

A Study of the Institutional History of Doctoral Education in the Period of the Republic of China

Zhen Chen

School of Humanities and Law
Northeastern University
Shenyang, China 110169

Guandong Song

School of Humanities and Law
Northeastern University
Shenyang, China 110169

Abstract—Since the last emperor of Qing Dynasty retired in 1911, China had entered the period of the Republic of China. And since then, the Government of the Republic of China ("National Government" for short) had further strengthened the contact and communication with European and American culture and education. So far, China's doctoral candidate education had entered the stage of educational practice from concept of education system. Although universities interrupted and even gave up the exploration on postgraduate education due to immigration after the outbreak of the Anti-Japanese War in 1937, it had positive practical significance for the establishment of postgraduate education system after the founding of the People's Republic of China. This paper combs and summarizes the institutional history of doctoral candidate education in the period of the Republic of China from the background, the exploration of education system and the exploration of academic degree system. The purpose is to further improve the institutional research on doctoral candidate education in China, and further make contribution to establishing a sound postgraduate education system with Chinese characteristics of socialism.

Keywords—*the Republic of China; doctoral candidate education; institutional history*

I. INTRODUCTION

When China just entered the threshold of the 20th century, it suffered a painful trauma from the ruthless destruction of the "Eight-Power Allied Forces". The saying of "If you do not strengthen yourself, you will surely perish" quickly became the consensus of Chinese people. And the government of late Qing Dynasty was forced to declare "Focus on Executing New Deal" and give priority to education reform. As a result, there was successively the reform of the system of academy, the resumption of Jingshi University Hall, and the issue and execution of academic system, which further led to the concept of postgraduate education. In 1911, the last emperor of Qing Dynasty was forced to abdicate, and the Republic of China was founded. The cultural and educational exchanges with Europe and the United States were strengthened, and various educational systems were increasingly standardized. Despite the warlord warfare and the confrontation between the North and South political forces, postgraduate education system entered the educational practice stage from the concept of education system. In 1927, the Government of the Republic of China

("National Government" for short) was established in Nanjing; the country gradually became unified; the education legislation became more and more perfect; the postgraduate education was further developed; the education system was completed day by day; the development of postgraduate education began to enter the right track; and doctoral candidate education was naturally put on the agenda. After the outbreak of the Anti-Japanese War in 1937, universities successively immigrated, and interrupted the exploration on postgraduate education, so that the discovery of the doctoral candidate education was abandoned at the beginning.

II. BACKGROUND OF DOCTORAL EDUCATION IN THE PERIOD OF THE REPUBLIC OF CHINA

A. Church University Provided a Reference for the Doctoral Candidate Education in the Period of the Republic of China

China's transplantation of the Western education system was firstly originated to Christian missionaries who came to run school in China. Without exaggeration, it can be said that "China's postgraduate education began in the church university in late Qing Dynasty." The church universities established early in China were successively registered and recorded in foreign countries, in order to compete with the higher education institutions established by the government of Qing Dynasty for posing some influence on Chinese youth. For example, Soochow University was registered in Texas, USA, in 1902; St. John's University in Shanghai was registered in Columbia, USA, in 1906, and "set up colleges of liberal arts, medical, and theology, and the graduate will be granted academic degrees equivalent to those granted to graduate in the university in American". Nanjing Jinling University was recognized by the State of New York, USA, in 1911. "Students who have completed the curriculum in the university as planned by the Board of Directors of universities in the State of New York, USA, will be granted the degree of bachelor of arts". In those church universities registered in the USA, students once graduated from the university could be exempted from test and be directly enrolled by the state university or associated university at the registered place; at the same time, they can also be granted relevant degrees of various associated universities to indirectly rise their reputation; based on the actual conditions, university in the registered place also raised their

requirements for the education quality of those universities; consequently, many universities improved the conditions for enrollment and extended the period of schooling. For example, in 1906, St. John's University changed the university curriculum from three-year system to four-year system, and then tried out the postgraduate education by simulating the three-level academic degree system in America. "After graduating from university, students will be granted a bachelor's degree; if continuing study in the university for 1-2 years and then having passed the oral defense on thesis, students will be granted a master's degree; and if continuing further study for another 1-2 years and then having passed a more rigorous oral defense on the thesis, students will be granted a doctor's degree."

