

The most important place in the system is held by the university, which may include the following Faculties: the Literary Faculty, which corresponds to the Philosophical Faculty in German Universities, Science, Law, Education, Agriculture, and Medicine. An institution cannot call itself a university unless it includes at least three Faculties; while each Faculty is divided so far as possible into departments.

One may distinguish, according to their financial administration, national, provincial and private universities, but all are directly under the oversight and control of the Ministry of Education.

Research institutes, according to Faculty, may be erected within a university and if a research establishment includes more than two such institutes, it then becomes Yen-Chiu-Yuan, or an academy. Such institutes are provided with the essential libraries and equipment for research purposes, and it goes without saying that they are placed under the direction of only the most outstanding scholars. So far, altogether nine universities are provided with research institutes, classified as follows: for literary and scientific objects, four institutes each; for legal objects, five; for technical and agricultural objects, two each; for commercial and pedagogical objects, one each.

Those teaching establishments which contain less than three Faculties are the so-called independent institutes. The higher professional schools (*Fachschulen*) are establishments where only one or perhaps two special subjects are taught. Among them are some governmental and some private foundations.

Entry to all these establishments, of whatever kind, is strictly conditional upon passing a matriculation examination.

Other learned organizations may now be briefly mentioned. Firstly, the central research establishment, which is subsidized by the National Government, the Chinese Academy, with seats in Nanking, Shanghai and Peiping. Secondly, the co-operative associations of savants, which can be grouped according to their objects, whether for literary research, for the sciences, for physical education or for general culture. More than one hundred of such associations exist to-day.

The new epoch in the development of Chinese learning may be characterized by the following summary remarks:—

1. A university may contain several Faculties, at least three, of which at least one must be either scientific, agricultural, technical or medical.
2. The period of study amounts to four years, and five in the Medical Faculty.
3. Single-faculty institutions are no more called universities.

The policy of to-day in the development of university organization in China is based on the following principles:—

1. That qualitative improvement is to be preferred to quantitative multiplication.
2. That the teaching body shall direct attention principally to the applied sciences, technology, agriculture and medicine; study in the literary and legal faculties being restricted.
3. Simplification of the structure of the universities and the generalization of opportunities for resort to them.

According to the statistics of the Chinese Ministry of Education there existed in 1934, altogether, 110 institutions of higher education in China, of which 41 were universities, 38 independent institutes and 31 technical colleges, with an aggregate income of about \$34,000,000, a staff of 7,100 teachers, of whom 4,200 held salaried posts, and a student body of 45,752, of whom 5,400 were women.

The present situation, that many Chinese students still study abroad, is now passing away inasmuch as the Ministry of Education no longer favours unregulated study in