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Yenching  
Academic  
School of Chinese Studies  
(Joint project with North China  
Union Language School)  
1925-1927

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**YENCHING SCHOOL OF  
CHINESE STUDIES**

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**North China Union Language School  
in Affiliation  
with  
Yenching University**

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**Announcement of Courses  
1925-26**



**VII**  
**Volume ~~XVI~~ Number 1**  
**Peking, China**  
**June, 1925.**

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**ACADEMIC CALENDAR**  
**School of Chinese Studies**

1925-26

Teacher Training Course Begins.....	Monday, September 21, 1925.
Opening of Autumn Term.....	Monday, October 5, 1925.
Teacher Training Course Ends.....	Friday, October 9, 1925.
Thanksgiving Holiday.....	Thursday, November 26, 1925.
End of Autumn Term.....	Friday, December 18, 1925.
Christmas Recess.....	Saturday, December 19, 1925, to Sunday, January 3, 1926.
Opening of Winter Term.....	Monday, January 4, 1926.
Opening of Special Courses for Advanced Students.....	Tuesday, January 19, 1926.
End of Winter Term.....	Friday, March 19, 1926.
Opening of Spring Term.....	Monday, March 22, 1926.
End of Special Courses for Advanced Students.....	Saturday, April 10, 1926.
Spring Recess.....	Saturday, April 10 to Sunday, April 18, 1926.
End of Spring Term.....	Friday, June 11, 1926.
Opening of Summer Term..	Monday, June 21, 1926.
End of Summer Term.....	Friday, September 3, 1926.

Work for the year is divided into four terms, beginning in October, January, March and June respectively. Students will be received for beginning classes at the opening of each term. The work of the first three terms is carried on in Peking.

The summer term consists of work done with the Chinese tutors of the School, under the supervision of its officers.

Address Communications on  
General Business to  
William B. Pettus, Principal,  
5 T'ou T'iao Hutung,  
Peking.

Address Communications  
Regarding Studies to  
L. C. Porter, Dean,  
5 T'ou T'iao Hutung,  
Peking.

**YENCHING SCHOOL OF CHINESE STUDIES**

**Officers:**

William B. Pettus	Principal
Lucius C. Porter	Dean of Studies and Professor of Chinese Philosophy
Arthur W. Hummel	Professor of Chinese History
Katherine U. Williams	Dean of Students
Benjamin March	Librarian
Fu Yun-chih	Assistant Librarian
Alexandra Popoff	Secretary
Mrs. Ruby L. Collins	Hostess
Nell Hall	Hostess
馮友蘭 (Fung Yu-lan)	Associate Professor of Chinese Literature
張潤齋 (Chang Jen-chai)	Supervisor, Chinese Language Study
廣子箴 (Kuang Tzu-chen)	" " "
張炳南 (Chang Ping-nan)	" " "
陳世五 (Ch'en Shih-wu)	Class Leader in Chinese Language Study
孫幼庭 (Sun Yu-t'ing)	" " "
于澤民 (Yu Tze-min)	" " "
王竹銘 (Wang Chu-ming)	" " "
葉信子 (Yeh Hsin-yü)	" " "
陸梅村 (Lu Mei-ts'un)	" " "
金紹芝 (Chin Shao-chih)	" " "
赫潤溪 (He Jun-hsi)	" " "
王西園 (Wang Hsi-yuan)	" " "
葉少庭 (Yeh Shao-t'ing)	" " "
白澤芳 (Pai Tse-fang)	" " "
俞公祜 (Yu Kung-fu)	" " "
李紫瑜 (Li Tzu-yu)	" " "
林雨蒼 (Lin Yu-ts'ang)	" " "
許輯五 (Hsu Chi-wu)	" " "
章雪樓 (Chang Hsueh-lou)	" " "
張子恩 (Chang Tzu-en)	" " "
51 other Chinese personal Tutors	

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## ORGANIZATION

The North China Union Language School was first organized in 1910. Rev. W. Hopkyns Rees, D. D. was the first Principal of the School. The value of an organized school and definite classes for beginners in the study of Chinese was demonstrated in the first year.

The School developed rapidly from its beginning. Several persons followed Dr. Rees as principals of the School for short periods, and D. W. Edwards of the Y. M. C. A. for a longer period. Under Mr. Edwards' direction, the course of study was revised and methods of study brought into line with the best pedagogical practice on the basis of scientific phonetics, following suggestions made by Mr. William B. Pettus, also of the Y. M. C. A. staff, who had made a special study of these subjects. Eventually Mr. Pettus was specifically allocated to the Language School work by the Y. M. C. A. National Committee and has been in charge of the School ever since. In addition to the language study, cultural subjects have been introduced, both in the form of special lectures and as seminar classes. At the present time the North China Union Language School is controlled by the following bodies:

American Board Mission  
American Methodist Mission  
American Presbyterian Mission  
Church of England Mission  
London Missionary Society  
Young Men's Christian Association  
Young Women's Christian Association  
American Legation  
American Chamber of Commerce  
British Legation  
British Chamber of Commerce  
Peking Union Medical College  
Yenching University

During the past nine years 1621 students have been enrolled, of whom 889 were women and 732 men. The number included 1140 Americans, 323 British and 158 of other nationalities; in all 24 nationalities being represented.

With the development of the school it has become increasingly clear that a university connection would be of great value, particularly in relation to the expansion of the cultural courses dealing with the history and philosophy of Chinese civilization.

The final result of conversations and negotiations between the North China Union Language School and Yenching University has been a definite affiliation between the two institutions. While the essential points have been agreed upon by the representatives of both institutions the final form of the official articles of affiliation has not yet been formally adopted.

## NEW PLANT

In October 1925, the School begins its Autumn Session in the new plant, on a site of 26 *mu*, located on T'ou T'iao Hu T'ung, near Tung Ssu Pai Lou. Fifteen buildings have been erected and equipped at a cost of Yuan \$700,000.00. The plant includes the main building, three hostel buildings, faculty residences, power plant, etc. The buildings are of brick and reinforced concrete, fire proof and steam heated. There are more than 100 bedrooms; those not needed by resident students will be available for use by visiting missionaries. The hostel will be open throughout the year.

The main building includes two auditoriums, class rooms, individual studies, the library and office.

The school has several tennis courts, hand ball courts, volley ball courts, a basket ball court and an ice rink. Students are advised to bring with them equipment needed for these sports. There are also opportunities in and near Peking for base-ball and golf.



### THE LIBRARY

The library is at once the center of the work of the school, and the means of its widest extension. Recognized as authoritative in sinological bibliography it is prepared to render assistance to research students in Peking and abroad; to newly-arrived Western students, who are primarily interested in the language and in gaining an introduction to the country and its people, for whom a special course in the bibliography of foreign books on China is being offered; to residents of Peking; and to missionaries and others living in the interior. The library is already the best of its kind in China, and its extensive collection includes a number of rare volumes on China's early contact with the West; a considerable number of provincial and local histories, special Chinese works on painting, calligraphy, porcelains and bronzes; the twenty-four dynastic histories, and other historical works; practically complete files of most of the leading journals devoted to Asiatic subjects; and practically all of the bibliography of sinological research published in English, French and German. Many volumes are available for circulation by mail. Inquiries concerning books or reading are welcomed.

### CO-OPERATION WITH OTHER INSTITUTIONS.

The Yenching School of Chinese Studies has the great advantage of enjoying at the inauguration of its new work, friendly relations with individuals whose interests and studies are in the field of Chinese culture, and with other institutions engaged in work in that field. Constructive criticisms have been received from many.

Other colleges, universities and institutes in Peking have promised cooperation in the work of the School and the exceptionally rich libraries and museums of Peking are available for use by students in the Yenching School of Chinese Studies

### ADMISSION TO THE SCHOOL

The School is open to all who desire to enroll for its courses, so far as they are qualified to take the work offered.

Those who desire to reside in the hostel should indicate that in making application.

Those desiring to take advanced work should present evidence showing the extent to which they have previously studied Chinese and all who desire to become candidates for a degree, must present evidence as to their university attainments and standing.

### STUDENT FEES AND EXPENSES

The following schedule of fees will be in force from September 1925:

Full tuition, including personal teacher, per term of three months .....	Yuan \$90.00
Tuition from students belonging to contributing organizations is per term .....	70.00
Tuition for selected courses, per semester hour.....	10.00
Extension lectures, Admission per term.....	15.00
Correspondence courses. Tuition fee will be announced later.....	
Hostel rent for each person per term for furnished room.....	60.00
Board in hostel per month, including light and heat..	50.00
Loose Leaf Lesson Sheets, per term.....	\$3.00

Other textbooks, laundry, etc., are paid for by the students, who supply their own bedding and towels.

Because of the great distances in Peking, provision is made whereby those who live at a distance can take the noon meal at the School.



## COURSES OF STUDY

### GENERAL STATEMENT

The work carried on by the School of Chinese Studies may be divided into two distinct but closely related groups.

1. Courses in the study of the Chinese language, both in the colloquial and literary forms.
2. Courses in various aspects of Chinese culture.

The courses offered in the Chinese language are required for all those wishing to receive the certificate of the School. Provision is made for a mastery of colloquial Chinese, both in the spoken and written form. After such mastery, opportunities are given for equally careful and thorough study of the forms of literary Chinese.

The present reorganization of the School makes it possible to offer very much more thorough courses in Chinese culture than have been possible in the past. Some of these courses will be offered as electives during the first three years of language study, making it possible for students who so desire to supplement the language drill by reading and studying in Chinese history, philosophy, art and other fields. Furthermore, it is the aim of the new School to provide for properly qualified students opportunities for advanced study in Chinese subjects. The School expects to stress interpretive and research courses in Chinese culture. To this end, a special experimental course is offered from January 19th to April 10th, 1926. For this period, intensive courses will be offered in the following subjects: Literary Chinese (Wen Li), History, Philosophy, Art.

The unit of work is the term hour or credit, i.e., a course meeting one hour per week during a term of eleven weeks. Approximately two hours of preparation work are required for each class hour.

In the case of courses in Colloquial Chinese, an arbitrary value in credits is given to the courses without exact reference to the number of hours in class.

Credits of the School of Chinese Studies can be calculated in terms of Yenching University credits in the ratio of 3:2.

## DEPARTMENT OF COLLOQUIAL CHINESE

### General Purpose and Method of Study

The general purpose of the course is to give all students a thorough grounding in the elements of the language, in its various phases.

The method of study is the Direct Method, sometimes known as the Phonetic Inductive Method. The chief stress is put upon teaching the students to understand and speak the language. They first hear, then speak, and later read and write. All except two or three hours a week of the teaching is done by Chinese teachers. The students are at the School from 8:45 to 12:00, and from 2:00 to 4:00, and during this time they are alternately in class and with the personal teachers. The study in the School differs from studying alone with a personal teacher chiefly in the fact that the teachers in the School know how to teach and that they take the initiative in class and in individual work. The teacher, not the student, is in charge. The students learn from the teachers, not from the books. Term grades are determined by combining daily marks with the examination marks.

**Note.**—The direct method is used. Students are taught from the first day to hear correctly the Chinese sounds. Not until the pupil can hear understandingly and can speak correctly does he see the character, much less write it. Lessons are introduced by the Chinese teachers orally. When the student has grasped the sound, tone and meaning, he is then presented with the lessons in printed or mimeographed form. No characters which the student has not already heard and learned to use are required to be analyzed or written. Character analysis and writing are always several days behind the work of hearing and speaking.

The School recognizes two kinds of study: the *intensive* and the *extensive*. By *intensive* study is meant approaching the material from the direct method point of view, i.e., having the teacher present the material first to the ear. After acquiring the vocabulary so that it is available for conversational purposes, the student will then read the material and use it in conversation with the teacher. In a word the intensive method is precisely that used in the School in learning the conversational lessons.

Since it is manifestly impossible to study on the intensive basis all the material required in the course, provision is made for study on the extensive basis. By *extensive* study is meant to be able to read the material with an appreciation of the meaning; but not necessarily with a view to using the vocabulary in conversation.



### LENGTH OF COURSE AND CREDITS

The School offers a five year course of study in this department. The general plan of the course is to give all students a thorough grounding in the elements of the language in its various phases during the first year and part of the second. For this period most of the courses are required. After this foundation has been laid, however, the aim is to give as much elasticity in choice to each student as possible, so that each one may give full consideration to his own individual needs in the choice of the subjects studied. Preachers, doctors, nurses, association secretaries, educators, business men, consular and military officers, housekeepers, etc., are thus allowed to choose courses which will be of the greatest help to them in their work. One feature of the course is that study done in preparation for actual work is allowed credit.