At the same time, with the establishment of church universities, the number of principals and foreign teachers having advanced academic degrees such as master's degree and doctor's degree was increased day by day; and those academic degrees involve in many fields such as philosophy, literature, law, science and medicine. Those fields had become important windows for Chinese to know about and accept the western academic degree system in the understanding of the people in modern times since modern times. Just as Fei Zhengqing said, "The missionary writers gradually became fond of and influenced by Chinese cultural traditions. They attempted to play a role of scholar in this culture, and further influence and transform this culture. They found that they were busy with a two-way channel. They passed on the image of China to the West while helping to form Chinese view of the outside world".

B. Chinese Students Overseas Posed Influence on Doctoral Candidate Education in the Period of the Republic of China

In the early years of the Republic of China, with the change of government, education reform became imperative; the education for studying abroad has attracted great attention; various relevant policies for studying abroad were issued. In 1913, the Ministry of Education specially set up "studying-abroad division" responsible for education work for studying abroad. Since then, it had successively issued a series of regulations such as the "Provisional Regulations for Managing Affairs of Chinese Students Studying in Europe", the "Provisions for Chinese Students Studying in Europe at Governmental Expenses", the "Provisional Regulations for the Management on Chinese Students Studying in Japan at Their Own Cost", the "Provisional Regulations for Managing Affairs of Chinese Students Studying in Japan", the "Regulations for Selecting Students to Supplement the Shortage from the Planned Enrollment Figure of Students Studying Abroad from Each Province at Governmental Expenses", and the "Provisional Regulations for Managing Affairs of Chinese Students Studying in America", in order to strengthen the regulation and guidance on the education work for studying abroad. In 1916, the "Regulations for Selecting and Dispatching Chinese Students to Study Abroad" was further issued and used as a unified regulation on the education for studying abroad. "One the one hand, those being dispatched to study abroad are for supplementing

any talent shortage in the whole China; on the other hand, they are for adding a specific field of talents based on the special situation of a place." The form of students studying abroad was also diversified: studying abroad at governmental expenses and studying abroad at their own costs. With respect to the form of studying abroad at governmental expenses, The Ministry of Education, the Ministry of Communications, the Ministry of Army, the Ministry of Navy and other departments directly under the Central Government all once sent students to study abroad. Among them, the Ministry of Education took the lead and had a large number of students studying abroad, so that students studying abroad at governmental expenses became a major category in the whole students group studying abroad. With respect to the form of studying abroad at own costs, "Since the abolishment of imperial examinations, China's political, military, and academic circles all have selected to send student to study abroad. This is essentially a shortcut for those who want to seek for political position." Hence, "people all know the importance of study; and those studying abroad do not feel it hard but honored to study abroad.

What worth of noting is that most of the international students dispatched abroad in this period had obtained corresponding academic degree and come back to China. "They have introduced many foreign educational ideas into the field of education in China, making the development of China's educational thoughts in this period more mature and independent than ever before." They have emerged very quickly in politics, economics, education and many other fields. According to statistics, "after the ninth year, especially after the 16th year, of the Republic of China, the Minister of Education, the General Director of Education and the president of university are almost all selected and appointed from students who have studied in the West. University professors are also appointed from such students. The influence of such students in the education sector is far-reaching". On the one hand, the returned students deepened Chinese people's cognition of the value of academic degree; on the other hand, they invisibly played a best publicity and promotion role.

