understood an institution providing a building or buildings and one or more teachers for instruction, in connection with the University, enrolling stu-

dents and providing residential accommodation for the same." Thus the question was solved. The University is responsible for providing facilities for study, may grant degrees and care for the students so long as they are under its control. When the students return to their colleges, they are under the control and care of the Principal and teachers of their individual colleges. The tendency during the first twenty-five years of the university has been centripetal. This tendency has been emphasized since the National Government has required registration of all private schools. Under this control, the President has far more power than he had under the first constitution.

The question of what the President should be and what he should do called for prolonged discussion; as the English and American conception of this office differed. All that is said about it is contained in one sentence. "The President of the University shall be appointed by the Board of Governors." In the Bye-Laws, this is the result of days of deliberation: "It shall be the duty of the President of the University to preside at all meetings of the Convocation."

Evidently what is *not* said has been of more importance than what is stated. In other words, when the Board of Governors finally elected a President, that individual had to make an office for himself. This he has done in a wonderful way. The Vice-President was left to define the duties of his office by doing anything that would be of service to the institution.

The Governing power on the field was vested in a Senate which was composed of representatives of the participating Missions and of a second group appointed by the Board of Governors on nomination of the Senate. This body, from the beginning, took its responsibilities very seriously. Indeed, it reached out beyond its own particular seat of power and assumed much of the work of the Faculty. In consequence, this latter body seldom met and found little to do when it did assemble.

The Board of Governors was given control of the University in matters of policy and general administration. "The Board of Governors shall hold, either in the name of one or more members of the said Board, or as a corporate Board, if incorporated, on behalf of the University all Deeds of Trust, endowments and other property of the University not otherwise provided for." This body has ultimate authority. It

is composed of three members each from the participating organizations and other persons whom the Board may co-opt.

The Convocation consists of the whole body of graduates of the University in all departments; it meets annually. Under the first constitution it had the right to elect four of its own members to represent it on the Senate.

"All members of the teaching staff of the University upon their assignment by the Senate, shall become members of the Faculty of the University, and shall so continue as long as they are so engaged."

This, in brief, is the main contents of the first constitution under which the university began its career. On the whole, it was found to be workable and was acceptable to the participating organizations in the home lands and to those in charge of the university on the field.

Some years later a committee in America carefully examined this document and, so to say, tightened some of the screws in the machine which made for a greater degree of exactness. They introduced a set of bye-laws for the Board of Governors, and made it possible for that body "from time to time to elect suitable persons to the honorary position of Chancellor." Perhaps the greatest service rendered by this committee on revision was that to the President. Article VII. reads: "The President shall be the chief executive officer of the University. He shall preside in meetings of the Convocation. He shall confer degrees on those persons to whom degrees are awarded by the Senate. He shall be *ex officio* a member of the Board of Governors, the Senate, and the Faculty." This is a great step from the suspicious silence of the first copy of the constitution. This amended document was accepted and was in use until the third constitution came into effect.

In order to understand the need for this third constitution it is necessary to advance some years to 1925-26. At that time, the National Government, through its Ministry of Education, on November 16, 1925, issued a series of Regulations regarding the registration of schools supported by foreigners. This document read as follows:

1. Any institution of whatever grade established by funds contributed by foreigners, if it carries on its work according to the regulations governing various grades of institutions as promulgated by the Ministry of Education, will be allowed to make application for recognition at the office of the proper

educational authorities of the Government according to the regulations as promulgated by the Ministry of Education concerning the application for recognition on the part of all educational institutions.

2. Such an institution should prefix to its official name the term "szu lih" (privately established).

3. The president or principal of such an institution should be a Chinese. If such president or principal has hitherto been a foreigner then there must be a Chinese vice-president, who shall represent the institution in applying for recognition.

4. If the institution has a board of managers, more than half of the Board must be Chinese.

5. The institution shall not have as its purpose the propagation of religion. (See the Ministry's official interpretation below).

6. The curriculum of such an institution should conform to the standards set by the Ministry of Education. It shall not include religious courses among the required subjects."

THE OFFICAL INTERPRETATION OF REGULATION 5.

"In answering the petition for an interpretation of Clause Five of the *Regulations Concerning the Recognition of Schools Established with Contributions Made by Foreigners*, as to whether the clause solely emphasizes the aim of the school or whether it is inconsistent with the freedom of religious faith and of the propagation of religion, etc., our official answer is hereby given that Clause Five of the said regulations as promulgated means that when an educational institution is established it should have as its aim the educational aim which is formulated and proclaimed by the Ministry. It means that in the institution there should be no compulsion on any student to accept any religious faith or to attend any religious rites or ceremonies. It sets no limitation whatever upon liberty of religious faith and the liberty of propagating religion.

Sixth day of July in the fifteenth year of the Republic of China.
By order of the Ministry of Education."
(SEAL)

To this might be added a quotation from "The Aims of Colleges and Universities Promulgated by the Ministry of Education September 27, 1917 and 1925:" "The aim of the colleges and universities should be the imparting of higher and deeper knowledge to nurture mature scholars and great personalities in order to meet the needs of the nation."

At the time that the National Government took this action, those in authority did not learn at once about it. But on April 1, 1926, the Senate passed the following motion: *Resolved*: That the question of listing courses in religion in the new catalogues so as to conform with government requirements for registration be referred to the Cabinet." and on June 3 of the same year, this action was taken: *Resolved*, That the subjects in religion heretofore listed as required in our catalogue be so listed as to give the University students an option of electing courses either in religious knowledge, or ethics, or certain other specified courses which have a direct relation to the moral and spiritual development of the students. This provision shall apply to the four years of the University work of the new four year system. (By vote of 22 to 7).

That recording of the vote of the Senate is most eloquent. There were two different interpretations of religious instruction, and there were at least two varying attitudes towards the requirements of the National Government as to required subjects in religious training. Some thought, and said, that it was beyond the province of the government to step into a private school and prescribe courses in ethics and proscribe them in religion. This of course, was not what the government was attempting to do; all it required was that no courses in religious instruction should be obligatory, *if the university wished to secure recognition*. Others thought that the foundation of the university as a Christian institution was endangered if we could not continue required courses in the Bible and other allied themes. All of which was very ably stated in debate; yet gradually the majority of the Senate came to see that we must comply with the requirements of the Ministry of Education if we hoped to secure recognition from it. And some who had been sincere in their opposition to the motion quoted above loyally agreed to push the new program of instruction when once it came to be taught.

This may be regarded as the first step towards recognition on the part of the Senate. But it soon became evident that more was to be done, and done as soon as possible. During the latter part of 1926 and the early months of 1927, outside events pushed the Senate into action that might otherwise have been delayed. "The Wanhhsien incident" created a virulent opposition to the British. The onward march of the southern forces to the Yangtze and the successful seizure of Hankow and the British Concession in that city caused the

hyper-nationalism of the Chinese to flare out all over the country. Szechuan was greatly affected. Foreigners were evacuated from this province, and only a handful managed to remain. All of this will be dealt with in a succeeding chapter; but this much is said here in order to show how national events influenced the campaign for government recognition by the university.

The senate was remodelled in order to allow a majority of Chinese in its membership. Steps were taken to secure the services of Rev. Dsang Lin Gao as Vice-President. This was accomplished. Many foreign teachers left the province at the behest of their consuls. Therefore more Chinese teachers were added to the staff. In this way it was possible to carry on the work of instruction during the spring term of 1927; and the senior class were graduated in June of that year. The storm subsided and in 1928 some of the teachers returned to the university. All this had shown the wisdom and the necessity of seeking and securing recognition of the university by the Central Government.

On March 24, 1927, the Senate passed the following resolution: *Resolved*: That we communicate with the President and the Board of Governors concerning the matter of Registration with the government, informing them of the regulations of the Southern Government, and pointing out that in addition to the regulations of the Northern Government these demand that the President shall be a Chinese. We wish to place before the Board the full implications of these regulations; to draw attention to the fact that we shall probably soon be compelled to register, and to ask what steps we should take in preparation therefor.

On September 8, 1927, the Senate had gotten so far with their policy of reconstruction that they passed the following motion: "Inasmuch as we have fulfilled the requirements for registration communicated to us by the Provincial Board of Education,—here follow the six requirements already quoted—*Resolved*: That we apply to the Provincial Board of Education for registration, and That we refer the negotiations to the Cabinet with power."

Thus began the long weary campaign for registration with the National Government. It is a pleasing duty to state that during these protracted negotiations the kindly help of the Bureau of Education of the Provincial Government has been generously given and has been deeply appreciated by all connected with the university.

This brings us to the third constitution. It might well be called The Constitution of the Board of Directors; for such changes as were made were in the interest of the university in this new factor in its organization. The Senate was eliminated and ceased to function when the Central Government finally sent notice that the university was registered.

The Board of Directors was established. It consisted of a majority of Chinese. The participating Church Bodies might elect three representatives each to it. One of the appointees of these bodies shall be a woman. One member of each of the Participating Mission Bodies; four representatives of the Association of Graduates, one of whom shall be a woman. The Board may co-opt not more than four other persons; The President is ex-officio a member of the Board without vote. This very significant paragraph should be quoted: "No other member of the University staff or personnel regularly employed by the Board of Directors, nor any student of the University, shall be elected to the Board."

The Board has power to elect the President; to establish faculties; to appoint officers and teachers; to fix salaries; to authorize expenditures within the limits of their assured income. It also may empower the officers of the university to confer degrees; to fix the rate of fees; to enter into negotiations with the Board of Founders and the Church Bodies regarding the financial contributions and personnel they will supply to the university. Further, the Board has power to enter into agreements with the Board of Founders for the loan or lease of so much of their equipment, buildings and properties, as may be mutually agreed upon for the efficient conduct of the university.....They shall not alienate or place encumbrances upon the properties, or use them except as shall be agreed upon. In order that all this shall be carried out in due order and according to law, the Board of Directors enters into a contract with the Board of Founders. The Board of Governors is the Board of Founders, but retains its old name in the West because it is incorporated under that name in the United States of America. With other minor, though necessary, changes this is the new instrument under which the Board of Directors and the Board of Founders carry on the university.

At the last meeting of the Senate on October 5, 1933, the following item, listed as minute 2654, was recorded: "A communication was read from the Board of directors in-

forming the Senate that Government Registration of the University is now completed. The members of the Senate stood while prayers of thankfulness were offered for the consummation of registration and for the safe return of President Dsang from America.

Resolved: That we express our satisfaction that our University has been registered with the National Government of China, and that we also record our grateful appreciation of the labors of all those who have worked towards this end and have made this possible, especially the Board of Governors and our Constituent Boards for their sympathetic attitude towards the problem and their promise of continual support as we carry on the work under the new constitution.

"2655; The minutes of the present meeting of the Senate were read and approved, after which the Senate adjourned *sine die*."

Thus ended one period in the history of the West China Union University.

It is now time to get back to the year 1909. When we left those early days in the beginning of the university, the first plot of ground had been bought. Other sections were added. Late in 1908, the three missions in the capital that were a committee of the university, decided to combine their Middle Schools and move them out to a part of the land already purchased for the university. They erected temporary buildings, and put up frame houses for the teachers. Some of these latter were intended as kitchens and servants quarters for permanent residences. After the Chinese New Year of 1909, this Union Middle School was opened and teaching began. At its Annual Meeting that year, the American Baptist Mission appointed Rev. Joseph Taylor and wife to Chengtu for work in connection with the university and the new Middle School. Thus the four constituent Boards participating in the university were represented in the new venture on the site of that institution. It may be said that this Union Middle School has continued to the present day. In 1934, it celebrated its twenty-fifth anniversary. During most of this quarter of a century, Mr. S. C. Yang has served as Principal of the school. This school has been one of the main feeders of the university. Its graduates have gone out to serve the primary schools of the West China Christian Educational Union; indeed, it hardly seems possible that the Union could have carried on its work had it not been for the

supply of teachers from the Union Middle School. The school now has a campus of its own near the university. Three dormitories have been built near the main building in an attempt to give the boys a life of their own.

An editorial in the *West China Missionary News* for April 1910, has, in part, the following: Friday, March eleventh, Chinese second moon, first day, was a red letter day in matters educational in West China, for on that day the Union University at Chengtu was opened. The ceremony was a modest one, and there was no attempt at display. In one of the temporary science rooms the faculty and students assembled: there were eleven in the entering class. They sat on the front row of seats, and behind them the students of the Union Middle School were seated. Addresses were given by members of the faculty and the university was declared open." This is a simple statement of a fact towards which all concerned had been working since that delegated meeting in Chengtu in November, 1905. In a little over four years the university was serving the purpose for which it had been founded - teaching Chinese young men in the Truth so that the Kingdom of God might be established in West China.

The Faculty of the university was almost the same size as the student body. As listed in the prospectus, they were: Charles Rupert Carscallen, B.A., Toronto, Canada; Instructor in Religious Knowledge; Egbert John Carson, B.A., B.D., Toronto Canada; Instructor in History; Harold Deeks Robertson, B.A., Toronto, Canada, Instructor in Economics; Joseph Taylor, B.A., Brown University, U.S.A., Instructor in English; Elrick Williams, M.A. University of Illinois, Instructor in Chemistry; John Wycliffe Yost, B.A., Dickenson College, U.S.A., Instructor in Physics and Mathematics; Yeh Deh Min, Assistant in Mathematics; Wu Chong Ru, Instructor in Chinese Language; Henry Thomas Silcock, B.A., Oxford University, England, Instructor in Education. Daniel Sheets Dye, B.Sc., Denison University U.S.A., Instructor in Physics. Practically all of these teachers were also giving instruction in the Union Middle School.