The last three years of the course consist largely of work taken in the following elective subjects: (a) Mandarin Literature, (b) Mandarin Textbooks, (c) Wen-li Literature, (d) Etymology and Composition.

The student is allowed to choose freely courses from these departments, *except that some time during his language study he must procure at least two credits from each of the first three departments.* Except where clearly specified, the order of choice of studies in the various departments is at the option of the student. As a rule, however, courses are listed in the order of difficulty, and this fact should be borne in mind in election.

To obtain yearly standing the student must have credits as follows:

To complete the first year's work	15 credits
To complete the second year's work	15 credits
To complete the third year's work	8 credits
To complete the fourth year's work	4 credits
To complete the fifth year's work	3 credits

It will be noted that, after the completion of the second year's work, credits are required in a decreasing ratio, in consideration of the fact that students do not have full time for study after the first two years.

Non-resident students may be examined upon the work they have covered by local examiners approved by the Language School, or may secure the aid and advice of Mr. A. W. Hummel through correspondence. Mr. Hummel is prepared to send out examinations. The local examiners will send examination questions, papers and grades for credit and filing to the Language School.

The School offers to guide students during the last three years of work and to issue certificates upon the satisfactory completion of each year's work, and also upon completion of the entire course.

### COLLOQUIAL CHINESE

#### \*Colloquial A, 1. Loose Leaf Lessons

These are the special lessons based on the direct method of phonetic language study prepared by the School.

#### Colloquial A, 2. Reading

Special reading of simple colloquial Chinese is required of every student. Material will be selected from technical books in the field of each student's particular professional interest.

#### I. For Professional Christian Workers.

St. John's Gospel

Chapters 4.6 and 9.

To be studied intensively; chapters 1, 2, 3, 5, 7, 8 and 10, to be read with an appreciation of the meaning, but it is not required that the student be able to use the material in conversation as in the case of chapters studied intensively.

Note: The Morning and Evening Prayer Services of the Book of Common Prayer may be substituted for chapters 5, 7, 8, and 10.

#### II. For Doctors and Nurses.

Selected Readings

#### III. For Commercial Men.

#### IV. For Legation student-interpreters.

#### V. For others.

#### Colloquial A, 3. Character Writing and Analysis and Character Recognition

The student will be examined upon the writing and analysis of the first 400 characters in the Language School's list. During the first year students are required to recognize the one hundred most common radicals (see Language School's list). For the first year the students are required to be able to recognize and give the sound, tone and meaning of the first 1000 characters in Dr. C. H. Fenn's set of character slips.

\*The capital letters A. B. C. D. E. refer to the years of the course.



**Colloquial A, 4. Compositions**

These are intended to give the student ability to write in character compositions of about 200 characters based on the text of the lessons used.

**Colloquial A, 4. Memory Work**

This work demands the ability to repeat the model sentences published by the School. These sentences should be very thoroughly learned so that they can be given without hesitation and at a natural speed. The repeating of twenty proverbs is also required.

**Colloquial A, 6. Geography**

The student must secure such a knowledge of Chinese geography as can be gained from a careful reading of the "Provinces of China", or Hawkins' "Geography of China". The Language School provides each student with a list of questions which can be used as an outline for study. The examination which must be taken will include only questions drawn from this list. The student will also be required to draw an outline map of China.

**Colloquial B, 1. Conversational Lessons**

These are prepared or selected by the School. Choice is allowed between the Loose Leaf Conversation Lessons prepared by the School and the Kuan Hua Chih Nan. If the latter is elected, it should include the entire first section and the first twelve lessons of the second section.

**Colloquial B, 3. Character Writing and Analysis and Character Recognition**

The student will be examined upon the writing of the second 400 characters in the School's list. The student shall also be required to write a composition of about 500 characters, eighty per cent of which must be in Chinese character written by the student's own hand, the remainder being recorded in phonetic script or in romanized. During the first year students are required to recognize, write and romanize the one hundred most common radicals (see Language School list). Mastery of the second thousand characters in Dr. Fenn's set of slips is required in the second year.

**Colloquial B, 4. Address in Chinese**

This may be an address of fifteen minutes before a Chinese audience, or the leading of a class-room recitation in Chinese, or acting as interpreter for a foreigner.

**Colloquial C, 1. Character Recognition**

The student must recognize the 888 phonetics in Soothill's Dictionary, and the characters in the third thousand of Dr. Fenn's set of character slips.

**Colloquial D, 1. Character Recognition**

The fourth thousand of Dr. Fenn's set of character slips must be recognized.

**ELECTIVES FOR LAST THREE YEARS OF COURSES**

In addition to the work in character recognition which is required for the third, fourth and fifth years, the necessary number of credits must be secured by choosing from among the following electives sufficient work to make up the required credits: (See page 8)

**A. MANDARIN (KUO YÜ) LITERATURE**

This department includes all books written in Mandarin as literature for the Chinese people, as distinguished from books written in Mandarin as text-books for foreigners in their study of the language.

**I. Pilgrim's Progress, Part I, Chapter I. Credit 1**

(天路歷程 T'ien Lu Li Ch'eng.)

**II. Pilgrim's Progress, Part I, Chapter II. Credit 1/2**

(天路歷程 T'ien Lu Li Ch'eng.)

**III. Sacred Edict. Credit 1**

Pages 1-28; 29-31; 42-44; 51-54; 62-66; 72-84; 99-109; 113-116; 121-139; 149-155 162-166; 169-172. (聖諭廣訓 Sheng Yu Kuang Hsun)

**IV. Martin's Evidences of Christianity, Part I. Credit 1/2**

**V. Fortunate Union. Credits 2**

(好述傳 Hao Ch'iu Chuan)

**VI. Technical Electives.**

In accordance with the principle laid down in the course in Wen-li literature under the head of *technical courses*, work which is done in reading Mandarin books in preparation for preaching, teaching, medical practice, Bible study classes, diplomatic, or Commercial work, etc., will be allowed credit towards Language Study. In each case an examination is required. The amount of the credit will be decided by the Dean of the School or by an accredited examiner.

**B. MANDARIN TEXT-BOOKS**

The courses offered in this department are all in text-books specially prepared for the study of the Mandarin language. The requirements are given in connection with the different courses.

**I. The Chinese Speaker, by Evan Morgan. Credit 1**

Part I, Chapter 1. (官話彙編 Kuan Hua Hui Pien)

**II. The Chinese Speaker, by Evan Morgan. Credit 1**

Part I, Chapters 2 and 3. (官話彙編 Kuan Hua Hui Pien)

**III. The Chinese Speaker, by Evan Morgan. Credit 1**

Part I, Chapters 4 and 9. (官話彙編 Kuan Hua Hui Pien)



- IV. The Chinese Speaker, by Evan Morgan.** Credit 1  
Part II. (官話彙編 Kuan Hua Hui Pien)
- V. Peking Affairs.** Credits 3  
(北京事情 Pei Ching Shih Ch'ing)
- VI. Hillier's Second Volume.** Credit 1  
(文義津逮 Wen I Chin Tai)
- VII. Mandarin Lessons, by C. W. Mateer.** Credits 2  
(官話類編 Kuan Hua Lei Pien)
- VIII. Mandarin Lessons, by C.W. Mateer.** Credits 2  
Lessons 123-158. (官話類編 Kuan Hua Lei Pien)
- IX. Mandarin Lessons, by C.W. Mateer.** Credits 2  
Lessons 159-200. (官話類編 Kuan Hua Lei Pien)
- X. Mateer's New Terms.** Credit 1  
Lessons 1-14.
- XI. Mateer's New Terms.** Credit 1  
Lessons 15-29.
- XII. Mateer's New Terms.** Credit 1  
Lessons 30-44.
- XIII. Evan Morgan's Colloquial Sentences with New Terms.** Credit 1  
Translation of the Chinese at sight. (新名詞成語彙編 Hsin Ming T'zu Ch'eng Yu Hui Pien)
- XIV. 國語文類選 Four Vol.** Credit 1  
Chung Hua She Chu.  
Rapid reading and translation of new terms. Each volume counts one credit. Or any twenty-five essays selected therefrom counts one credit.
- XV Credit is Given for the Reading of Other Kuo-Yu Books.**  
The writings of Dr. Hu Shih are especially suggested.

#### C. WEN-LI LITERATURE.

To insure a thorough grounding in Mandarin, the study of Wen-li is allowed only after the completion of the second year.

In all Wen-li courses the student is required to be able to read, to translate at sight into English and Mandarin, and to give full explanation of the idiom and grammar.

Either of the two following alternative courses, I and II, is required

ed to be studied before electing further work in the department. Credit will not be given for the passing of both.

- I. Baller's Wen-li Lessons together with Hirth's Notes on the Documentary Style.** Credits 2  
(華文釋義 Hua Wen Shih I)
- II. Bullock's Progressive Exercises in Wen-li together with Hirth's Notes on the Documentary Style** Credits 2  
(中國文字學 Chung Kuo Wen Tzu Shueh)
- III. Guide to Wen-li Styles and Chinese Ideals, by Evan Morgan** Credits 3

#### THE CLASSICS

- VI. The Great Learning.** Credit 1/2
- V. The Analects** Credits 4
- VI. Mencius.** Credits 4

(In case all of the above are not finished, credit will be given proportional to the amount read.)

After passing off all of these, credit will be given for the passing of examinations on proportionate amounts in any of the other Confucian, Buddhist, or Taoist classics or philosophies.

#### MISCELLANEOUS.

- VII. Wen-li Newspapers.** Credit 1/2

Credit is given for the reading of selections from Wen-li newspapers. The amount of credit is to be determined by the Dean of the Language School or by an appointed examiner, upon presentation by the student of the text of the ground covered. Two is the maximum of the credits allowed and the readings offered must contain both news sections and leaders.

- VIII. National Readers III-IV.** Credit 1/2
- IX. National Readers. V-VI.** Credit 1/2
- X. National Readers. VII-VIII.** Credit 1

Credit is given for the reading of other Wen-li books in proportion to the amount of ground covered. The following are suggestions:

*The Three Kingdoms, Chinese History of the Ching Dynasty, any of the writings of H.L. Zia.*



## TECHNICAL COURSES

It is fully appreciated that, after the start has been made in the language, the student is required to do a large amount of study in preparation for the work he is to do. Inasmuch as such study, where practical use is at once made of the knowledge gained, is of the highest value, it is planned to give full credit as far as possible for such work. To this end credit will be given, to be determined by the Dean or accredited examiner, for examinations passed upon any textbook, Bible study book, etc., which has thus been used by the student. This kind of language study is highly recommended as of great value. In particular, doctors and nurses, and secretaries of Christian Associations, educators, business men consular and military officers may avail themselves of this advantage.

### D. ETYMOLOGY AND COMPOSITION

#### I. Character Analysis and Writing Credits 3

This course requires a study of Weiger's "Chinese Characters", including the Introduction of 18 pages and the 177 Etymological Lessons. This will give a review of many old characters and about 350 useful new ones, grouping them all etymologically. (See prepared list published by the School.) The many uncommon characters and elements met will need not be committed and will not be included in the examination. The examination will, however, include the first 1000 list.

#### II. Character Analysis and Writing Credit 1

The course requires the analysis and writing of the 500 additional characters selected from Weiger's second volume by the school (see prepared list).

#### III. Character Analysis and Writing Credits 2

This includes the analysis and writing of a further list of 500 characters as prepared by the School.

## DEPARTMENT OF LITERARY CHINESE\*

*Under the supervision of Professor Y. L. Fung*

### Literary 1 Introduction to Wen Li Credit 1.

The grammar of Literary Chinese will be taught. Use will be made of

*Baller, Wen Li Lessons*  
*Hirth, Notes on the Documentary Style*  
*Bullock, Progressive Exercises in Wen Li*

and other such text-books. There will be class work, lectures and individual tutoring. Selected readings will also be arranged.

### Literary 2 Advanced Wen Li Credit 1

The course will consist of further study of Chinese Grammar, together with selected examples of various types of Literary style.

\* Note: Most of the courses listed here will be given in the special course for advanced students.

## DEPARTMENT OF HISTORY

### History 1 Outline History of Chinese Civilization Credit 1

A course of ten lectures given in the autumn quarter and required of all students in the first year of language study. An examination is given at the end of the course for all who desire to pass off this required credit. The lectures aim to give a general view of Chinese civilization, and are designed especially for those who have recently come to China; but others who desire a comprehensive survey of Chinese culture will be encouraged by the lectures to further research in the library of the school. Mr. Hummel

The topics covered will be as follows:

Chinese origins in the light of recent archeological discoveries.  
Significance of the bone fragments, bronzes, jades, and other mortuary remains.  
The great figures of the Chow dynasty, and the rival schools of thought.  
The abolition of feudalism, and early contacts with the West.