C. Chinese Education Thinkers Provided Ideological Basis for Doctoral Candidate Education in the Period of the Republic of China

Zheng Guanying, who first proposed the postgraduate concept, summed up the "Ways of Talent Education in Western Countries" in his article "School": "Primary school should enroll those aged between 7-15, seeking for a general understanding of literature and mathematics and a brief review of history of the earth, and those who are clever can also learn languages of other countries; Middle school should enroll those aged between 15-21, seeking for a specific study of various disciplines diligently. Senior school should enroll those aged between about 21-26, seeking for excellent study and cultivating the ability to create new things based on the old one". The "senior school" called here is equivalent to today's postgraduate education. Soon, Kang Youwei also made some assumptions about postgraduate education. In "Da Tong Shu (About the Great Harmony)", he

pointed out: "After graduation from university, those who are particularly talented, or have extraordinary thoughts, comprehensive knowledge, or have a new book, or have made innovation, can be jointly recommended by several masters to accept a one-year employment and a bachelor's degree in addition to three years of salary to help them making something different". It can be seen that Kang Youwei designed a 3-year study period for postgraduate education. Although he did not mention about granting master's degree or doctor's degree above bachelor's degree, there is no doubt that one should try the best to obtain the more advanced academic degree.

After that, in the article "Education System Table", Liang Qichao had more detailed sketches of the "three paragraphs and three categories" of blueprint for the length of study: "Kindergarten (2 years) — primary school (8 years of compulsory education) — middle school (8 years, wherein literature and practice curriculums are separated) — colleges and universities (3-4 years) — institute (free research, no restrictions in years)". Among them, "institute" was apparently the specific utility for postgraduate education. Although those educational thinkers' ideas about the advanced academic degree system were out of the reality, they pointed out the way and consolidated the ideological foundation for the exploration on doctoral candidate education in the period of the Republic of China.

D. The National Government Provided an Institutional Basis for Doctoral Candidate Education

In 1912, the newly established Ministry of Education of the National Government promulgated the "University Order" which clearly stated the concept of establishing an academic degree system: "For students in institute, those who have new invention in scientific principle or law or important works which are evaluated as qualified by the school council and faculty senate of the major will be granted academic degree in accordance with the 'Academic Degree Order'". In January, 1913, the Ministry of Education promulgated the "Regulations for University" which listed "institute" into a specific chapter: "(1) Institute consists of philosophy institute, history institute, botanical institute and other institutes named after specific research fields. (2) Institute does not have a systematic curriculum. The students made 'researches in items' under the guidance of the instructor, but they must make 'lecture discussion regularly'. (3) In addition to making research, the students in institute can also serve as teacher or do experiment in the school. (4) After finishing the researches scheduled, the students in institute should submit thesis on its research matters and ask for review by the dean and instructor, and then be granted academic degree in accordance with the 'Academic Degree Order' and under the decision of the faculty senate".

In July 1929, the "Organization Law for University" and "Regulations for University" were promulgated, and soon later, some relevant laws and regulations such as the "Rules for Faculty Qualifications in University" were issued. In May 1934, the "Provisional Organizational Regulations for Research Institute in University" was promulgated and stipulated: "Research Institute is divided into literature, law,

law, education, agriculture, industry, commerce, and medicine and other aspects of research school. Those who have more than three research schools can be called research institutes. Each research school is further divided into several departments which are called xx department of xx research school. The recruited postgraduate students should be those who have graduated from national, provincial and registered private colleges and independent colleges and passed the relevant public examination and are not limited to those graduated from the school. The study period of postgraduate is tentatively scheduled for at least two years". In April 1935, the National Government issued the "Law for Granting Academic Degree" which clearly stated three levels of degrees such as bachelor's degree, master's degree, and doctor's degree. On the basis of this law, the Ministry of Education successively published the "Rules for Academic Degree Grading" and "Rules for Master's Degree Examination" which had more detailed and thoughtful provisions for academic degrees. This is the first law on postgraduate education and academic degrees as officially promulgated in the name of the government in the history of China. The implementation of those regulations and rules laid a solid institutional foundation for doctoral candidate education.

