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Yenching  
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1931-1939, n.d.

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Yenching Elementary School

June 1931

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Dept of Educ

In September 1930 the elementary school at Yenching University opened its work in new quarters, with new teachers, and with a new principal. This reorganization was the result of the passing of the school to the entire control of the Department of Education. There were 153 pupils, one-third of the number being girls; 46 of the pupils were children of faculty members; the others came from homes in the villages adjacent to Yenching. Two years of middle school were offered in addition to the six grades. The middle school is housed in renovated Chinese buildings near the elementary school.

Beside the regular work of the school, several items of interest may be reported. Several times during the year the parents were especially invited to visit the school, view samples of the work done, and confer with the teachers and representatives of the Department of Education in regard to ways of improving the school and of encouraging co-operation between homes and school.

A plot of ground has been set apart for a school garden. It is divided into nine parts - one for each grade, one for each year of the middle school, and one for the teachers. The pupils show great interest in trying to make of their plots the best possible gardens.

A student of the Department of Sociology has co-operated with the school in forming the beginnings of a school library. This library has been very popular with the pupils.

Each room has its own committee for governing the conduct of the students and for seeing that everything is kept clean and in order. In connection with this, the whole school organized a "cleaning movement." Pupils from each grade brought extra brooms, rakes, dustpans, etc. A committee apportioned the duties, and a most thorough cleaning was given to all the premises, inside and outside.

For next year, there are many new plans for the Elementary School. The present second year middle school pupils will be allowed to remain and take third year work. This will require a larger teaching force. A small cooperative store will be opened, where the children may obtain school necessities. A school bank for savings will also furnish an excellent project. The playground will be enlarged.

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( From Yenching Gazette  
of Sept. 24, 1931. )

TUTORIAL SYSTEM IS INAUGURATED, YENTA

Individual Study and Research Method Adopted; First Experiment in Orient.

At the September meeting of the University Council of Yenching University, final approval was given to a plan of study which will undoubtedly have far-reaching effects upon the student and academic life of Yenching. The plan, known as the individual study or "honors" plan for courses, is patterned after the system long in use at Cambridge and Oxford in England. In general the idea is to change the method of study in a given field from the preceptorial or lecturer-auditor system to the tutorial or directed individual study and research method. The efficacy and practicability of the latter has long been debated in educational circles in the United States and elsewhere and its adoption by Yenching should prove of great interest.

For the 1931-32 academic year, the new plan will be offered only to members of the Junior Class.



November 1932.

Hsiu-hsiang

A Brief Report of Miss Tseng's Work

class of 1917

Kindergarten Division of the Education Department,  
Yenching University.

For some years the Education Department of Yenching University has run a course which has been known as the "Kindergarten Two-Years Training Course". Last year (1931-32) ten girls were registered in the course, five of whom graduated in June 1932. There is no dearth of jobs for the graduates of this course, and they were all eagerly snapped up by schools in Tientsin, Peiping, etc., who were waiting for trained kindergarten teachers. One of them has become a teacher in a Normal School, and is herself now preparing students for the profession of kindergarten teacher.

The opportunities for such Normal School training are very limited in China, and our course was not designed primarily to train Normal School teachers, but to train teachers for kindergarten work. Therefore, this year (1932-33) the Yenching Department of Education is offering a full four-year course in addition to the short course, to try and meet the need for Normal teachers. After taking two years of the new course students may go out and teach to gain experience, and then if they wish to return later they may complete a further two years in the Education Department, receiving their B.A. degree with a major in kindergarten work. Or, of course, they may take the four years without a break, but they are encouraged to gain as much practical experience as possible.

Yenching is very lucky in the facilities which it is able to extend to the Kindergarten students to gain practical experience by dealing with children in two kindergartens under the direction of the Education Department. One of these schools is within the Campus walls and is for the children of the faculty, both Chinese and foreign; the other is in the village of Chengfu, and is for the country children in Chengfu and the nearby villages. This enables the students to gain experience in two very different types of schools - one group representing the children of the modern Chinese intelligentsia, the other group coming from the villages and farms of China and representing 80% of the Chinese population.

In both cases the schools are housed in Chinese buildings, but advantage is taken of the latest ideas in education which can be adapted to the Chinese environment.

A comparison of the abilities and capacities of the two groups is interesting Miss Tseng and the students greatly. While the faculty children are very quick to learn and very active, the village children exceed them in the desire to learn and the ability to plod. Though the clothes of the village children are not so comfortable nor so hygienic as those of the faculty children, yet when it comes to health the village children seem to outdo the faculty children, especially in weight.



Miss Tseng and her students find many opportunities to visit in the homes of the children, particularly the village homes where the possibilities of help are limited only by the strength of the teachers, for the mothers are desperately anxious to learn all they can so that the children may have the very best in life that it is possible to give them. The students, too, profit greatly from these visits. In seeing the actual homes from which the children come and their limited horizon they are much better fitted to help the children during school hours.

The ages of the children are from four to six years. Just now there are twenty-seven children in the faculty school, and twenty in the village school. Miss Yang, an excellent teacher, has been in charge of the faculty school for some years now under Miss Tseng's supervision.. Miss Tseng herself looks after the village school. One week she teaches while the students observe, and the next week the students teach under Miss Tseng's guidance.

Miss Tseng is a busy woman. During the last two years she has herself published three books, which have been eagerly read by those interested in the education of young children in China. The first, "Home Education for the Kindergarten Age Child" deals with twenty problems which confront the parent or teacher of the kindergarten child. The other two are "Stories (including Nursery Rhymes) for Kindergarten Children", and "Games for Kindergarten and Primary Children". Five hundred copies of each were printed, a ~~xx~~ much greater demand than Miss Tseng anticipated. She is at present preparing a song book for Chinese children, collecting Chinese tunes and rhymes, and also putting some Chinese rhymes to foreign tunes.

Outside her teaching work Miss Tseng is Doyen for the Freshmen girls, and Chairman of the Women's College Committee on Loans, Scholarships, and Self Help. As she lives in the dormitory she is much sought after as an adviser to the girl students in their personal and home problems.

D.M.L.B.

(Dora Bent)

REPORTS OF THE FIELD WORK ON RURAL EDUCATION

*THE SPRING SEMESTER OF 1937-1938*

AND

*THE FALL SEMESTER OF 1938-1939*

By

**Henry H. C. Chou,**

*Chairman of the Department of Education,  
Yenching University*

Reprinted from "Chiao Yü Hsüeh Pao",  
Vol. IV, May 1939

0393



**REPORT OF THE FIELD WORK ON RURAL EDUCATION FOR THE  
SPRING SEMESTER OF 1937-1938.**

**DEPARTMENT OF EDUCATION, YENCHING UNIVERSITY**

**I. GENERAL STATEMENT**

With the financial assistance from the N.C.C.R.R. and the Rockefeller Foundation, the Department of Education of Yenching University was able to carry out field practice for students in rural education, particularly for the graduates and the seniors who had originally been assigned for Tsining and Tingsien respectively. The practice station was established in the vicinities of the University. This gives at least two advantages. One is that all the members of the staff of the Department can participate and assist in the work in one form or another. The other is that the lower class men in rural education can start practical work early enough so that they will be gra-



President Stuart speaking to a large number of men, women, and children, from the villages of the Sanchi area on the inauguration day for rural reconstruction.

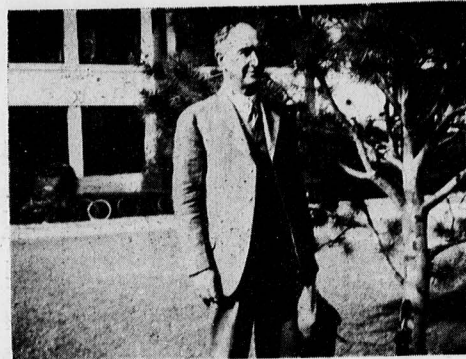
dually introduced to it, and when they reach their senior year, they can plunge right into it without being handicapped with the strangeness of environment and unfamiliarity of the fundamental methods of approach etc. which invariably puzzle the beginner and decrease his efficiency. The practice area consisted of four villages, namely Haitien, Chengfu Sanchi, and Lanchi of which the different social

and educational institutions coöperated very closely with the Department. The coöperating institutions are the headquarters of the villages, the Chengfu, Peiyuan, and Shihchung, elementary schools; the Peiyuan, Peite, Peishan, and Tzushan Kungchang (factories), in which we conducted education for young adults; the Yenta Relief Committee; the Yenta Medical Office; the Department of Home Economics; the Haitien Public Library; and various minor organizations, such as Sanchi, Lanchi and Chengfu lower elementary schools; etc. Their ready coöperation and the spirit of going half-way to meet us gave us encouragement and contributed a great deal to the ease with which the rural work of the Department was accomplished. To give a general picture of our work, we make the following statements.