The first year of work went along smoothly with each teacher going over his course for the first time. By the close of the second term each of these men found it necessary to re-think his courses, and the timetable for the second year reveals the results of this study. Three courses were offered; (1) General Arts Course; (2) Course in Science; (3) Course

in Pedagogy. Perhaps the most ambitious option in these courses was that in Science which offered a choice in Japanese, French or German. The fact is that only two languages were taught - Chinese and English. These were required in Arts, and for three years in Science. Religious Knowledge was required in all courses.

Because their Missions had appointed Mr. Carson and Mr. Yost to other stations for work in 1911, Mr. Carson resigned his position as Acting Vice-president, and Mr. J. L. Stewart was elected to that position.

In the Fall Term of 1911, the Revolution broke out in Chengtu, and all foreigners living at the university outside the south gate of that city were called into it. At first an attempt to carry on classes in rooms back of the mission church on Sze Shen Tze was made; but it caused irritation to the students of other schools which had closed in order to express their sympathy with the revolutionary party, so these classes were discontinued and the university closed. But it is significant to remember that the institution had come into being and was a going concern by the time that the national upheaval which was to destroy the Empire and found a Republic was begun. This movement will be dealt with in another chapter.

Although it was found possible to re-open the Union Middle School, the Union Normal School and the Union Theological School, in the spring of 1912, it was found impracticable to open college classes until 1913. The catalogue for 1913-14 lists a Union Language School for foreign students of the Chinese language. It also announced a Medical Faculty which however was not begun until 1914. Very early in the project for a union university it had been suggested that one of the first additions to the schools of the university should be that of Medicine. During this year the Faculty grew to sixteen. A university Preparatory Course of three years was added. This course was open to those students who had satisfactorily completed the Middle School course as prescribed by the Chinese Government and the West China Christian Educational Union. Following this preparatory course the university offered special courses in Arts, Science and Medicine. A loose use of terminology tends to puzzle the student of the catalogue at this point; but there was evident advance in the matter of more close organization of the institution. The teachers were branching off into their

special departments and it was no longer necessary to draft every instructor as a teacher of English. In the schools under the care of the university there were 139 students.

At the beginning of things, when the university seemed assured, some discussion was had as to the nature and function of the presiding officer. It was acknowledged that such an office as President was necessary; but there was a difference of opinion as to just what the president should do - and a greater consensus of opinion as to what he should not do. Indeed, it is not too much to say that the Presidency, rather than the President, was viewed with suspicion. Hence that brief permission for him to preside at a body, at that time non-existent, and one that would not be functioning for some years.

Such being the case, it was thought that West China might attempt a departure in this matter and endeavor to secure some scholar from the West who would be willing to come to Szechuan for five years and assist the young institution at Chengtu in organizing itself. This would give time for the growth of the student body; for the assembling of a faculty and the building up of several Schools which might be affiliated with the university. So approaches to some leading persons in the scholastic world were begun and in every case the person so canvassed expressed his keenest sympathy with the new institution, but found that he could not get away from his present work. If he could be of any service to those who were endeavoring to launch the university on its mission of service and enlightenment, he would be glad to render such service to the best of his ability and to the extent of his present responsibilities. When this had gone on for some time, it was considered futile to prolong the process and the Senate was asked to nominate one of their number, already on the field, to the Board of Governors who would give the matter careful consideration and then act. This helped to crystalize the thought of the Senate and they nominated the Rev. Joseph Beech, B.Sc., D.D., who had been indefatigable in the interests of the university from the very earliest times of its conception. It will be remembered that he was the spokesman for that band of pioneers who brought the matter before the Advisory Board in the spring of 1905. While in America in 1907-8 he had met with the Boards of the Canadian Methodists, the American Methodists and the American Baptists. With each of these bodies he was in the end successful in

enlisting them in the enterprise. They each came in their own individual way. But they came and so an organization in the homelands became possible. The late Dr. H. T. Hodgkin brought the Friends' Board into the scheme at the same time. Then Dr. Beech returned to West China bringing Dr. E. D. Burton of the University of Chicago, as well as a new recruit for the staff of the university in the person of Rev. George B. Neuman, B.D.

So Dr. Beech was proposed by the Senate in 1913, elected in 1914 by the Board of Governors and accepted the office in October of 1914. He was just in time to face some serious problems created by the outbreak of the World War earlier in that year.

In that same month (October) Dr. Beech, in answer to a cablegram from the Board of Governors, left Chengtu for America. On his way to the coast he visited Peking and secured an interview with President Yuan Shih Kai at which he explained the purpose of the West China Union University. This must have been clear and eloquent, for the President wrote the following statement regarding the university and capped it with his personal cheque for \$4000.00:

"The American, Dr. Beech, is a prominent teacher of religion who has lived in Szechuan for fifteen years and is on friendly terms with the best scholars and high officials. All who come to Peking from Szechuan speak well of him. British and American scholars have established at Chengtu the West China Union University, which they wish to obtain means to enlarge. Of this I heartily approve.

"The whole world is now being unified. In learning and thought we are daily hastening to perfect agreement. The purpose of Dr. Beech to unify Western and Chinese culture and ethics will not be difficult of attainment. The establishing now of the University is only the creating of a first channel of communication."

(Private seal, Yuan Shih Kai) (Signed, Yuan Shih Kai)
Yuan Hsiang Ch'eng

*The 3rd year of the Chinese Republic,
11th month, 20th day.*

Before leaving Chengtu for Shanghai, Dr. Beech called to see Gen. Hu Gin I., the Military Governor of Szechuan, who had been extremely friendly to the new university and

its promoters. The Governor wrote a very commendatory letter, which is translated here:

"Education is of fundamental importance to the nation. Our Republic has just been established; whether it will advance or decline, be prolonged or come to an early close, is not certain. There has been no time as yet to establish great halls of learning.

I have held the military control of the Province now for three years. I think regretfully of the times of distress for my people. Nothing but religion and education will be sufficient for their relief. Amid the rush of government affairs, I have been quite unable to devote myself to these matters as I would wish. However, so far as enthusiasm for the spread of education is concerned, I have not at any time been without it.

Now the American, Dr. Beech, has been a missionary in the Province of Szechuan in our country for many years. In addition to widely diffusing the principles of religion, he has greatly helped forward the cause of education. He has brought together certain well known scholars of Britain and the United States, and has established the West China Union University outside the South Gate of the city of Chengtu in Szechuan. The splendid wish to uplift and benefit the people is steadily being fulfilled and wins my hearty approbation.

In regard to the matter of the erection of the University building, a start has been made on a large scale. And now Dr. Beech has determined to return to his own country, to raise large funds, hoping there with to complete the institution. I regret exceedingly that I am unable, even by using all my small resources, to help sufficiently to bring the institution to completion. I am very grateful to the Doctor, because he has been so courageous from beginning to the end. Therefore I dare in one word endorse him to all who would do good to their fellow men. We are told that when one thousand fox skins are gathered together, then the "white robes" may be made. If you can unite the strength of the many, then great deeds may be accomplished.

Furthermore, the influences of this undertaking are not limited to religion and education. Some day in the future when the whole world shall have been brought into closer communication, when customs and thought shall have been unified, when the joy of peace shall have permeated the five continents, when that day comes this University shall be

given its due share of credit as having been responsible in no small measure for these consumations.

(Signed) Hu Gin I.

*Specially Appointed General in Charge of Military
Affairs for the Province of Szechuan.
(Military Governor)*

(Then follows Governor Hu's donation of \$3000. and Civil Governor Chen's for a similar amount.)

This same year, (1914-15), the Faculty of Medicine was opened and teaching began. Seven students were enrolled and a faculty of five taught them. The members of this Faculty were: Harry Lee Canright, M.D., University of Michigan, U.S.A.; Henry Wilbur Irwin, B.S., M.D., University of California, U.S.A.; Omar Leslie Kilborn, M.A., M.D., C.M., Queen's, Canada. William Reginald Morse, B.A., M.D., C.M., Acadia and McGill, Canada; Charles Winfield Service, B.A., M.D., Toronto, Canada.

Very soon after the medical work had begun it became evident that at least one cadaver would be needed; so plans were formed for securing one. This was by no means easy. The general prejudice of the Chinese against the use of a human body for the purpose of dissection was simply enormous. Even the scholar class was opposed to it. Added to this common opposition was the tradition circulated in every place where mission doctors and hospitals were at work, that the foreigner used the eyes of children to make medicine. There still existed in Szechuan a lot of this fear and superstition, based on ignorance. During and after the World War, instances of this opposition were brought to light by the prosecution of German doctors who had lost their extraterritorial rights. What could be done in the face of all this? Even if a body could be secured, would it be wise to bring it on to the campus and proceed to carve it up? Some of the members of the staff advised against such a procedure. Others saw the need; but were fearful of the results. A small brick building had been erected near the temporary one of the university. This was made two storeys high. The upper floor was fitted out as a dissecting room. When this building was completed Dr. Morse began a campaign in search of a cadaver. With the assistance of Mr. R. R. Service and others, the doctor finally succeeded in getting the Military Governor

to donate the corpse of a criminal who had been beheaded. Late one afternoon, this dead body was brought to the medical building and placed in the dissecting room. Then the lower door was locked and the people on the campus slept just as soundly as ever. That upper room was kept very private for some time. Gradually some visitors to the university were introduced to the cadaver. After the dissecting room had been removed to the recently completed Atherton Biological Building, and when that building was publicly opened, guests were taken through it and nearly all of them were desirous of visiting the department of surgery where students were busy working on the corpse of that criminal. Scholars from the city were keenly interested in this work and had it explained to them by friendly doctors. The campaign had ended in ultimate success. Here was a piece of education where a whole community needed to be freed from ignorant opposition and an unwarranted fear.

This college year is also memorable for the visit of Dr. John Franklin Goucher, the Chairman of the Board of Governors, and Bishop James W. Bashford. It also saw the completion of the first two permanent buildings of the university. These were the Joyce Memorial Building, and a new dormitory of the American Methodist Mission. The former was long used for general university purposes—as a teaching building, the home of the library and the chapel for university services.

At the Commencement in 1915, two students were graduated. These were the first graduates of the university. They had come up through mission schools and thus were the first fruits of that system of Union Educational work which had been conceived in 1905. It had taken a decade to produce these two graduates; but one and all were agreed that all the work, the planning and the prayers had been worth while. Mr. Fuh Hai-yuin and Mr. Wu Su-tsen were not only the result of ten years arduous work on the part of the university, they were a promise of the years to come.

During this year, General Tsai Ngo began his campaign in Yunnan against President Yuan Shih Kai, who had declared himself Emperor in the North. When General Tsai reached Chengtu he was met by representatives of the university, for he had been appointed both Civil and Military Governor of Szechuan. He was from the beginning, most friendly to the university and was much interested in its

plans. Before he left the province, he wrote the following letter:

"Two fundamentals in the establishment of any country are wealth and education. The one makes life more abundant, and the other raises the standard of intelligence. Man is a combination of body and mind; if the mind is left to itself without instruction, it becomes stupid and heedless.

Happily for us these wise men of the West have travelled over the long road to the Far East, bringing with them enlightenment for all classes without distinction; and they are methodically spreading their good teaching.

Now all men agree that Chinese civilization has come down from the most ancient times; and that among the enlightened nations to-day, Britain and the United States of America are recognized as leaders. Great indeed are the sages of the West! And lo, these are to be melted together in the one great furnace with the Chinese people!

I have come from Yunnan, with the determination to preserve Republicanism; but I am only a military drudge, oppressed with duties many and various. I have no leisure for literary pursuits. Yet when I look upon your comprehensive plans for achieving the object of your institution, I am very pleased and very content. How fortunate are the children of our people to have these advantages!

As the beautiful azure of the Min and the Ngo mountains, and as the never-ceasing flow of the rivers of this fair province, so is the lofty and the boundless influence of the Union University.

(Private seal)

(Signed) Tsai Ngo.

Military Governor of Szechuan; holding
also the office of Civil Governor.

Chengtzu, August, 1916.

Thus the first lustrum of the university came to a close.

CHAPTER III. SECOND PERIOD: 1916-1925.

The next ten years of the university may well be characterized as the Building Decade. When this period opened, there were only two permanent buildings erected - the Joyce Memorial Building and the Tower Building which is now

known as the Ackerman Building. These are on the American Methodist campus. But early in this second period the university was able to lay the foundation stone of the Whiting Memorial Building, which is called the Administration Building. This includes a spacious Assembly Hall and offices for the Administrative Staff. It was opened in 1919.

In the same year, the Canadian Methodist Mission started work on the Hart College Building. This was so named in honor of Dr. Virgil C. Hart, the pioneer missionary of the Canadian Methodist Mission in West China, and of Jarius Hart Esq., of Halifax, Canada, the donor. The work of erection was completed in 1920. A large share of the building has been set apart for university work. In connection with this main structure two dormitories have been completed and when the third is in position they will together form a college quadrangle.

Diagonally across the campus from this quadrangle is the Van Deman Memorial Hall which the American Baptist Mission have built with funds given by the Van Deman family of Indianapolis, Indiana, U.S.A. This is a three storey building with basement. The first floor contains a number of classrooms which are put at the disposal of the university.

The Atherton Building for Biology and Preventive Medicine was completed in 1924, and is the gift of the Atherton family of Honolulu, H. I., in memory of Alexander Atherton. The Departments of Physiology, Biochemistry, Chemistry and Biology are housed in this building.

The Lamont Library Building, houses also the University Museum and was completed in 1926. It is of the same general type of architecture as the Administration Building and stands opposite to it on the Central Plot. Mr. and Mrs. B. C. Lamont of Aberdeen, South Dakota, U.S.A., gave the funds for this building as a memorial to their son.