III. DIFFICULT EXPLORATION ON THE GRADUATE EDUCATION SYSTEM IN THE PERIOD OF THE REPUBLIC OF CHINA

As aforementioned, the reform, rectification and standardization based on higher education in early years of the Republic of China provided necessary ideological, material and institutional foundation for doctoral candidate education in the period of the Republic of China. At the same time, postgraduate training institutions and special academic institutions, as well as academic societies and academic journals were successively established; the employment of teachers was gradually on the right track; and doctoral candidate education began a difficult road of exploration.

A. Organization Construction of Doctoral Candidate Education

1) *Preparation for construction of postgraduate training institutions in colleges and universities:* In October 1912, the Northern Warlord Government promulgated the "University Order", in which Articles 6 and 7 stipulated the title and enrollment conditions of postgraduate training institutions established in university: "University set up institutes for making researches on the profound academic connotations. Those who have graduated from each major or are identified as having equivalent educational level by examination can be enrolled in the institute". The "Amended University Order" issued in September 1917 re-emphasized that "If a university has institutes, those graduated from the university at undergraduate level can be enrolled in the institute". In this context, the National Peking University and Tsinghua University began to make a pioneering exploration on setting up institutes in the university. At the end of 1917, Peking University established nine research institutes

specific in three disciplines such as literature, science and law, allowing graduates or senior students of the school to join the institute and serve as researchers. This is the earliest research institution established in colleges and universities in China; in addition, applicable rules such as "General regulations of institute" and "General Rules of institute" were formulated to guide and promote academic researches in school. "By the beginning of 1918, there were totally 148 researchers in the institutes, wherein 71 researchers majored in liberal arts and 32 researchers majored in science." In 1925, when establishing the department of institutes, Tsinghua University also established the Institute of Chinese Classics and employed four academic celebrities such as Wang Guowei, Liang Qichao, Chen Yinke and Zhao Yuanren as tutors. By the summer of 1930, Tsinghua University had established 10 research institutes specialized in Chinese literature, foreign languages, philosophy, and biology and other aspects. Since entering 1920s, it had become more common for universities to set up special research institutions for engaging in academic research and cultivating graduate students. St. John's University, Soochow University, Jinling University and other church universities, as well as Nankai University, Sun Yat-sen University, Wuhan University, Peking Normal University and other private universities had begun to prepare for setting up research institutes.

2) *Establishment of institution specific for academic research:* In 1928, the Academia Sinica established the Research School of Physics led by the famous physicist Ding Xielin. In 1929, the Research School of Physics of Peking Research Institute was established, and the famous physicist Yan Jici was appointed as the director. According to the research demands, the research school further set up many advanced laboratories such as large crystal spectrograph laboratory, microscopic laboratory, and spectroscopy laboratory. In 1933, the Research School of Physics of Shanghai Academia Sinica was established and further set up the electromagnetic research room, optical research room, radio research room, constant temperature research room, physics laboratory, and radioactive laboratory. "Since the Republic of China to 1934, there had been 38 academic institutions such as the National Academia Sinica." The establishment of those special research institutions laid a solid foundation for the subsequent scientific research and postgraduate education. Afterward, Wu Youxun had conducted researches on x-ray scattering at Tsinghua University. His research paper "On the total scattering intensity of x-rays scattered by monoatomic gases" was published by the well-known British magazine "Nature", and created a precedent for scientific research in China. Subsequently, Zhou Peiyuan carried out research on "the free electronic diamagnetism of metal"; Yan Jici, Qian Linzhao and Zhong Shengbiao made researches on "the pressure effects and spectroscopy in photographing"; Sa Bendong conducted the research on "using double-vector method to

calculate the characteristics of three-phase circuits and triodes"; Wu Dayou made research on "spectroscopy"; and Wang Ganchang carried out research on "The relation of weather to the aerial radioactivity"; all their researches had achieved outstanding results. In aspect of social science, the Department of Economics of Commercial Research School under the Research Institute of National Southwest Union University focused on the researches on a number of economic issues in the wartime; wherein, the major research directions include wartime inflation research, Chinese agricultural economic research, socioeconomic history research, and statistical work. The establishment of those academic research institutions and related research results further enriched China's strength in postgraduate training.