## II. ORGANIZATION OF THE FIELD WORK

For the purpose of field practice, the Department organized a Hsiang Ts'un Chiao Yü Shih Hsi Ch'u (or laboratory for rural education) which consists of two divisions, namely, the Division of School Education and the Division of Social Education, and a few Kung Tso Ch'ü (or working districts). As it was difficult to secure a proper person to head up the Ch'u at the time, the undersigned took up the position as its Chu Jen (chairman) while Messrs. Li Feng Ke and T'ang Tzu Ching were secretaries to take charge of the school, and social, education divisions respectively. Both Mr. Li and Mr. T'ang graduated from the Department last spring, as majors in ruraleducation. Their



Professor H. S. Galt, the builder of the Department of Education.

staff took active parts in the Ch'u. Dr. Galt served as the supervisor of the Social Education Division, while Dr. Ouyang served as the supervisor of the School Education Division. Their counsel was very valuable throughout the term.

## III. STUDENTS AND THEIR FIELD TRAINING

This term the Department had eleven students on rural education participating in the field training. There were three graduates, two seniors, and six lower class men. Eight of these students received fellowships from the Rockefeller Foundation.

Our work was pioneer in nature, and everything had to be started from the very beginning. This even offered a better opportunity for the students to exercise their initiative and leadership than the training they might have received in Tingsien and Tsining, where the facilities were provided for them from the very beginning. While all these students were required to participate in all the activities, each of them was to be responsible for one or two particular projects. In these projects, they were given the greatest freedom, and were required to exercise their ingenuity to plan and to carry out their own plans. For instance, in each of the elementary and Kungchang schools one student was assigned to be either the dean or the chief education officer

and in the village headquarters (Tsu Pan Kung So), all the advisers of the different divisions were students. When students were put in such responsible positions, they would naturally do their very best to see things through. This, however, does not mean that they were turned loose without supervision. That would have been, indeed, undesirable. Aside from close supervision, there were several checks on the students' work. First of all, they must present their plans to the Ch'u for approval. Often modifications had to be made several times before they were put into practice. Furthermore, there were individual and group conferences. On every Friday there was a seminar period of three hours, during which reports of the



Members of the Department of Education.

different projects were made and discussed. Thus not only one's own problems were thus thrashed out, but one was also made to see and understand the problems of others. The biggest check of the work was the monthly written reports

The spirit of the students was very high and their enthusiasm and effort have contributed a great deal towards the almost complete realization of the plans presented in the syllabus, attached to this report.

## IV. THE FIELD WORK

Rural reconstruction is a very complicated affair and its processes must be gradual. For this reason, the Department of Education planned the work of the field into three different stages. It began with the elementary schools for about a month, before adult education in the Kungchang (factory) schools was tackled. When, at the end of the second month, both types of schools were set to order according to the plans made out for them, village reconstruction, which was the ultimate aim of its work, was set in. The first two stages might also be said to be the preparatory steps for the last one, for in rural reconstruction the services of the pupils of both types of schools were needed. So they must be trained first not only in content of the subject matter and methods of work, but also in making them realize the importance of social reform and the part they could play in it.



**The Elementary Schools:** It has been always the belief of the Department of Education that schools are the natural centers of rural reconstruction. Rural reconstruction is a continuous process and so long as there is life this process should be going on. To start, as well as to keep, the ball of reconstruction rolling, it is indispensable that some agency, which stays permanently with the people, takes as its supreme duty the continuance of such a process. The village elementary school is naturally the agency.

As to how and under what conditions the elementary school can serve such a function, the Department has a plan and is following it very closely, but it requires too much space to be presented here in this report.

The Chengfu Elementary School together with its spacious school plant was entrusted to the Department of Education by the Tsinghua authorities for the purpose of

plan insures economy. While the school was under the administration of the Tsinghua faculty, there were six grades and six teachers, serving about 130 pupils. But when the new plan was introduced, the number of grades was increased to seven and pupils to 180, but the teachers were reduced to three. China is poor and schools must increase! Economy through better methods of organization and teaching is, therefore, the only key to the situation. As it will be related in a later section, the pupils in the school have caught the spirit of service, and those in the higher grades have served as pupil-teachers to the village children who have had no opportunities to go to schools. Another feature of the Chengfu School is the introduction of farming and gardening with which it aimed to impart to the pupils the idea of labour and to get them acquainted with the fundamental processes of agriculture.

The Peiyuan School, which is a mission institution, and the Shihchung School, which belongs to the Chamber of Commerce of Haitien, were run more or less under the same pattern as the Chengfu Elementary School. A graduate student served as the dean of the former, and a senior as the dean of the latter.



Rotating library and its administrators, Messrs. T'ang Tzu Ching, Chai Pao Lung & Po Shao Ching.

rural reconstruction. It is used as the central school of a Ch'ü (a subdistrict of a hsien) directing the work of the other village schools. So this school is under absolute control of the Department. To it, as well as the other schools, the E.O.R. plan, which was experimented in Tinghsien by the M.E.M., was introduced with certain modifications. Aside from the organization and reconstruction features, the

**The Kungchang Schools:** There are four Kungchang (factories) situated in the practice area. Three of them, namely, Peiyuan, Peishan, and Peite are run and managed by the wives and members of the faculty for the benefit of the poor girls and young women, while the fourth is run by philanthropic organizations, of which the Yenta Relief Committee is one. It is open only to boys and young men. In starting its education work in these Kungchang, the Department of Education found ready coöperation from their authorities.

**Education** here is threefold. Firstly, a broad liberal education, consisting of reading, writing and arithmetic, was given as a general ground work. Secondly, a social science course was offered, involving common sense,



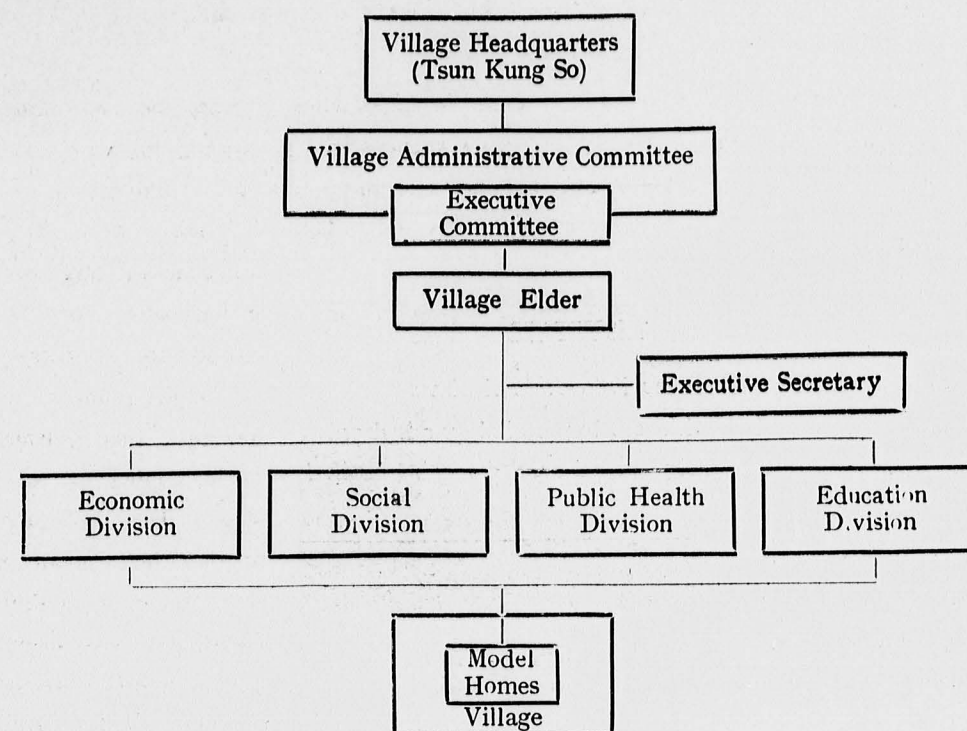
Library carried to the people.

public health, child-care, house-keeping and citizenship, etc. Thirdly, ideas and methods of rural reconstruction were introduced to the curriculum, emphasizing one's duties towards social reform and to one's fellowmen.