The Scattergood Memorial Middle School Building provides accommodation for three hundred students and was given by Mrs. Thomas Scattergood of Philadelphia, U.S.A. as a memorial to her husband and as an expression of international-good will.

Later, Mr. Liu Dsi Ru of Chungking, Szechuan, gave the funds for a chapel close to the Middle School Building; thus becoming the first Chinese donor of a building for this Christian school.

The Friends College Building is a gift from the Arthing-

ton Estate, London, and was completed just as the period now under review ended. The Union Normal School was located in this building.

All through this decade residences for the staff of the institution were being built. The Board of Governors built two houses, one of which is now occupied by the President of the university, and the other by the Superintendent of Grounds and Buildings. The other houses on the college campus have been built by the several missions participating in the university. It will be seen that each constituent mission had built at least one college hall, part of which was put at the service of the Senate. In this way the best results of union were gained; and sufficient classroom space was available for the university as it continued to grow. Only those who have attempted to erect buildings in West China, where bricks have to be burned after the contract is let; lumber cut far up among the hills and brought to the campus, and lime gathered in the shape of stones from the bed of a river, while hardware and glass have to be imported from the West, can glimpse the arduous task of the University Builder.

And then there are the roads and ditches with fence, shrubbery and trees to be started. The neighboring Chinese cannot understand why all the money put into these things should be spent on them. Roads! Are not the footpaths along the rice fields enough? Ditches! Let the water run into the fields and find its way to the river. Shade trees! good for firewood; and many of those early planted by enthusiastic members of the Senate went to cook the rice of our neighbors. Even yet one has to keep a sharp eye on shrubbery. Yet the Chinese have complimented the university by calling its campus the "Western Heaven"—Paradise.

All this work among bricks, mortar and dirt was very necessary; for the university was steadily developing on its scholastic side. In 1910, there were three Faculties with nine teachers. The student body increased slowly at first, as these young men had to be trained in the primary and secondary schools of the West China Educational Union. Before we could hope to receive students from the city and Government Middle Schools we had to prove the quality of our instruction. From the first the public regarded our discipline as of a high order. So we moved slowly forward as far as numbers were concerned. A student who had failed

to enter the Provincial College might seek entrance to our school; yet he did so reluctantly for if he should succeed in graduating from the university he knew that his diploma would not be stamped by the Bureau of Education.

Starting with Faculties of Arts, Science and a Preparatory College, it was possible to add the Faculty of Medicine in 1914. The next year a Faculty of Religion was added. In 1919, the Department of Education had so far developed as to be listed as a Faculty. In the catalogue of 1920-21 the Faculty of Dentistry was established with three teachers. These are the faculties of the university; during recent years, A Department of Agriculture and a Department of Pharmacy have been added to the Faculty of Science. It will be seen that each of these Faculties and Departments has been a growth to meet a need.

When the Union Middle School was opened in 1909, a course in Normal Training was begun and carried on in connection with that school. Several students were registered and stayed for two years. After the university was begun the next year, it became possible to open a Union Normal School for men. This was the more necessary because the West China Christian Educational Union was rapidly increasing the number of primary and secondary schools under its care. This school continued to serve an increasing constituency for several years and furnished many teachers for the lower schools in the mission areas. Later, it was possible to open a Department of Education in the university, which finally became the Faculty of Education. As time went on and the National Government undertook to open Normal Schools, the need and opportunity of our Normal School passed away, and the school was closed.

In the first years of the Middle School and of the university a Union Bible Training School was begun. The students were admitted to certain courses in the Union Middle School and the teachers in the university gave them instruction; but the school was an independent organization, cared for by the four Missions participating in the university. In 1915-16 the school was offering a four year's course of instruction. Such was the need of pastors and evangelists at that time that a student usually took two year's work at the school and then went out into the service of a church or district. In this way the missions were able to care for their growing fields. This school certainly rendered great service to the

churches; and some of its former students are still in the pastorate. But as these "minute men" became fewer in number and more graduates of the middle school became available for training, the Bible School ceased to function and students for the Christian Ministry were admitted to the Faculty of Religion in the university.

The Union Middle School, opened in 1909, on the property of the university, continued to occupy its original frame buildings until some of them had to be propped up. Then a piece of land was acquired to the south of the university campus and sections of this were sold to the missions that were participating in the Middle School. As already stated, the Main Building of the Middle School was made possible by the generous gift of Mrs. Thomas Scattergood, and the chapel was donated by Mr. Liu Dsi Ru. Later three missions have erected dormitories on the Middle School site where their students live. Ever since its foundation this school has served as a practice school for the Faculty of Education. Students in pedagogy have been assigned to it for supervised work. In turn, the school has sent considerable numbers of its graduates to the university. In the courses in science the Middle School students have been permitted to use the laboratories of the university. Here again, is a good example of coordination in union work.

The Goucher Higher Primary Practice School was provided by the generosity of the Rev. John F. Goucher, L.L.D., late Chairman of the Board of Governors of the University. It is maintained jointly by the University and the Methodist Episcopal Mission, and is under their joint control. It is used as an observation and practice school in connection with the work of the Faculty of Education. Some time after its founding it was raised to the grade of a Junior Middle School; and for some years it has been accommodated in the Cadbury Educational Building. This year, it enters its new home on the campus of the America Methodist College (1935).

The Dewey Practice School is located on a street running close to the university campus. It was originally erected as a model ungraded lower primary school. It is under the immediate control of the Faculty of Education. It has recently been combined with one of the "Goucher Unit" schools to form a larger graded school.

The Missionary Training School "is conducted for the training of missionaries appointed to work in West China.

This training is not confined solely to the study of the Chinese language (though this constitutes the major task), but is calculated to enable the new worker during his first years in China to familiarize himself with the customs and religions, the economic problems, the social and political life and history of the Chinese people, and thus to assist him to a proper understanding of his new environment. A study is also made of the mission work being done in China to enable the student to enter upon his more active service with a wider vision and more sympathetic attitude towards his fellow-workers and the tasks that engage them." (1925-26 University catalogue, p. 96) The school is carried on in one of the university buildings. Early in this century the Canadian Methodist Mission opened a Language School in Chengtu to which they cordially invited students of other missions. Gradually the school came under the control of the university. Dr. O. L. Kilborn, Dr. James Endicott, Dr. Spencer Lewis, Mr. R. L. Simkin have been at the head of this school. Dr. J. E. Moncrieff is the present Director.

During several years the university has conducted Summer Schools on the campus. Of these the Summer Normal School is one. This school provides opportunity for teachers of primary school to take extra work in study and training while their schools are closed for the summer vacation. The Summer Bible School is conducted at the university during the month of July. It is intended for preachers and other church workers who may wish to make themselves more efficient. Special emphasis is placed on Sunday School work. At times, because of the disturbed condition of the province it has been found impossible to open these schools; at other times the work has been carried on while fighting has been going on between an army in the city of Chengtu and another attacking that city.

At the meeting in 1905 in Chengtu the Church Missionary Society was represented by Dr. W. W. Squibbs who became enthusiastic for the proposed union in educational affairs. However, he was not authorized by his Mission to take part in any negotiations regarding a Union College. When that conference divided into two sections, Dr. Squibbs looked longingly towards the room in which the Temporary Board of Management had gone. But the time had not yet come when his Mission could participate in the Union University. However, they did enter heartily into the West China

Christian Educational Union; and Dr. Squibbs was indefatigable in promoting this new venture. His all-too-early death prevented his happy cooperation in the university when his mission was finally able to enter that institution. Previous to this entrance funds were released for work in Higher Education in Chengtu by the C.M.S.; but were used to found a hostel on Pi Fang Kai in the midst of the student population of the city. Later a church was established and a mission center formed.

During the year 1918, on June 6, a communication was received by the Senate from the Rev. Alfred A. Phillips, then Secretary of the C.M.S. West China Mission, in which he recited the history of the project of his mission in relation to the Union University. He could guarantee a small sum of money with which to build a dormitory for ten or twenty students, and said that his mission had assigned the Rev. A. H. Wilkinson to join the staff of the union university and a few students from their Middle School who were preparing to enter the university at the same time. Thus modestly the Church Missionary Society asked to be taken in as a partner in the university.

The Senate took the following action: *Resolved:* That the Senate receives with great satisfaction the application of the Church Missionary Society to enter the University, and that we recommend to the Board of Governors that the C.M.S. be admitted to participation in the University with the status of a College." This was passed unanimously by a standing vote.

In this way the fifth participating Mission began its work in the University. One of the bravest acts which grew out of the evacuation of foreigners from Szechuan in 1927 was that of the C.M.S. West China Mission, which at its annual meeting that year voted to proceed with the erection of its college building at the university. This in spite of the great confusion prevailing all over China and the spirit of stampede that had taken possession of Chinese and foreigners.

In the records of the Temporary Board of Management dated Dec. 16, 1908, there is this significant statement: "We are informed of the possibility of a College for Women being established by one or more Missionary Societies, in the neighborhood of the University, and of the prospect of its being in some way connected with the same." H. L. Canright and R. J. Davidson were appointed a committee to make enquiries on the subject, and report later.

This is the first intimation in the records of the university as to the possible founding of an institution of higher learning for women in West China. It is significant as to its strict neutrality on this new idea on education. It does not mean that the authorities of the university were opposed to such a scheme, neither does it express much enthusiasm for the same. At a later meeting during 1909, when Dr. E. D. Burton was visiting the university, Miss S. Brackbill attended and introduced the subject of a college for women. She wished to know whether such a college would be welcomed into the university; and she also asked Dr. Burton to express his mind on the project. Dr. Burton did not think that the time had come for the higher education of women in China, and urged that such strength as the women missionaries had in education be put into opening and reinforcing their Middle Schools. Still later a member of the Board expressed a wish that if a college for women was started it would be at least a mile away from the university.

Yet the Womens Boards and the women in educational work in the other Boards had been opening girls schools for some years. It is true that most of them were only of primary grade; but it would be necessary to advance and establish Middle Schools for girls. Then what? Would this be all that would be necessary? By the time a girl had finished Middle School she would have been betrothed and marriage would follow. What was the use of planning for her education beyond Middle School? This was as far as most educators - even those from the West - had gotten in those last years of the Empire. The answer to them on the part of those who advocated higher education for women was that at least some women should be given further training so that they might become teachers in the girls middle schools. There you are! You open a kindergarten and that means a college. Unless you are satisfied with a truncated system of education, for either boys or girls, you must postulate the university on the kindergarten.

The women had to wait; but they by no means were idle. Twelve years later, in 1920, the Senate entered on its minutes of Nov. 4th, the following statement: "A communication from the Committee of Promotion of A Women's College was received giving an outline plan for the establishment of a Women's College associated with the University, if that can be arranged, and if not then as an independent institution."

"The communication asks the Senate: (1) To give a general endorsement of the accompanying plan; (2) To seek permission from its Board of Governors to co-operate in (a) development of plans, (b) teaching staff and (c) the use, if necessary, of property, equipment, library and so forth.... Having discussed the proposed plan for the Women's College for West China as presented by the Committee of Promotion:—*Resolved*: That we congratulate the Committee of Promotion on the progress made thus far, that we give general endorsement to the plan for the establishment of a College for Women and that we refer the question of our possible future cooperation to the Board of Deans for report."

One of the pressing needs in woman's work in West China was that of qualified women doctors to work in the hospitals for women. This had become so urgent that the foreign women doctors felt called upon to take some positive action in the matter. If the West China Union University could not admit women students to the Faculty of Medicine, then these students would have to be sent elsewhere for training. This seems to have brought the Medical Faculty to a decision on the subject; and, altho that decision is not stated in the records of the Senate, the latter body passed the following action on May 5th, 1921: "It was recommended that the catalogue (1921-22) contain no statement in regard to the admittance of women students in the University Medical Department. It was also recommended that the above Faculty consider this subject further and report to the Senate in time for its thorough consideration before the publication of another catalogue." This meant a year's delay. But the Senate was alive to the urgency of this admission of women to the university; so on Nov. 1st, 1921, the following action was passed by that body and placed upon its records:

Whereas, The project of establishing a Woman's College has been deferred owing to financial stringency and the inability of the women's boards to assume a large financial obligation at present; and

Whereas, there are no opportunities in West China, either governmental or private, for the higher education of women; and this privilege is not likely to be accorded to women in West China in the near future unless they are admitted to the university, and

Whereas, the joint committee of the Senate and the Committee on the Promotion of a Woman's College, have un-

animously petitioned the Senate to admit women to the University as follows: *Resolved*, That we request the Senate of the West China Union University to admit a limited number of women students, two or more, to classes in the university in the autumn of 1922, or as soon thereafter as the Board of Governors will approve, and

Whereas, favorable action on the part of the University in granting equal educational opportunities to women will in all probability hasten government and other private institutions to take similar action, therefore be it *Resolved*, That in the absence of an immediate prospect of the establishment of a Woman's College, the Senate approves of opening the doors of the University to a limited number of women in the autumn of 1922, or as soon thereafter, subject to the following conditions:

1. That this action of the Senate shall not become effective until the approval of the Board of Governors or its executive has been secured.

2. That a majority of the missions, including the women's societies, approve of the proposed action.

3. That the missions jointly or individually, and especially the women's societies, consent to appoint one or more persons to the university staff who shall take the oversight of the women and assist in university teaching. (Note, in case medicine is elected by any of the women students, one or more of the women appointees should be doctors.)

4. That the women's societies, jointly or individually, agree to assume the extra financial responsibilities which the University may incur in admitting women to the work of the university and in providing a home for them.

Resolved, That we request the joint committee of the Senate and the Committee on Promotion for a Woman's College, in consultation with the Cabinet, to prepare a statement setting forth the specific requests upon which the missions are asked to take action."