3) *The establishment of academic societies and academic journals:* While preparing for constructing postgraduate training institutions, university also established some academic societies to promote scientific research. For example in October 1915, the "Science Society of China" was officially established and assigned five people including Ren Hongjuan and Zhao Yuanren as the first directors, and Yang Quan as the director of editorial department. In 1918, the office was moved back to China from the United States. In 1919, the premise of the Society was fixed in Nanjing. The society advocated "contacting with comrades and making academic researches to jointly develop sciences in China", with the purpose of "distributing scientific knowledge and promoting industrial development". From 1914 to 1925, the number of members in the society reached 1,728 from 35. From 1916 to 1929, China successively emerged many well-known academic societies such as "China Agricultural Society", "China Engineering Society", "Chinese Psychology Association", "Chinese Society for Plant Pathology", "Chinese Society of Physics", and "Chinese Chemical Society", which "on the one hand promoted the specialization of knowledge production, on the other hand linked scholars all over the country in the form of professional organization specific in science research". At the same time, in order to better carry out academic exchanges and research activities, those societies successively established their academic journals, such as the "Science" founded by Science Society of China, the "Chinese Journal of Physics" founded by Chinese Society of Physics, the "Acta Chimica Sinica" founded by Chinese Chemical Society, the "Chemical Engineering" founded by Chinese Institute of Chemical Engineers, and the "Acta Psychologica Sinica" found by Chinese Psychology Association. By virtue of those academic journals, foreign advanced science and technology, scientific methods and information to China were introduced to China; and by publishing the most cutting-edge research results of China on the journals, the development in postgraduate education was greatly driven.

4) *The employment of teachers was gradually on the right track:* In order to ensure the level of postgraduate

teaching quality and the standard of scientific research, the government of the Republic of China attached great importance to the construction of teaching staffs. In September 1917, the Ministry of Education promulgated the "Amended University Order" which clearly stated: "University set up three types of titles for teachers: full professor, professor, and assistant professor. If necessary, university can employ lecturers". In June 1927, the newly established National Government issued the "Rules for Faculty Qualifications in University" which further recognized the qualifications of faculty members in university: "Qualification requirements for assistant: graduated from a university in China or foreign countries, obtained a bachelor's degree, and had considerable achievements; or having made researches on Chinese classics. Qualification requirements for lecturer: graduated from a university in China or foreign countries, obtained a master's degree, and had considerable achievements; or having served as an assistant for more than one year and had special performance; or having made contribution to studies of Chinese classics. Qualification requirements for associate professor: Having made researches in research institute of foreign university for several years, obtained doctoral degree, and had considerable achievements; having served as lecturer for more than one year and had special achievements; or having made special contribution to studies of Chinese classics. Qualification requirements for professor: having served as associate professor for more than two years and made special contribution to the work". "Prior to working on the post, teachers in university should be reviewed by university faculty council and submit applicable curriculum vitae, diploma, works, and service certificate; the review should be made in the presence of a representative from the central educational administration authority; those who have doubtful and insufficient qualifications but have made special contribution academically should subject to discretion of the council". With the normalization of teacher employment and the relatively superior salary, many excellent talents were attracted to the education circle. This was objectively helpful to create a stable and qualified teaching staff for postgraduate education.