The third point was deliberately stressed, because it is the policy of the Department that anybody who receives its help is encouraged in his turn to help others. This, as will be stated in the next section, did produce results. One or (in the case of Tzushan Kungchang) two of the rural majors were assigned to take charge of each Kungchang School and they were given freedom in its management and administration. The teachers came from different sources. In two of them, namely, Peite and Peiyuan, they were engaged by the Kungchang authorities with remuneration. In the case of Peishan, University students served as voluntary teachers. Tzushan Kungchang used the older pupils of the Chengfu and Peiyuan Schools as pupil-teachers. They proved capable and their work was very satisfactory.

**Village Reconstruction:** The third stage of the term's work was village reconstruction, in which not only the University students in rural education took part, but the pupils in both the elementary and the Kungchang Schools participated. As a preliminary experiment, two of the four villages, namely, Sanchi and Lanchi, were organized. The following is a diagram of such an organization.





The village headquarters (or Tsun Kung So) consists of a number of representatives of the inhabitants forming a village administrative committee, which is represented by an executive committee of six members with the village elder as the ex-officio chairman, and the school principal as the ex-officio executive secretary. The executive secretary is supposed to be the moving spirit of the whole plan, so both Mr. Li Feng Ke and Mr. T'ang Tzu Ching serve in such capacities for Lanchi and Sanchi respectively during the last term. Under the executive committee, there are four divisions, namely the Education Division, the Public Health Division, the Social Activities Division, and the Economic Division. The four other members of the executive committee serve as heads of these divisions with four students in rural education as their advisers. In each village, several model homes were established in which the coöperation of the Home Economics Department was secured.

The biggest feature of the reconstruction work of the term was the education activity. Pupil-teacher system was organized. Many of the pupils of the higher grades in the elementary schools, as well as those in the Kungchang Schools, volunteered to serve as pupil-teachers. Twelve classes for both adults and children were opened in the day time as well as in the evening. To insure efficiency, constant supervision was made by several of the students in rural education, aside from the regular discussion meetings between the supervisors and the pupil-teachers. In this connection, mention should be

made of the circulating libraries, of which eight were made and circulated among the different schools and village centers along a defined route.

The public health activity ranked second in importance. Under the supervision of the medical office of the University, one nurse was engaged to assist in the work. It was his work to visit the schools and the homes of the pupils and to take care of the general supervision of the hygienic conditions of the villages. Besides, two nursing students of the P.U.M.

C., who came back to Yenching to finish their last term of education, volunteered to do public health work for us. They gave demonstrative lectures to the school pupils, Kungchang workers, and villagers. The attendance of such lectures



Pupil-teachers of the  
Chengfu School.

was generally large and enthusiastic. For demonstration purposes, a large number of pictures was either made, copied, or collected. Dr. C. C. Chen of the First Bureau of the Municipal Public Health Department, and formerly director of Public Health Division of the M. E. M. in Tingsien, was invited to inspect the work, and as a result

valuable suggestions were received from him. He also helped to make a sample medicine box for practical use.

The work in social reconstruction was confined to only a few activities. The establishment of amusement centers, the founding of letter-writing agencies, the cleaning of the streets, the repairing of roads, and the planning of play grounds, were some of the outstanding activities. It was found that the village people were very coöperative. In village cleaning, for instance, large numbers of people turned out each time to help, and twice they loaned their mule carts and drivers at their own expense. Their enthusiasm and eagerness for reform certainly gave us courage and confidence.

Since economic reconstruction always involves funds, the Department of Education only launched an investigation program in this respect during the last term. Certain figures were collected and compiled with regard to the economic life of the people and now plans were made and suggested. But lack of funds ties our hands and we can go no further than mere planning at present. In the future, however, we are planning to have close coöperation with the Ginling Agriculture Station, situated here in Peiping, which has, during the recent years, devoted itself to seed-improving projects.

Henry H. C. Chou  
Chairman of the Department  
of Education.



# REPORT ON RURAL EDUCATION FOR THE FALL SEMESTER OF 1938-39 DEPARTMENT OF EDUCATION, YENCHING UNIVERSITY

## I. GENERAL STATEMENT

The present hostilities have made it more obvious than ever that what China needs most urgently is not so much the up-building of the cities along the coasts, but the reconstruction of the inland districts, which have been so pitifully neglected in the past and of which the need is so keenly felt now. If the war has taught the Chinese people nothing at all, it must teach them one thing, that is, they must preserve and develop their life-line in the vast interior. Therefore, no effort can be spared by the entire by the Rockefeller Foundation through the N.C.C.R.R. in training rural leaders in the departments concerned, should be continued. Consequently, the Department of Education was entrusted to carry on the work in rural education and rural reconstruction, which was so well started under the support and guidance of the Council during the years of 1935-38.



A pupil-teacher of the Ch'engfu School teaching a group of village children, who have no opportunities to go to regular schools.

nation in this post-war task of reconstruction. To meet such a need, leaders for rural reconstruction must be adequately trained at the earliest possible time. It was, therefore, felt by the authorities of Yenching University, that the foundation, made

As it was indicated in the report of 1937-38, the Department of Education carried on its rural work in a limited manner. It first opened a station in the vicinity of Yenching, consisting of Sanch'i, Lanch'i, Ch'engfu, and Haitien. Various institutions, such as P'eite, P'eishan, P'ei-yüan, and Tz'ushan, Kungchang (factories); P'ei-yüan, Shih-chung, and Ch'engfu, elementary schools; the Yenta Community Welfare Committee; the Yenta Medical Office; the Department of Home Economics; the Haitien Public Library, etc., have offered their facilities for use and closely cooperated with the Department throughout the year. Whatever has been achieved in this field, was greatly due to their ready cooperation.

After a semester's experimentation, it was felt that the scope of the field work needed to be expanded, so that a number of agricultural villages could be included for experimentation. After a whole summer's search, a group of seven villages was located about five miles to the southwest of Yenching, which we call Jants'un Shih Yen Ch'ü (Jants'un Experimental Area). The reason why this particular area was chosen of all possible places which were available, was chiefly due to the fact that these villages showed keen interest in the work and were most earnest in inviting the Department to start its enterprise. The half-year experience with this area has convinced us that it is a promising field to carry on the work.

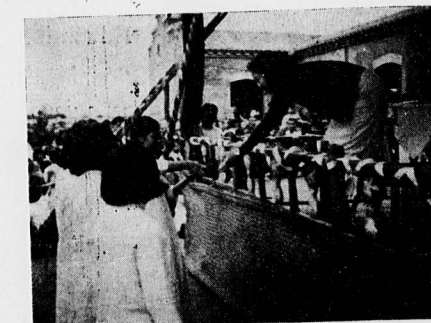


Mr. Liao T'ai Ch'u and Mr. Li Feng  
Ke carrying pebbles for  
road building.

With these two experimental areas going on, the staff and assistants of the Department spent a busy term. In order to present a bird's-eye view of this phase of our work, the following statements are, hereby, made.



A solemn ceremony in inaugurating  
pupil-teachers.



Offering banners to the squad leaders  
of pupil-teachers.

## II. COURSE WORK

The course-work for both undergraduate and graduate students was planned at the beginning of the year. It consists of two coordinated programs of studies which are, hereby, listed below. The courses that directly deal with rural education are eight in number. They are "Introduction to Rural Education", "the Home in China", "Mass Education", "Elementary Education", "Normal Education", "Local Educational Administration and Finance", "Problems in Rural Education", and "Practicum in Rural Education". With the assistance of such departments as economics, sociology, and political science, fundamental courses in social sciences are also offered.



## A. Undergraduates

### First Year

Chinese 1-2	Freshman Chinese	3-3 credits
English 1-2	Freshman English	4-4
Biology 3-4	Human Biology	3-3
Education 3	Introduction to Education	3
Education 16	Educational Psychology	3
Social Science 1-2	Introduction to the Social Sciences	3-3
Physical Education		1-1
Electives		3-3
		<hr/> 20-20

### Second Year

Chinese 21	Colloquial Composition	2
Chinese 32	Documentary Composition	2
Education 103	Educational Administration in China	3
Education 130	Elementary Education	3
Education 133	Introduction to Rural Education	3
Education 139	Educational Sociology	3
Education 146	Educational Tests and Measurements	3
Education R1-2	Field Practice	4-4
Home Economics 28	The Home in China	2
Physical Education		1-1
Electives		3-3
		<hr/> 19-18

### Third Year

Education 118	Mass Education	3
Education 125	Secondary Education	3
Education 126	Methods of Teaching	3
Education 140	Problems of Educational Sociology in China	3
Education 155	Normal Education	3
Education 160	Local Educational Administration and Finance	3
Education R3-4	Field Practice	4-4
Physical Education		1-1
Electives		6
		<hr/> 17-17

### Fourth Year

Education 164	Problems in Rural Education	3 credits
Education 170	Practicum in Rural Education	4
Education 199-200	Senior Thesis	2
Education R5	Field Practice	16
Electives		7
		<hr/> 16-16



Pupils working in a vegetable garden of the Ch'engfu School.