On June 1st, 1922, the Senate took the following action: *Resolved*, That we reply to the Committee of Promotion for a Woman's College for West China, that we favor a site in the immediate vicinity of the University for the Woman's College." What a long step from the timorous member of the Board of Temporary Management of 1909 who wanted the college at least a mile away!

On January 25th, 1923, the project had reached the

point where the Senate could pass the following action: *Resolved*, That we inform the Women's Boards and the Promotion Committee of the action of the Board of Governors as per minute No. 545, granting permission for the University to receive a limited number of women students, and that we urge these boards to make an effort to comply with the conditions as stated in our report to their meeting last year in order that we may look forward to admitting women to the university not later than the autumn of 1924, and in order that the earliest possible announcement of this fact may be made public."

After several subsidiary actions of the Senate regarding financial matters and the appointment by the Women's Board of teachers to the staff of the university that body, in reply to a cablegram from Dr. J. Endicott, Secretary to the Board of Governors, sent the following message: "Conditions as laid down in letter October 13th admitting women have been complied with. Seven women will be admitted September. Two Women's Board experienced workers have been appointed. Agreement provides for temporary hostels. Governors under no obligations. Telegraph if this does not meet with your approval. No answer will signify approval." But there was a reply which delayed early announcements being made. On September 11, 1924, the Senate took action as follows: "Be it resolved, that we record our appreciation of the action of the Board of Governors, as expressed in Minute 653, permitting us to receive this year's class of women into the University.

So the young women were at last in the university. It may seem that the Board of Governors were reluctant in admitting them. Such was by no means the case. What the Board was anxious to secure was the cooperation of the three Woman's Boards on the American continent who were sponsoring this new project. Unless those Boards were prepared to pledge full support to the college, the Board of Governors would, in the long run be burdening itself with financial responsibilities which they could not assume. The major part of the negotiations for the admittance of women to the university were conducted when the United States and Canada were in the trough of a financial depression. The impact of this depression was keenly felt by the Board of Governors in reduced financial resources; and it behoved them to move with great care in the matter of admitting the

Woman's College to full status in the university. When the skies lifted and a fair measure of prosperity returned, the three Women's Boards gladly secured funds for the Woman's College. The names of these three Boards are: The Women's Foreign Mission Society of the Canadian Methodist Church; The Women's Foreign Mission Society of the Methodist Episcopal Church in the United States, and The Woman's American Baptist Foreign Mission Society. These three societies have been united into one organization by appointing representatives to a body that controls the affairs of the Woman's College in the home lands. Thus the sixth "Participating Body" has entered the University.

During the decade under review, it became possible to secure Chinese as members of the Senate. Mr. Yang Shao Chuen, Principal of the Union Middle School, was appointed as a member of the Faculty of the University, and was nominated by the Senate as a member of that body. He served on the Senate until it gave way to the Board of Directors, then was elected to that Board. In 1921, the Senate gave authorization, according to the Constitution, to the Convocation to elect two of its number to membership on the Senate. In 1922, the Convocation held its election in which Rev. Fuh Hai Yui and Rev. Dsang Lin Gao were appointed to represent it on the Senate. Mr. Fuh was a member of the first class to be graduated from the university; and Mr. Dsang became Acting Vice-President of the institution in 1927, he is now the President of the University.

On May 25, 1922, the University was incorporated by the granting of a Provisional Charter to certain members of the Board of Governors by the University of the State of New York. The advantage of this act consisted in the West China Union University being recognized by the University of the State of New York as a regularly established institution of higher learning in West China. The University of the State of New York also agreed to issue degrees to the graduates of the University upon certification on the part of the Faculty of the West China Union University. This diploma would be accepted by certain universities and colleges in America and the student presenting it would be accepted into the undergraduate courses of these institutions. The chief disadvantage was that the University had to send the records of its senior students well in advance of Commencement Day in order to get the stamped diplomas back to Chengtu in time

to present to the students at their graduation. Since the University has become registered with the Chinese National Government, no diplomas have been sought from the University of the State of New York. Thus the university has become more indigenous.

When the West China Union University was opened in 1910, the Faculty offered a four year's course in Arts, Science and Religion. This was the natural thing to do; for all the members on the teaching staff had been nurtured in such a course and the western tradition held the four year course as almost sacro-sanct. As other courses were added they adopted four years for undergraduates. The Medical Faculty required more years for the completion of the full course including a year of internship. This was all in keeping with the length of the courses in the Government institutions.

Then came a change, instituted by the Government. Under the new order the undergraduate courses in the universities were divided into Junior and Senior Divisions; and each course required three years to complete it. Thus undergraduates had to spend six years at the university. But he spent less time in the Middle School where the course was three years. Seven years were allotted to the Lower Primary Schools. In all, sixteen years were dealt with and divided as stated above. This called for an increase in the teaching staff of the University. It also increased the budget. It cut down the attendance at the Middle Schools. This was unfortunate; for a majority of Middle School students do not go on to the university. They were thus denied a more complete training before having to go out and take up the tasks of life. There was a decided difference of opinion in the Senate on this division of time among three grades of schools, and this was freely expressed. Objections to this arrangement were met by the suggestion that we should follow the Government plan and thus show that we were in sympathy with it and wished to do all we could to further it.

This went on for some years; then the Government again rearranged the sixteen years of study. The system then proposed was known as the Six-six-four plan. Under this new arrangement six years were allotted to the Primary Schools; six to the Middle School, and four to the university. To many teachers, this was a decided improvement; but it once more called for the scrapping of one system and the inauguration of a new one. The Middle School certainly benefitted

from this change as it gave the students six years of training as a preparation for their work in the world. It also better prepared them to enter the university. It also called for a larger budget and more teachers. The university lost students which the Middle School gained. But it was generally agreed that, once the system was in full working order, there would be a gain all round. Under the old plan the university had been obliged to open classes for students who were ill prepared to take the regular course. It was, in fact, doing work of Middle School grade.

Mention has been made of this matter because it brings up a question of some importance since private schools have registered with the Government. Is it the wisest and best course for a private institution of collegiate grade always to follow the lead of the Government in conducting its courses? The very fact that the Government has changed back and forth in its division of sixteen school years tends to reveal that that august body has not come to any definite conclusions on the matter. Such being the case, would it not be wise for the Ministry of Education to give more freedom to private schools so they might conduct experiments in the matter of curricula? At present there is too great tendency towards regimentation in the field of education in China. It smacks too much of mass production. It may be possible for the Government to consult with some national educational organization and ask it to cooperate with the Ministry of Education in study of the curriculum for the schools; and also in the matter of the contents of the several courses.

CHAPTER IV. THIRD PERIOD: 1926-1935.

The period from 1926 to 1935 opened amid clouds and storm. Perhaps it is well to refer to the International Conference of students held in Peking in 1922. This gathering was very successful from the standpoint of those who organized it and brought it to fruition. There was a large attendance of delegates; and the meetings were characterized by great spiritual power. Everything pointed to a great advance of the movement; and it was thought that Christian students in China would reap great benefit from the Conference. But its very success stirred up opposition. The non Christian

students in Peking organized meetings in which outspoken resentment was voiced. Even though worthy leaders in the city decried this, the opponents of the Conference continued to work against it.

Then in May 1925 a movement began which had as its objective the "taking back" of foreign concessions; the abrogation of unequal treaties; the overthrow of "imperialism." On May 30th, a crowd of students and hoodlums attempted to distribute literature in the International Settlement. This caused the municipal police to attempt to stop this effort. In the afternoon the students, augmented by outsiders, advanced upon one of the police stations and attempted to enter. There were arms and ammunition in the building, so the officers in charge lined up their men in order to prevent the crowd getting at these. They also ordered the crowd to disband and leave the neighborhood of the station. But their words were of no avail; the crowd still continued their march forward. Help had been sent for by the police, but was slow in arriving. So the officer in command ordered his men to fire. Several of the crowd were wounded and some were killed. This caused a tremendous stir in the Settlement which quickly spread to other cities. Those who had been slain were regarded as martyrs; the next month came the Shameen Incident at Canton. All China was aroused, more especially the students. The news of these events reached Chengtu and all students in that city, including those in the West China Union University were incensed and demanded impossible things. The students of the university were insulted by being called "running dogs of the foreigners." There were secret groups of communists in the city who fanned the flames of race hatred and tried to stir up dissension among the students. However, the authorities at the university moved with great wisdom and the excitement died down and the college year was brought to a close in the graduation of twenty-one students.

But the respite was all too brief. In the fall of 1926, General Yang Sen detained two steamers on which there were some British subjects. The British naval authorities sent gunboats up to Wanhhsien to attempt the release of these captives. General Yang fired on the gunboats and then these naval vessels bombarded the General's yamen and his camp near the city. There was loss of life on both sides and much destruction of property. Once more the fat was in the fire

and the people of Szechuan were up in arms against the British. How deep this feeling was may be judged by the boycott which followed. At Wanhhsien this feeling of hatred smouldered for nearly nine years; and it was not until July 1935 that British steamers were allowed to take on cargo at that port.

When the news of this "battle" reached Chengtu, a boycott was proposed. It was suspected that the communists in the city bribed certain students in the West China Union University to stir up trouble; but it is only fair to state that this was not clearly proved. However, the ruling authority in the city did little to suppress the boycott until much damage had been done. The students in the university were ordered to attend a street demonstration. Disaffection increased. Yet there was a nucleus of faithful men and women students in the university who remained loyal to the institution. Perhaps they were suspicious of the fact that they were being used as catspaws to get the chestnuts out of the fire by the communists. Whether that be so or not, they were not strong enough to keep the rank and file of the students from leaving the university. At first only a few went; but a message came from the agitators saying that if our students were not clear of the university by a certain time, they would not be allowed to leave, and that no food supplies would be permitted to enter the university. This was too much for these young men and women and a stampede began that cleared the campus of all but a handful of students. These were hiding in the buildings; but they must have been discovered by communist pickets or betrayed by some of their fellow students. At last not one student was left. The Chinese teachers thought it best to move into the city. So the boycott was complete.

Then the agitators began on the servants at the university and also among those serving the families of the foreign staff. These latter were ordered to leave. They were promised twenty cents per day during the time of the strike. They were threatened; they were told that if they did not leave their foreign, "imperialistic" employers they would be branded on the face and paraded through the streets of the city as traitors. Yet they did not want to go. It became necessary for their masters to urge them to go; and it all ended in the whole of the foreign staff being left without any servants. An order was issued by the leaders of the boycott

that no food was to be sold to the foreigners. Yet in some cases food would be found in a garden; or in the desk drawer at an office. Then some of the servants bought food and slipped it over the compound wall. Some students were found near the campus and offered to buy food for their teachers. This state of things continued for over a fortnight; then the word was given from military headquarters that the movement should stop. This word could have come sooner; and it ought to have come sooner; but the official in control of that section of the city in which the university is included stated that the boycott was a patriotic movement, he could not stop it. Later he replied to one of his own staff: "Anyway, let them row it out a bit."

It is pleasing to record that from start to finish General Teng Hsi Heo guaranteed the safety of the foreigners in the city. He was in a difficult situation so far as the university was concerned, as his control did not extend to or outside the south gate. However, he and his subordinates brought sufficient pressure to bear in the right quarter and the boycott came to an end. Then the university had to begin to rearrange its work. A close scrutiny of the returning students was applied. It was not possible to take all of them back, after the recent bitter experience. It became evident that certain men had received funds from the communists. This revealed the wider extent of the movement. "A friendly Chinese 'on the inside' made it known to us that this was all a part of a Bolshevik plan. Thirty 'wan', or \$300,000. had come to Szechuan for propaganda. One of the aims of the 'Reds' was to turn out the foreign teachers and seize the university as their headquarters." (*The Chengtu Boycott; West China Missionary News, December, 1926.*)

It will be remembered by the student of public affairs in China that, while these incidents were taking place in Szechuan, greater and more important events were transpiring in the eastern and southern sections of the country. The Southern Party at Canton had finally gotten its expedition ready for an attack on the North. At least, part of this force was communistic and was out for the destruction of the recognized Government in Peking. The progress of this army from Canton to the Yangtze was easy. It seems to have been the plan to send propagandists ahead of the military forces to prepare the way. These heralds did their work so well that little real fighting was necessary. Wu Pei Fuh was left in

the lurch by those in authority in the North and so was unable to put up a stout resistance to the oncoming forces of the South. In time one of the armies reached Hankow and established a government in that city. The two chief figures in this organization were Mr. Eugene Chen and a Russian, Borodin. They managed to get possession of the British Concession in Hankow; and the British, instead of fighting, negotiated with the Chen-Borodin government and left the concession in the hands of the Chinese.

Later in the year, other sections of the Southern Expedition reached Nanking and Shanghai. At the latter city they found the International Settlement and the French Concession defended by an international force, so made no attempt to seize it. At Nanking, a communistic section of the invaders commenced to loot the city and to kill some of the foreign residents. War vessels laid down a barrage and protected groups of foreigners as they made their way to the river and safety. It seems to be true that this murderous attack on foreigners at Nanking was made in order to embarrass General Chiang Kai Shek. That leader at once repudiated the whole dastardly business, and commenced to cleanse the army and the Kwomintang of Bolshevik power and influence. He refused to unite with the Chen-Borodin Government at Hankow. After a time this mushroom organization withered and died; Borodin made his escape to Russia and later Eugene Chen turned up in the same country. In 1928, the Southern Expedition continued its march to the North and finally got possession of Peking. As a result of all this marching and fighting, the National Government with its capital at Nanking was formed. At the time this is being written it has, in point of time, the distinction of being the oldest national government in the world.