B. Difficult Exploration on Doctoral Candidate Education

China's postgraduate education in true meaning began with Peking University and gave priority to the development of master degree candidate education. In 1918, Peking University established 9 research institutes in three disciplines such as literature, science and law, and formulated and promulgated the "General Rules for Graduate Students", "Draft Measures for Research School" and "General Statute for Research School", and began to enroll postgraduate students from 1918; up to 1919, the number of postgraduate students enrolled had reached 148 in total. In July 1920, the "Statute for Research School" was published and made clear the nature and scientific research scope of each research school. In 1921, the "Organization Outline of Research Schools in National Peking University" was

promulgated, proposed to build a complete set of research schools for constituting institute, and set up scholarships and student subsidies for encouragement. According to the provision "University should set up research institutes" under the "Organization Law for University" (1929), Peking University officially established the Peking University Research Institute on the basis of the research school of Chinese classics in 1932. This institute was divided into three departments, namely the Department of Literature and History, the Department of Natural Science, and the Department of Social Sciences. So far, Peking University's postgraduate education had been gradually complete.

In mid-1920s, Tsinghua University began to formulate relevant regulations and began to recruit master degree candidates. According to the "Charter for Research Institute in Tsinghua" (1924), the research institute "should be dedicated to the research on high-level academics to cultivate specialized talents", "specialize in cultivating talents who are willing to write scholarly works in the whole life", and employ "those having profound professional knowledge to serve as full-time professor living in the institute to teach and guide students". The qualification requirements for the applicants are "having graduated from university in China or foreign country, or having equivalent educational level; serving as teacher in university or service person in academic authority and have relevant knowledge and experience; being self-study talents in various places and having the foundation of classics and history". After being enrolled, students must go to the institute as scheduled on time, always live in the institute, screen external affairs, and concentrate on research and learning. The basic methods of research are: paying attention to self-study by individual, instruction by full-time professor; professor can independently define the scope of the discipline to share his/her life-long learning experience and their expertise. Professor should regularly set a time to interview with students, check them by examination, and share the learning method and books necessary to be read with students. Time should be set, often with the trainees, to check the results, instructions and books should be read". From 1933 to 1943, Tsinghua Research Institute granted master's degree to 42 students in total; up to 1948, a total of 42 master degree candidates graduated from Tsinghua University.

In 1930s, the Central University, Zhejiang University and other universities also experienced a relatively rapid development in postgraduate education. In 1934, the Central University only had the research school of science and the research school of agricultural sciences enroll postgraduate. In 1938, the university officially established research institute; up to 1940, there had been five research schools and 9 departments enrolling students; up to 1947, the scale had reached 7 institutes and 26 research schools. At the same time, a number of schools such as Wuhan University and Sun Yat-sen University had also established research institutes to recruit postgraduates.

IV. DIFFICULT EXPLORATION ON DOCTORAL EDUCATION IN THE PERIOD OF THE REPUBLIC OF CHINA

With the development of enrollment of master degree candidates, the enrollment and training programs for doctoral candidates are gradually incorporated into the agenda of governmental educational departments. In April 1935, the National Government promulgated the "Law for Granting Academic Degree". In this Law, the Article 2 clearly stipulated the category of academic degrees: "Academic is divided into three levels, namely bachelor's degree, master's degree and doctor's degree"; Articles 5 and 6 further stipulated the enrollment conditions for doctoral candidate: "Article 5: Those who have been granted master's degree according to the Law, engaged in continuous research in the aforementioned research institute or research school for more than two years, passed the examination of the institute and been recognized by review of the Ministry of Education can be selected as doctoral candidates; Article 6: Those who have one of the following qualifications and are qualified by review of the Ministry of Education can also be selected as doctoral candidates: (1) having special academic works or inventions; (2) having served as professor in public or registered private universities or independent colleges for more than three years". Doctoral candidates who have passed the examination of doctoral degree evaluation committee can be granted doctor's degree by the state". The organization of doctoral degree evaluation committee and the rules for doctoral examination shall be determined by the administration department together with the examination department. Both master degree candidate and doctoral candidate are required to submit research thesis of applicable academic degree". Thesis review criteria: "The paper should do make a significant contribution to the academic aspect of the discipline; in writing the paper, the paper indeed fully referred to the existing research achievements on the problems involved in this thesis; this thesis clearly indicates the major foreign language necessary for the author to know about and research the discipline. The said thesis shall then be submitted by director of the research institute or school to experts (3-5 persons) engaging in research on this discipline for review. The theses which having passed the review by each research institute or school shall be countersigned by the reviewer and director of the research institute or school, and then be submitted by the research institute or school to the Ministry of Education for review and determining the doctoral candidate. The doctor's degree evaluation committee shall review the thesis together with five external experts and give "yes" or "no"; the thesis obtained three "yes" are regarded as qualified. The doctoral candidates whose theses are qualified shall further take part in the oral examination held by the doctor's degree evaluation committee; but those who are recommended by the committee and obtained open votes from more than 3/4 attended members of the committee can be exempted from the oral examination provided that more than 2/3 of the members attended the voting. With respect to the oral examination, in addition to the review committee, the evaluation committee should also invite four experts to jointly hold the examination and mutually recommend a chief examiner to ask questions about the thesis content and those having close relation with the