Pupils irrigating vegetable fields.

## B. Graduates

### First Year

Education 164	Problems in Rural Education	3 credits
Education 169	Practicum in Rural Education	4
Education 201	Duties and Problems of the Middle School Principal	3
Education 204	New Theories of the Curriculum	3
Education 205-206	Educational Experimentation	3-3
Education R11-12	Field Practice	4-4
		<hr/> 14-13

### Second Year

Education R13-14	Field Practice	16-16
Thesis		



### III. FIELD WORK

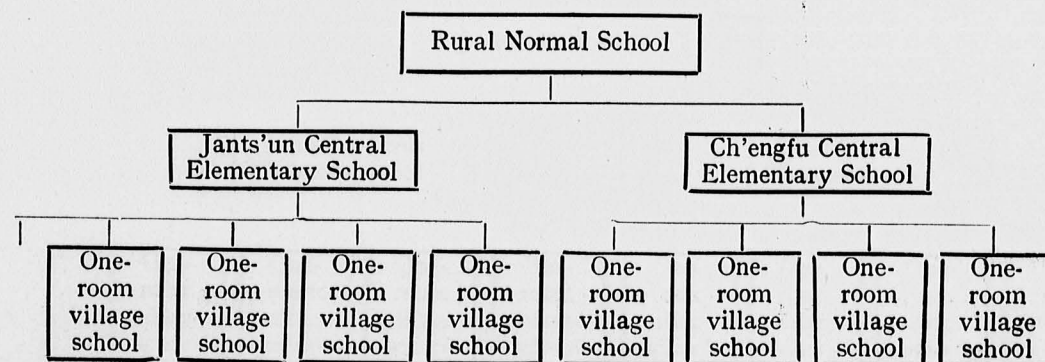
The aim in the practical side of rural education for the present year is twofold. One is to provide a field for students to practise in and the other is to experiment the idea of using the schools as centers of rural reconstruction. The Department believes that rural reconstruction is a process which should never cease. So long as there is life, this process of reconstruction should be going on. To achieve this aim, the dynamic force behind this process, must come from the rural reconstruction. The Department has projected a plan showing how the reconstruction of an entire hsien (or county), or an entire province can be carried on through a system of schools. The plan is too lengthy to be presented here. It was with this plan in view that the Department of Education carried on its experiment in Tingsien under the auspices of the N.C.C.R.R. and is again doing it with renewed efforts in the present stations of Sanch'i, and Jants'un.



Girls of the Ch'engfu Normal School in an embroidery Class.

people themselves. In other words, only those institutions, which stay with the people permanently, can be and should be entrusted with this great responsibility. For this reason, public schools form the natural centers of

We take our present field to be a small experimental hsien with the rural normal school (newly established for experimental purpose) at the hsien capital. Under the direction and administration of this school, there are two central elementary schools in each of the two experimental areas. These two areas may be considered as the Ch'i (or districts) of an ordinary hsien. It is planned that in time to come a one-room elementary school will be established in each village which in turn will be under the direction of each of the central schools. The following is a diagram to show the system of control.



An actual hsien may consist of three or even four districts. In that case, four central elementary schools are needed. But the principle involved in our experimentation is the same. Our aim is to help these schools, so that they may be independent, in time to come, to fulfil their mission in rural reconstruction, when they are backed by political machinery.

The following outline is a brief report of our work for the fall semester of 1938-39.

#### (a) Administration

The organization of the field work in the Department for the present year is somewhat different from that of the previous one.

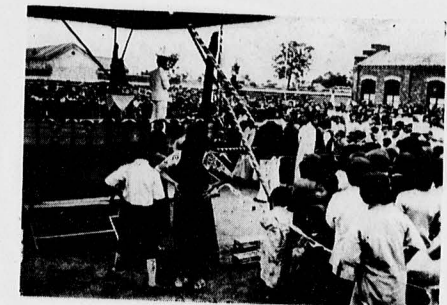
The rural program is one phase of the work of the Department. Therefore, the members of the staff form a Natural Committee of Rural Education. Under this Committee there are four bureaus, namely, the Bureau for Field Practice, the Bureau of School Education, the Bureau of Social Education, and the Bureau of Rural Reconstruction. At the head of each, there is a general secretary. To facilitate the coördination of the activities of all these bureaus, a Working Committee was organized with the secretary of the Bureau for Field Practice, who is concurrently a member of the staff, as its chairman. During the semester which has just gone by, this Committee met once a week to discuss the coördinated program for the week to come. Policies and matters of importance were invariably reported to the Chairman of the Department and through him its staff for decision.



A play staged by the Ch'engfu Normal and Elementary School pupils entertaining the villagers.

#### (b) Students Majoring in Rural Education

There were twelve students majoring in rural education who, aside from the course work, participated in field practice. There were two graduates, three seniors, four juniors, and three sophomores. They practised in different phases of work according to the grades they were in and the amount of work (measured by number of credits) they were expected to do. The second year graduate students and the seniors devoted their full

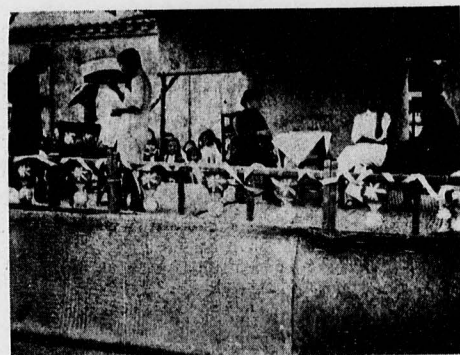


Inauguration day for rural reconstruction when a large number of village people gathered in the Ch'engfu School to celebrate it.



time in practice and, therefore, the work in which they participated was different from that of the other students who were only required about twelve hours per week.

Emphasis was stressed on such points, as thorough understanding of the rural life, living with the mass of people, discovery of rural problems, and methods of their solution. The full-time students were assigned one or two pieces of work, so as to develop their initiative and leadership. They practised in both Sanch'i and Jants'un areas. The dination among the three units. There was a seminar every Friday afternoon for reports and discussions of the week's work. In this manner, they do not only understand their own problems better, but also know the problems of their fellow-students. The free change of ideas and the offering of suggestions to one another were found very valuable to all. References relating to the themes to be discussed were generally assigned, in order to give them richer content for discussion.



A play entertaining village people presented by the girls of one of the factories managed by the ladies of the Yenching community.

work for the other students was composed of three units and was carried out only in the Sanch'i area. The first unit was school education; the second, social education; and the third, rural reconstruction. Special care was exercised to secure continuation and coö-

The students in rural education are distributed as follows :

Graduates :

Hsü Meng Ying  
Wu Chan Yüan

Juniors :

Hsi Wen Yin  
Li Chih P'u  
Liu Ch'ing Yen  
Wan Jung Fang

Seniors :

Chiang Shun Ch'eng  
Tung Li  
Yü Wen Hua

Sophomores :

Li Chen Chiang  
P'ei Shih Ying  
Yang Shu Sheng

(c) School Education

*The Ch'engfu School*

(1) Normal Class: Since the school is taken to be the center of rural reconstruction, it is indispensable that its teachers must be so trained that they are fully qualified for the gigantic task. They should not only be equipped with such knowledge, skill, and methods, that will make them efficient workers, but should also be inspired to assume that rural reconstruction is a part of their regular duties. Our three years of experience in the field of rural education has made us realize that to achieve this purpose—to use the school as the center of rural reconstruction—new teachers with a new outlook must be trained, because it is impossible to expect the teachers of old order to accomplish the newly created task. For this reason, the Department started a normal class in Ch'engfu School last fall with forty pupils, and it is hoped that if funds are available, it will be expanded to a full fledged normal school. According to the Government regulations, the course of a rural normal school runs four years, but we are experimenting a three-year course. New curriculum has been constantly reconstructed and careful measurements are being made, so that the result may be properly evaluated at the end of three years.



President Stuart and his road building students of rural education.

(2) The Central Elementary School: This school has been running in more or less the same manner as last year, but more attention has been paid to the adaptation of the school work to rural reconstruction. Experiment is being conducted by the Department to see if six years of school work can be accomplished in four years' time. We deem that the result would be a contribution to the public education in rural China.