Scarcely had the university recovered from the boycott than it had to face the national upheaval. The consuls of foreign governments began to correspond with their nationals in Szechuan. As the danger grew in and around Hankow, these representatives of western nations became more and more anxious about those under their care who were living in the far west. From consulting with the leaders of various missions, they grew to urging all their nationals at least to withdraw as far as Chungking. Those who retreated to that city were sent on down river to Shanghai. The tension increased and all foreigners were urged to leave the province.

Thus began what was known as the "Exodus" from Szechuan. At Chengtu plans were formed for evacuating the foreign population of that city. This went on during the early months of 1927; until by April nearly all foreigners had left the city. At Tachienlu, Batang, Yachow and Kiating some missionaries decided to remain.

At Chengtu, representatives of the Canadian Mission, the American Methodist Mission, two American Friends and some of the American Baptist Mission stayed on. This was made possible because the authorities in the city sent assurances of protection. Following are some letters from the two Generals in command at Chengtu, and others from Chinese teachers and students at the university:

Chengtu, March 8th, 1927.

"Dear President Sparling;

Many thanks for your kind letter which came to hand yesterday. I was very glad to learn that the government of your country has signed an agreement and that negotiations for the settlement of all questions are now proceeding satisfactorily.

With regard to the safety of all foreigners residing in China, they will be certainly protected against any unwise and unfortunate agitations and they will be surely at the goodwill of the Chinese people. As I am being one of the highest officials in this city it is my personal duty to render assistance and give possible protection to all foreigners no matter what circumstances may arise, so please do not place any doubt on this point.

I must thank you for your good wishes to my success in the National Movement of my country. I am working and struggling under the Will of Dr. Sen Chao San which is for the welfare of the Chinese race as well as for the good of human kind. As time travels on, if all goes well, there will undoubtedly be great prosperity for all nations and an equality for the unprotected and oppressed countries. Since you take great interest in the movement I sincerely hope you will render assistance whenever possible.

With best wishes for your work,

Yours sincerely,

Liu Wen Hwei.

A letter was also received from General Den Hsi Heo, as follows:

Chengtu, March 9th, 1927.

Dear President Sparling;

I was very glad to receive your letter congratulating me on the assumption of my office under the National Southern Government.

It is also a matter of real satisfaction to me that the government of your country and the government of my country have signed an Agreement.

I am also glad to hear that the foreigners now teaching in the University have decided to remain and I will do my utmost to afford all protection.

Sincerely yours,

(Card enclosed) Den Hsi Heo

This much from those in authority. These letters were followed by others from the teaching staff of the university and from representatives of the student body:

Chengtu, March 8th, 1927.

To our Missionary Associates in the University,
Dear Friends,

Our University has been opened for several years and due to the untiring efforts of missionaries from the West, it has attained a measure of real success. Quite recently, on account of incidents at Hankow, and at the urgent request of their respective governments the missionaries have been leaving the province until only a few remain in our institution and we have heard that continual pressure is being brought to bear upon these to leave also.

We have now heard that an Agreement has been signed at Hankow so, in our judgement, it should not be necessary for more missionaries to leave. Education is a philanthropic work and is not involved in international relationships. Moreover, the Szechuan Government has issued orders for the special protection of foreign residents and we do not anticipate any untoward incidents in this province.

Missionaries have come here in a spirit of sacrifice and service and if at this time of special stress and anxiety you are able to continue at your posts and to conduct the Univer-

sity with accustomed zeal you will arouse even greater gratitude and admiration from the whole community.

It is our earnest hope that you will be able to continue, with your former enthusiasm and purpose and that no more leave. Then, when this period of strain and stress has passed you will find that our Educational work has been greatly advanced and that the students have profited greatly under your teaching and guidance. This is the sincere desire of us all, collectively and individually, and we are extending our wishes through the Acting-President." (This letter was signed by eleven Chinese teachers.)

Chengtú, March 7th, 1927.

To the Western Instructors,
Chengtú, West China.
Dear Ladies and Gentlemen;

Whereas the agreement for arbitration of the Hankow affairs between England and China has been peacefully signed by the two concerned nations,

Whereas the provincial Government of Szechuan has issued a proclamation to protect, with all possible means, the foreign citizens here and their properties at all times,

Whereas our University has been opened and one hundred and ten students have enrolled even though now there are political difficulties, and

Whereas the denominations of churches will be greatly affected if all of you should go at once,

Therefore, the Student Association of the West China Union University, with a view to the future of that institution, and to the goodness and prosperity of the students that have already (matriculated) this term, with a membership of one hundred and ten in number, both men and women, cordially as well as respectfully request you to stay and continue your missionary responsibility rather than to withdraw from your work and from the University.

On behalf of the Students Association,
Yours very truly,

Signed, Li Min Liang, Chairman.
Y. L. Deng, Vice-Chairman.
Tin G. Ho, Secretary

These letters reveal the fact that the missionaries had a direct pledge from the two generals in command that they would do all in their power to protect these foreigners; that their Chinese colleagues on the Faculty of the University sincerely desired them to remain, and that the student body were most desirous that they should not leave, but continue to work for the good of the university. With such expressions from those most immediately concerned for the welfare of the institution, and with repeated pleas from private friends and well-wishers; and with the tension at Hankow eased those who had not yet left decided to carry on with the work of the Spring term.

It was possible to do this only by making several changes. Other teachers were engaged to take the place of some of those who had left; some courses had to be dropped; others had to be taught by teachers who had not been working in them up to that time. The teaching load of each instructor had to be increased. The Senate was kept at its usual strength by the election of more Chinese. The Rev. Dsang Lin Gao was appointed Acting Vice-President. In such ways it was possible to finish the term.

While the university was thus able to proceed; some of the schools in other cities were not so happily situated. Many of them had been closed and it was not long before representatives of newly started organizations came to the Christian representatives in towns and villages and expressed a desire to "borrow" the buildings and equipment of these schools. This increased and it was only with the greatest circumspection that in some cases this borrowing was prevented. In other places, the authorities simply took over the mission property and used it for school purposes—and sometimes put it to other uses. It is only recently that one flagrant case of this sort has finally been settled, by the mission selling the confiscated property to those in authority.

It was at the best a time of uncertainty and confusion. The common people had imbibed strange doctrines and slogans put forth by the emissaries of the communists. They had dimly understood that everything belonged to everybody. One heard a good deal about "pin den dih" (equality) The most disreputable scaliwags of the community thought that they were equal to the best representatives of the city; but especially were they superior to the imperialistic foreigners in their midst. They came out to the campus to enjoy them-

selves and see what they could get. Some students in a neighboring school took possession of the playing fields and tennis courts; one general sent his troops out to drill on the campus. When they got through drilling they visited several buildings and did not hesitate to remove door knobs and other hardware that they could sell or pawn in the city. It was inevitable that tension should increase. Other soldiers climbed over the low compound walls of the teachers's residences and appropriated anything that they fancied and which was not fastened down. When the first buildings were put up only low walls were built round them. This was found to be impossible under the teaching and urging of the bolsheviks. So walls were heightened; other walls were built where low hedges had been thought sufficient. Whatever visiting commissions may think of this, those who lived through the years 1927-28 on the campus of the West China Union University are convinced that the time has not yet come when high walls round the houses, either inside or outside of cities, can be dispensed with. Indeed, the trend has been in the opposite direction. It would appear that the average Chinese citizen regards any plot of ground unprovided with a fairly high fence as public property where he may go and disport himself as he pleases.

Yet in spite of all this disturbance, confusion and uncertainty, progress can be registered. It is true that the student body was much smaller than it was before the Chengtu Boycott and the Exodus of foreigners in the opening weeks of 1927. This was to be expected; the reassuring fact was that there *was* a student body. In the face of the extreme opposition on the part of the great majority of Chinese to what they regarded as hostile and imperialistic governments of the West; and in the presence of the new factor of communism with its very effective system of propaganda and its seemingly active sympathy with the Kwomintang as the latter attempted to get control of the Government of the country, it is little short of the marvellous to find one hundred and ten Chinese students—men and women—willing to register with an institution whose chief supporters hailed from those countries against whom the Kwomintang was warring. And most of those students were willing to put themselves under the tutelage of those so called "foreign dogs."

It was during these years of bitter, though mostly concealed, opposition that the building program of the university

was pushed forward. Two wings of the new Medical-Dental Building were completed. This was made possible by a generous gift from the United Church of Canada. When the members of these two Faculties were able to return to Chengtu, they found this much needed accommodation ready for their use. Then the Cadbury Education Building grew during those days. Mr. George Cadbury of Birmingham, England, had donated funds for its erection. It is still incomplete; but not because of lack of funds only. Its west wing still needs to be built. The reason for the absence of this wing is that the graveland immediately adjoining the building cannot be bought. This not because of any superstition as to the removal of those homes of the dead. As has been stated, large numbers of graves have been bought and removed from the campus. There are no paralyzing religious beliefs in the way; but a far more mundane explanation. The owners of this graveland have come to believe that if they but hold on to what the foreigner must have, if he is to complete that building, they can demand and get an advanced price for that bit of ground. This only goes to show that the West China Union University, by locating where it did, has raised the price of land in its vicinity; and it is too much to expect those canny land dealers to sell at a low price in the interests of Christian education. As has been mentioned above the C.M.S. went forward with their plans and erected their college hall. All this building activity was equivalent to an announcement that the university was to go on. As General Yang Sen once said to an audience at the university: "Whenever you drive these missionaries out, they always come back," This was our come-back.

But others besides Yang Sen came to believe in the permanence of the University. One of the leading families in Chengtu had been watching the progress of the institution, more especially when the library building was begun. This family, by the name of Loh, was in possession of one of the finest Chinese libraries in the province of Szechuan. They were lovers of good literature and gave much care to the books. With the completion of the new library building, they found a safe and sure home for their family treasure, and after due inquiry and after certain stipulations had been made and accepted, they *gave* the library to the university. It was greatly needed; for the university was weak as to good Chinese literature. Some friends of the institution in the

West had from time to time sent their libraries to us. These were thankfully received and helped to swell the number of volumes in the English language. But what we needed far more were good collections of Chinese books. So the coming of the Loh Library not only helped to keep a seeming balance of books in the two languages but opened up new avenues of research and knowledge to both faculty and students. Later, grants from the Harvard-Yenching Fund made it possible for a member of the university staff to visit Peking and Nanking and purchase other much needed Chinese books. At the present writing, the library has grown to 95,000 volumes.

In his lecture before the Szechuan Border Research Society, Chancellor Joseph Beech said: "Its (the university) library has 95,000 volumes, and archeological, natural history, and medical-dental museums contain over 53,000 objects. Eleven thousand six hundred and thirty-four of these objects are in the archaeological division; largely representing the cultural history of Western China, Tibet and the Border Aboriginal Tribes." (Journal of the West China Border Research Society, 1933-34, Vol. VI., p. 92.)

The museum has grown from very small beginnings to its present size. Early in the history of the University, Mr. D. S. Dye began to look around for specimens of the ancient life of the Chinese. Szechuan has proved to be rich in such treasures, and what was needed was some one to find them. Mr. Dye went far afield with eyes that could discover what a casual observer would miss. He found a fellow enthusiast in the Rev. Thomas Torrance who had long been quietly gathering coins and other examples of Chinese art. These two men continued to gather material for a future museum for the university. Then the Rev. J. H. Edgar became interested in the project and contributed his amazing knowledge of Tibetan and the border tribes artifacts, customs and lore. So the material continued to grow. Dr. D. C. Graham of the American Baptist Mission at Suifu was also quietly working in these same fields in addition to assembling material to be sent to the Smithsonian Institution at Washington, D.C., U. S. A. During one of his furloughs, Dr. Graham did some postgraduate work at Harvard and the University of Chicago preparatory to returning to Szechuan to become Curator of the Museum which is housed in a wing of the library building. Since he assumed his duties, even more progress has been made. A complete catalogue of the mus-

eum has been compiled. Part of the material has been arranged in cases for display; but Dr. Graham has been embarrassed by his riches, and not a few of the specimens have had to be packed away. Journeys to several places in the province have been made and many articles have been added to the already large stock. In addition to this work, Dr. Graham offers courses in Archaeology and allied subjects. Much of this work has been made possible by generous grants from the Harvard-Yenching Fund. West China, including Tibet and the Tribes country is one of the richest archaeological and anthropological fields of research in China. What is needed is more funds with which to build a museum and to make it possible to exploit this rich field in the interests of education and culture among the students of this populous province.

During this third period Agriculture was added as a course in the Faculty of Education. It is of interest to trace the development of this subject as finally introduced into the curriculum of the university. From the early days of mission work in Szechuan the question of a supply of cow's milk has thrust itself upon the missionary. He found that, aside from the Mohammedans, very few people kept cows for the purpose of supplying milk. They were beasts of burden and were used on the farm and also to carry goods through the province. But the missionary must have milk. He could get this in cans at Shanghai; but that form of the liquid was not suitable for his children. So he began to look about for cows that might be persuaded to give milk. He found them and also found that they would not give milk unless the calf (or at least its skin) was present at milking time. Yet this was better than no fresh milk and a certain quantity of butter.

When the university was begun and several families had settled on the campus, each of them kept one or more cows—they usually had to keep two in order to make sure of a continuous supply of milk. Some of these animals gave less than ten cups per day, while others managed to make the twenty-cup grade. Hints of cooperation in a common dairy were heard but nothing was done about it. Then the Rev. Frank Dickinson was appointed to work at the Union Middle School. He was an enthusiast on the question of cows and an adequate milk supply. After some time in studying the whole situation and its relation to the wider community of Chengtu and the whole province, he managed to secure a registered bull and

to get the animal safely to the campus. He set in to breed better cattle; and, in the face of almost insuperable difficulties and staggering losses because of disease among the cattle, he has succeeded in producing a herd of fine cattle, some of them three removes from the old Chinese stock.