The rise of Buddhism, Nestorianism, Mohammedanism, and the successive barbarizations from the North.

A glance at the literature, calligraphy, and art achievements of the T'ang, Sung, and Yuan periods.

Early European contacts; the culture of the early Manchu period; the period of strained foreign relations; and the steps leading to the Boxer outbreak and the establishment of the Republic.

The course will be supplemented by visits to the museums, libraries, and historical sites of Peking.

### History 2 Interpretation of Chinese Ideas and Customs Credit 1

A Seminar to be given in the Winter Quarter on the interpretation of Chinese customs and habits of thought. The aim of this course is to discover the meaning and the basis of some practices and concepts which Westerners regard as distinctively Chinese, and which are frequently misinterpreted by foreigners. Students will be encouraged to think of various Chinese practices from the point of view of Chinese living in the interior, who think largely in terms of the established mores. The hours will be devoted to lectures, and to reports by students on special assignments, with occasional discussion and summing-up by the teacher in charge. Mr. Hummel

Following are some of the subjects to be discussed:

The Family System  
Ancestor Worship  
Superstitions  
The Influence of Fate  
Geomancy  
Ideas of Government  
Face  
Position of Woman  
The Treatment of Servants

## DEPARTMENT OF CHINESE ART

### Art 1 History of Chinese Art Credit 1

A course to be given in the Winter Quarter by several members of the faculty. The approach will be rather from the standpoint of the art historian than from the viewpoint of the connoisseur; for Chinese art, more than that of almost



any other country, is intimately related to Chinese history and culture; and can be adequately understood only with that background in mind. Occasional trips will be made to the museums and art exhibits of Peking, and local connoisseurs will be invited to speak. The students will be expected to work on special assignments and to report in class.  
Mr. Hummel and Mr. Porter

Following are some of the topics to be considered:  
Prehistoric art in the light of the most recent discoveries in Kansu and Chinese Turkestan.  
The use and the symbolism of the Chow bronzes and jades.  
The mortuary pottery and stone sculpture of the Han period.  
The beginnings of Buddhist iconography and painting, and the influence on Chinese art.  
The stone sculptures of the Northern Wei period.  
Buddhist art in central Asia in the light of the Tunhuang frescoes and paintings on silk.  
T'ang architecture, and its influence on Korea and Japan.  
Wood sculpture of the Sung period as seen in present-day survivals in China and Japan.  
Sung landscapists in the light of contemporary philosophical thought and political conditions.  
Calligraphy as an art, and as the basis of Chinese monochrome painting.  
The rise and development of porcelains, printing, woodcuts, jades and cloisonne.  
The influence of Chinese masters on the painters of Japan.  
The artistic achievement of the K'ang-hsi and Ch'ien-lung periods.  
The trend of modern Chinese art.

#### DEPARTMENT OF RESEARCH METHODS

Methods 1 **General Bibliography** Credit 1.  
An introduction to books and periodicals in English about China; evaluation of books and articles; practice in developing bibliographies of special subjects; how and where to buy books in China.  
Mr. March

#### DEPARTMENT OF CHINESE PHILOSOPHY

Philosophy 1 **Survey of Chinese Thinking** Credits 2  
The purpose of the course is to outline the development of Chinese thought from the Pre-Confucian beginnings to the present. The great periods in this development and the systems of important philosophy are studied. Students in this course are not expected to be able to use Chinese source material. 3 hours per week. Winter Term.  
Mr. Porter

Philosophy 2 **The Religious and Philosophical Ideas of Mo-Ti** Credits 2.  
The books of Mo-Ti will be read in Chinese and in translation. The significant ideas of Mo-Ti will be carefully examined.  
Mr. Porter

Philosophy 3 **The Philosophy of Chuang Tsu** Credits 2.  
A seminar course for advanced students only. The work will consist of detailed study of the original text. An analysis of Chuang Tsu's system of thought and a criticism of his views from the viewpoint of Comparative Philosophy.  
Mr. Fung.

Philosophy 4 **The Religious Ideas of the Chinese** Credit 1.  
A course of 11 lectures surveying rapidly the significant religious conceptions developed by Chinese sages.

Philosophy 5 **Seminar. Modern Currents in Chinese Thinking** Credits 2.  
A study of the various intellectual and social movements at work today.  
(Conducted by the staff.)

#### Personal Guidance

In addition to the courses outlined above, the staff of the School will be glad to make every effort to provide guidance for advanced students along the lines of other special interest. Personal research is to be encouraged in every case.

#### EXTENSION DEPARTMENT

The School of Chinese Studies, with the co-operation of the Peking Institute of Fine Arts, is arranging for special extension features which it is hoped will prove useful and enjoyable to residents of Peking. The Peking Institute of Fine Arts has been organized for 7 years. The Institute is made up of residents of Peking of various nationalities, including Chinese, who are interested in providing opportunities for the enjoyment of and instruction in various forms of the arts. Art exhibitions, concerts, lectures and dramatic productions are given under its auspices.

During the coming year the Institute will lay special emphasis on the interpretation and adaptation of Chinese culture to Westerners. Art exhibitions illustrating both ancient and modern Chinese art will be arranged for, and a number of the dramatic productions will deal with Chinese material. Courses of lectures in Chinese art, history, literature and kindred subjects will be offered in connection with the School of Chinese Studies.

In addition, the Institute is planning to sponsor a greater number of concerts than in the past season, and it will continue its courses of instruction in music and other fine arts. All of these opportunities are open, either without additional fees or at special reduced rates, to regular Students of the School of Chinese Studies.

#### CORRESPONDENCE COURSES

It is hoped that the School may be of assistance to those who though unable to take advantage of the special courses, wish help in the private conduct of study and research in Chinese subjects. The library and the staff of the School will be made as helpful as possible to such students. Special efforts will be made to meet the need of each individual case.

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Philosophy 3. The Philosophy of Chuang Tzu  
 A seminar course for advanced students only. The work will consist of de-  
 tailed study of the original text. An analysis of Chuang Tzu's system of thought  
 and a criticism of his views from the viewpoint of Comparative Philosophy.  
 Mr. Tang.  
 Credit 3.

Philosophy 4. The Religious Ideas of the Chinese  
 A course of 12 lectures surveying rapidly the significant religious concep-  
 tions developed by Chinese sages.  
 Credit 3.

Philosophy 5. Seminar. Modern Currents in Chinese Thinking. Credit 3.  
 A study of the various intellectual and social movements at work today.  
 (Conducted by the staff)

**Personal Guidance**

In addition to the courses outlined above, the staff of the School will be  
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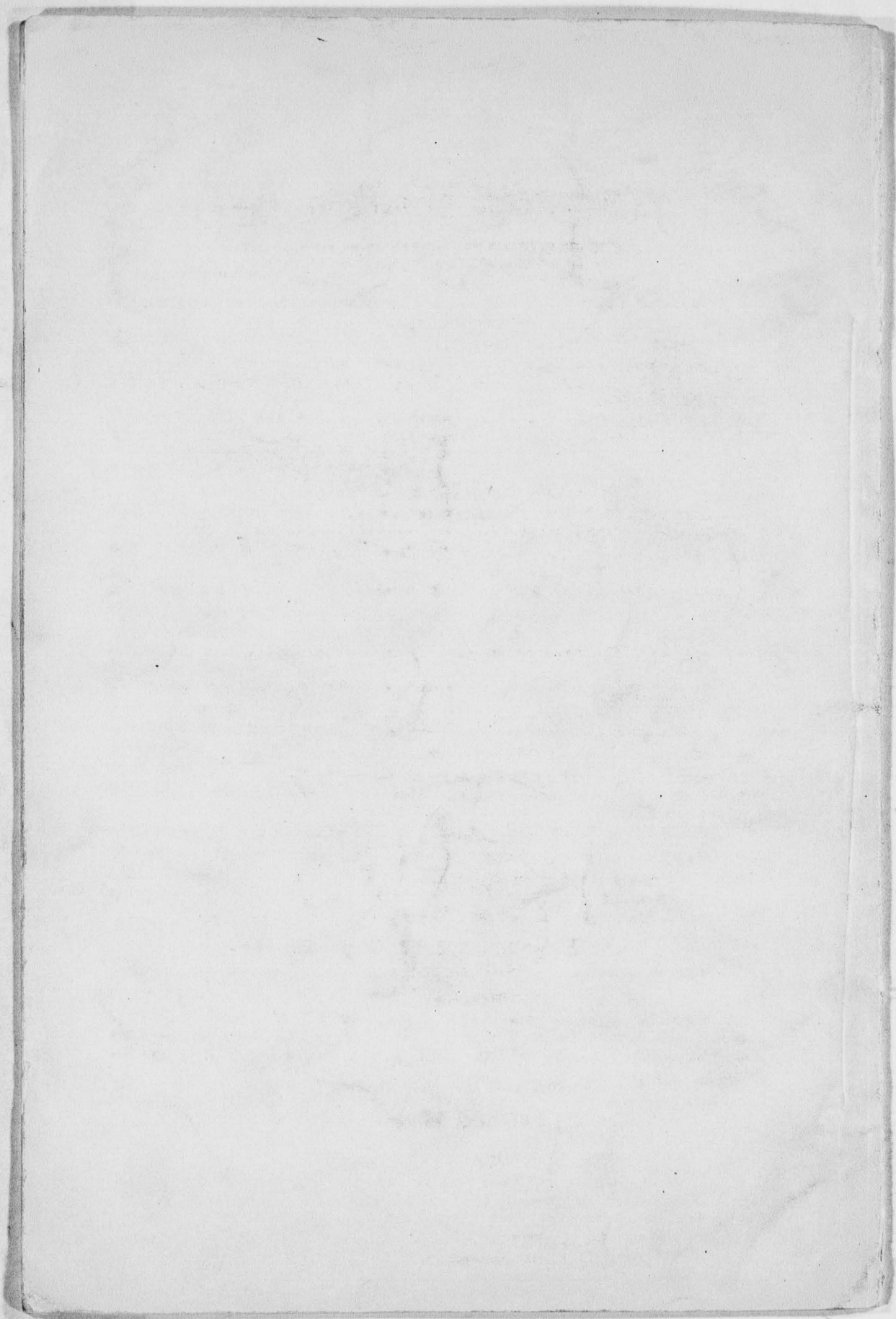
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## PURPOSE AND PLAN OF NORTH CHINA UNION LANGUAGE SCHOOL

The straightened finances of the Language School have led to the spreading of an erroneous report concerning our plans for providing advanced studies. Whilst the budget does not allow of our undertaking as large a program as we would wish, it is the full intent of the School to develop this field of work as much as possible, as time and money may allow, in accordance with the very plain progressive policies followed by the School as set forth in the following paragraphs. It is our hope that the interest expressed in your letter may be thereby intensified, and that it may materialize in increased grants to our very needy budget.

In 1910 when the Union Language school was organized by Dr. Rees, the first circular issued by the School contained statements regarding the study of Chinese History, and other subjects dealing with China, as well as the study of the language. The prospectus issued in 1916 when Mr. Pettus first joined the school as principal also announced courses in history, geography, and religion. The library of the School was founded in the winter of 1916-17. In the autumn of 1917 the School invited Dr. Hodous to become Professor of Chinese Religions. In 1917-18, as well as earlier, the School cooperated with others in the Committee on Missionary Preparation of the China Continuation Committee, in preparing a statement regarding the curriculum of such schools as ours, and showing that we believe that the curriculum should include provisions for the study of Chinese religions history, literature, philosophy, etc.

In November 1919 a Committee of the Board was appointed to secure specialists on the faculty for studies of Chinese religion, literature, and history; and in the same year an appeal was issued to the organizations cooperating in the School asking them to assist in making provisions for specialists in various subjects, and for a librarian. This appeal told of the work already done by the School in offering cultural studies. In 1920 Mr. Hummel was first invited to become Professor of Chinese History. Somewhat later, Dr. J. Percy Bruce was invited to become Professor of Chinese Philosophy. In 1924 Mr. Hummel was finally secured as Professor of History. With a continued emphasis on cultural and advanced Chinese studies, as well as the introductory courses in the language, the following persons were secured during the succeeding years: Professor L. C. Porter in Chinese Philosophy, Mr. J. Brandt in Literary Chinese, Mr. Benjamin March as Librarian and Lecturer in Chinese Art, and Mr. Y. L. Feng in Philosophy. In addition to these there have been others who over a period of years have contributed much to the furtherance of cultural subjects in the school, as for instance, Dr. Ingraham, Mr. Ridge, as well as many others. Furthermore during the past few years there has been collected a library of several thousand volumes dealing primarily with the Chinese language and cultural subjects, - a collection indispensable to a School of this type.