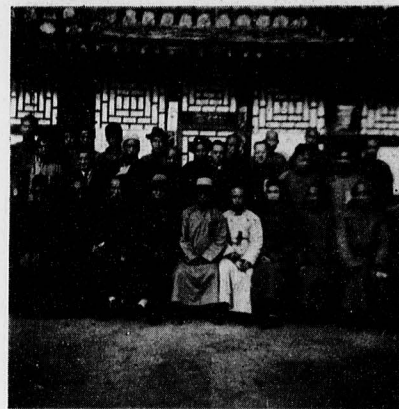
Students of rural education in the midst of road building.

The school is organized into a community, in which the ideal of self-government, and the spirit of service to the public, prevail. In this school both "head and hands" are used. For a period of only a little over half a year it has opened up vegetable gardens and agricultural fields, amounting to seven mou of land. Services of all kinds both within and without the campus have been rendered by the pupils. Cleaning the classrooms, sweeping the yard, making sun-dried bricks, paving and building roads, and



building walls, are some of the physical activities that have been constantly going on. Besides, under careful guidance and direction on the part of their teachers as well as the assistants and students of the Department, they have served as pupil-teachers to children in the villages, who have had no opportunities for education.

#### *The Jants'un Central Elementary School*



Elders of the 8 villages in Jants'un area forming an Executive Committee for Rural Reconstruction taken on inauguration day.

Although Jants'un is situated in the southwest suburb of the old Capital of China, yet it is very backward in culture and education. Of the entire area of seven villages, there has been only one person who has received a complete secondary education. Very few individuals, if at all, have acquired an elementary education, for there had been no regular elementary schools in the entire area, until Yenching established the first one in the fall of 1938. It is an ungraded school of about thirty children. For lack of finance, the Department could not extend it for the present year, although there has been a great demand for its expansion. The school house also serves as the headquarters of the village government and the public meeting place of its entire male population. (The work for girls and young women has not yet been started) The Department of Education also uses it to house the field staff and practising students.

#### *The P'eiyüan Elementary School*

This school is situated in Haitien. It is only a coöperating institution, so the Department does not have full control. But its E.O.R. organization and the pupil-teacher activities have been under its complete direction. The school has recently secured a new site on which a more spacious school house will be built, and wider activities will thus be made possible.

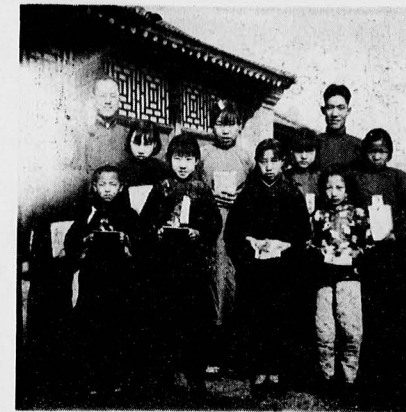
#### **(d) Social Education**

Social education has been carried on chiefly in the form of adult and mass education, Tao Sheng Ch'uan Hsi or the pupil-teacher system, and the circulating library. This



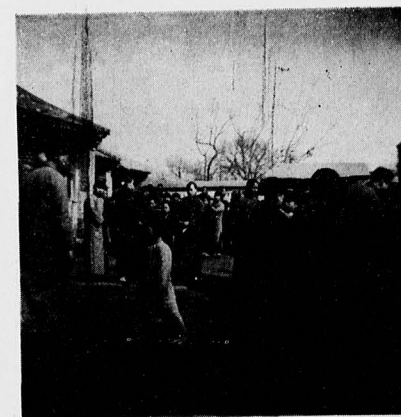
Students of adult education school of the Jants'un area.

phase of our work is less subject to control and, therefore, more difficult to run. However, we have been more successful in this type of work than it was expected at the beginning. Eight adult schools have been conducted either by the Department independently or in coöperation with other organizations; such as Yenta Community Welfare Committee, the P'eishan, P'eiyüan, P'eite, and Tz'ushan Kungch'ang (factories). There were 250 students in all these schools including both men and women and the attendance has been fairly regular. Eight adults of the Tz'ushan Kungch'ang have successfully passed their examinations for graduation from the junior adult school. A great occasion was made of the graduation exercises. The gentry of Haitien, representatives of the Department of Education, and a great many guests, attended the ceremony. The graduates, indeed, were proud of their academic accomplishments.



The winners of a shuttlecock game exhibited in the school fair on the Chinese New Year Day in the Jants'un area.

The pupil-teacher system has been another important feature of this phase of our work. For efficient direction of the pupil-teacher work, a Central Committee of Directors and Supervisors was organized. Under it, there were four sub-committees, one for each of the four villages of Sanch'i, Lanch'i, Ch'engfu, and Haitien. To get pupils



Public health pictures exhibited and lectured on in the Jants'un Rural School, when large crowds of men and women came to visit.

to teach is a painstaking task, for their parents are too ignorant to realize the importance of their children's education. Their indifference is a tremendous handicap. The young prospective teachers certainly had to go through a great deal of hardship, before their classes could finally be organized. After these classes were established, they soon met another grave problem; that is, the question of keeping the regular attendance of their pupils. Meeting after meeting was called by both the Central and Sub-committees to deal with these and similar problems. During the past semester, the pupil-teacher work was carried on only in the Sanch'i area of four villages and there were, at one time or another, over one hundred and forty pupils attending these classes.



The third main feature under this heading is the circulating library. Eight wooden boxes were made by the Department, in each of which about one hundred and ten books were kept. These boxes were circulated to eight stations, namely Ch'engfu



Sociology students and village children making friends in the Jants'un Rural School.

School, Sanch'i Village Headquarters, Ch'engfu Adult School, P'eiyüan Elementary School, Tz'ushan Kungch'ang, P'eite Kungch'ang, P'eiyüan Kungch'ang, and P'eishan Kungch'ang. These boxes would rotate once every week and after every eight weeks new books were replaced for the old ones. The record of the whole semester showed that these books were well used. They were loaned out 7105 times serving 351 pupils. This means that on average each pupil borrowed 20.24 times from these libraries during

the four months' time. It was felt that this library service was a tremendous help towards widening public education.

#### (e) Rural Reconstruction

By rural reconstruction, we include all the work done in the field except the three items mentioned above, namely, field practice, school education, and social education. Most of the activities under this Bureau were carried out in coöperation with the village elders. In both Sanch'i and Jants'un areas, these elders have shown a wonderful spirit and they have done their utmost to help to carry out whatever they believed was the best for the people.

Organization of clubs of various kinds and conducting meetings, introducing public health work, establishing model homes, making investigations regarding the establishment of coöperatives, and conducting social surveys, etc. were some of the outstanding activities of this Bureau.

Both mothers' and girls' clubs were organized in the Sanch'i area with a view to improving household management and care for children. Several meetings were held throughout the term and some of them were well attended. Our experience with them is that they were more interested in entertainments and demonstrations and less



Sociology students visiting Jants'un School with Dr. Chao Ch'eng-hsin as their leader.

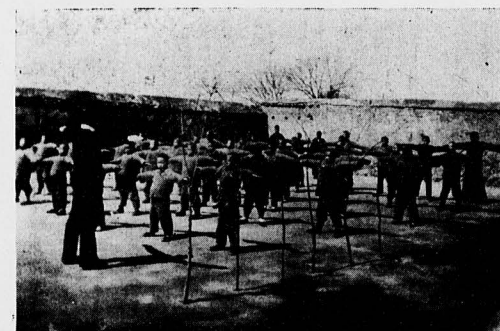
interested in discussions. Therefore, we always included some items of entertainment in the program of all of our meetings. In spite of the many difficulties, the meetings were found quite successful; and their effects were gradually felt in their life practices, although the process is slow.

Public health work was given mostly in the form of lectures. Nurses as well as our own students spoke to gatherings of varied sizes about food nutrition, and preventive precautions. Later, treatment of light cases were undertaken with the help of medicine boxes which are kept in the village headquarters. Our students went through a six weeks' course in practical medicine under the instruction of the Yen-ching University physicians, so they were equipped with elementary knowledge and skill of medical care for others. But in order to avoid undesirable consequences, this has been exercised very conservatively. New plans are being made by one of the University physicians, so that medical work can be carried out more effectively in the new Jants'un area.



Exhibition of children on the Children's Anniversary of 1939.

Six model homes have so far been established. Three are in each of the two areas. Those in Sanch'i area are emphasizing home making, child-care, and hygienic conditions, while those in the Jants'un area are called "Model Farmers' Homes" specializing in agricultural economics. Connections have been made with the Yenta Agricultural Station and the American Board Mission in T'ungchow to assist the latter type of homes to demonstrate improved species of seeds and domestic animals. We are only at the very beginning of our model home work, and a great deal of time and effort will still be needed, before any satisfactory accomplishment can be achieved.