Then Mr. Dickinson took a further step. He organized the Szechuan Dairy Improvement Association in which he interested some of the officials. This organization has provided not only milk and butter for the community at the university and in the city of Chengtu, but has been able to send cows and calves to other cities—even to a mountain stations in Kweichow. They have also been able to furnish better cows to the dairymen who have started in business in Chengtu. And, in a negative way, they have shown the enormous loss to the province through cattle disease which no one seems to understand and everyone takes as a visitation of the gods. Here is a field for study and research that demands the serious attention of the Chinese Government.

The next project was that of improving fruit trees by grafting. As a result, tens of thousands of grafts have been placed throughout the province. Foreign vegetables have been introduced and some of them can be bought on the streets of Chengtu. Followed the importation of several Rhode Island Red chickens with Black Orpingtons and Plymouth Rocks. The thing was an immediate success; but disease almost destroyed the first lot of chickens. Once more the demand for scientific study thrust itself upon the people. Goats are the latest venture. Meanwhile Mr. Dickinson has studied (and his students with him) the several grains common to this province. For a course in agriculture was opened in the Faculty of Education and instruction given to those students who were planning to teach in the primary and secondary schools in the province.

During the years 1933-4 and 1934-5, the National Government, because of the severe economic and financial crisis through which the world in general and China in particular is passing, has set apart certain sums of money by which aid can be given to institutions of higher learning in the country. Grants from these funds have not been restricted to colleges and universities established by the Government, but have been extended to private institutions as well. The West China Union University has twice received grants from these funds and has thus been helped to conserve practically all the

work for which it has become responsible. It is not certain as to whether the Government proposes to continue these subsidies annually, or whether they are to be extended beyond the period of severe financial strain. It is however, evident that the National Government is taking quite seriously its relations to those private educational institutions that it has registered. The future alone can reveal the direction in which this interest on the part of the Government may develop.

DEVELOPMENT OF THE UNIVERSITY IN FIVE YEAR PERIODS.

Year	Students	Faculty	Graduates	Grand Total
1910	11	9		
1915	45	22	2	296
1920	75	47	6	589
1925	208	72	7	778
1930	264	110	21	767
1935	384	126	44	911

Some words in explanation of the accompanying table showing the growth of the University are necessary. The growth in the number of students in the period 1925-1930 appears to be small; and it is. One needs to remember that the years between these dates were characterised by the rise of nationalism in China and that Szechuan went through this crisis in the form of anti-imperialism and anti-foreignism which found their expression in the disastrous boycott at Chengtu, and caused the exodus of foreigners from the province in 1927. It was not until 1929 that the staff of the university were all back, and that the students from other than Christian schools felt ready to come to the university.

It would appear from a study of this table that from the beginning of the university the Faculty was out of proportion to the student body. And if the figures are taken at their face value, this is the natural conclusion to be drawn. It must, however, be remembered that it is not the number of students that determines the size of the faculty; but the number of courses that must be taught if those students are to be prepared for graduation. Further, it needs to be made clear that only a small number of the faculty give full time teaching in the university. Some of them offer but one course and teach less than six hours a week. Others teach in other schools as well as in the university.

The Grand total for 1930 is less than that for 1925—slightly less. This can be accounted for by stating that in 1930 there was no Language School being carried on. The Grand total includes students in the university, the Union Middle School, The Goucher School, the Dewey Practice School and the Missionary Training School.

In closing this review of the history of the West China Union University, a word may be added as to the function of a university in this present time. Perhaps this may be stated in a number of propositions which may confidently be left to those who have read this volume.

1. The function of a university is to seek and teach the truth; and to inject this truth into the life of the community.
2. To secure academic freedom, so that it may continue to proclaim Freedom.
3. To train a body of undergraduates in right methods of thinking; so that they may be able to form correct judgments and make decisions in accordance with truth and goodness.
4. To provide a place and facilities for students to pursue research work, the results of which are to be given to the university and to the community.

For the Christian university religion should be central. "A university should expose its students to a sympathetic presentation of the convictions of the outstanding seers of our race." It is part of the functions of a university to teach the twofold element in religion—worship and service. These terms need to be taken in their broadest significance. They are contained in the highest and best definition of religion given to man. "Thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might...thou shalt lov^d

thy neighbor as thyself." (Mat. 22: 37, 39.) Religion is not incidental to human life, but fundamental. If this be true, then it becomes the duty of a university to place the proper emphasis on religion; for no education can claim to be complete that neglects this primary subject.

Speaking at the Centenary celebrations of the New York University in 1932, President R. G. Sproul of the University of California said: "Is religion itself a legitimate field of learning in the university? Is it a specific experience of the race, a necessity for each growing citizen, and a way of cultural growth for the future, or is it only a vestigial activity, an antiquated pre-scientific anachronism? For my part, I believe that religion (not the sects) is basic to morals, central in our American culture, unique as a dynamic in the individual, able to save us from ourselves and lead us into nobility. I believe that without religion we are forced to substitute weak conventions for permanent and abiding standards; that, without religion, civilization, with no adequate reinforcement for the great strains that come upon it, must yield inevitably to disintegration and decay. Believing these things, I believe also that the university which makes no effort to stimulate in its sons and daughters a sensitiveness to the issues of religion is likely to be a danger rather than a benefit to the state..... A university is never truly great unless it has within it a quality of soul that makes its influence greater than the combined forces of its individual members. The building up of that spiritual force is a task in which aid should not be scorned but earnestly sought after."

Benjamin Ide Wheeler of the University of California, said of that institution many years ago: "Here in these stately halls, for centuries to come, each generation will transmit to its successors the lessons of the past; here, by the contagion of sympathy, each generation will inspire its sons and daughters to nobler living; here, by the mystery of inspiration, vision shall awaken vision and personality shall give of its spiritual life-blood to the handing on of life, like a fire by the racer's torch."

We need ask for no better statement of the aims and functions of the West China Union University.

APPENDIX

BOARD OF GOVERNORS.

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BOARD OF DIRECTORS.

The Board of Directors was reorganized in 1934, with the following personnel.

1. Officers:

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Vice-Chairman

Chinese Secretary

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Honorary Treasurer

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G. S. Bell	Mrs. A. M. Salquist
Miss U. F. Steele	
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Kan Chi-yung	Liu Shin-yuen
Lin Sao-chang	

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Bursar: Wilford Beaton Albertson, B.A., B.D.
Registrar: S. D. Hua, B.A.
Dean of Discipline: B. C. Tang, B.A.
Librarians: H. D. Robertson, T. H. Chen.
Superintendent of Property: Walter Small.
Dean of Studies: S. H. Fong, M.A.
Deans of the College of Medicine and Dentistry:

MEDICINE: W. R. Morse, B.A., M.D., C.M., L.L.D., F.A.C.S.

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Agnew, Mary Caldwell, M.A., Toronto. Lecturer in Biochemistry.

Albertson, Wilford Beaton, B.A., Toronto; B.D.; Bursar. Lecturer in Oral Technical Drawing.

Anderson, Harold G., M.B., B.S., M.R.C.P., London. Associate Professor of Internal Medicine.

Anderson, Eleanor Waverly, Dip. Music, Melbourne University. Piano and Voice. Assistant Professor.

Anderson, Roy M., L.D.S., D.D.S., Toronto. Instructor in Odontology.

Argetsinger Wilhemina. Lecturer in English.

Beech, Joseph B.A., Wesleyan; D.D. Chancellor

Best, Albert Edward B.A., M.D., Toronto. Professor of Internal Medicine.

*Brace, Blanche. Chicago Conservatory of Music. Lecturer in Piano.

Brown, Homer Grant, M.A. Professor of Psychology and Religious Education.

Brown, Muriel Joy, B.A., Lecturer of Practice Teaching.

Chang, Ming Chuin, B.A., West China Union; M.Sc. Yen-ching, Associate Professor of Biology.

Chang, Hsiao Li, B.A. West China Union; M.A. Toronto. Associate Professor of Mathematics.

Chang, Yu-Ch'uan, Graduate Szechwan College. Lecturer in Archeology.

Chao, Shao Han, Lecturer in Chinese Language.

Ch 'eng, Chih hsuan. Professor of Chinese Literature.

Chou, Hsiao-ho, University of Lyons. Lecturer in French.

Chu, Ch'i-huei. Lecturer in History.

Chung, Chih-chü, Szechwan. Graduate Japanese Normal School. Professor of Chinese Classics.

- Chu, Shao-bin. Professor of Chinese History and Literature.
 Collier, H. Bruce, M.A., Ph.D. Toronto. Associate Professor of Biochemistry.
 Crawford, Wallace, M.D., C.M., D.P.H. Associate Professor of Hygiene and Public Health.
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 Cunningham, Gladys Story, B.A., McGill; M.D.; Manitoba; L.M.C.C., Canada. Assistant Professor of Obstetrics and Gynecology.
 Dickinson, Frank, B.A., Mt. Allison; M.Sc., Cornell. Professor of Rural Sociology.
 Djang Yü-tien B.S., West China Union University. Assistant Instructor in Biochemistry.
 Downer, Sara Boddie, B.A., Mt. Holyoke; M.A., California. Associate Professor of Physics.
 Dsang, Lincoln G., B.A., West China Union; M.A., North Western; D.D., Ph.D., Drew. President of the University. Lecturer in Rural Sociology.
 Dsan, Da-jin, B.S., West China Union, Instructor in Mathematics.
 Dseo, Yui-wen B.A., West China Union. Instructor in Physics.
 Du, Shuen-deh, M.D., West China Union. Associate Professor of Parasitology.
 Du, Feng-fu, B.A., West China Union; M.A., Yenching. Associate Professor of Chinese Literature.
 Dai, Su Ku, D.D.S., West China Union. Assistant Clinician in Dentistry.
 Dye, Daniel Sheets, M.A., Cornell Professor of Physics.
 Dye, Jane Balderston, M.A., Columbia, Associate Professor of Mathematics.
 Dsang, Margaret, B.A., West China Union, Lecturer in Piano and Organ.
 *Fosnot, Pearl B., B.A., Nebraska Wesleyan, M.A. Boston. Assistant Professor in Ethics.
 Foster, B. Louise, B.A., Queens. Assistant Professor of English.

- Fong, Su-hsuan, B.A., West China Union. Professor of Education.
 Fung, Da-ran, B.S. West China Union. Associate Professor Pharmacology.
 Gi, Gan Chen, Ph. G., West China Union. Lecturer in Pharmacology.
 Graham, David C., Ph.D., Chicago; D.Sc., Whitman College. Associate Professor of Archaeology.
 Hansing, Ovidia, M.A., Northwestern. Ph.D. Northwestern Assistant Professor in Philosophy.
 Ho, Wen-chuin, B.A., West China Union; M.A., Yenching. Associate Professor of Biology.
 *Hsiao, Dso-ran, D.D.S., West China Union. Assistant Clinician Dentistry.
 Hsiao, Wen-roh, B.A., West China Union; M.A., Toronto. Lecturer in Philosophy of Religion.
 Hsieh, Hsi-hsu, M.D., West China Union. Instructor in Roentgenology and Surgery.
 Hu Kao-ru, Lecturer in Chinese Language.
 Hu, Yin-deh, B.A., Union College; M.D., Peking Union Medical College. Associate Professor of Pathology.
 Huang, F. H., Ph.D. Lecturer in Philosophy.
 Hwang, Mien, B.A., West China Union; M.A., Nanking. Assistant Professor in Biology.
 Huang Ti, M.A., Instructor in Sociology.
 Kao, Yoh-lin, B.S., West China Union; M.Sc., Yenching. Assistant Professor in Chemistry.
 *Kiborn, Leslie Gifford, M.A., M.D., Ph.D. Toronto. Professor of Physiology and Pharmacology.
 *Kiborn, Janet McClure, M.D., Toronto. Assistant Professor in Technical English.
 *Kilborn, Retta Gifford, M.D., C.M., Trinity (Toronto). Emeritus Professor of Pediatrics.
 Kung, Hsiang-nung, Szechuan. Lecturer in Chinese.
 Lin, San Yü, Szechuan. Lecturer in Chinese Literature.
 Li P'ei-fu, Lecturer in Chinese.
 Li, Ping-ying, Lecturer in Chinese Grammar.

- *Lan, Tien-ho, B.S., Yenching. Instructor in Chemistry.
Li, Hsing-Lung, B.S., West China Union. Assistant Instructor in Pharmacy.
- *Lindsay, Alice Winifred, Assist. Professor of English, Rhetoric.
- *Lindsay, Ashley Woodward, D.D.S., B.Sc. (Dent.), Toronto; L.D.S., Royal College of Dental Surgeons; F.A.C.D. Professor of Oral Surgery.
- Lenox, John E., B.S., Bucknell; M.D., Pennsylvania. Instructor in Internal Medicine.
- Lenox, Cora C., B.A., Winthrop. Lecturer in Technical English.
- Liljestrand, Sven Herman, Ph.B., M.D., Syracuse. Professor of Obstetrics and Gynecology.
- Lewis, Esther. Lecturer in English.
- Lewis, Spencer, M.A., D.D. Professor Emeritus of New Testament.
- Liu, Li-hsien, B.A., West China Union. Assistant Professor of History.
- Lo, Dsung-shu, B.A., West China Union; M.A., Yenching. Associate Professor of Philosophy.
- Loh, Lucy, B.A., West China Union. Lecturer in Piano and Organ.
- Liu, Shao-tzu, B.A., West China Union; M.A., Chicago. Associate Professor of Educational Psychology.
- Li, Ming Liang B.A., West China Union; B.Sc., Nanking. Assistant Professor in Biology.
- Lü, Djong-lin, M.D., West China Union; D.O.M.S., London. Assistant Professor of Ophthalmology and Otolaryngology.
- Manly, Marian E., B.A., Ohio Wesleyan; M.D., Rush. Assistant Professor in Obstetrics and Gynecology.
- Manly, Florence Brown, B.A., Lecturer in English.
- *Meng, Ti-lien, B.A., West China Union. Assistant Professor of Sociology.
- Meuser, Edwin Nelson, Phm. B., Toronto; Pharm. D. Pennsylvania. Professor of Pharmacy.
- Millar, Jean Ewald, M.D., Western Ontario. Lecturer in Pediatrics.

