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# THE INFLUENCES OF THE AMERICAN BOXER INDEMNITY REPARATIONS REMISSIONS ON CHINESE HIGHER EDUCATION

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THE INFLUENCES OF THE AMERICAN BOXER INDEMNITY REPARATIONS  
REMISSIONS ON CHINESE HIGHER EDUCATION

By

Xiaojuan Zhou

A THESIS

Presented to the Faculty of  
The Graduate College at the University of Nebraska  
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Major: Educational Administration

Under the Supervision of Professor James Griesen

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THE INFLUENCES OF THE AMERICAN BOXER INDEMNITY REPARATIONS  
REMISSIONS ON CHINESE HIGHER EDUCATION

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University of Nebraska, 2014

Adviser: James Griesen

The purpose of this study was to consider the influences of the American Boxer Indemnity Reparations Remissions (ABIRR) on Chinese higher education. These remissions were used to establish two universities, to establish the American Boxer Indemnity Scholarship Program (ABISP) to support Chinese students' studying in America, and to support other higher education- related projects.

This study focused on higher education considering ABISP as an individual case. The ABISP students were selected from all the students who studied in America in the corresponding period in part because of the inconsistencies of research before 1949.

Through tracking 1,152 ABISP students of Type (a) "admitted to American student" and Type (b) "pre-admitted to American student" one by one, the researcher found 707 (61.28%) of them were engaged in Chinese higher education. Among those 707, 597 (84.44%) had title of professor or associate professor.

The research listed that ABSIP students created 19 "firsts" for Chinese higher education. ABISP students also created 12 departments of Tsinghua University as well as established 19 departments and universities other than Tsinghua. Nineteen (19) ABISP students were engaged in compiling authoritative collegiate textbooks.

## Acknowledgements

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I must thank my boss, Dr. David Wilson, for supporting me in completion of this degree. He helped me get scholarships and a graduate assistant position. Thank you for allowing me to work full-time while taking classes. I need to thank Dr. Miles Bryant, the coordinating person for the 2012 Summer Workshop for Zhejiang University City College (ZUCC) at UNL. I was an assistant in the program and Dr. Bryant showed great patience and responsibility in dealing with issues. He organized a variety of presentations and discussion groups for ZUCC members to know UNL and the US higher education system. I learned a lot from the workshop, which deepened my understanding of American higher education.

I want to thank my parents. They have supported my decisions with an open mind. My Dad is my role-modal. His braveness in conquering difficulties in his childhood was my driving force.

I want to give the greatest thanks to my husband, Yuxiang Weng, who has supported me in every aspect he can think of. He took care of the housekeeping, did all the cooking, and helped me research thesis materials. He took me out for relaxation when I was stuck somewhere and wanted to pull the hair out of my head. He listened to all my complaints about having to work and study at the same time. He promised to take me for trips after graduation.

## Table of Contents

Chapter 1—Introduction .....	1
Brainstorming .....	1
Purpose of Study .....	2
Study Target.....	3
Study Methods .....	3
Significance of Study .....	4
Definition of Terms.....	5
Explanation of Special Cases.....	7
Chapter 2—Literature Review .....	9
Introduction.....	9
Original Documents .....	9
Research Materials.....	11
University Historical Archives .....	12
Autobiographies and Biographies.....	14
Research on the Influence of ABISP Students on Chinese Higher Education .....	15
Conclusion .....	16
Chapter 3—Historical Background.....	17
Boxer Rebellion .....	17
Boxer Indemnity .....	17
The Remitting of American Boxer Indemnity Reparations .....	18
Chinese Government’s Reaction to Remitting Reparations .....	21

Chapter 4—Overview .....	24
Usages of the Remitted American Boxer Indemnity Reparations .....	24
Established Two Universities .....	24
Sent Students to U.S. ....	26
Supported Cultural and Educational Projects .....	31
Created Projects .....	31
Cooperated Projects .....	32
Subsidiary Projects.....	33
Overall Status of ABISP Students .....	34
Major Distribution of ABISP Students .....	34
Degrees Received.....	35
Relationship to Chinese Higher Education.....	37
Chapter 5—Achievements on Higher Education.....	39
General Status .....	39
Classification of Achievements .....	41
Tsinghua and the Nobel Prize.....	41
Direct Connections.....	41
Indirect Connections .....	42
Creative Work.....	42
The Firsts .....	42
Foundations.....	46
Textbooks.....	49
ABISP Students Who Taught in The United States.....	52
Yuen-Ren Chao and Fan-Kuei Li .....	55

	iii
Shao-Chang Lee and Peng-Chun Chang.....	56
Yi-Pao Mei.....	57
Wu-Chi Liu.....	57
Science and Engineering Field: Yu-Hsiu Ku and K. K. Chen.....	58
Others .....	59
Educational Administrators .....	59
ABISP Students Who Taught Outside of China Mainland.....	59
Chapter 6—Comparisons.....	62
Comparing with the American-Educated Youngsters .....	62
Comparing with Students Who Studied in Japan .....	63
Comparing with Non-ABISP Students .....	67
High Selecting Standard .....	67
High Educating Standard .....	67
Adequate Budget.....	68
Comparing with Other Programs Supported by Remitted Boxer Indemnity Reparations .....	68
England .....	69
Remitting Process .....	69
Usage Before the Anti-Japanese War .....	69
Usage During the Anti-Japanese War.....	69
The Protection of Cultural Relic .....	70
The Subsidization of Researchers.....	70
The Self-created Projects .....	70
Usage During the National Southwest Joint University Period .....	70



	iv
Russia .....	71
France .....	71
Belgium.....	71
Holland.....	72
Chapter 7—Conclusion.....	73
References.....	76
Exceptional References.....	94