Children of the Tz'ushan Factory taking exercises under the direction of one of our rural workers.

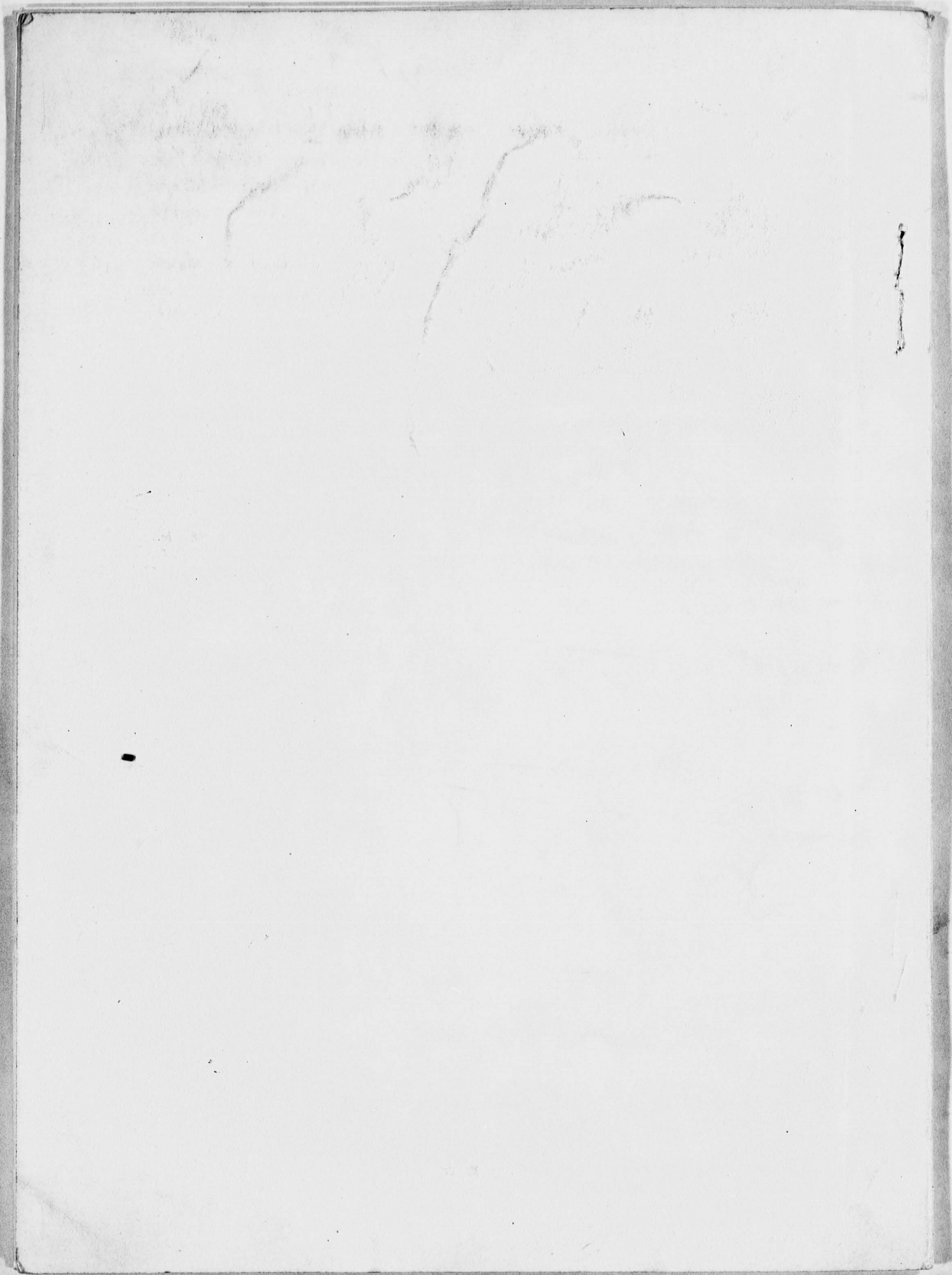
To establish coöperatives in the Jants'un area is one of the ambitions of the Department in which much time has been spent. With the assistance of the Department



of Economics and the China International Famine Relief Commission, a plan is being formed by which preliminary steps can be made towards this direction. It is hoped that lectures on coöperatives will be given to the village people first, and then a coöperative credit society will be organized on a small scale as an experiment. As a matter of fact movement of organizing a coöperative society had already begun before the war and registration had been made with the city government, but the present hostilities have prevented it from functioning. There were forty-eight members and eighty shares. With some assistance from us, this will not be difficult to be put in working order.

Social surveys have been conducted in both Sanch'i and Jants'un. They give us a fundamental knowledge of the economic, cultural, and social conditions of the people whom we are working for. Other activities such as the establishment of an unemployment bureau for the unemployed and the building of roads were also part of the work of the Bureau of Rural Reconstuction.

Henry H. C. Chou,  
Chairman of the Department  
of Education.



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# YENCHING UNIVERSITY

## Statement Concerning the Proposed "Institute of Rural Administration"

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### Purpose

To prepare students for participation in the tasks of rural service and rural reconstruction in China.

Suitable preparation will involve the following elements:

1. Study of the basic social sciences.
2. Study of the conditions and needs of rural China; of similar problems and practical solutions in other countries; and of the solutions and forms of service which will meet China's needs.
3. Training and participation in research.
4. Actual field work in the forms of service now being undertaken in various parts of China or to be developed in the future by the University.

### Organization

The Institute will seek both economy and efficiency by making the fullest possible use of the present departments and administrative offices of the University. The three social science departments of the College of Public Affairs, together with the department of Education, will turn their resources in the direction of education for rural service to the fullest possible extent, and when additional resources are available will add to their staffs specialists for the distinctive work of the Institute.

To meet special demands in administration, such as enlisting suitable students, maintaining contacts with agencies and institutions already in operation, organizing or directing field work, and conducting promotional activities, the Institute will doubtless need one or more special administrative officers, and these will be provided as soon as the need is clear and the resources are available.

Such officers, together with the chairmen and members of the department staffs offering the Institute courses, (and certain University administrative officers, ex officio) will, by a suitable form of organization, constitute the Institute.

### Program of Study

A limited number of men with training as broad as the whole field of rural service will doubtless be needed, but for the most

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practicable forms of service the Institute will recognize the following six more or less specialized types:

1. Political service, in connection with hsien (county) government.
2. Economic service, in connection with rural credit and banking institutions, cooperatives, crop improvement and small-scale industries.
3. Social service, in connection with various measures for improved family and village life.
4. Educational service, in connection with rural schools, literacy education, adult and popular education.
5. Agricultural service. (Recognized as a special responsibility of the College of Agriculture of the University of Nanking, with Yenching cooperating for North China.)
6. Public Health Service. (Recognized as a special responsibility of the Peking Union Medical College, with Yenching cooperating for North China.)

The Institute will undertake to train directly for the first four types of service, together with the less specialized type mentioned in the first sentence of this section.

In the four types to be provided for directly a general education in the social sciences as broad as the whole rural field will be prescribed, with a moderate amount of specialized study related to each special type of service.

More specifically, the four departments of Political Science, Economics, Sociology and Education will cooperate to provide the core of general education needed, and each will provide such specialized study as is required.

Women students may, if desired, substitute Home Economics for any one of the other four departments.

Other departments, such as the language departments, history and the natural sciences, will be asked to cooperate by opening their courses to students whose special study programs indicate special needs, as well as to Institute students who desire to broaden their education through elective courses.

Course requirements in the Institute will be flexible enough so that individual students may, under suitable guidance, organize individual programs of study as far as these are in harmony with the fundamental purpose of the Institute.

In all of the courses provided, supervised field work, equivalent to at least one semester's work will be required.

A sample study program is appended to this statement as an illustration of the plan.



Students who complete the course satisfactorily will be granted special diplomas in addition to the bachelor's degree.

Budget

Professor of Local Government and Administration...	LC\$ 4,500
Professor of Rural Economics.....	4,500
Professor of Rural Sociology.....	4,500
Professor of Rural Education.....	4,500
Part-time lecturers (in Agriculture, Public Health, etc.....	4,000
Assistants.....	3,000
Administration.....	4,000
Library.....	2,000
Equipment.....	1,000
Research and publication.....	4,000
Scholarships.....	1,500
Travel and investigation.....	2,000
Office expenses.....	1,000
Chingho Experiment Station.....	8,000
Contingent fund.....	1,500

Total-----LC\$50,000

(Gold \$20,000 @2.50, estimated, = LC\$50,000)

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Sample Study Program

The following tentative program, for a student preparing for the most general type of service (see first sentence in the section "Program of Study", above) is presented to illustrate the general character of the course of training. A moderate amount of specialization would ofcourse characterize each of the more differentiated types.