### PURPOSE

In the reorganization of the faculty which has been made necessary due to the shortage of funds (see below) we wish to reaffirm our position relative to the curriculum of the School, in the words of its constitution, "The purpose of this school isto offer training especially to missionaries - in the acquisition and use of the Chinese language, in the study of Chinese life and institutions, and in methods of Mission work in China."

As in the past, we interpret this purpose to include particular emphasis upon:

1. Acquisition and use of the Spoken Language
2. Reading Knowledge of Modern Chinese, and Wenli Literature.
3. Study of Modern Chinese life, customs, and institutions.
4. Studies of Ancient and Modern Chinese culture, as literature, philosophy, religion, history, sociology, education, and art.
5. Making known and available to the West the research studies of Chinese scholars in the above subjects.
6. Study of Christian work in China.

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## STUDENTS AND CURRICULUM

In view of the changing character of our student body during the last four years; it is recognized that a more diversified and specialized curriculum than that which obtained in the early years of the School is necessary. We therefore would emphasize an increased development of the policy of recent years in maintaining diversified and specialized curricula in an unified school. To this end, particular attention will be given to the following classes of students

1. New arrivals in China seeking such instruction in the Chinese language and culture, as will fit them for life and work in this country
2. Westerners seeking intensive and specialized training in Chinese studies during a brief stay in China.
3. Foreign residents in China seeking general cultural knowledge of ancient and modern Chinese life, art, and thought.
4. Foreign residents in China desiring to continue more intensive and specialized studies in Chinese literature and culture.

## FACULTY AND LIBRARY

In pursuance of this policy it is the purpose of the Language School to continue as strong a staff of Chinese and western educators as is compatible with assured financial receipts; to give particular emphasis to lectureships, and seminar courses conducted by scientifically trained Chinese and western, leaders on Chinese life and thought; and to continue to develop as rapidly as possible the Library.

## FINANCIAL

The financial condition of the School is a matter of deep concern to Board of Directors. In recent years considerable funds have been secured for the promotion of the Language School work, but they are still inadequate, and, moreover, are decreasing. In January 1921 each of the Cooperating Organizations was requested to make an annual grant of \$30,000 L. C. in order to support a foreign staff. During 1921-22 a campaign for funds was conducted in America, and appeal were made for annual grants, and for an Endowment Fund to provide for salaries of the foreign staff. During this year annual grants totalling \$16,000. were promised. Unfortunately during the past few months these grants have been reduced, till they now amount to only \$12,600.

The School has approached the Harvard-Oriental Institute and the British Boxer Indemnity Commission as well as others with a statement of its work and with appeals for aid for the School. Grants have not been received from any of these, and the income from tuition is steadily decreasing. There is furthermore a debt of \$76,000. on the school plant, incurring an interest charge of more than \$5,000 per year. While we reaffirm our position in regard to the development of the curricula and faculty of the School, we regard it as unwise to incur any additional obligations without first providing a sufficient income to cover them. In particular is this necessary in regard to cultural studies which would involve large expenditure with but little income.

## NEEDS OF THE SCHOOL

Besides the clearing off of the debt of \$76,000. on the school plant and the resulting interest of over \$5,000 on our current annual budget, we have decided that the other most pressing needs of the School, apart from those already provided for, are as follows,

1. One foreign associate with the Principal.
2. An annually assured income for the purchase of books and necessary expenses of the Library. \$5,000.
3. A fund for the securing of lecturers, teachers, and seminar leader in order to provide an adequate teaching program, per annum \$5,000
4. Fellowships and publications, per annum \$10,000.
5. Additional foreign professors, each per annum \$6000.

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## Plans and Dreams of the Yenching School of Chinese Studies

By Lucius C. Porter, Dean.

*The following address was delivered by Dr. Porter at the "inaugural luncheon" of the Yenching School of Chinese Studies on May 28, 1925.*

Inaugural exercise in connection with appointments to educational institutions usually occur as formal proceedings arranged after the inaugurated person has been in office for a longer or shorter period. In the case of the Yenching School of Chinese Studies and its officers, we have an actual and real inauguration. This luncheon is the first meal served in what is to be the dining room of one of our hostels. These remarks are actually the very beginning of my work as an officer of this School. In this real inauguration of our work, we are grateful to all of you who have honored us by your presence here today.

### **Criticism And Counsel**

Perhaps you will ask us why

we have invited you to such an unfinished building to hear an outline of plans not yet thoroughly worked out. The answer is that we have wanted you to share in our undertaking from its beginning—almost before its beginning. In America we have the phrase, "to get in on the ground floor." You can see here today we want you to come in on the ground floor. Indeed the floor on which you sit is actually a few feet below the ground floor level. I hope this truly represents our real desire to have your criticism and your counsel from the earliest beginning of our undertaking.

### **Interpret China's Heritage**

In trying to explain to you something of our tentative plans, let me begin by a brief reference to the spirit which underlies the two institutions that are uniting in this new effort. You have already heard from Principal Pettus and President Stuart, something of

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the history of each institution. Let me point out that each of these institutions has, from its inception, been marked by its international spirit. The Language School from the beginning represented a cooperative effort between people of several nationalities in the endeavor to help each other towards a more effective method for the study of the Chinese language. Yenching University, likewise, was organized by an international group. Both institutions desire to be of use to China; both seek to learn what China has to give. The new school hopes to express even more completely the spirit of international co-operation and fellowship. We come to learn from Chinese sources and from Chinese teachers what China has to give to Westerners and to the world. We would become interpreters of China's heritage to our fellow countrymen in the West. We want to see a school which does not come in rivalry with any existing institution, rather one that seeks to be useful to the whole community, Chinese and Westerners alike, that may, perhaps, co-ordinate and supplement what is being done now in the field of Chinese studies.

#### Origin Of Plan

It is worth knowing that the idea of such a School of Chinese Studies has something of a history. As early as 1914, a group of Americans interested in Chinese culture had formed a committee which, with generous support from Mr. Charles Freer, was able to send Mr. Langdon Warner to China, by way of Europe, in order to consult with European sinologists as to the possibilities of a school for Chinese studies, and to examine the situation in Peking relative thereto. Mr. Warner made a tour of inspection and wrote a careful report, but the oncoming of the Great European War prevented any immediate carrying out of the plans which he outlined. This American Committee was connected with the American Institute of Archeology, a Society which has kept the idea alive. Later, when it was plain that no immediate results would come from Mr. Warner's report, Professor Kenneth Latourette of Yale University, and I at Columbia University, prepared together a modest plan for inaugurating a school of Chinese studies in Peking,

along the lines followed in establishing the American schools of archeology at Athens, Rome and Jerusalem. We prepared a statement inviting various universities in America already interested to some extent in Chinese studies, and museums and libraries already possessing some Chinese objects, and books, to form a joint committee which, with contributions from supporting institutions, might inaugurate some sort of work. Encouraging comments followed our letter but no contributions, so that idea also failed in practical achievement. I am told that men of other nationalities have also suggested plans for establishing such a school. Apparently, this present effort is a sort of precipitation of ideas that have been in suspension in the minds of a number of people during the last few years.

#### Cooperation Wanted

Fortunately, it is possible for the North China Union Language School and Yenching University, by combining resources of staff and equipment, to announce the beginnings of actual work next autumn. It is hoped that this beginning

will be a focus to which will be attracted financial resources and qualified students and instructors, so that this School can become a true co-ordinating center for Chinese studies in this Capital. Our hope is that the School may commend itself to all of you here, and to our fellow institutions of Peking, so that it may have fellowship in its work with all existing agencies. Already we have the promise of cordial co-operation from the Peking Institute of Fine Arts, and we hope that ways will be found by which affiliation with other institutions will become possible. It is our special hope that we may convince you of our sincerity in asking for your frank criticisms and for your suggestions in order to improve the plans as we outline them to you.

#### The School Symbol

As a symbol of the aim of our School, I want to give you the letters AADAA, which represent the initial letters of five types of work which it seems to us ought to be undertaken in this School. First, the *acquaintance* with and understanding of Chinese culture;



second, *appreciation* and interpretation of the same; third, *discovery*; fourth, *analysis*; fifth, *adaptation*.

#### **An "Interpreter's House"**

It is our purpose, first, to *acquaint* newcomers to China with Chinese culture. There have been coming to the Language School each year for a decade and more many scores of men and women expecting to enter into longer or shorter terms of service in China in the various fields of commerce, diplomatic service, medicine, education and religious work. To these newcomers, we need to introduce the Chinese culture, and we mean to make the introduction one that will lead towards *appreciation* of that culture. This School must be an "Interpreter's House", in which the glorious ancient heritage of China is made understandable to young Westerners.

#### **Adopt Old Truths**

But this School, if it is to be a true interpreter, must also share in the work of *discovery*. It must be a research agency, one to which in the future Western sinologists will increasingly come, to teach

in its classes, and to use its own library and the equipment for the serious study which other institutions in Peking afford to guide its special students and to be, in general, a stimulus to its work. With the work of *discovery*, there must go a thorough *analysis* of the various elements of Chinese culture; and finally, there must be *adaptation*, because the culture of China is not simply one of archeological and historical interest. It is not to be studied as the culture of Egypt and of Babylon is studied, as something interesting in itself, throwing light on the past achievement of the race, but, on the whole, unrelated to present day problems. Every study of Chinese culture has a direct relation to the serious problems of international relationship which press upon us so peculiarly to day. This School should help in the task of knowing those elements of the Chinese culture which are needed to supplement weakness or lack in Western culture. The effort must be made to adapt the beauties and truths discovered by China's ancient prophets to the con-

ditions of the modern world.

#### **Five-fold Aim**

In this five-fold aim, *acquaintance, appreciation, discovery, analysis* and *adaptation* of Chinese culture, the School will find inspiration for its simple beginning work, and an unfailing stimulus for an endlessly increasing development. "A A D A A" represents the highest sort of inspiration.

To match the five-fold aim, we are proposing courses for five types of students.

#### **Language Courses**

First, Language courses. The course hitherto followed in the Language School will be continued, with its emphasis on spoken Chinese during the first year, together with a reading of the colloquial style. To this will be added introductory and advanced courses in literary Chinese, so that students will be qualified at the end of a three years course to handle literary sources in the original.

#### **Chinese Culture**

Second, Courses in Chinese culture. While there will be courses in this field provided for students unable to use Chinese sources, the chief emphasis will be upon work for those al-

ready able to read literary Chinese and desirous of carrying on advanced study in this field. It is hoped that the strong staff of the departments of Chinese literature and history of Yenching University can be drawn upon for help in this field, and that we may soon have the help of qualified Chinese devoting themselves chiefly to this School.

Already we have, as a colleague in this work one of the most promising younger Chinese students of Chinese Philosophy.

#### **Extension Courses**

Third, Extension courses, which will offer scientific lectures on Chinese culture, but in a form adapted for residents of Peking who cannot afford the time required for the more serious courses of the School. In these courses we are to have the cooperation of the Peking Institute of Fine Arts.

#### **To Prepare Chinese**

Fourth, Courses intended to help Chinese prepare for positions in universities, libraries and museums in America and Europe, where they would be in charge of Chinese courses or Chinese objects. It is the



feeling of our staff that there are already in the West a number of positions which should be filled by Chinese. The number of such positions will undoubtedly increase in the future. We feel that this School will be performing a real service if we can help a few Chinese to see the opportunity for patriotic service which such positions abroad offer. How ever keenly the Chinese may feel the defects of Western sinology from the standpoint of their own scholarship, it is surely true that some of them should study intensively in this field, in order to know what is needed to correct and supplement the Westerner's knowledge and interpretation of China's heritage. Young Chinese are right in feeling the pressing demands of the present day situation in China, and yet one cannot but feel that vigorous help could be given to the task of solving inter-racial problems in the future, if a more adequate interpretation could be given to Western peoples of the real truth regarding the strength and weakness of China's heritage.

#### **Exploration And Research**

Fifth, it is hoped that correspondence courses can also be planned for, so as to encourage in Chinese research these students in distant places who are unable to come to any university centers. By circulating books and through other means, the School hopes to make its equipment increasingly more useful, to distant workers.