thesis. In the oral examination, the candidate will be required to firstly explain the general idea and research process of the thesis, then be questioned by the chief examiner and other examiners and answer the questions one by one. For those who have passed both the thesis review and oral examination, the committee will apply to the National Government for granting them doctor's degree of the Republic of China and get their theses published and printed". Above all, the granting of doctor's degree at that time not only had high specification but was also very strict; there were rigorous procedures and orderly specifications from thesis review to oral defense.

In June 1935, Peking University promulgated the "Provisional Regulations of Peking University Research Institute" which was the first specific provisions for the enrollment, cultivation and management of doctoral candidates. Chapter 18 of the Regulations stipulates that: "Those who have been granted master's degree, engaged in continuous research in the institute for more than two years, passed the examination of the institute and been recognized by review of the Ministry of Education can be selected as doctoral candidates". Clause 3 of chapter 19 further pointed out that: "Doctoral examination of doctoral candidates shall be held by the state according to the 'Rules for doctoral examination' (haven't been issued)". In 1940, the Ministry of Education of the National government also issued the "Regulations for doctoral degree evaluation committee", and the "Review and evaluation rules for doctoral examination". Those regulations, together with the "Law for Granting Academic Degree" and so on, constituted the earliest and most complete policy and regulation system for doctoral candidate education in China, and indicated that China's doctoral candidate education had basically taken shape over more than 30 years of constant amendment and enriching.

However, due to the outbreak of Anti-Japanese War, the successive immigration of universities, and the political turmoil, the enrollment of doctoral candidates could not be implemented, and the actual progress was not significant. In 1943, when reviewing this work, the Administration Department of the National Government had to admit that: "Before the Anti-Japanese War, academic research was hampered by the limitations in equipment and teachers, so that the granting of doctor's degree had not yet been executed. The granting of this doctor's degree should be put off, considering universities' increased difficulties and the special difficulty in talent cultivation recently". The grant of the doctoral degree should be suspended. So far, this kind of beneficial exploration was forcedly interrupted. To be more exact, during the 30 years of ruling, the National Government had made a lot of efforts in exploration of doctoral candidate education from theoretical assumptions to institutional norms. But in fact, no university and research institute had ever truly enrolled a doctoral candidate.

V. CONCLUSION

During the more than 30 years of turbulence in China from the founding of the Republic of China in 1912 to the founding of the People's Republic of China in 1949, the National government and many scholars made adventurous

attempts in the education ideas and purposes at macroscopic level, and the education systems, policies, and regulations at implementation level, and made certain contributions to the design of doctoral candidate education system in China. Although not any doctoral candidate was substantially enrolled due to the historical reality and the governmental management constraints, the more than 30 years of relevant exploration accumulated precious experiences for the establishment of postgraduate education system and even that of doctoral candidate education system after the founding of the People's Republic of China.

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