Freshman year. (Regular freshman curriculum, slightly modified)		Credits
Chinese.....	6	
English.....	6	
Elective from Mathematics, Biology, Chemistry or Geography.....	6	
Elective from Psychology, "Reflective Thinking" or Mental Hygiene.....	6	
Introductory Sociology.....	3	
Introductory Economics.....	3	
Introductory Political Science.....	3	
Introductory Education.....	3	36
Sophomore year.		
Chinese Social and Economic History.....	6	
Chinese Social and Economic Problems.....	6	
Chinese Social and Political Philosophy.....	6	
Educational Psychology.....	3	
Historical and descriptive study of rural administration or rural reconstruction movements in other parts of the world.....	6	
Conditions and Problems of Agriculture in China.....	6	
Public Health.....	3	36
Junior year.		
Introduction to Rural Economics.....	3	
Chinese Political Institutions.....	6	
Elements of Civil and Criminal Law.....	6	
"Journal Club" for Rural Publications.....	1	
Field Work - under supervision.....	16	32
Senior year.		
Survey and statistical Methods.....	6	
Chinese Local Self-government.....	4	
Folk Literature.....	3	
Rural Sociology.....	3	
Problems and Methods in Rural Education.....	6	
Thesis.....	4	
Electives.....	6	32
Total-----		136



## The Proposed Rural Training Institute

Sent by Dr. Stewart  
letter 4/28/34

In recent years there has been a growing interest among Chinese intellectuals and public spirited leaders in what they have come to recognise as the basic problem of rural rehabilitation. By rural is really meant the areas other than the ports and large cities where in county-seats, market towns, villages and hamlets or scattered cottages, live the vast majority of the population. Meanwhile the Rockefeller Foundation had assigned one of its vice-presidents, Mr. S. M. Gunn, to China to work out a program in which the Social Sciences could be applied to the meeting of such needs as these through research, experimentation, training courses, etc. We at Yenching had shared somewhat in this awakening consciousness and some of us had been feeling keenly the challenge to a Christian institution to assume some responsibility both for studying and for promoting this movement. Already our Department of Sociology had through its own experiment station at Ching Ho and close contacts with similar projects in various parts of the country taken a leading part in such efforts, and other individuals or groups among us were giving evidence of serious interest. The study of rural industry in the Department of Economics in the last few years has gained recognition both in China and abroad. At the Faculty Presidential Conference last September this was made the key-note of the meetings with a hearty response from a good majority of those in attendance. A faculty discussion group was organized to meet fortnightly for the study of this subject and, whether under the leadership of our own members or with outside speakers, has been remarkably inspiring and well-attended throughout this session. The thorough-going commitment of all the members of the three departments associated hitherto in Princeton support did not come at once, nor was any pressure of financial inducement brought to bear upon them. It was all the more significant therefore that before many weeks had passed they unanimously and spontaneously determined upon a closer integration in order the more effectively to reorganize their courses primarily with this functional purpose in view.

Another approach to the issue had been formed because of a desire to provide our students with an opportunity for service that would be usefully patriotic, Christian in spirit, and with adequate technical training. Not only for those who could be encouraged to fit themselves for such a vocational career, but for the whole student body this would give a new and wholesome note of hope and purpose, thus helping to neutralize the tendency toward extravagance or luxurious indulgence with which we are sometimes charged, or toward misguided excesses of fervid nationalistic zeal which the present political outlook can easily generate. It seemed so truly and helpfully an application of our religious beliefs in a form that none could misunderstand and that would be in every sense beneficial. It would be in effect an extension or a laboratory feature for the relating of our Social Sciences more intelligently and directly to the actual conditions of the country, with sufficient cooperation from other sources to make it a university enterprise. Rarely has anything been developed at Yenching more full of unselfish idealism and a sense of our corporate oneness in a common task.

A few of us had been in consultation with Dr. Gunn, and with his advice had prepared an application to the R.F. in two parts, one (\$30,000 per annum) for the maintenance of our three departments until Princeton support could again be rallied, and the other (\$20,000 per annum) in order that these departments together with other elements in the University could render a more specific service to the rural movement. The grant could quite properly have been asked for as a single

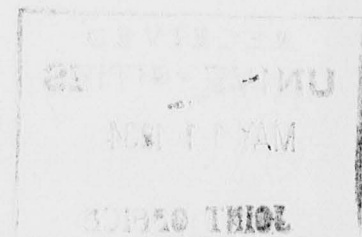
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item, but was thus analyzed to make clear first the institutional need for emergency assistance, and then the broader usefulness it could have with the additional amount. The latter request was in our thought inseparably associated with the former. Dr. Gunn had also wanted the Mass Education Movement centering at Tingshsien and Yenching to come into close cooperation, and seemed very much gratified at the readiness of Dr. James Yen and his colleagues and of ourselves to enter into such an agreement. Several conferences have already been held between the two groups and more positive planning is awaiting the action of the R.F. Here again therefore our Rural Institute is planned as complementary to the Tingshsien program. There was no thought of conflicting with Cheeloo University or any other institution. This was merely a more pronounced and efficient development of our own Social Sciences and of other features in a field in which we have always had some activity, made important by the obvious dependence of all those engaged in rural reconstruction projects upon a trained personnel, and made possible by Dr. Gunn's intention to recommend this item for Yenching as an integral part of his scheme. The employment of the word institute is perhaps unfortunate, as implying too pretentious a project, but there seemed no other satisfactory way of indicating our intention of emphasizing our purpose.

It has been a cause of profound disappointment that the Trustees have hesitated to endorse this proposal, thus tragically jeopardizing the undertaking at least in so far as the Christian agencies are concerned. It is a strange confusion over the use of a single word which happens to have come to bulk large in rather doctrinaire discussions of higher education. Whether Cheeloo is equipped to carry out this special phase of the widely differing and highly complex forms of rural service, or should be strengthened for providing other equally useful training courses more in harmony with its special circumstances and with support secured on that basis are questions which naturally suggest themselves. The issue would presumably never have disturbed the Trustees and our mutual understanding had it not been for the use of the word rural in connection with the correlated program.

But an even more disquieting aspect of the issue is the apparent inability of the Trustees to accept the judgment of their representatives on the field. We are very much more directly in touch with all phases of this proposition and more deeply involved in the benefits or losses resulting from R.F. action. We have repeatedly given assurance of our readiness to fit into any proper correlation of Christian higher education and have consistently planned our program accordingly. We pled in our earlier cable that the Trustees have confidence in us, and reaffirmed our assurances in the later one. We were informed of the date of the Annual Meeting and of the demand for explanations too late to comply, and have had long weeks of anxious suspense as to the wreckage of a project so full of promise, largely, as we must believe, because of the long distance that separates, the brevity of time complicated by a delayed radio message, and the terminology employed unaccompanied by sufficiently detailed statements.

April 10, 1934





### Mission Policy and Middle Schools

The thesis of this paper is that Christian education in China is missing a superlative opportunity for service alike to the Church and to the Nation by not placing a relatively much larger emphasis on middle schools rather than on colleges or universities. The weakening of religious effectiveness in schools is due not to new government restrictions, anti-Christian movements, reduction of missionary finances, or any other causes out of our control, so much as to policies which are largely within our power to rectify.

It may help the argument if we allow ourselves to reconstruct in fancy the situation as we should want it to be. There would be scattered over the country at strategic centres middle schools fewer in number and perhaps often smaller in enrollment but also much better in quality than is at present the case. Most of these would presumably be on a union basis, and there would no longer be the melancholy spectacle of mediocre denominational schools competing with or at least duplicating one another in the same city. Each school would be sufficiently subsidized to have enough really good teachers and equipment to do excellent academic work, to provide for the physical, social and spiritual welfare of the students, to maintain a restricted enrollment, and thus to develop a well-integrated human product such as could scarcely be expected under conditions obtaining now in many of our schools. Chinese executives and teachers would be encouraged to see in such schools a field for service that would impel the finest personalities deliberately to choose to work in them in preference to the colleges. As it is now we by every test of selection, salary, prestige, etc. support the

generally accepted opinions that the most capable persons should be in university positions and only those of inferior attainments should be expected to stay in secondary education. There would be a wide variety of vocational or pre-vocational courses on the ground that many students need not attempt to go on to college. These academies would attract the attention and increasingly win the confidence of that large number of parents all over China who are anxiously seeking for schools to which they can safely entrust their sons and daughters. The Christian name would more and more be the brand of scholastic and moral excellence and therefore to this pragmatic people the equivalent of essential truth about life, and Religion practised in ways that conflict with no government rules but are eternally effective would make its rightful impress. The teachers would advise each student to go to that one of the very few Christian universities which seemed to meet best his special need, and would have the time and knowledge to write about him to the authorities as well as to keep in constant touch with him. This small number of universities could be sufficiently diversified to offer vocational or professional courses with no needless duplication, and with a large proportion of their students from dynamically Christian academies this bloc of students would form the moral standards and maintain the religious life as in present-day China cannot be achieved except under student initiative and with their intelligent, spontaneous support whatever the administrative control or faculty personnel.