In the field of exploration and research, the School should eventually find its most important work. The present staff can only make beginnings along these lines. Already the Willard Straight Research Fellowship in Chinese has been established in America. The first fellow under this appointment will be in Peking in the autumn and will make use of this School as headquarters. It is to be hoped that other such fellowships will be established from America, and perhaps from other nations.

The library of the School is practically complete, so far as Western sinology is concerned. With the libraries and museums of neighboring institutions available to its students, the

School is able to offer unrivalled opportunities for research in almost any aspect of Chinese culture.

#### **Should Have Own Journal**

Peking, you will all agree, ought to be the center for Chinese and for Western sinological research. Perhaps this School can have a share in bringing to pass a realization of that dream. For such a School, the work of publication will be of very great importance. At present, there are no funds for this important task, but it is hoped that funds may be secured by which it will be possible to maintain two or three journals. One of these might well be devoted to the work of interpreting the spirit of Chinese culture through translations and articles of a more popular character, making use of the interest in the fine arts of China which already exists in so many quarters. But as soon as possible, the School should have its own serious journal of Chinese research, through which scientific contributions to sinology of a thoroughly sound value can be offered.

#### **Encourage Research**

For the next term, courses

will be offered as follows:

First, a continuation of language study along the lines so successfully used already in the Language School for a term of years, but with better provision for cultural study as a supplement to the language work. Second, a special course for a single term, January 19th to April 10th for advanced students qualified to use Chinese sources and desirous of studying intensively some phase of Chinese history and philosophy. Third, if possible a course in the history of Chinese painting will be arranged for, and other courses of an "extension" character. In this effort, the School has the cordial co-operation of the Peking Institute of Fine Arts. These are some of the plans we are working over. We should be glad to have your criticism and suggestions as to how to improve them and how to make a beginning that will be more useful to the community and as the means of encouraging Chinese research.

#### **Possibilities Of Help**

For the future, what do we see? Dreams, perhaps, but it is pleasant to dream dreams, and



so I ask you to share with me for a moment or two the fun of dreaming. Of course the substantiality of our dreams will depend on financial resources. As I have said, the union of the Language School and Yenching University makes it possible for us to go ahead without further help in the simple plans already outlined; but there are possibilities of considerable help, if our beginning commends itself to those already interested to some extent in China. For example, the Archeological Institute of America through its President, Professor R. V. D. Magoffin, of Johns Hopkins and New York Universities is deeply interested in the project of establishing a school of Chinese studies in Peking. Professor Magoffin has already listed among the items which he should like to see secured for archeological work during his administration, an item of \$250,000 Gold, for the establishment of such a school as we are trying to begin.

#### **Interpretation Of Culture**

We can show the Archeological Institute that such a sum is not needed now for equipment, since we have already in these

buildings which you see going up about you, sufficient hostel and class room provision. But we would show also that such a sum could be well used in endowing professorships and fellowships, by which sinologists from America and Europe could be provided for during one or two years residence in Peking. While here, they could carry on their own research and at the same time very materially assist the staff of the School by giving courses in their own special subjects. There are other individuals and groups, in America particularly, that might focus their interest in Chinese research upon this School and make provision for the publications and other developments that have already been suggested. If we can secure your interest and support, so that a united appeal can go from such a joint Chinese American, European group as this, the effect would be very greatly increased. If we can win your confidence we, with you, would surely be able to commend ourselves to some benefactor in the West who has vision to see the bearing on international problems of a better

interpretation of China's culture to the West.

#### **Vital Connections**

I have already mentioned the Willard Straight scholarship for Chinese research. It is easy to dream that this is but the beginning of a series of scholarships for American students and for students of other nationalities, by which young university men and women already inclined towards research, may be helped to realize that in the field of sinology more of interest is to be found than in such ancient archeological fields as Babylon, Carthago or Egypt. The researcher in sinology may know that his work relates not simply to a long dead past but has connections, vital and growing, with the most serious of present day problems,—the problem of East-West relationships.

#### **Prof. Pelliot Approached**

One can dream happily, also, of the distinguished visitors who will come to our School if it ever gets properly started. Already we have in Peking the first representatives of such visitors. Mr. C. W. Bishop of the Smithsonian Institution is here today, and Mr. Langdon

Warner, of the Fogg Museum of Harvard University, is even now on a journey into Western China. I have been bold enough to write already to Professor Paul Pelliot of Paris, asking if by any means he would find it possible to spend a half-year in Peking within the next few years. Chinese scholars from other parts of this great county naturally turn towards Peking as a center. With the establishment of the Tsing Hua Research Institute and the development of the work in sinological research done in the National University, Peking will become even more the focus for Chinese scholarship. For such scholars, this school will provide a channel by which to present their discoveries and interpretations to Westerners. Is it not true that in the past Western sinologists have worked together too largely, independently of Chinese fellow workers? So distinguished an authority as Dr. Hu Shih speaks of the contribution which Western sinologists have already made to Chinese research by suggesting new methods and by uncovering new material. May we not ex-



pect increasingly such co-operation between Westerners and Chinese in this rich field of sinology, as is exemplified notably in the work of the Geological Survey of China?

**Work of Patient Building**

And so we might go on blowing these bright bubbles of our dreams, but while the bright dreams encourage by holding out possibilities, we need to gird ourselves for the im-

mediate task, for the patient, earnest work of realization, which will alone justify the dreaming. It is for this slow work of patient building that we invite your help today. If you think well of our general scheme, will you not prove it by giving to us, frankly and sincerely, your criticisms and your suggestions, so that the first steps which we take in realization next autumn, may be firm, steady and progressive?

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Suggestions Regarding the School of

Chinese Studies.

Made by Prof. Y. L. Ping.

TRANSFER

1. The Chinese name of the School should be 中國學術研究所. The name 華文學校 cannot suggest the idea equivalent to the School of Chinese Studies.

2. The School should put equal emphasis on interpretation and research.

3. The purpose of research and interpretation should be to find and to tell the truth; and the work should be done in a spirit free from any bias and prejudice.

4. The School should co-operate with those universities and institutions abroad which have or will have Chinese Departments, or which are interested in China and the Chinese. Those institutions should be asked to give moral and financial support to the School while the School should be affiliated to them, and carry on their assigned work.

5. The School should invite the prominent sinologists of other countries to be its corresponding or honorary members, and to keep on exchanging information and ideas with them. If this should be done, the School may hope to be the center of sinological study of the world.

6. The School should be divided into three Departments: (a) Research, (b) Publication, and (c) Extension. The work of the Research Department should be directed along the following lines: (1) interpretation, (2) translation, (3) comparative study, (4) investigation. The Publication Department should make known to the outside world the results of research and study done in the School, and disseminate the discoveries made by other institutions through translation. The Extension Department should give elementary instruction and do the popular work of the School, such as the language courses, popular lectures etc.

7. The School should engage competent scholars in Chinese philosophy, literature, art, religion, and so forth, to do research work. They should be required to do very little routine work, and be allowed to devote most of their time to research. This is what has been done by the Tsing Hua Research Institute.

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Among those who were particularly impressed by the plans for the School of Chinese Studies as presented by Mr. Pettus, President Stuart and Mr. Porter, at the inaugural luncheon, May 28th, was Dr. J. G. Andersson.

Dr. Andersson has been in Peking for some years, acting as scientific advisor to the Geological Survey of China. Since 1921, he has become more interested in archeology than in geological studies. In that year, he discovered in a cave near Chinchow, in the Province of Mukden, remains of prehistoric men, which were later identified as belonging to the neolithic period. Somewhat later in the same year, he was led to investigate, at a place called Yang Shao Tun, in Homan. This place proved to be of very great value, for he discovered the largest "kitchen midden" known to archeologists. The material was so abundant that the name "Yang Shao culture" has been given to the culture represented on this site. The material found here, which has been published as a Bulletin of the Geological Survey of China, No. 5, 1923, "An Early Chinese Culture", proved that this culture was distinctly Chinese. Later, Dr. Andersson conducted explorations and excavations around the Kokonor and at several points in Western Kansu. This material will be soon published by the Geological Survey. It presents evidence of three or four prehistoric cultural stages. This brief statement will show that Dr. Andersson is an able scientist and has opened an entirely new field in sinological studies by pushing the earliest authoritative dates in Chinese history back to something before at least 3,000 B.C.

Dr. Andersson has become very much impressed by the possibilities of Peking as a center for sinological studies, and feels that the proposed School of Chinese Studies will be of notable influence in accomplishing such a result. Dr. Andersson is preparing a paper on "Peking, a New World Center of Scientific Research". This article will contain a section on the Yenching School of Chinese Studies. Dr. Andersson has been good enough to make a number of valuable suggestions, giving constructive criticism of the plans. He has recently left Peking, and may be addressed at the Statens Historiska Museum, Stockholm, Sweden. He has kindly consented to explain the proposition of this School of the sinologists of Europe, and may be counted on as a valuable friend for our undertaking.

Dr. Tang F. See has written very cordially offering the cooperation of the Commercial Press in publication work.



Dr. Herb. Mueller,  
56 Pei Ho Yen,  
Tung Hua Men,  
Peking, China.

May 29, 1925.

Dr. Lucius C. Porter,  
Yenching University,  
Peking.

Dear Doctor Porter:

I just want to tell you how much I enjoyed yesterday's luncheon and the speeches accompanying, or rather following it. I heartily congratulate you and your collaborators on what you have achieved and hope that the Yenching School of Chinese Studies may grow into the Academy out here. Whatever I can do to help you, I will gladly do.

I have just sent off a rather long article which I named "Peking als Stätte der Chinaforschung" and which I hope will appear in print before long in the Frankfurter Zeitung. In this article I have described your aims and I have at the same time tried to outline a certain program for collaboration on behalf of Germany. I have no need to tell you that the financial situation in Germany will for many years not allow her to make any contributions to the funds of your institute. But I think you would be quite satisfied at present with some other form of documentation of German interest in this splendid venture of yours. I have set forth in my article three ways in which, in my opinion, Germany could and should show her interest: (1) by helping young students of sinology after they have finished their university education in Germany to come out to Peking and to stay here for 2 or 3 years for advanced studies and in order to become acquainted with China and the Chinese people; (2) by sending student-interpreters, which ought to be attached again to the Legation - there have been none here since 1914! - to the advanced courses; (3) by creating a scholarship by use of which our professors and "Privatdocenten" of Sinology would be enabled to come out here from time to time for a term of 6 or 12 months each in order to find new materials for their studies, lecturing at the same time at the Yenching School of Chinese Studies.

I am quite aware that I have presumed, at least in the last instance upon your willingness to such co-operation. But I suppose to be sufficiently acquainted with your way to look at things to see you acquiesce. Now I should like to extend my ideas on co-operation and send a memorandum to the authorities at home, especially to the Undersecretary of State on the Board of Education, Dr. Becker, who is a personal friend of mine, in order to inform them more in detail as to the advisability and practicability to follow my suggestions. I hope you will not let me wait long for an opportunity to talk these matters over as I will need detailed information myself before I can give such to the people at home, details mostly connected with the question of costs. These are my first suggestions after the speeches I heard yesterday, and I fear others might follow.

Yours very truly,

(Signed) Herb. Mueller

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June 9, 1925.

My dear Dr. Andersson:

In reply to your question as to the amount of money spent for the new plant of the Language School which is to be the center of the School of Chinese Studies, I can now say that the sum of \$700,000 silver dollars is being spent. This sum was very largely contributed by various mission boards and friends of missions in America. Mr. William B. Pettus, who has been the director of the Language School for a number of years, was the very effective solicitor through whose offices the amount was secured. The Language School began in a very small way in 1910 when one or two mission boards united in planning for the language study of their new recruits. Rev. W. Hopkins Rees of the London Mission was the first head of the School, conducting classes in Chinese for a group of from 10 to 20 persons. The success of the initial experiment made it clear that the School should be developed. A board of managers was selected in Peking and various missionary societies shared in the conduct and management of the School. Eventually the Y. M. C. A. was able to allocate Mr. Pettus to this service. His special training in phonetics prepared him for attempting a scientific solution of the problem of teaching the Chinese language effectively and rapidly to Westerners. Mr. Pettus's success has been phenomenal. He not only entirely revolutionized the course for the study of spoken Chinese, but added many special features in the way of lectures and courses on various aspects of Chinese history and life. These have come to be one of the most valuable features of the work. Very shortly after the beginning of Mr. Pettus's guidance of the School, the British and American Legations and British and American commercial associations united with the missions that had established the School in directing its affairs. Including the P.U.M.C., there are five organizations not distinctly religious co-operating in the School. During the past eight years 1433 students have been enrolled, of whom 785 were women and 648 were men. The number included 1028 Americans, 282 British and 123 of other nationalities, in all 22 countries being included. From the first establishment of the School it was the intention to do more than give simple language study. The development into the present School of Chinese Studies is simply an expansion of the lecture system inaugurated by Mr. Pettus, but from now on there will be an equal emphasis on interpretation of Chinese culture and discoveries in that field together with the introductory language work.