## List of Tables

Table 1	The Amount of Boxer Indemnity Reparations.....	19
Table 2	ABISP Supported Student Type (a) to Type (d).....	27
Table 3	ABISP Supported Student Type € to Type (f).....	29
Table 4	Students Admitted After 1933 .....	30
Table 5	Created Subsidiary Projects .....	32
Table 6	Major Distribution of ABISP Students.....	35
Table 7	Degrees Received.....	36
Table 8	Career Status of ABISP Students.....	38
Table 9	Titles of ABISP Students Who Worked for Higher Education .....	40
Table 10	Founders of Departments of Tsinghua.....	46
Table 11	ABISP Students Who Taught in The U.S.....	53
Table 12	Educational Administrators .....	60
Table 13	ABISP Students who Taught Outside of China Mainland.....	61
Table 14	A Comparison of Occupations of Returned Students from the U.S. and Japan.....	66

## Chapter 1

### Introduction

#### Brainstorming

The researcher began to pursue a master's degree of educational administration in 2011. As a foreign student, the researcher had a difficult time in American higher education which drove her to dig deeper into the history of Chinese higher education, the aim of this thesis. Chinese higher education started much later than that of America. The researcher knew there was a connection between American higher education and the beginning of Chinese higher education, and this inspired her curiosity and set the thesis focus of China, study abroad, history, and higher education.

The first significant event was the Chinese Educational Mission of sending teenage boys to America beginning in 1872 and ending with failure in 1881 (Lv, 2009, pp. 18-21). In the late Qing Dynasty, a summit of Chinese students' studying abroad emerged. Xiong (2007) referred to the statistics of Chinese students' studying in Japan:

There were only 77 students studying in Japan in Qing Dynasty Guangxu Emperor 24 year (1898). The number increased to 143 in the next year and to 159 in Gengzi year (1900). However, there were 266 students went to Japan in the year of Guangxu 27 (1902) and boosted to 727 in Guangxu 28 (1903). In the following years, the increasing tendency continued. By November Guangxu 29 (1904), the number of students studying in Japan was 1,242 and reached 2,557 by November of the next year. In the following year, the number went over 8,000. (p. 19)

The great number of students does not mean the outcome of the students' studying in Japan was good. The truth was that few returning students made any achievements (pp. 19-22).

## **Purpose of Study**

The purpose of this historical study was to provide descriptive data for the influence of American Boxer Indemnity Reparations Remissions (ABIRR) on Chinese higher education through the achievements of students in the American Boxer Indemnity Scholarship Program (ABISP) in higher education. Through comparing ABIRR to other foreign-study movements and the remission of non-ABISP students' reparations it is proved that ABIRR was most significant and had the most influence on Chinese higher education.

The Boxer Rebellion was not the first event in modern Chinese history which revealed connections between war and higher education. China was defeated in the Sino-Japanese War of 1894-1895, resulting in the climax of Chinese students' studying in Japan. Although the Boxer Rebellion was a significant event in Chinese modern history, the history textbooks for primary and middle school students only mention the process of the Boxer Rebellion, the Boxer Protocol, and Boxer Indemnity reparations. As for the remission of Boxer Indemnity reparations, no information is covered. Previous research introduced the remission of American Boxer Indemnity reparations, the establishment of Tsinghua University, and the sending abroad of Chinese students. Before 1949, research on the achievements that ABISP students made on higher education was non-existent. After 1949, researchers studied all students who studied in the U.S. including ABISP students, not the significance of ABISP students specifically. This study considered ABIRR as an individual case and did comprehensive research for it.

The researcher wanted to reveal the real history and quantify the influences that ABIRR had on Chinese higher education.

### **Study Target**

Besides doing overall research for the entire usage of ABIRR, the main target of this study was the 1,152 ABISP students who were classified as “admitted to American university student” and “pre-admitted to American university student” from 1909 to 1929. Other types of ABISP students were mentioned in the overall chapter too, but “admitted to American university student” and “pre-admitted to American university student” students benefited from ABISP most and were the main component of the achievements ABISP students made in Chinese higher education.

Due a shortage of time and information, it was very difficult to track all ABISP students. Through studying these two types of ABISP students, people gain overall knowledge of the influences of ABIRR on modern Chinese higher education.

### **Study Methods**

The researcher tracked records of those 1,152 students one by one, which was the most time-consuming part. The roster of the 1,152 students was taken from the Tsinghua University’s official website for legacies. However, discrepancies existed when comparing it with the rosters provided by Zhou (1917) and Zhang and Sun (2009). The researcher reduced inaccuracies through making comparisons among the three resources. The first group of American Boxer Indemnity Scholarship Program students happened more than 100 years ago. Since then, all of the students have passed away making it hard to track their records. Second, based on the findings, the researcher selected variable

forces related to higher education: non-education engaged, education engaged, young death, presidents, deans, directors, professors, academics, founders, pioneers, textbook writers, teachers taught in America, teachers taught in foreign countries rather than America, and teachers taught in middle schools and high schools. Third, through statistics of variable force, the researcher sought to find the influence of ABISP students on higher education. Fourth, the researcher demonstrated individual cases of prominent ABISP students, who had made significant contributions to certain academic subjects in Chinese higher education.