- Morse, William Reginald, B.A., Acadia; M.D., C.M., McGill; L.L.D. Acadia; F.A.C.S. Professor in Anatomy and Associate in Surgery.
- Morse, Anna C., Lecturer in Drawing.
- Moncrieff, Virginia Merriam. Lecturer in Piano and Theory.
- Moncrieff, Jesse Edwin, B.Sc., M.A. Professor in English.
- Mullett, Harrison J., D.D.S. B.Sc. (Dent.) Toronto; L.D.S., Royal College of Dental Surgeons. Professor of Prosthodontology.
- Mullett Pearl McDonald, Lecturer in English.
- Ngan, Djih-li, D.D.S., West China Union. Instructor in Dentistry.
- Pan, Shi-chao, Lecturer in Chinese Language.
- Pen, Dse-fu, B.S., West China Union. Instructor in Physiology.
- Pen, Yuen Sen. Lecturer in Chinese Language.
- Peterson, Robert A., M.Sc., M.D., Iowa. Professor of Otolaryngology and Ophthalmology.
- Peterson, Victoria Russell. Lecturer in English.
- Phelps, Dryden Linsley, B.D., Ph.D. Yale. Professor of English Literature.
- Phelps, Margaret Hallenbeck, B.A. Lecturer in Piano Voice.
- Robertson, Harold Deeks. B.A., Toronto, Professor of History.
- Sewell, William Gawan, M.Sc. Leeds. Associate Professor of Chemistry.
- Sewell, Hilda Guy. B.Sc. Leeds. Lecturer in Biology.
- Shih, Ru-tsong. Lecturer in Chemistry.
- Simkin, Robert Louis, M.A., Columbia, B.D. Professor of Old Testament.
- Simkin, Margaret T., M.A., Columbia, Lecturer in English.
- Smalley, Frank A., M.A., B. Litt., Oxford. Associate Professor New Testament and History.
- Smalley, Nellie, B.A. Lecturer in History.
- Spooner, Roy C., M.A., Toronto. Instructor in Chemistry.
- Sparling George W., M.A. Toronto; D.D., Wesley. Professor of Systematic Theology and Philosophy.

*Starrett, Adelia Dodge, B.A., Mt. Holyoke. Inst. in English.
 *Starrett, Oscar G., B.A., Western Reserve. Inst. in English.
 Tao, Liang-sen, Lecturer in Chinese Language.
 Tang Yu-Lien B.A., Lecturer in Organ.
 Tang B.C., B.A., Secretary to the President and Dean of Discipline.
 Taylor, Joseph, B.A., D.D. Professor of English Literature.
 Taylor, Helen W., Lecturer in English.
 Thexton, Annie, M.A., Manitoba. Lecturer in English.
 Whang, Tien-chi, D.D.S., West China Union; D.D.S., Toronto. Associate Professor of Odontal Surgery.
 Williams, Thomas Henry, M.D., C.M., Manitoba; M.C.P.S. Manitoba; L.M.C.C., Canada; D.T.M. & H. London. Professor of Pathology and Bacteriology.
 Wilford, Edward Corry, M.D. Toronto; L.R.C.P. & S. Edinburgh; F.A.C.S. Professor of Surgery.
 Wilford, Claudia. Lecturer in Tech. English, Piano and Organ.
 Wang, Ti-ren, B.S., West China Union. Instructor in Physics.
 Wang Chuin-hsien, B.A., B.D. Lecturer in Sociology.
 Wu, Kueh-chang, B.Sc., West China Union; M.Sc., Yen-ching. Instructor in Physics and Mathematics.
 Walmsley, Lewis C., B.A., B. Paed. Toronto. Assistant Professor of Psychology.
 Willmott, Mary Katherine, M.A. Lecturer in English.
 Yang, Hwei Shang, B.S.P., West China Union. Instructor in Pharmacy.
 Yang, Tze-gao, M.D., West China Union. Clinician in Surgery.
 Yen, Yin, M.C., West China Union. Assistant Instructor in Anatomy.
 Yoh, Helen, M.D. Instructor in Obstetrics and Gynecology.
 On furlough.

GRADUATES OF THE UNIVERSITY FACULTIES.

Name	1915	Present Position
胡海雲		
*Fu Hai-yuin, B.A., Philosophy.	Deceased 1923 (U.C.C.M.)	
吳樹成		
*Wu Shu-chen, B.A., Education.	Deceased 1917 (U.C.C.M.)	
	1916	
劉子明		
Liu Dzi-min, B.A., Education.	District Supt. Tzechow. District, Methodist Episcopal Church, (M.E.M.).	
	1917	
幹小峯		
Gan Siao-fung, B.A., Philosophy.	Pastor. Chengtu (U.C.C.M.)	
	1918	
費承緒		
Fay Donald, B.A., English.	B.D. from Rochester Theological Seminary. Business.	
	1919	
張凌高		
Dsang Lincoln, B.A., Philosophy	(M.A. and B.D., Ph.D., D.D.)	
方淑軒		
Fang Su-hsuen, B.A., Education.	(F.S.C.). Professor in West China Union University	
李海瀾		
Li Hai-lan, B.A., Mathematics.	(M.E.M.)	

劉騰軒
Liu Ten-shuen, B.A., Education. Head of the Political Department Border Development Bureau, District of Sung Pan, Li Fang, Wen Chuen, and Mong Chow. (M.E.M.)

楊重熙
Yang Chung-hsi, B.A., Philosophy (B.D., Northwestern University). Chungking High School, Chungking. (M.E.M.)

1920

劉黎仙
Liu Li-hsien, B.A., English. Teaching in Union University. (U.C.C.M.)

張道平
Chang Tao-pin, B.A., Education. Deceased 1925 (F.S.C.)

劉月亭
Liu Yue-tin, M.D. Private practice. Jung-hsien, Sze.

胡承先
Fu Chen-hsien, M.D. (U.C.C.M.) Hospital Chengtu, Sze.

李義銘
Li Ni-min, M.D. Private practice. Chungking.

顏相和
Yen Siang-ho, M.D. Private practice. Suifu (A.B.F.M.S.)

1921

劉德倫
Liu Deb-len, B.Sc., Physics. Union Middle School. (A.B.F.M.S.) Chengtu.

冉汝咨
Ran Ru-dji, B.S., Chemistry. Deceased 1924. (M.E.M.)

王開基
Wang Kai-dji, M.D. On the staff of the U.M.M. Hospital, Chaotung, Yunnan.

錢家鴻
Tsien Dja-hung, M.D.

M.E.M. Hospital. Tze-chow, Sze.

黃天啓
Hwang Tien-chi, D.D.S. Dentistry.

(D.D.S., Toronto). On the staff of Union University and of the Dental Hospital, Chengtu. (U.C.C.M.)

陳鴻信
Chen Hung-hsin, M.D.

On the staff of the Suining Hospital (F.S.C.) at present, Postgraduate Study England.

1922

顏向榮
Yen Siang-yuin, M.D.

Deceased 1922 (A.B.F.M.S.)

曾季芝
Dzen Dji-dji, M.D.

Military Medical Official. 41st Army. (C.M.S.)

趙書元
Chao Shu-yuen, M.D.

U.C.C.M. Hospital, Chungking.

黃島晴
Hwang Dao-chin, M.D.

Superintendent 45th Army Hospital, Chengtu.

張孝思
Djang Shao-si, M.D.

Deceased (U.C.C.M.)

1923

陳永淮
Chen Yuin-hwai, M.D.

Deceased 1924. (M.E.M.)

劉述揚
Liu Shu-yang, B.Sc., Chemistry. Teaching. Chengtu Schools.

李珩
Li Hen, B.Sc., Mathematics. Post graduate study. (M.E.M.)

蕭 暄
Shiao Shuan, B.A., Philosophy. (M.A., Toronto, Canada.)
(U.C.C.M.) University Staff.

蕭義森
Shiao Ni-sen, M.D. Private practice. Chengtu.

張鴻堯
Djang Hung-yao, B.Sc., Chemistry. On the staff of the Middle School, Tzechow. (C.M.S.)

1924

李國光
Li Kueh-gwang, B.A., Arts. On the staff of the C.P.O., Yunnanfu. (U.M.M.)

楊光舜
Yang Gwang-hsuen, B.Sc., Biology. In business. Chengtu.

吳恒久
Wu Hen-jiu, B.Sc., Chemistry. In business. Chengtu.

宋忠廷
Song Chong-ting, B.A., Arts. (Ridley Hall, Cambridge, and Wycliffe Hall, Oxford, England.) Bishop of the Shen Kong Hwei.

張明俊
Chang Min-chün, B.Sc., Biology. On the staff of the Union University (U.C.C.M.)

楊枝高
Yang Chi-kao M.D. On the staff of Si Shen Tse Hospital, Chengtu (C.M.S.)

高長江
Kao Chang-chiang, B.A. B.Sc., Chemistry. On the staff of the A.P.C. Chungking. (F.S.C.)

楊榮光
Yang Yün-gwang, B.Sc., Physics. Principal of the Tzechow Middle School. (M.E.M.)

王迪人
Wang T'ih-ren, B.Sc., Physics. On the staff of the University. (M.E.M.)

華顯達
Hwa Sien-dah, B.A., Education. Registrar of the University (U.C.C.M.)

唐樂天
Tang Lo-tien, B.A., Arts.

唐波微
Tang Bo-ch'en, B.A., Arts. On the University staff (M.E.M.)

連昇祥
Lien Din-siang, B.A., Arts. Peiping, China.

1925

陶禮雍
Tao Li-yung, B.A., Education. (M.E.M.)

紀 贊
Gi Bin, B.S., Mathematics. On the staff of the M.E.M. Girl's Middle School, Chengtu (M.E.M.)

楊正隆
Yang Cheng-lung, B.Sc. Mathematics. Brunner Mond, Chungking.

許昌齡
Hsü Chang-lin, B.A., Education.

孟體康
Mung Ti-lien, B.A., Arts. On the University staff. (A.B.F.M.S.)

劉紹之
Liu Shao-chi, B.A., Education. On the University staff. (M.E.M.)

羅榮宗
Loh Yün-tsong, B.A., Arts.

1926

馮大然
Fung Da-ran, B.Sc., Chemistry. On the University staff.

王裕文
Wang Yü-wen, B.Sc., Mathematics.

- 鄧崇渾**
Den Tsung-hwen, B.A., Education. On the staff of Szechwan University. (M.E.M.)
- 王思度**
Wang Si-tu, B.A., Education. On the staff of the M.E.M. Girls' Middle School. (M.E.M.)
- 張文選**
Djang Wen-shuen, B.Sc., Mathematics. On the staff of Chungking High School. (M.E.M.)
- 胡放之**
Fu Fong-chi, B.A., Arts.
- 吳純熙**
Wu Shen-hsi, B.Sc., Chemistry. Post graduate Study. Oxford
- 楊興健**
Yang Hsin-chien, B.A., Arts. On the staff of the Union Middle School. Chengtu. (U.C.C.M.)
- 杜奉符**
Du Fong-fu, B.A., Arts. On the staff of the University (M.E.M.)
- 費承忠**
Fei Chen-chong, M.D. Private Practice. Chengtu. (A.B.F.M.S.)
- 陳禮輝**
Chen Li-hwei, M.D. Private practice. Chengtu. (U.C.C.M.)
- 袁宗周**
Yuen Tsong-cheo, M.D. Private practice. Chungking. Sze.
- 羅光壁**
Lo Gwang-bih, M.D. Tuberculosis Hospital Peiping. (A.B.F.M.S.)
- 杜順德**
Du Swun-deh, M.D. On the staff of the Union University.

1927

- 何廷洸**
Ho Ting-kwang, B.A., Education. Post graduate Study. America (M.E.M.)

- 唐富澤**
Tang Fu-tseh, B.A., Education. On the staff of the Yunnan Church (M.M.)
- 李明良**
Li Ming-liang, B.A., Education. On the staff of the University. (U.C.C.M.)
- 張孝禮**
Chang Hsiao-li, B.Sc., Mathematics. On the staff of the Union University. (U.C.C.M.)
- 鄧永齡**
Deng Yüin-ling, B.Sc., Chemistry. On the staff of the Friends' Middle School, Chungking, (F.S.C.)
- 游仲光**
Yiu Chung-kwang, B.Sc., Physics. Shan Hsi Kai School.
- 席應第**
Hsi Yin-ti, M.D. Deceased (C.M.S.)
- 尹壽**
Yin Show, M.D. Private Practice. (C.M.S.)
- 樂以篋**
Yo Yi-chi, M.D. Private practice (A.B.F.M.S.) Kiating.
- 李之郁**
Li Chi-yiu, M.D. On the staff of the M.E.M. Hospital, Chungking.
- 徐龍光**
Hsu Lung-kwang, M.D. Private practice. Chengtu. (U.C.C.M.)
- 陳武祥**
Chen Wu-shiang, D.D.S. Private practice. Chungking.
- 陳華潛**
Cheng Hwa-ch'in, D.D.S. Private practice. Chungking. (U.C.C.M.)