I think the plans for the future are sufficiently set forth in "The Mandarin", a copy of which I am sending, although you doubtless have one already. I will see that you receive a copy of the Bulletin which we are just now preparing.

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We thank you very heartily for the interest you have shown in our undertaking and look forward to receiving much help from you in the future, Whether you remain in Sweden, or, as we hope, return to continue your studies and research in China. I feel quite sure that we will be able to secure in our library some of the material which you so earnestly desire. I think that between the Geological Survey, Mr. Bishop's institution and our Yenching School of Chinese Studies, it will be possible to secure for Peking eventually everything that is needed for serious research.

I shall be very glad if you will be willing to let us see a copy of your article on Peking as a center for scientific study when you have it prepared.

Very heartily yours,

06 16

77-57-5002-1



Dr. J. G. Andersenn,  
Ta Tsao Chang,  
Peking.

Peking, June 25, 1925.

Dear Doctor Porter:

The Ministry of Finance gave me a helping hand yesterday by paying me so late that I could not get my business matters straightened out, but have to stay until the next Siberian through train next week.

This, in fact, has given me, after the desperate haste of the last weeks, a very welcome opportunity on the spot to revise and arrange my notes and collections on that little paper "Peking, a new world center of scientific research".

I went over the Yenching-Language School section last night and ask you very kindly to pardon me for bothering you with some additional questions.

1. I understand from the information given to me that the new School of Chinese Studies (is that the correct name in English?) is an enlargement and widening of the N.Ch.L.School and a direct continuation of this School. Am I right in understanding that Yenching University has most materially helped in the establishment of this new institute, but that still this institute is the direct continuation of the Language School?

Or would it be more correct to say that the Language School and Yenching have been amalgamated and that the new School is, so to say, the city section of the two amalgamated institutions?

2. Kindly give me in Chinese the address of the new compound.

3. Would you very kindly outline, in say two or three lines, the main sections and purposes of the new compounds (class-rooms, lecture halls, libraries, dormitories, etc.).

4. Kindly give me the avademic degrees of Mr. Pettus and professor Hummel. I mention you as Dr. Porter and want to make sure whether the two other gentlemen should be given the same title to ensure uniformity.

5. You will notice that my paper deals only with research and that consequently the education activity of the institutions mentioned will be only passingly referred to.

Is there, in addition to the information kindly given to me, any special research scheme which you would allow me to mention? Is the new institute predominantly intended for comment and compilation of research results from other sources, or is it the intention of the director that systematic original research will be carried on within the new premises? Are there laboratories for any research purpose? Will any purely scientific publications be issued?

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6. What do you think, at more careful consideration, about my little suggestion when we met in your home the other day, that the new school eventually should undertake to issue a Yearbook of sinology, giving the names and addresses of all scientific men, foreign and Chinese, who have undertaken research work or teaching of the various branches of Chinese culture, also periodicals and societies devoted to sinology; furthermore, sindogical achievements of the past year and new plans of research, etc. If the suggestion is favorably considered by Mr. Petrus and yourself, may I be allowed to mention that such a publication is planned?

I hope you will kindly forgive me for taking your time again with all these questions. Maybe my little paper can do a small bit in calling attention abroad to the very remarkable scientific developments here in Peking, and if so, my kind Peking friends will certainly be willing to help me through.

I planto leave next Wednesday, and some few lines from you before that time would be an immense help to me. From Stockholm I intend to send a preliminary draft manuscript for kind perusal by the respective institution heads. I think it essential that such an article should be correct as far as possible.

With sincerest thanks,

Yours very truly,

(Signed) J. G. Andersson.



# YENCHING SCHOOL OF CHINESE STUDIES

(LANGUAGE SCHOOL)

## DIRECTING BODIES

American Board Mission  
 American Methodist Mission  
 American Presbyterian Mission  
 Church of England Mission  
 London Missionary Society  
 Young Men's Christian Association  
 Yenching University

Young Women's Christian Association  
 American Legation  
 American Chamber of Commerce  
 British Chamber of Commerce  
 British Legation  
 Peking Union Medical College

Telephones 1633, 1629, 2959 East  
 Telegraphic Address "Language Peking"  
 Codes Used: "Missions" and "C.I.M."

PEKING, CHINA.

April 9, 1926

## MEMORANDUM

In preparation for the beginning of the advanced work the Yenching School of Chinese Studies will have had expenditures before July 1st 1926 as follows:

Residence for professor	\$16,000.00
For Mr. Brandt, writer of the new text- books on Wenli and teacher for same	\$ 2,500.00
For professor of philosophy and librarian	\$ 2,700.00
Rent of residence	\$ 1,800.00
<b>Total</b>	<b>\$23,000.00</b>

For the first year of the operation of the larger plan beginning July 1st and in addition to carrying the usual staff of the School and the plant the following is essential:

Professor of philosophy	\$6,000.00
Professor of history	\$6,000.00
Librarian	\$6,000.00
Librarian's assistant	\$2,000.00
Books Chinese and foreign	\$10,000.00
Scholarship	\$3,000.00
<b>Total</b>	<b>\$24,000.00</b>

The librarian is also lecturer on Chinese Art. We have also to maintain a staff of several clerks in the library not provided for above, but carried on the usual School budget.

There are many people in China who have worked for several years on the language and on subjects in Chinese who need the aid and guidance our School can give. Many of these could come to the School if we can provide a scholarship covering tuition fees and rent which amount to \$50.00 per month. A sum of \$3,000.00 to \$5,000.00 will make possible the advanced study of a considerable group of such serious students. This is no more than would have to be provided for one scholar if sent out from America and in most cases such scholars from America would come to us with no knowledge of the language.

I wish also to stress the importance of securing an early grant from the Foundation for the Revolving Fund to make publication possible. Much of the money for the Publication Fund would be an investment which would come back to us for further use as the publications are sold.

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The suggestion of two thirds ( $2/3$ ) of the income being nominally used in connection with the Yenching University and one third ( $1/3$ ) in connection with the Yenching School of Chinese Studies was made on the understanding that Yenching University would have a larger faculty in connection with Chinese studies and that this faculty would give its services free of charge to the students in the Yenching School of Chinese Studies, so far as they can give time without interfering with their duties in the university, the Yenching School of Chinese Studies providing merely the cost of transportation.

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The suggestion of two thirds (2/3) of the income being nominally used in connection with the Yenching University and one third (1/3) in connection with the Yenching School of Chinese Studies was made on the understanding that Yenching University would have a larger faculty in connection with Chinese studies and that this faculty would give its services free of charge to the students in the Yenching School of Chinese Studies, so far as they can give time without interfering with their duties in the university, the Yenching School of Chinese Studies providing merely the cost of transportation.

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UNIVERSITIES  
MAY 17 1926  
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MAY 17 1926

PEKING UNIVERSITY

TRANSFER

INDEXED

June 9, 1926

Mr. William D. Pettus,  
Yenching School of Chinese Studies  
Peking, China.

My dear Mr. Pettus:

We are at last able to send forward the good news that the Hall Estate Trustees have told us to go ahead with the definite organization of the Institute. I will send you, as soon as it is drafted by the group here, a copy of the letter which will be sent to Dr. Stuart indicating the degree to which it is now possible for us to go ahead.

I also want, at this time, to take up with you one phase of the relation of your school to this program in order that you may not have any misconception as to our feeling about it.

In his letter of April 10th President Stuart reminds us that he urged the appointment of Mr. Huggins upon our own Board of Trustees and as one of its representatives on the Board of Trustees of the Institute. He quotes a paragraph from a letter from you referring to our failure to appoint Mr. Huggins, and saying:

"I do not believe that it is really fully carrying out our agreements of a year ago that our institution should cooperate in this enterprise if there are no members of the Foundation in America who are in full sympathetic touch with the work being done in this school, and I think that that is the case of those you mentioned to me on Wednesday."

To this statement I wish to take a friendly exception. In the first place, the agreements that were reached in Peking upon this matter were made without any opportunity for consideration of the matter by the Board of Trustees, and the agreement made set up for the Board of Trustees a procedure to which they were not at that stage a party.

There has been, since the matter came up, no vacancy in the Board of Trustees of Peking University, which is by charter limited in number, to which Mr. Huggins could be elected. I think the Board of Trustees

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tees would be very friendly to his election should the way open.

In spite of the fact, however, of his not having been made a trustee of the University, I did all that I could to urge the Executive Committee of the Trustees to appoint him as one of the three representatives of the University upon the Institute, but the members of the Executive Committee did not see it that way and felt that the interests of the program would be better conserved by the appointing of men who were either actually trustees or in continuous contact with the field, and this without the slightest prejudice against the Language School interests, but simply because they felt it wiser to appoint men whom they had known for a long time and whose judgments in the delicate relationships involved in this new scheme they were more familiar with.

My efforts in your behalf have not stopped here. As you know, three of the trustees are to be named by the Trustees of the Hall Estate. They have given me the chance to make two or three suggestions to them for their members of the Trustee group, and I shall include Mr. Huggins among these. Of course, I cannot say that they will appoint him, and I think it entirely possible they will not because of his not being well known publicly or semi-publicly in connection with China interests, but I shall certainly make the attempt to have him included.

Furthermore, I want to say that I do not believe you will find any more fair minded men than Dr. Barton <sup>and</sup> Mr. Barber who would view with sympathy every angle of the problems involved in the development of the Institute.

For myself I want to say that I beg you to feel that in the Institute matter my thought and my action is not predicated at all upon a conception of the program as being primarily a program of Peking University or primarily a program of the Yenching School of Chinese Studies. It is a thing by itself which must develop its own scheme and its own policies, and it is very certain that the Hall Estate Trustees will expect that throughout the whole scheme there will be genuine cooperation in the interest of the Institute and not any individual enterprise that may be related to it. We have not urged the interests of the University in any manner as distinct from those of the Yenching School of Chinese Studies in any of our negotiations with the Hall Estate Trustees or with the Harvard group, but from the very beginning the Hall Estate Trustees and the Harvard group, probably influenced by them in part, laid down the proposition that they proposed to deal with the University, and that the matter of the cooperation of the Language School and the University was a problem for the University to work out with the Language School. Why the Hall Estate Trustees took this position I think you may gather from your own experience with them. Dr. Stuart told me that you felt that my letters reporting the attitude of the Hall Estate and the Harvard group to the Language School relation to the enterprise were the result of motives which you assumed he had for undercutting the Language School and which I was carrying out. I understand you even felt that phrases of the statement were Stuart's words rather than my own, or those of people over here. This impression I am most anxious to correct for it is absolutely groundless. I write my own letters and they are not written for me by anybody else. Furthermore, in describing this matter I was describing it objectively, stating just exactly what had happened. As I have indicated above, the position taken with reference to the direct relation of the Language School to the program was not a position which developed out of any pres-



W.D.Pettus-3

sure for <sup>this position</sup> or advocacy of it on the part of the representatives of Peking University.

Therefore, I beg you to believe that we are most anxious to work fully in sympathy with the Yenching School of Chinese Studies, and that in all our planning upon the program of the future I, for one, shall be most anxious to see that the work to be done at the Language School is generously considered, but you will recognize that in dealing with all these questions we are bound to deal with them not from the point of view of settling conflicting, or apparently conflicting, interests in Peking, but of finding the most effective program for the Institute as a whole.

This leads me to note here what I am sure will be regarded by the Trustees of the Institute as a fundamental proposition, and which in the interests of the success of the component units, viz: the University and the Yenching School of Chinese Studies, in their relation to the program, must be adhered to. The program which comes to us from China by way of recommendation and action must be a program that stands as a unit. The success of the enterprise will be jeopardized if there come to us from Peking conflicting appeals. The program for the work in Peking must be fully and harmoniously worked out in Peking, and come to the Trustees of the Institute as an expression not of a compromise of the partisan judgments as to what the University wants out of it and what the Yenching School of Chinese Studies wants out of it, but as a statement of the best judgment of a group of skilled and judicious personalities in Peking as to the best way in which to develop there the program of the Institute as a whole.

In speaking thus emphatically I beg you to believe that I am not doing so as a criticism of you but as an indication of how important it is that, at the very beginning, we forestall and eliminate misconceptions as to the attitude of each other toward the fascinating program of the Institute. Please realize that you have genuine friends in the University representatives upon the Board of Trustees of the Institute.