Based on historical materials, this study combined qualitative and quantitative research methods and provided descriptive data in tables and analysis.

### **Significance of Study**

History textbooks for secondary school students in China only mention the Boxer Rebellion and the Boxer Indemnity, not the remitting of American Boxer Indemnity reparations and the usage of the remitted money. This study tells the subsequent stories which happened after the Boxer Indemnity.

Tsinghua University is one of China's top universities. It is famous and well known for its quality education and long history. If there is a choice, every student would want to go there. However, few people know why and how Tsinghua was established. This study uncovers the history of Tsinghua.

The study tracked 1,152 ABISP students from 1909 to 1929, which had never been done. The tracking provided significant information of the overall status for those 1,152 ABISP students. The study classified their major, degree, and career.

The study introduces those who made outstanding contributions or achievements in Chinese higher education such as administrators, founders, teachers, pioneers, and textbook writers.

The study compares ABISP with the American-Educated Youngsters and the foreign-study in Japan movement.

The study compares the ABIRR with the reparations returned by other non-ABIRR countries. It proved that ABIRR students were most significant to Chinese higher education.

Overall, the ABIRR was a significant event in Chinese modern history, especially in the educational field. The ABISP students set the tone for the initiation of Chinese higher education and their influence was tremendous. This study uses descriptive data to quantify those influences; it considers ABISP students as an individual case, separating it from other influences at the corresponding time.

### **Definition of Terms**

*Boxer Rebellion*—A violent anti-foreign and anti-Christian movement, which took place in China between 1899 and 1901.

*Boxer Protocol*—An agreement signed between the Qing Empire and the Eight-Nation Alliance, including 12 items.

*Boxer Indemnity (BI)*—The number 6 item of the Boxer Protocol is called the Boxer Indemnity. It forced the Qing Empire to pay 450,000,000 taels of fine silver to 14 countries for their loss. Including the interest, the Qing Empire had to pay 982,238,150 taels (about 34,683 tons of silver) in total.

*The Eight-Nation Alliance*—An alliance of Austria, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States whose joint army invaded Beijing during the Boxer Rebellion.

*Boxer Indemnity Scholarship Programs (ABISP)*—Scholarship programs funded by the remitted American Boxer Indemnity reparations, which supported Chinese students' studying in the U.S.

*Bureau of Educational Mission to the United States of America (BEMA)*—A bureau set up by the remitted American Boxer Indemnity reparations in May 1909, in charge of testing and recruiting students, and sending them to the U.S. An attached learning institution was also set up.

*Tsing Hua College*—The attached institution changed its name to Tsing Hua College when campus construction finished in 1911. In 1912, regime altered in China, BEMA was cancelled, and all authorities went to Tsing Hua College.

*Tsinghua University*—Tsing Hua College started to recruit college students in 1925. The Republic of China government changed Tsing Hua College to Tsinghua University and Chia-Lun Lo was appointed as president. In 1929, the Education Department took over Tsinghua University from the Foreign Affairs Department.

*Admitted to American university student*—Students who were directly admitted to American universities through examinations from 1909 to 1911.

*Pre-admitted to American university student*—Students who graduated from Tsinghua College and then transferred to American universities as juniors.



*Junior College student*—Students who graduated from non-Tsinghua College and were admitted to American universities from 1914 to 1929, such as Yisheng Mao and Henzhe Chen.

*Subsidiary student*—Students of sophomores or upper level who applied to American universities by themselves and applied for subsidies provided by American Boxer Indemnity Scholarship Programs.

*Special student*—The children of revolutionists and ambassadors, students from taxation schools and noble schools, and descendants of Shikai Yuan.

The definition of above terms are based on Y. L. Fung's book "Brief introduction of Tsinghua University history" (Fung, 1931, pp. 906-910).

### **Explanation of Special Cases**

*Tsinghua (THU) and National Tsinghua University (NTHU)*—Before 1955, there was only one Tsinghua University (THU) which was in Beijing. After 1955, two Tsinghua University existed: one in Beijing called Tsinghua University and one in Taiwan called National Tsinghua University (NTHU). In this study, the researcher regarded Tsinghua University as Tsinghua before 1955. THU stood for Tsinghua University of Beijing after 1955, and NTHU represented for National Tsinghua University of Taiwan.

**ABISP.** This study focused on American Boxer Indemnity Scholarship Programs, especially on students who reported a status of "admitted to American university student" and "pre-admitted to American university student." If not specified, ABISP refers to

those two types of students supported by the American Boxer Indemnity Scholarship Programs.

**Spelling of Chinese names**—The researcher used the “Chinese Pinyin System Scheme” to spell the names of most ABISP students. However, for those who taught in the U.S. and those who had worldwide reputations and great achievements, their names were spelled with Wade-Giles Romanization, as this was their actual spelling.

**References for Tables 8, 9, 12, and 13**—Tables 8, 9, 12, and 13 were based on documents, books, and archives. The information might not be directly or indirectly cited in the text, but the descriptive data of those tables were sourced from them. The researcher made an exceptional reference list for those four tables.

## **Chapter 2**

### **Literature Review**

#### **Introduction**

In the history textbooks of secondary schools in mainland China, there are many descriptions of the Boxer Rebellion and the Boxer Indemnity. However, there is no content about the remitting of Boxer Indemnity reparations. As a result, the researcher had not heard of the remitting of the Boxer Indemnity reparations until her thirties when starting this thesis research. Covering does not mean disappearing; the researcher succeeded in finding information from four different resources.