1928

- 楊光宗**
Yang Kwang-tsung, B.A., Arts. On the staff of the M.E.M. Middle School. Chungking.

羅忠恕	Lo Dsung-su, B.A., Sociology.	On the staff of the Union University. (C.M.S.)
陸光廷	Lu Kwang-ting, B.A., Arts.	Pastor at Kienchow. (M.E.M.)
胡鑑文	Fu Chien-wen, B.A., Arts.	Pastor. Baptist Church. (A.B.F.M.S.)
鄭子良	Cheng Tsi-liang, B.A., Religion.	Pastor at Sinfan. (U.C.C.M.)
祿堂珍	Lu Tang-chen, B.Sc., Physics.	On the staff of the Middle School, Chaotung, Yunnan. (U.M.M.)
黃勉	Hwang Mien, B.Sc., Biology.	On the staff of the Union University. (M.E.M.)
張輔祿	Chang Fu-lin, B.A., Education.	
吳蜀傑	Wu Shu-chieh, B.A., Education.	Pastor at Chengtu. (M.E.M.)
呂鐘靈	Lu Chung-ling, M.D.	Union University Staff. E.E.N.T. Hospital Chengtu. (C.M.S.)
劉永懷	Lin Yuen-hwai, M.D.	Private practice. Chiang-chin.
鄧國全	Den Kwe-chuen, M.D.	On staff Men's Hospital Chengtu.
蕭義興	Hsiao Ngi-shin, M.D.	Private practice. Chengtu.
盧宅仁	Lu Tseh-ren, M.D.	Deceased 1935.

1929

汪正鈺	Wang Dsen-yu, B.A., Arts.	Graduate work, Peiping.
李和鎔	Li Ho-yung, B.A., Arts.	Post Office, Chengtu.
許漁泉	Hsu Yu-chuen, B.A., Arts.	Pastor Baptist Church Chengtu. (A.B.F.M.S.)
朱冰梅	Miss Chu Bin-mei, B.A., Chinese.	On the staff of the M.E.M. Girls' Middle School, Chengtu.
劉華成	Miss Liu Yui-chen, B.A., Education.	Principal of the M.E.M. Girls' School, Tzechow.
劉運春	Miss Liu Yui-chuen, B.A., Education.	On the staff of Union University.
辜自培	Miss Gu Tsi-pei, B.A., Education.	Principal of the U.C.C.M. Girls' Middle School, Chengtu.
羅桂枝	Miss Lo Kwei-chi, B.A., Education.	Principal of the M.E.M. Girls' Middle School Sui-ning.
王俊賢	Wang Chuin-shien, B.A., Education.	Christian Student Fellowship, Chengtu. (A.B.F.M.S.)
白光禮	Pei Kwang-li, B.A., Education.	On the staff of the Union Middle School, Chengtu.
何文俊	Ho Wen-chuen, B.S., Biology.	On the staff of the Union University.
曹斌	Tsao Bin, M.D.	U.C.C.M. Hospital, Tze-liutsing. Sze.

- 莊德明**
Chwang Deh-ming, M.D. On the staff of A.B.F.M.S. Hospital, Suifu.
- 聶光廷**
Nie Kwang-ting, M.D. On the staff of the Methodist Mission Hospital, Si Fung Chin, Kweichow.
- 吳性純**
Wu Sin-shuen, M.D. On the staff of the Methodist Hospital, Shih Men Kan, Yunnan.
- 曾忠義**
Chen Chung-ngi, M.D. On the staff of U.C.C.M. Hospital, Chengtu.
- 陳文貴**
Cheng Wen-kwei, M.D. Health Administration Kansu Province.
- 王政**
Wang Chen, M.D. Private practice, Chungking.
- 向璧光**
Shiang Bi-kwang, D.D.S. Private practice, Chengtu.

1930

- 高毓嵩**
Kao Yoh-tsung, B.A., Arts. On the Y.M.C.A. staff Chungking. (A.B.F.M.S.)
- 李祖麟**
Li Tsu-ling, B.A., Arts. In business. Chungking.
- 岳清澄**
Yoh Ching-cheng, B.A., Arts. On the University Library staff.
- 王惠貞**
Miss Wang Huei-chen, B.A., Arts. Deceased.
- 黃次咸**
Huang Tsi-han, B.A., Arts. On the Y.M.C.A. staff Chungking.
- 王幹國**
Wang Kan-kueh, B.A., Arts.

- 吳厚長**
Wu Heo-chang, B.A., Arts. On the staff of the University Middle School.
- 饒式文**
Miss Rao Shi-wen B.A., Education. On the staff of the M.E.M. Middle School, Chengtu.
- 唐權書**
Tang Chuan-shu, B.A., Education. On the staff of the Middle School, Kiating.
- 高毓靈**
Kao Yoh-ling, B.Sc., Chemistry. On the staff of the University.
- 江國棟**
Chiang Kueh-tung, B.Sc., Physics. Postgraduate work. America.
- 吳國章**
Wu Kueh-chang, B.Sc., Physics. On the staff of the University.
- 林順棣**
Liu Shuen-tih, B.Sc., Agriculture. Teaching. Chungking.
- 安知理**
Ngan Chi-li, D.D.S. Postgraduate Study U.S.A.
- 席應忠**
Hsi Yin-chung, D.D.S. On the staff of P.U.M.C. Peiping.
- 陳華**
Chen Hua, D.D.S. Central Hospital, Nanking.
- 樂以壩**
Yoh Ih-hsuin, D.D.S. Private practice, Tsinanfu.
- 毛燮均**
Mao Hsueh-chuin, D.D.S. On the staff of P.U.M.C. Peiping.
- 蔣福安**
Chiang Fu-ngan, D.D.S. On the staff Medical School, Changsha.
- 黃振寰**
Huang Chen-huan, B.A., Religion. Pastor, Chungking. U.C.C.M.
- 譚克全**
Tan Keh-chuan, B.A., Education. Deceased.

1931

- 洪有模**
Hong Yiu-mo, B.A., Arts. Middle School, Chengtu.
- 高明泰**
Kao Min-tai, B.A., Chinese Language. Suiling Middle School. (M.E.M.)
- 王能文**
Wang Leng-wen, B.A., Sociology.
- 馬昌極**
Ma Chang-chi, B.A., Arts. Postgraduate work, America.
- 鄧光陸**
Deng Kwang-lu, B.A., Arts. On the Union University Library staff.
- 楊富賢**
Yang Fu-hsien, B.A., Education. Middle School, Junghsien.
- 楊立朝**
Yang Li-tsao, B.A., Education. Yachow Middle School (A.B.F.M.S.)
- 祝天成**
Chu Tien-cheng, B.A., Education. On the staff of Senior Middle School. U.C.C.M. Chungking.
- 鄧蓮芳**
Miss Deng Lien-fang, B.A., Education. On the staff of the Girls' Senior Middle School M.E.M., Chungking.
- 陳玉珍**
Chen U-hsin, B.A., Education. Shansi Kai Girls' School, Chengtu.
- 吳直雲**
Wu Chen-yuin, B.A., Education. Chengtu Girls' School.
- 彭子富**
Pen Tse-fu, B.Sc., Biology. Postgraduate work. Peiping.
- 丁祥清**
Ding Hsiang-chin, B.Sc., Biology. Peiping.

- 周大武**
Cheo Da-wu, B.Sc. Physics, On the staff of the Union University.
- 詹大經**
Chan Da-ching B.Sc. Mathematics. University Union Middle School staff.
- 王天劍**
Wang Tien-chao, B.Sc. Chemistry. Suiling Middle School M.E.M.
- 田鳴鵬**
Tien Ming-pong, B.Sc. Mathematics. Shansi Kai Middle School.
- 黃芥舟**
Huang Chiai-cheo, B.Sc. Natural Sciences.
- 許昌齡**
Hsu Chang-lin, B.Sc.
- 蔣紹宗**
Chiang Shao-tsung, M.D. C.M.S. Hospital, Yunnanfu. Yun.
- 姜穆清**
Chiang Mo-chin, M.D. Postgraduate study, P.U. M.C., Peiping.
- 余清河**
Yu Chin-ho, M.D. Private Practice, Chungking.
- 周志鈞**
Cheo Chih-chuin, M.D. Private Practice, Chengtu.
- 謝錫璩**
Shie Hsi-shu, M.D. On the staff of the University. U.C.C.M. Men's Hospital, Chengtu.
- 賈俊**
Chia Chuin, M.D. Syracuse Hospital, Chungking.
- 楊正贊**
Yang Cheng-hsuan, M.D. Military Hospital, 21st Army.
- 吳月珠**
Wu Yueh-chu, M.D. Hanchow Municipal Hospital.

- 李士希**
Li Si-hsi, M.D. Syracuse Hospital, Chungking.
- 萬堉培**
Wan Kuen-pei, M.D. A.B.F.M.S. Hospital, Yachow.
- 費承先**
Fay Chen-hsien, D.D.S. Central Political School Nanking.
- 曹紹卿**
Tsao Shao-ching, B.A., Arts. Pastor. Penghsien U.C.C.M.

1932

- 陳家驥**
Chen Chia-yi, B.A., Chinese Language. Suiling Middle School.
- 譚安文**
Tan Ngan-wen, B.A., Chinese Language.
- 鄭錫周**
Cheng Hsi-cheo, B.A., Chinese Language. Tzeliutsing Middle School.
- 張愛德**
Miss Chang Ngai-teh, B.A., English and Music. Union University and Fang Chen Kai, Middle School.
- 張仁愷**
Chang Ren-kai, B.A., Foreign Languages. Suifu, Pastor of the Baptist Church.
- 邱常爵**
Ch'iu Shang-choh, B.A., Sociology. Tzeliutsing, Middle School.
- 朱錫葆**
Chu Hsi-pao, B.A., Foreign Languages. Suifu, Middle School. (A.B.F.M.S.)
- 晉希天**
Chin Hsi-tien, B.A., Sociology. Union University.
- 劉子翥**
Liu Tse-chiu, B.A., Sociology. Chungking Social Worker in the U.C.C.M. Hospital.

- 王子素**
Wang Tse-hsi, B.A., Sociology. Pastor of Sze Shen Tse Church, Chengtu.
- 劉祥珠**
Liu Hsiang-chu, B.A., Education. Chungking.
- 吳脩性**
Miss Wu Hsiu-hsin, B.Sc., Biology. Mienchow, Middle School.
- 鄭元英**
Miss Cheng Yuan-yin, B.Sc., Fang Chen Kai, Middle School, Chengtu.
- 胡庭璽**
Fu Tin-sen, B.Sc., Chemistry.
- 江大望**
Chiang Da-wang, B.Sc., Union Middle School, Chengtu.
- 劉自若**
Liu Tse-roh, B.Sc., Mathematics. Suiling, Middle School.
- 朱菊芬**
Miss Chu Chi-fen, B.Sc., Natural Sciences.
- 熊璧雙**
Miss Hsiong Pih-kuang, B.Sc., Natural Sciences. Medical Student Union University.
- 徐淑蘭**
Miss Hsu Shuh-lan B.Sc., Natural Sciences. Fuchow, Szechwan.
- 呂勇貞**
Miss Lu Yong-chen, B.Sc., Natural Sciences. Medical Student, Union University.
- 楊嘉良**
Yang Chia-liang, B.Sc., Natural Sciences. Medical Student, Union University.
- 席存先**
Hsi Chen-hsien, B.Sc., Natural Sciences. Medical Student, Union University.
- 白英才**
Peh Yin-ts'ai, B.Sc., Natural Sciences. Medical Student, Union University.

楊先進 Yang Hsien-chin, B.Sc., Natural Sciences.	Medical Student, Union University.
彭吉人 Pen Chi-ren, B.Sc., Natural Sciences.	Medical Student, Union University.
黃鴻鵠 Huang Hung-ku, B.Sc., Natural Sciences.	Medical Student, Union University.
文復陽 Wen Fu-yang, B.Sc., Natural Sciences.	Medical Student, Union University.
唐永松 Tang Yui-song, B.Sc., Natural Sciences.	Medical Student, Union University.
林茂萱 Lin Meng-hsuan, B.Sc., Natural Sciences.	Medical Student, Union University.
羅人傑 Loh Ren-chieh, B.Sc., Natural Sciences.	Medical Student, Union University.
呂毓林 Lu Shuh-lin, B.Sc., Natural Sciences.	Medical Student, Union University.
周福培 Cheo Fu-peh, B.Sc., Natural Sciences.	Dental Student, Union University.
陶有榮 Tao Yiu-yuin, M.D.	U.C.C.M. Hospital, Fow-chow, Sze.
樂同禮 Yoh Tung-li, M.D.	Private Practice, Chengtu.
王傳福 Wang Chuan-fu, M.D.	Staff of the Luchow Hospital, U.C.C.M.
高成煊 Kao Ch'en-hsuan, M.D.	Staff of the Chungchow Hospital, U.C.C.M.

樂以成 Miss Yoh Yi-chen, M.D.	Hospital work, Chengtu.
李榮光 Li Yui-kuang, M.D.	Staff of the Hanchow Municipal Hospital.
陳錫璋 Chen Hsi-chang, D.D.S.	Private Practice Wu-chang.
蕭卓然 Hsiao Choh-ran, D.D.S.	Postgraduate study Canada.
包羅諾夫 Pao Loh-fu, (Baranoff), D.D.S.	Staff of the P.U.M.C., Peiping.

1933

林名均 Lin Min-chuin, B.A., Chinese Language.	Staff of the Union University.
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