I was very grateful to receive quite a package of pictures of the Yenching School of Chinese Studies and had an opportunity, when at Cambridge a few weeks ago, to show these to Mr. Johnson and Professor Woods. Please do not hesitate to cultivate Dr. Barton, Mr. Barber and myself as to the work and the problems of the Yenching School of Chinese Studies. We are really a very fertile field for such cultivation.

In his letter to me, Dr. Stuart expresses what I am sure is the position which we hold. He writes, "I feel sure that our representatives will treat the problems and needs of the Language School (insofar as these affect the foreign side of the Institute's work) with the same attention and sympathy as they will show to the more strictly University features." He again urges that when an opportunity occurs for electing Mr. Huggins we should do it.

With every good wish, I am

Faithfully yours,

Secretary

BMN-H

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PEKING UNIVERSITY

TRANSFER

PEKING

INDEXED

June 23, 1926

Mr. William D. Pettus,  
Yenching School of Chinese Studies,  
Peking, China.

My dear Mr. Pettus:

I have delayed mailing my letter of June 9th in order to make sure that I was expressing the sentiments of Dr. Barton and Mr. Barber, and have submitted the letter to them. To it they have given their hearty and complete endorsement. In his letter Dr. Barton says:

"Of course you and I and all Secretaries of Mission Boards working in North China are profoundly interested in the Language School, now called the Yenching School of Chinese Studies. Our Boards have made notable investment in the School and are continuing to invest in it. It is a Board institution in part. The Boards use it and are back of it and made it what it is to a large degree."

and again:

"It would seem that President Stuart certainly expressed what I myself could heartily accept in the last paragraph of your letter to Pettus, when he says: 'I feel sure that our representatives will treat the problem and needs of the Language School', etc. I do not understand that it is the function or province of the Institute to consider the needs of either the Language School or the University. This Board will be formed, as I understand, to consider the needs of an Institute for Oriental Studies as a whole, which you yourself so clearly set forth on the third page of your letter. In so far as the University organization can meet those needs they will be used; in so far as the Language School can meet those needs it will be used, but the Board is to

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Mr. Wm. D. Pettus-2

consider the 'Institute'."

Cordially yours,

Secretary

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## YENCHING SCHOOL OF CHINESE STUDIES

(NORTH CHINA UNION LANGUAGE SCHOOL)

Summer Term 1926

June 28—July 30

5 WEEKS

LECTURES IN CHINESE HISTORY from the standpoint of recent investigations and discoveries. A reading knowledge of Chinese is not a prerequisite. Mr. Hummel

HISTORICAL SEMINAR A critical survey, in the light of recent scholarship, of the source materials of Chinese history; especially with reference to the date, authorship, and authenticity of the well-known historical books. A reading knowledge of Chinese is required. Mr. Hummel

SURVEY OF CHINESE THINKING. The purpose of the course is to outline the development of Chinese thought from the Pre-Confucian beginnings to the present. The great periods in this development and the systems of philosophy are studied. Students will be expected to study available source material and take part in discussion. Mr. Porter

THE RELIGIOUS AND PHILOSOPHICAL IDEAS OF MO-TI. Selected chapters of Mo-Ti will be read in Chinese and in translation. The significant ideas of Mo-Ti will be carefully examined. Mr. Porter

CHINESE PAINTING. Mr. March

COMPARATIVE STUDY OF WESTERN AND CHINESE LIFE IDEALS; THE PHILOSOPHY OF CHUANG TZU. A seminar course for advanced students. The work will consist of detailed study of the original text. An analysis of Chuang Tzu's system of thought and criticism of his views from the view point of Comparative Philosophy. Mr. Fung

CONTEMPORARY STUDENT THOUGHT IN CHINA. The course will be based on selected articles and essays from contemporary Chinese periodicals. The attempt will be made to survey the major tendencies in student thought which these articles illustrate; such a survey will be followed by critical discussion and an estimate of the significance, both present and future, of the tendencies found to exist. Mr. Hsu

FACTORS IN CHINESE CIVILIZATION. This course will present, in a series of lectures, an interpretation of some of the chief factors of Chinese civilization by a number of Chinese scholars, each of whom is a specialist in some phase of research study. The course is an attempt by serious Chinese scholars to present to Westerners their own estimate of their national culture. The lectures will be given in English or in Chinese with translation into English.

LANGUAGE STUDY. The usual courses offered by the School in the Chinese language will be given by the regular teachers. The work is done in General Classes, Section Classes and by Private Tutors.

Lectures will be given in the mornings Monday to Friday. The afternoons will be reserved for sight-seeing, library work, individual study. A few lectures will be given in the evenings.

The above are some of the courses which will be offered. The presence of a large number of scholars, both Chinese and foreign makes it possible to offer other courses if they are desired.

The Staff of the School will be glad to assist the students in meeting the scholars of Peking.

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## YENCHING UNIVERSITY STUDENT FEES AND EXPENSES

SUMMER TERM OF FIVE WEEKS. (NORTH CHINA UNION LANG)

Full Tuition Including Personal Teacher	Yuan \$45.00
„ „ „ for students from Contributing Organizations	„ „ 35.00
Tuition for Selected Courses of 10 hours each	„ „ 10.00
Board and Room in Hostel per day	„ „ 3.00
„ „ „ „ „ by the month in Advance	„ „ 75.00

(Text Books, Laundry, etc. are paid for by the students)  
(Students supply their own bedding and towels)

Language Teachers will be available all Summer and the Library is open every day.

The Hostels are ready to receive guests at all times. Many people plan to spend their Summer Vacations in Peking.

The Staff of the School will assist students and other visitors in visiting the Museums and Historical Places of Peking.

### ACADEMIC CALENDER

1926—27

Opening of Summer Term	Monday June 28, 1926
End of Summer Term	Friday, July 30, 1926
Teachers' Training Course Begins	Monday September 20, 1926
Opening of Autumn Term	Monday, October 4, 1926
Teachers' Training Course Ends	Friday, October 8, 1926
Thanksgiving Holiday	Thursday, November 25, 1926
End of Autumn Term	Friday, December 17, 1926
Christmas Recess	Saturday, December 18, 1926 to Sunday, January 2, 1927
Opening of Winter Term	Monday January 3, 1927
End of Winter Term	Friday, March 18, 1927
Opening of Spring Term	Monday, March 21, 1927
Spring Recess	Saturday, April 9, 1927 to Sunday, April 17, 1927
End of Spring Term	Friday, June 10, 1927

Apply to W. B. Pettus, PRINCIPAL, 5 Tung Ssu T'ou T'iao Peking

Phones

E. O. 1629, 1633, 2959

Cable "Language Peking"

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YENCHING SCHOOL OF CHINESE STUDIES

PEKING CHINA

September 6, 1935

INDEXED

TRANSFER

Dr. Eric M. North  
150 Fifth Avenue  
New York City

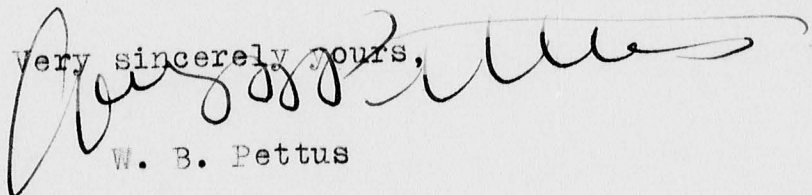
My dear Dr. North,

Your letter of June 9th and your letter of June 23rd, were waiting for me when I returned to Peking from a rest in the Hills. In your letter you stated that you will be sending me a copy of the letter you are sending Dr. Stuart. I have not yet received it. Dr. Stuart tells me he has received it but he declines to let me see it as you asked him not to do so. This makes planning for our School difficult.

I note with pleasure the effort you are making to carry out the wishes of our School in having Mr. Huggins serve on the committee of the Institute.

Many thanks for your assurance of help and co-operation in the work of our School. This School owes much to your Father.

Very sincerely yours,



W. B. Pettus

WBP/C

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UNIVERSITY OF CHINA  
PEKING CHINA

NOV 11 1926

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RECEIVED  
UNIVERSITIES  
OCT 11 1926  
JOINT OFFICE

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PEKING

INDEXED

Peking University

October 11, 1926

Mr. W. B. Pettus,  
Yenching School of Chinese Studies,  
Peking, China.

My dear Mr. Pettus:

I have your letter of September 6th and am sure you must feel that I have played a mean trick on you in not sending you the letter to which I referred in my letter of June 9th to you, and in my having sent a copy to Dr. Stuart and yet not having authorized him to pass it on to you. As a matter of fact, I had expected to be able to send to Dr. Stuart an official letter covering what I hoped the Harvard group would authorize us to say in the way of making it possible for temporary provision to be made for organizing the Institute, but unfortunately, owing partly to a bereavement on the part of one of the Harvard men, and also more largely to the fact that the Hall Estate Trustees have not yet paid over any of the income to any of us, or any of the principal either for that matter, it was impossible to get the authorization, and what I sent Stuart was simply what I hoped to be able to say, but which I was unable to state officially, and it seemed to me very important that what was really an expression of my personal judgment, uncorroborated by the opinion of other responsible persons, ought to be limited solely to letting President Stuart see that we were still working on it.

At the present writing I have hopes that another week or two will see us in possession of funds, and when those are in hand steps can be taken to set up the corporation, or the deed of trust necessary to get the thing in line. I am afraid that this will mean some weeks more before any very specific statement can be made as to how to proceed in Peking. I regret this delay tremendously because I know it has caused much anxiety to you and to Dr. Stuart, but we have done everything we knew how to expedite this matter without jeopardizing the ultimate result.

Cordially yours,

Secretary  
Peking University

EMN-H

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YENCHING SCHOOL OF CHINESE STUDIES  
PEKING, CHINA

PEKING

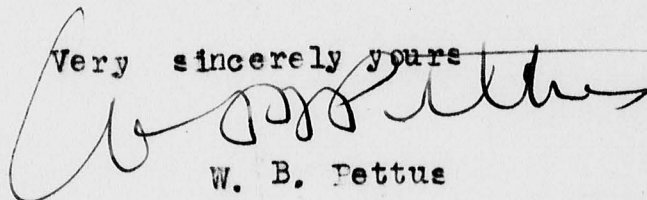
December 10, 1926

Dr. E M North  
150 Fifth Ave  
New York City  
U S A

Dear Dr. North:

I have your letter of November 11 addressed to the Committee of the Board of Managers here. All of us rejoice in the good news regarding the better financial condition of the University. Dr. Stuart has told me that the securing of the funds to pay the deficit on the heating plan is due to your good work. I congratulate you on the success.

Very sincerely yours



W. B. Pettus

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JAN 10 1927  
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*Handwritten notes at the top of the page, possibly including a name and address.*

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*Faint, illegible text, possibly a date or reference number.*

*Faint, illegible text, possibly a date or reference number.*

LEXINGTON SCHOOL OF CHINESE STUDIES

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YENCHING SCHOOL OF CHINESE STUDIES  
PEKING, CHINA

PEKING

INDEXED

December 20, 1926

Dr. E M North  
150 Fifth Ave  
New York N Y  
U S A

*filed H-Y Wash  
Daw. Jan.*

Dear Dr. North:

Enclosed is a copy of the Minutes of the Peking Local Administrative Committee. These should have gone to you earlier, but have been held in order to get the items of the salaries under Yenching University. I have not yet succeeded in securing them, so am sending the Minutes without those items.

Very sincerely yours

*W. B. Pettus*

W. B. Pettus

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YENCHING SCHOOL OF CHINESE STUDIES  
PEKING, CHINA

RECEIVED

December 11, 1926

Dr. H. H. Wood  
1111 17th St.  
Washington, D.C.

Dear Dr. Wood:

I have just received your letter of the 11th and am glad to hear that you are interested in the Yenching School of Chinese Studies. We are glad to have you as a correspondent and will be glad to send you any information you may desire.

Sincerely,  
Y. C. Wang

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NORTH CHINA UNION LANGUAGE SCHOOL  
5 TUNG SZU TOU TIAO, PEKING

PEKING

September 29, 1927

TRANSFER

INDEXED

Dr. E M North  
150 Fifth Ave  
New York City  
U S A

Dear Dr. North:

Enclosed are minutes of the meeting of the Harvard-Orient Institute Committee held last week.

Last December I sent you copies of the minutes of our meeting held November 29th, 1926. I have as yet received no acknowledgement of that letter, nor any communication from you regarding those minutes. Dr. J L Stuart has received communications regarding the budget, but has declined to allow any of us to see the communications.