#### **Original Documents**

The original documents listed essential facts of the American Boxer Indemnity Scholarship Program, such as the initiating letters and suggestions for the program, student rosters, government documents, memoirs of the involved officials, the memo chancellor of University of Illinois Dr. James submitted to the president Roosevelt in 1906, and the State of the Union made by Roosevelt in 1907.

“Compilation archives of the Boxer Indemnity for the Palace of Qing Dynasty” included photocopied Qing government documentation for the Boxer Indemnity. There were 6,600 files, divided into four parts: the Eight-Nation Alliance invaded China, Cixi and Guangxu retreated to the west, negotiation of the Boxer Protocol, and preparation for reparations (The First Historical Archives of China, 2003a).

“Tsinghua Weekly” started publication in 1914, three years after the establishment of Tsinghua University. It recorded the roster of all ABISP students from 1909 to 1927 (Huang, 2001, para. 1).

The book “Who’s who of American returned students,” edited by Zhou (1917), collected the information of all students who went to study in America before 1917, most of which were ABISP students.

Zhang and Sun (2009) obtained the documents of ABISP students from the Education Department and published in their book “Series of the Republic of China history, higher education, Tsinghua University.”

In the book “Compilation of recent education history of China, foreign-study,” Chen and Tian (1991a) recorded the official government documents, the ABISP students rosters and the memoirs of the involved governors from the first student who went to study in the U.S. in 1871 until the last group of ABISP students in 1937.

Smith (1907) articulated, in his book “China and America today,” that more Chinese students should study in the United States. The book also contained the original memo that the chancellor of the University of Illinois, Dr. James, submitted to the president in 1906. In efforts to support Chinese students’ foreign-study in the United States, Dr. James suggested that the United States government send an educational committee to investigate China.

In his 1907 State of the Union Address, President Roosevelt suggested the remitting of Boxer Indemnity reparations to support the Qing Empire’s foreign-study affairs.

## Research Materials

Most research on the Boxer Indemnity focus on the negotiations of the Boxer Protocol, the details of the Boxer Indemnity, how the Qing Empire raised money, why America returned the reparation and followed by other countries, the process of remitting reparations, the government documents about how to use the remitted reparations for educational purpose, the details of setting up ABISP, and the actual usage of the remitted reparations. No publically published articles or documents evaluating the influence ABISP students and their academic achievements on Chinese higher education were available.

In 1931, Tsinghua University alumni Fung published what is believed to be the first comprehensive research on Tsinghua's history. The Second Almanac of Chinese Education, published in 1948 by the ECEAED, reported the process of the Boxer Indemnity in its entirety as well as the usage of remitted reparations. It was said to be the most inclusive study of the Boxer Indemnity published before 1949 (ECEAED, 1948).

Yuan's 1962 publication, *A Guide to Doctoral Dissertations by Chinese Students in America 1905-1960*, listed the directory of all doctoral dissertations from 1905 to 1960 and included many dissertations written by ABISP students. The book revealed that Dr. Shih Hu, President of Peking University and the Minister of Foreign Affairs, did not finish his dissertation.

Wang (1974) published the most comprehensive book on the process of the Boxer Indemnity. He included the reparation amount, payment methods, how the Qing Empire raised money, how the Eight-Nation Alliance countries returned the reparations, and the

usage of the remitted Boxer Indemnity reparations. He further studied the academic contributions of the remitted Boxer Indemnity reparations.

Shu (2011) describes the policies made by the Qing Empire for the foreign-study movement under the support of ABISP. Shu included excerpts from memorials that described sending students to study in America, which were co-submitted by the Foreign Affairs Department of China and the Education Department of China.

Ma (2007) used statistical methods to review the files of foreign-study Chinese students from the First Opium War to the eve of the establishment of The People's Republic of China. For many years, Ma self-supported to investigate, collect and edit documents and materials of Chinese students' studying abroad. He obtained reliable information and transferred them into statistics. Combining his studying abroad experiences and feelings toward living abroad, Ma was able to compile a comprehensive and systematic historical database of foreign-study Chinese students. Ma's graduate adviser at Tsinghua University was Peter Pan-Tieh Sah, a former ABISP student. Ma earned his doctoral degree from Chicago University in 1938 as a ABISP student. He immigrated to the U.S. in 1949 and began working as a professor at New York State University in 1958. It should be noted, however, that there were mistakes in Ma's descriptive data.

### **University Historical Archives**

“Selected history of Tsinghua University Volume 1: Tsinghua School 1911-1928” was very helpful. It recorded a great deal of information about the initiations of Tsinghua University (HEGTU, 1991).

Su (2001) reviewed the history of Tsinghua University beginning when it was named Tsing Hua College. The book was first published in 1996 in Taiwan; a simplified Chinese version was published in 2001 on mainland China. Taiwan and mainland China researchers on Tsinghua history reviewed the period of Tsing Hua College. Mainland China researchers compiled historical data, materials, and documents while Taiwan researchers made descriptions of Tsing Hua College. The two books complement each other.

In memoriam the 90<sup>th</sup> birth anniversary of Tsinghua University, Fang and Zhang (2001) introduced the history of Tsinghua's establishment and the evolution of the university.

"Historical chemists of Tsinghua University" was another memorial book celebrating Tsinghua's 100<sup>th</sup> birth anniversary. It introduced famous chemists who graduated from or were connected to Tsinghua University, including ABISP students Zigao Zhang, Guangbi Yang, Debang Hou, Yuezong Qiu, Changgong Zhang, Shixian Yang, Zhaolun Zeng, Peter Pan-Tieh Sah (Wei & Li, 2011).