This idealized reconstruction is based on certain assumptions. That character is formed, life purposes given direction, religious



beliefs determined, moral and spiritual attitudes <sup>developed</sup> ~~formed~~, in the period of secondary education, and that very few students in any land decide to become Christians after entering college. That the great educational need of China is primary and secondary schools, and that therefore the Christian movement will render a more timely and helpful service to the country by strengthening these and setting standards of how they should be conducted than by repeating the mistakes of government and private education in attempting more universities than resources permit or the demand warrants. That funds for educational missionary work will not be increased - certainly not in proportion to its mounting costs - but that even present resources can be used to much better advantage and by that process prepare for winning new sources of support both in China and abroad. That the reasons for continuing denominational or local colleges are at best very slight, that students readily go from any part of the country to any other at small expense, that the heavy overhead and required or basic instructional costs in every college can be eliminated by concentration at a few centres thus freeing funds for improving the quality of secondary schools, for scholarships for the large number of deserving but impecunious students, and for other obviously useful purposes. That the hope of conducting a campaign in America or elsewhere for the colleges on some such correlated basis as has been proposed is wholly fatuous, and would tend to aggravate the existing maladjustment if successful, but that a more rational program might be expected to commend itself to prospective donors. That salaries and treatment of officers and teachers in middle schools would be so regulated

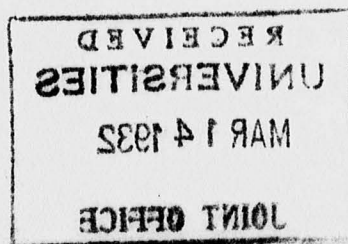
as to make possible the employment of those most suitable.

A reorganization of Christian education that reduced some universities to academies or preparatory and professional schools and that discontinued or combined some middle schools that others might be improved would have objections. It would derange ecclesiastical and other administrative machinery. It would displace foreign teachers who could not use Chinese acceptably for middle school instruction, or would for other reasons be crowded out. It would cease to give employment to Chinese who depend upon the larger salaries and greater prestige of university positions, or would not be suited for middle school work. College teaching will always be more congenial and is usually more remunerative so that the changes advocated in this paper would involve much personal hardship. There would be protests from alumni and perhaps from some supporting constituencies.

It only remains to suggest some of the benefits. There would be fresh and convincing evidence that Christians can cooperate, in spite of personal or group interests, for the greater good of their common cause and of this nation. Smaller enrollments in secondary schools freed from the harassing dependence on student fees and staffed with enough selected teachers would make possible a personalized attention to individual students such as obtained in the earlier missionary schools with results still bearing fruit. The universities would feel the effects in the coloring of their student bodies with more actively Christian or at least somewhat christianized students. This might even reach the extent of such students giving a distinctive tone to the whole body so that those in secondary schools would seek admission not because of physical equipment or



scholastic reputation so much as because of the Christian standards maintained by the students themselves. Others who objected to such standards would stay away despite the lures of material comfort or of academic excellence. Then and only then would the universities be truly and vitally Christian by any process that can survive in the China of the future. There would be economic relief not only for the school administrators but for many a poor student through scholarship funds created out of money released by such comprehensive planning and by further contributions solicited for so worthy a cause. The reductions in staff personnel would result in the retention of the choicest. The noblest spirits could be expected to respond to the challenge of secondary education as a supremely useful opening for service. Old friends abroad and new ones both there and in China would rally to the financial support of an educational program the value of which they could appreciate. The abiding motives and values of the earlier missionary schools would thus be preserved in patterns adapted to modern needs and in a system that could become increasingly Chinese and no less effectively Christian.



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in psychological tests, and statistics. Associated with these should be strong missionary teachers and Chinese experts in education, so that local conditions may be thoroughly understood, and a distinctively Christian curriculum prepared. The school should work out one course after another by experiment, and should prepare outlines and suggestions with the needs of primary school teachers especially in view. The school should be equipped for observation purposes, and teachers, both missionary and Chinese, should be encouraged to visit it. The school should not be the practice school of the normal school. The practice teaching of the normal students should be provided for in another school."

The first institution mentioned in this resolution is the normal school and it is evidently not intended that there should be only one normal school for the whole of China, but that somewhere there should be one "so strongly staffed and equipped as to serve as model" for others. With regard to the second institution mentioned in the resolution, the school for experiment and research, perhaps only one for all China need be considered for the present.

## II. The Elements involved.

1. In determining the elements involved in this enterprise, two purposes should be kept in view: (1) The training of teachers and educational administrators. (2) The scientific study of education as a whole, and especially of education in the Orient. Attention must be paid to the Chinese school system, and to the place of Government normal schools in that system. Primary education in China covers seven years of study, comprised in a four years' course in the lower primary school and a three years' course in the higher primary school. This is followed by the secondary school, known as the middle school, with a four years' course of study. To provide teachers for these schools the government conducts normal schools of two grades: the lower normal school admits pupils after graduation from the higher primary school, and pro-



vides for them a five years' course, which parallels the common middle school course and extends one year beyond; and the higher normal school, or normal college, which admits pupils after graduation from the middle school, and provides a course of four years.

2/ Having these conditions in mind, a fully developed division of education would comprse the following:

A.1. A course for the training of middle school teachers, having as entrance requirement graduation from a middle school, and covering a period of not less than four years.

2. Two middle schools, one for boys and one for girls, serving as model schools in so far as possible, and providing facilities for observation and pfactice teaching..

B.1. A course for the training of higher primary teachers, having as prerequisite graduation from a middle school, and covering not less than two years.

2. A higher primary school, serving as model school, and providing facilities for observation and practice teaching.

C.1. A course for the training of lower primary teachers, having as prerequisite graduation from a higher primary school, and covering not less than four years.

2. A lower primary school, serving as a model, and providing opportunities for observation and practice teaching.

D. In addition to these distinct elements, provision should be made in and through these, and in the higher departments of the University, for the training of educational administration and superintendents; and courses in the advanced study of education should be offered leading to the higher degrees.

E. Separate from any of the above, but closely affiliated, there should be the special primary school for experiment and research as described in the resolution quoted above.

III. The Opportunity in Connection with Peking University.

The Chihli-Shensi Educational Association at the annual meeting in 1918 passed a resolution recommending that there be established "an educational department in Peking University which shall be to China what Teachers' College, Columbia, is to America". It is obvious that there would be neither economy nor efficiency in the missions undertaking separately to provide institutions for teacher training, and there are many reasons why a school of education on a union basis should be connected with Peking University rather than be built up as an independent institution. Connection with the University would secure economy in site, buildings and equipment; would insure economy and efficiency in administration; would permit cooperation in the teaching staff; and in a multitude of ways would provide intellectual stimulus, broadened outlook, and high ideals for the teachers in training.

A complete college of education, providing normal training for teachers in schools of all grades, would not only present strong attraction from the point of view of prospective teachers, but would offer rare opportunities for a thorough study of education in all its departments. School principals, superintendents, inspectors and administrators should find here opportunities for special and general study covering the whole range of educational theory and practice.

If the college of education includes the special school for experiment and research as described in the resolution of the China Christian Educational Association, the opportunities already mentioned will be still further increased. The purpose of this school will be to investigate the special problems of education in China, particularly those involved in the learning and teaching of the Chinese language, the adaptation of occidental principles and methods to oriental conditions, and other related problems.



The location of the University in Peking, the national capital, offers important advantages in all departments of the University, but especially in this true in the division of education. Peking is one of the most prominent centers of mission activity in the country and the missions have developed complete educational systems ranging from the kindergarten to university education for both men and women. Furthermore, Peking is the best place to observe and study the national system of education. The national student center of China is at the Capital, and the Government schools in Peking are conducted as efficiently as possible in order to serve as object lessons in education for the rest of the country.

These and many other considerations which might be added point to a department of education in Peking University as an institution confronted with an unparalleled opportunity for serving the Christian educational interests of China and thus contributing through both direct and indirect means to the enlightenment and Christianization of the nation.