The remittance of \$12,000.00 for our school, which was sent by you on June was received by Yenching University early in July. Contrary to your instructions it was placed in the bank account of the Yenching University, assisting the University in its finances. No attempt was made to inform us of its receipt, until six weeks later, and we did not receive the money until it had been here more than two months. At the meeting of our Committee last week Dr. Stuart denied that the money was being used by the University, but two days later the Acting Treasurer, Mr. Wiant, informed me that the money had been used, because the University was short of funds and that the cheque of \$12,000.00 which was handed to our school was signed by Dr. Stuart as President of University and Mr. Wiant as Acting Treasurer. I was compelled to protest against all such methods in the handling of money, and against the withholding from us of information regarding the budget, which was drawn up jointly by our Committee.

The Committee in charge of our school has earlier formally and strongly protested against Dr. Stuart's misrepresentations and misstatements regarding our school and the work which it is doing. I do not know whether he has forwarded to you the statement as drawn up by our school correcting statements made by him.

Our school has not abandoned or even considered abandoning the conducting advanced studies and work on cultural subjects, as is shown by the enclosed statement of plans and purpose as well as by the enclosed circular showing the work we are offering this fall.

Very sincerely yours

W. B. Pettus

0636



September 29, 1927

Dr. E. M. North  
130 Fifth Ave  
New York City  
U. S. A.

Dear Dr. North:

Enclosed are minutes of the meeting of the Executive  
Committee of the Institute held last week.

I have enclosed for you a copy of the minutes of our  
meeting held November 23rd, 1927. I have also enclosed for you a  
acknowledgment of that letter for any communication from you re-  
garding those minutes. Dr. J. Stewart has received communications  
regarding the budget, but has declined to allow any of us to see the  
communications.

The resolution of \$12,000.00 for our school, which  
was sent by you on June 1st, was received by Yenching University  
early in July. Contrary to your instructions it was placed in the  
bank account of the Yenching University, assisting the University  
in its finances. No attempt was made to inform us of its receipt  
until six weeks later, and we did not receive the money until it  
had been more than two months. At the meeting of our Committee  
last week Dr. Stewart denied that the money was being used by the  
University, but two days later the Acting Treasurer, Mr. Wang,  
informed me that the money had been used, because the University  
was short of funds and that the charge of \$12,000.00 which was  
to our school was signed by Dr. Stewart as President of University  
and Mr. Wang as Acting Treasurer. I was compelled to produce  
against all such methods in the handling of money, and against the  
withholding from us of information regarding the budget, which was  
drawn up jointly by our Committee.

The Committee in charge of our school had earlier  
formally and strongly protested against Dr. Stewart's statements  
and misstatements regarding our school and the work which it is doing.  
I do not know whether he has forwarded to you the statement as drawn  
up by our school or corrected statements by him.

Our school has not abandoned or even considered  
abandoning the conducting of advanced studies and work on cultural  
subjects, as is shown by the enclosed statement of plans and purposes  
as well as by the enclosed circular showing the work we are offering.

Very sincerely yours

W. B. Stewart

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PEKING

November 4, 1927.

Mr. W. B. Pettus,  
Yenching School of Chinese Studies,  
Peking, China.

My dear Mr. Pettus:

I have your letter of September 29th and note the actions of the committee which are contained in the minutes and appreciate the document descriptive of the Language School program.

With reference to the matters referred to in your letter, there is no ground whatever for you to protest against the fact that the funds of the Institute which were destined for the Language School should come through the channels of the University. By a definite understanding with the Institute authorities here, the transfer of funds for the purposes of the Institute's China budget are handled through the University's officers. Their method of handling these funds is, therefore, one for which they are responsible to the Institute and not to the local committee in China, although, of course, it is within the power of the local committee in China to comment, if they desire, upon such processes. I do not find that the minutes of the committee so comment.

As to the delay in the remittance of the funds destined for the Language School, President Stuart advises me that the delay in the payment of the funds was caused by the absence from Peking first of Mr. Wiant, then of himself, and then of yourself, and that the fact that the transfer of the funds involved the adjustment of the account between the University and the Language School that was definitely related to this \$12,000. appropriation.

I may further add that it was the influence of the representatives of Yenching University, both President Stuart and myself, that prevented a larger reduction in the amount of the appropriation to the Language School. There was a very definite tendency on the part of others to reduce this amount even more drastically. I am sorry to have to feel that you have not discovered that in the relationships with the Institute your best friends have been Dr. Stuart and myself.

0638



November 4, 1927.

In fairness to your thinking of the future, I think I should say that as I appraise the matter, the Trustees of the Institute's committee here, quite apart from the opinion of the University's representatives upon the committee, are likely to be of the opinion that the relationship of the Institute to the Language School will be very much less than it has been, if there is any relationship at all. For my own part, I regret that this is so, but I am forced to the feeling that the grounds for this lie essentially within the Language School.

Faithfully yours,

Secretary.

Copy to Dr. Stuart.  
EMN/L

P. S. to Dr. Stuart: Is there anyone in Peking to whom you think a copy of this letter should go?

E. M. N.

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7-5-28-2

PEKING

**THE NORTH CHINA UNION LANGUAGE SCHOOL**  
**ANNOUNCEMENTS 1927-28**

**SPECIAL COURSES.**

The following special courses are offered during the Autumn Term which begins Monday, October 3rd and includes Friday, December 16, 1927. Unless otherwise stated, the fees are \$0.50 per hour, except to students already enrolled in the full time language courses, who pay half that amount. Students taking the special elective courses only also pay a registration fee of \$1.00.

**1. INTRODUCTION TO LITERARY CHINESE.** Instructor—Mr. J. J. Brandt.

Text book—Brandt's "Introduction to Literary Chinese" This course introduces the students to what is commonly called "Wenli" and presupposes such a reading knowledge of Mandarin as would come from 1½ to 2 years of study.

Wednesday and Friday, 2:30-4:00. Fee for term—\$20.00.

**2. MODERN TENDENCIES IN CHINESE RELIGIONS.** Instructor—Dr. Y. Y. Tsu.

This course will be conducted in English and will include lectures, discussions and readings. A reading knowledge of Chinese is not required.

Wednesday 4:00—5:00

**3. MENCIUS.** Instructor—Dr. J. H. Ingram.

Selected passages will be read, translated, and studied critically. A prerequisite for the course will be such a mastery of Mandarin as can be gained after two or more years of study and some previous introduction to the literary language.

Two hours of class work each week. Time to be determined.

**4. ANTI-RELIGIOUS LITERATURE.** Instructor—Mr. Neander S. C. Chang.

This is a seminar course and its object is a comprehensive and chronological study of recent anti-Christian literature of China in order to ascertain its influence on the intellectual life of China and to discover a positive and rational Christian apologetic. A general knowledge of Chinese philosophical and ethical background is presupposed together with the ability to read the materials which are in the spoken style.

Those taking this course will be expected to participate freely in the discussion. The Text is Chang's "Religious Thought Movements in China during the Last Decade."

Each student is expected to devote four or five hours per week in preparation and may be required occasionally to hand in an outline of the main points of certain articles to be assigned.

Tuesday 4:00-6:00

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**5. POEMS OF THE T'ANG DYNASTY.**

Instructor—Dr. J. H. Ingram.

Selected poems will be read, translated, explain and studied critically. The poems which are among the best known of the period give a good instruction to this extensive branch of Chinese literature. A pre-requisite will be such a mastery of Mandarin as can be gained by two or more years of study and some previous introduction to the literary language.

Two hours of class work each week. Time to be determined.

**6. SAN MIN CHU I.**

Instructor—Mr. D. W. Edwards.

The Chinese text of Dr. Sun Yat-sen's "Three Principles" will be studied in class. Those entering the class should have such a mastery of the spoken style, as can be gained by eighteen months' study.

Friday 4:00-6:00

**7. THE READING OF CHINESE ESSAYS.**

Instructor—Dr. J. H. Ingram.

Selections from Evan Morgan's Wenli Styles and Chinese Ideals will be studied. Those taking this course should have had several years of work in Chinese.

Two hours of class work each week. Time to be determined.

**8. CHINESE DAILY NEWSPAPERS.**

Instructor—Dr. R. R. Gailey.

Selections from different departments of daily papers will be read and translated. Students entering the class should have covered at least three years' work in Chinese.

Two hours of class work each week. Time to be determined.

**9. CURRENT CHINESE THOUGHT AS FOUND IN CHRISTIAN MAGAZINES AND PERIODICALS.**

Instructor—Pastor Frank K. Jowe.

The instructor will select articles from different periodicals for reading and translation. A reading knowledge of the spoken style is required.

Thursday 4:00-6:00

**10. MODERN PAI HUA ESSAYS.**

Instructor—Mr. Chang Ping Nan.

Mr. Chang, the Head Teacher of the School, will discuss these essays in Chinese and read them with the class. The material selected has been annotated in English by Mr. H. C. Fenn.

Two hours of class work each week. Time to be determined.

**11. CHINA'S PRESENT PROBLEMS, THEIR GENESIS AND DEVELOPMENT.**

Instructor—Mr. W. Sheldon Ridge.

In this course the Lecturer will discuss Treaty Revision, Extraterritoriality, Tariff Autonomy, Militarism, Industrialism, etc. The extensive Library of the School makes possible the wide field of collateral and supplementary reading which will be indicated at each lecture.

Wednesday 5.00-6:30.

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### **FULL TIME LANGUAGE WORK:**

All of the required work of the first and second year language courses will be offered by the regular Language School teachers. These classes which are held Monday to Friday, meet at 8:45 to 12:00 and 2:00 to 4:00 daily.

### **CONVERSATION CLASSES.**

For the benefit of many who cannot devote full time to language study, conversation classes are started at the opening of each term, the members of which attend class-instruction at the School on Mondays and Thursdays from five to six-thirty P. M. Special classes for ladies are also conducted on Monday and Thursday mornings. Provision is made for both beginners and advanced students. Each student also receives one hour of private instruction from a Chinese teacher daily (Monday to Friday) at the student's home or office. As the object of these classes is the speedy acquisition of ability to understand and speak Chinese, the reading and writing of Chinese characters are not required, though they may be included.

In these Conversation Classes the fee for class instruction and personal teacher is Mex. \$60.00 per term, in advance, with a reduction to students from cooperating bodies.

### **HOSTELS.**

The hostels in Peking and in the Western Hills at Chao Yang An, one mile south of Pa Ta Chu, are open to students and others both as transients and for longer periods.

### **LIBRARY.**

The School has a large research Library on China and related subjects. The Library is open to all, whether they are enrolled as students or not.

No fees are charged for the use of the Library.

The Library has no endowment.

Gifts of books and of money for the Library are invited.

### **ACADEMIC CALENDER**

**1927 - 1928**

Teacher's Training Course Begins	Monday, September 19, 1927
Opening of Autumn Term	Monday, October 3, 1927
Teacher's Training Course Ends	Friday, October 7, 1927
Thanksgiving Holiday	Thursday, November 24, 1927
End of Autumn Term	Friday, December 16, 1927
Christmas Recess	Saturday, December 17, 1927 to Sunday, January 1, 1928
Opening of Winter Term	Monday, January 2, 1928
End of Winter Term	Friday, March 16, 1928
Opening of Spring Term	Monday, March 19, 1928
Spring Recess	Saturday, April 7, 1928 to Sunday, April 15, 1928
End of Spring Term	Friday, June 8, 1928

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**STUDENTS FEES AND EXPENSES.**

Full tuition, including personal teacher, per term of eleven weeks	Yuan \$90.00
Tuition from students belong to contributing organizations per term	70.00
Tuition for selected courses, per semester hour	10.00
Hostel rent for each person per term	60.00
Board in Hostel per month, including light and heat	60.00
Special Elective Courses per hour	0.50
Registration fee	1.00
Loose leaf lesson sheets, per term	3.00

Other text books, laundry etc., are paid for by the students, who supply their own bedding and towels.

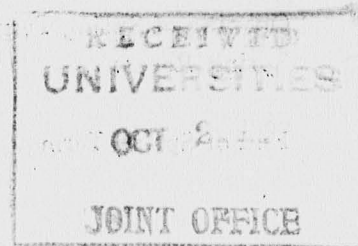
Because of the great distances in Peking, provision is made whereby those who live at a distance can take the noon meal at the school.

Apply to

**W. B. PETTUS, Principal**  
**5 Tung Ssu T'ou T'iao Hutung**  
**Peking**

Phone: E. O. 1633

Tel. address: "Language, Peking".



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