Liu (2007) gave brief introduction to fifteen ABISP students from Tsinghua University who are now highly respected educationalists such as Adam Pen-Tung Sah, Tingbao Yang, and Youxun Wu.

"Scientists from Tsinghua University" briefly introduced former ABISP students and Tsinghua graduates who became well-known scientists; Yu-Hsiu Ku, Sicheng Liang, Shiqi Gao, and Fanlan Dai were among them (Xiao, 2010).

Published in 2010, Zhi's Soul of University-RC Old University Presidents included a brief biography of old university presidents in the Republic of China. ABISP students brought back advanced scientific knowledge and educational philosophies making them proper candidates for university president in the RC era: Yi-Chi Mei was president of Tsinghua University, Coching Chu was president of Zhejiang University, and Shih Hu was president of Peking University (Zhi, 2010).

### **Autobiographies and Biographies**

There are many autobiographies and memoirs written by former ABISP students and filled valuable information; some of them were written by descendants or close friends of former ABISP students. Some recalled taking exams to be admitted to the ABISP and others shared their life experiences in the U.S. Here are some examples:

- A. "Chinese linguist, phonologist, composer and author, Yuen Ren Chao" (Haas, 1977)
- B. "From hometown to America: Recall of the early years of Yuen Ren Chao" (Chao, 1997)
- C. "Observation of the twentieth century Volume 1 Wandering Sixty years" (Hu, 1992)
- D. "One family two worlds" (Gu, 2000)
- E. "The complete works of Coching Chu" (Chu, 2005)
- F. "Yanpei Huang's dairy" (Huang, 2008)



### **Research on the Influence of ABISP Students on Chinese Higher Education**

As mentioned earlier, there are not many studies about the remitted American Boxer Indemnity reparations' and how they influenced Chinese higher education. Tu (2005) described the use of remitted reparations and discussed the special function that Tsinghua played in Chinese higher education.

Zhu (2009) introduced the background of the Boxer Indemnity and discussed the influences of ABISP students on Chinese society. Until now, Gu (2001) had the most comprehensive research of the ABISP. First, he compared the ABISP to other study abroad programs. Second, he calculated the ratio of ABISP students who took teaching jobs. Third, Gu listed the prestigious scholars who initiated education programs or schools. Fourth, he introduced the works of returned scholars' whose writing focused on education. Fifth, he collected data on Chinese post-secondary institutions set up by American communities and organizations, however he did not do profound research on each topic; many details were overlooked or not displayed clearly.

Wang (2012) did a thorough study on the relationship between the Boxer Indemnity and Chinese higher education. He inherited an unpublished diary, written by his grandfather who was a member of the first group of ABISP students. The diary made his research unique. In the book *A Dream of Civilization-In Memory of the First Group of Boxer Indemnity Students*, Wang analyzed the contemporary thoughts of modern China, the cultural conflicts from the first group of ABISP, and the influence of the remitted reparations on Chinese education and modern civilization.

## **Conclusion**

Overall, there seems to be enough information for this study. However, available materials and documents have obvious defects.

First, there are plenty materials about origins of the ABISP, but little information on individual students. Some of those who went on to careers in the political and academic fields were documented; however, people who made real and practical contributions to society were not properly recorded and some records were lost due to the long amount of time which had passed.

Second, few research studies were done considering the influence of the ABISP on Chinese higher education to a comprehensive extent. Some reviews about a certain period or a certain subject were available, but none were deep enough for this study.

Third, misspelled names and miscalculations occurred in many materials. There was no way for the researcher to find out why those mistakes occurred but to master and compare other materials in order to gain information as close to actual events as possible.

The researcher found minimal information in the following areas: detailed data analysis based on the ABISP; comparison between ABISP students, students who studied abroad prior to the ABISP, and BISP students who studied in countries other than the United States; comprehensive deeds of ABISP students; and ABISP student records from American higher education institutions.

## Chapter 3

### Historical Background

#### Boxer Rebellion

The Boxer Rebellion was a complicated historical event. Most Chinese research articles and textbooks modified the history of Boxer Indemnity. Although the historical details of the Boxer Rebellion have little connection with the research topic, the outcome, on the other hand, is closely associated.

The Boxers were a secret anti-government organization located in the Shandong and Hebei areas. After the Sino-Japanese War of 1894-1895, there was increased hostility towards individuals not native to that specific area. The Boxers began the idea of eliminating foreigners with the aid of Qing Dynasty government. The Qing Dynasty government thought they could use the Boxers to tie down foreign power, so their attitude toward the Boxers changed from elimination to placation. As the Boxers grew stronger, they began to attack foreigners. During this time, the Qing Dynasty government was passive in response to the ministers' requests to punish the Boxers. In order to rescue foreign preachers and teachers in China, the joint army of the Eight-Nation Alliance took Tianjin on July 14, 1900. On August 4, they headed to Beijing. Emperor Guangxu and Empress Cixi escaped to Xi'an and the Boxers were defeated.

#### Boxer Indemnity

In 1901 the joint army of the Eight-Nation Alliance ended the war with an agreement, the Boxer Protocol, which included 12 items. The number 6 item, known as the Boxer Indemnity, ordered China to pay 450,000,000 taels of fine silver (around £67.5

million or US \$333 million at the time) over 39 years with an annual interest of 4%.

These payments for military expenses, loss, and miscellaneous were made to 14 countries: Russia, German, France, England, Japan, America, Italy, Belgium, Austria, Holland, Spain, Portugal, Sweden, and Norway. In all, the Qing Empire paid 982,238,150 taels (about 34,683 tons of silver). Table 1 lists the detailed reparation (Editorial Committee of Educational Almanac, 1948, p. 69). This citing resource has inaccurate data; the researcher revised them.

### **The Remitting of American Boxer Indemnity Reparations**

There was three-year long controversial negotiation between the Qing Empire and those receiving reparations over whether payments would be made in silver or gold. In the end, the Qing Empire paid by gold, which resulted in paying more than the amount on the Boxer Protocol (Wang, 1974, pp. 185-219). During the negotiation, the U.S. promised to only take silver. The Chinese Ambassador to the U.S., Cheng Liang, proposed to United States Secretary of State John Milton Hay that the Qing Empire pay in silver to America individually. The proposal was rejected. However, Hay did think the gold reparations exceeded the actual amount. In order to propose and support reducing reparations, Liang took a chance (Liang, 2003a, pp. 1056-1057). In September 1905, Liang met President Roosevelt and brought up reducing the reparations again. This time, Roosevelt agreed (Liang, 2003b, pp. 1494-1495).

In 1906, the Chancellor of University of Illinois, Edmund James, wrote to President Roosevelt about assisting Chinese students in studying in the U.S.

Table 1

*The Amount of Boxer Indemnity Reparations*

Country	Chinese Tael	Foreign Currency Amount	Currency	Ratio
Russia	130,371,120	184,084,022.44	SUR	28.97136%
German	90,070,515	275,165,423.33	DEM	20.01567%
France	70,878,240	265,793,400.00	FRF	15.75072%
England	50,620,545	7,593,081.15	GBP	11.24901%
Japan	34,793,100	48,953,877.82	JPY	7.73180%
America	32,939,055	24,440,778.81	USD	7.31979%
Italy	26,617,005	99,813,768.75	FRF	5.91489%
Belgium	8,484,345	31,816,295.75	FRF	1.88541%
Austria	4,003,920	14,394,092.10	ATS	0.88976%
Holland	782,100	144,651.60	NLG	0.17380%
Spain	135,315	507,431.25	FRF	0.03007%
Portugal	92,250	13,370.10	GBP	0.02050%
Norway				
Sweden	62,820	9,423.00	GBP	0.01396%
Miscellaneous	149,670	23,450.10	GBP	0.03326%
Total	450,000,000			100%

The recent developments in the Orient have made it apparent that China and United States are destined to come into ever more intimate relations, social, intellectual, and commercial. The Chinese will come to this country for the purpose of studying our institutions and our industry. A striking evidence of this fact is afforded by the work of the Chinese Commission now or lately in the United States. Our own people will go to China for the purpose of studying Chinese institutions and industry. Anything which will stimulate this mutual intercourse and increase mutual knowledge must redound to the benefit of both nations. (James, as cited in Smith, 1907, p. 213)

Preacher Arthur Henderson Smith (1907) suggested that the U.S. government help more Chinese students study in America in his book *China and America To-day*. He wrote:

China is now turning to other nations for guidance and for help in educating her young men. . . . Under circumstances such as these, is it not the part of wisdom for us to put forth our best exertions to deflect this stream of students to our own shores, not for the good of China alone, but also for the welfare of America and of the world? Our former ill-treatment of those who in the past have desired to come is the greater reason for the adoption of this policy upon a large scale. 'A Chinese gentleman once said to the writer that he would much have preferred to have his son study in the United States, but having vainly spent six months of time and much money in the effort to get him into the country, he had sent him to more hospitable England. The unmitigated folly of our course of action is now becoming manifest even to ourselves. It only requires an educated public opinion not merely to remove restrictions, but to extend a welcome to Chinese students to our educational institutions all over the land. (Smith, 1907, pp. 210-212)

United States President Theodore Roosevelt delivered the State of the Union Address on December 3, 1907. In his address, he explained remitting half of the Boxer Indemnity:

I ask for authority to reform the agreement with China under which the indemnity of 1900 was fixed, by remitting and cancelling the obligation of China for the payment of all that part of the stipulated indemnity which is in excess of the sum of eleven million, six hundred and fifty-five thousand, four hundred and ninety-two dollars and sixty-nine cents, and interest at four per cent. After the rescue of the foreign legations in Peking during the Boxer troubles in 1900 the Powers required from China the payment of equitable indemnities to the several nations, and the final protocol under which the troops were withdrawn, signed at Peking, September 7, 1901, fixed the amount of this indemnity allotted to the United States at over \$20,000,000, and China paid, up to and including the 1st day of June last, a little over \$6,000,000. It was the first intention of this Government at the proper time, when all claims had been presented and all expenses ascertained as fully as possible, to revise the estimates and account, and as a proof of sincere friendship for China voluntarily to release that country from its legal liability for all payments in excess of the sum which should prove to be necessary for actual indemnity to the United States and its citizens.

This Nation should help in every practicable way in the education of the Chinese people, so that the vast and populous Empire of China may gradually

adapt itself to modern conditions. One way of doing this is by promoting the coming of Chinese students to this country and making it attractive to them to take courses at our universities and higher educational institutions. Our educators should, so far as possible, take concerted action toward this end. (Roosevelt, 1907, para. 131-132)

On May 25, 1908, with approval from the United States Congress, President Roosevelt signed the agreement to reduce reparations (Sixtieth Congress, as cited in Wang, 1974, p. 278).

As mentioned in Table 1, the Boxer Indemnity reparations to the U.S. were \$24,440,778 (U.S.), which were reduced to \$13,655,492 (U.S.). The U.S. would return \$10,785,286 (U.S.) to China. Until the end of 1908, the U.S. received more than 7,000,000 dollars. In addition to interest, China would still have to pay the U.S. the principal sum \$9,644,367 (U.S.). China agreed to pay an annual sum of \$539,588.76 (U.S.) from 1909 to 1940 (The First Historical Archives of China, 2003b, pp. 2165-2167). China could keep the balance if they agreed to use the money for education including sending Chinese students to the U.S. to study. In 1924, the U.S. passed another bill announcing all reparations paid after 1917 would be all returned to China. The amount of principal sum with interests was \$12,545,437 (U.S.) (Sixty-eighth Congress, as cited in Wang, 1974, p. 304).

### **Chinese Government's Reaction to Remitting Reparations**

During the first negotiation meeting with those receiving reparations, China had discussed how to use remitted reparations on education. On May 23 of Xuan Tong year (July 9, 1909), the Foreign Affairs Department of China wrote to the Qing Empire, a Memorial to the Throne:

On June 20 of Guangxu 34 year (July 20, 1908), Foreign Affairs Department reported that The U.S. agreed to reduce the reparation. Upon negotiation with American Ambassador to China, starting from the year of remitting reparation, China would send about 100 students to America for the first four years. Starting from the fifth year, at least 50 students should be sent. . . . We discussed to set up a Bureau of Educational Mission to the United States of America, co-managed by Foreign Affairs Department and Education Department . . . establish a learning institution too, in charge of testing students and sending qualified students to the U.S. . . . eighty percent of them will study agriculture, industry, commerce, or mining; twenty percent of them will study law, politics, finance, or education. Supervisors are needed for those overseas students to take care of tuition, to supervise coursework, and to take care of daily life. (1924)

Attached to the Memorial to the Throne was an action plan outline a plan for sending students to the U.S.. The main content could be summarized as:

- (a) Establish Bureau of Educational Mission to the United States of America, in charge of testing and managing students as well as communicating with American ambassador.
- (b) Set up an institution as temporary learning school for those who will transfer to the United States of America.
- (c) Subsidize self-supported Chinese students' studying in the U.S. If there is annual surplus, using them for subsidies. Maximally 500 U.S. dollars can be given to one student.
- (d) Appoint supervisors in the U.S. to take care of tuition, to supervise coursework, and to take care of daily life. (Chen & Tian, 1991a, pp. 172-173).

In October of 1909, 47 Chinese students took "Steam Ship China" from Shanghai to The United States. Since then, the most influential foreign-study movement in modern China has grown.

In September of 1924, when the second agreement on remitting reparations was signed, China and the U.S. co-established the Board of China Foundation for the Promotion of Education and Culture (CFPEC) to supervise remitted reparations. In June of 1925, the first annual meeting of the Board of Trustees passed two bills dedicated to fulfilling the following responsibilities: (a) enhance sciences and apply them to China,



mainly to strengthen technological education, to richen scientific experiences, and to learn advanced pedagogy; (b) promote permanent culture related projects, such as libraries; and (c) set up a fund and try to make it profitable for 500,000 U.S. dollars within 20 years (Board of Trustees of China Foundation for the Promotion of Education and Culture, 1992, pp. 223-231).

The Foundation still exists in Taiwan, with an object of providing travel expenses for assistant professors and Ph.D. students study in humanities and social sciences at the Research Oriented Universities of the Republic of China to present papers at international academic conferences (CEPEC, 2014).

The American Boxer Indemnity remitted reparations had an enormous influence on Chinese higher education. This research is going to focus on those influences.

## Chapter 4

### Overview

During the closing banquet of the first U.S.-China Strategic Economic Dialogue on July 28, 2009, Vice Minister of China Qishan Wang (now a member of the Standing Committee of the Political Bureau of the CPC Center Committee) delivered a speech. Wang discussed the Boxer Indemnity and an old president of Northwest University Po-Sheng Chang, a former ABISP student who studied in the United States of America. Chang also named Yu-Chun Chang who earned a bachelor and master degree in geology from Chicago University after graduating from Tsinghua in 1926. He dedicated himself to geology and education; he was an academician of the Chinese Academy of Engineering and President of Northwest University. News of Qishan Wang's speech could be found at Phoenix New Media of Hong Kong (Phoenix New Media, 2009, para. 5), but the Chinese official press, Xinhua News Agency, never mentioned it (Xinhua News Agency, 2009). At this time, the Chinese government started to admit to the existence of the ABISP. This was a good start. The researcher intended to use this as the opening of the study.

### Usages of the Remitted American Boxer Indemnity Reparations

**Established Two Universities.** It is necessary to know how and where the remitted American Boxer Indemnity reparations were used before discussing its significance to Chinese higher education. Chapter 3, Historical Background, identified that the U.S. passed two bills at two different times regarding remitting the reparations to China. The first bill was used to establish the Bureau of Educational Mission to the

United States of America, Tsing Hua College, and support Chinese students' studying in the United States. In 1925, Tsing Hua College started to recruit undergraduate students. In 1928, the Republic of China changed Tsing Hua College to Tsinghua University and appointed Chia-Lun Lo as the president. In 1929, the Education Department took over Tsinghua University from the Foreign Affairs Department. The first bill also initiated the Tsinghua Fund, which remained functional even after the university changed from private to public. Fung (1931) pointed out "in 1930, due to U.S. dollar value increases, all construction expenditures are paid by ABIRR monthly" (p. 7).

The former president of Beijing Tsinghua University (THU), Yi-Chi Mei, established National Tsing Hua University (NTHU) in Taiwan in 1955. It is now called Taiwan Tsing Hua University by China mainland.

In 1955, China and U.S. signed "Agreement Between US and China on Atomic Energy: Peaceful Uses of Nuclear Energy." Considering great charges of building atomic piles, National Tsing Hua University was set up in Taiwan, supported by Tsinghua Fund, which became the pioneer of atomics research in Taiwan. In December of 1955, Executive Yuan organized Preparatory Committee of NTHU Academy. The foundation of NTHU began in Taiwan as NTHU Preparatory Office was officially founded on January 1 of 1956. (National Tsing Hua University Library, 2007, "Hsinchu Tsing Hua Era," para. 1)

At the end of 1948, CPC was about to defeat KMT. On December 21, Yi-Chi Mei left Beijing, taking the flight sent by the KMT Nanjing government to the United States of America. In 1951, Mei initiated the "Tsinghua University Culture Consulting Committee in the U.S." in New York. He financially supported Chinese students in the U.S. for research, using interest from the Tsinghua Fund. Mei came to Taiwan in 1955, used Tsinghua Fund to establish "College of Nuclear Science," and made plans to rebuild Tsinghua University (Liu, 2007, p. 170).

Today, both THU and NTHU are top universities in Taiwan and China mainland. According to THU's website, THU has 74 academicians. Forty-one (41) of them are academicians of Academic Divisions of the Chinese Academy of Sciences. Thirty-three (33) of them are academicians of Chinese Academy of Engineering. They take 4.8% of nation-wide academicians (THU, 2012; CASAD, 2013; CAE, 2013).

According to QS (2014), THU is top 48 and NTHU is top 199. There are four other Chinese universities ahead of THU. Three of them are Hong Kong universities.

Times Higher Education (2014) lists THU as one of the top 52 worldwide universities and one of the top 3 Chinese universities. NTHU is top 260.

Both organizations list THU as one of the top 3 China mainland universities, and one of the top 60 worldwide universities. NTHU is one of the top 300 worldwide universities too. Both Tsinghua are top ranking universities. They are both achievements of ABIRR.

**Sent students to the U.S.** The ABISP supported students' studying in the U.S. in many categories: (a) admitted to American university student; (b) pre-admitted to American university student; (c) teenage student; (d) junior college student; (e) subsidiary student; (f) special student; and (g) government-supported student after 1933.

Table 2 lists student type (a), (b), (c), and (d). Table 3 lists student type (e) and (f) (THU Legacy, 1937; Zhou, 1917; Zhang & Sun, 2009).

Table 2

*ABISP Supported Student Type (a) to Type (d)*

Year	Student Type	Quantity
1909	Admitted to American university student	47
1910	Admitted to American university student	70
1911	Admitted to American university student	63
	Teenage student	12
1912	Pre-Admitted to American university student	16
1913	Pre-Admitted to American university student	43
1914	Pre-Admitted to American university student	34
	Junior college female student	10
1915	Pre-Admitted to American university student	42
1916	Pre-Admitted to American university student	30
	Junior college female student	10
	Junior college male student	10
1917	Pre-Admitted to American university student	44
	Junior college male student	7
1918	Pre-Admitted to American university student	58
	Junior college female student	8
	Junior college male student	7
1919	Pre-Admitted to American university student	63
	Junior college male student	8
1920	Pre-Admitted to American university student	81

Table 2 continues

Year	Student Type	Quantity
1921	Pre-Admitted to American university student	45
	Junior college female student	10
	Junior college male student	10
1922	Pre-Admitted to American university student	94
1923	Pre-Admitted to American university student	81
	Junior college male student	5
	Junior college female student	5
1924	Pre-Admitted to American university student	67
1925	Pre-Admitted to American university student	69
	Junior college female student	5
	Junior college male student	5
1926	Pre-Admitted to American university student	70
1927	Pre-Admitted to American university student	51
	Junior college female student	5
	Junior college male student	5
1928	Pre-Admitted to American university student	47
1929	Pre-Admitted to American university student	37
	Junior college male student	10
Sum		1,284

Table 3

*ABISP Supported student Type (e) to Type (f)*

	Student Type	Quantity
Subsidiary student		499
Special student	Special government-supported	10
	Children of Ambassadors	7
	Children of revolutionists	22
	Students from taxation school	4
	Students from General Staff Council	2
	Students from noble schools	2
	Medical students	1
	Descendants of Shikai Yuan	3
	Students from Peiyang School	22
Sum		572

In June 1933, the Education Department of China issued “Admission to Government-supported Studying in The U.S. Policy.” Every year 40 students would be sent to the United States. Five students would be chosen from Tsinghua students and the others would be selected publically through examinations. Exams were given in six years separately. Table 4 shows the number of admitted students in each year (Ma, 2007, p. 176).

The total number of students in Table 2, Table 3, and Table 4 is 1,988. A certain number of “Type (f) subsidiary students” did not go abroad, they only had a short-time study in Tsinghua. The researcher did not track these students in this study. This total

Table 4

*Students Admitted After 1933*

Year	Quantity
1933	25
1934	20
1935	30
1936	18
1941	17
1944	22
Sum	132

number is not exactly accurate. The researcher found that two “pre-admitted to American university” students did not go to the U.S. due to personal reasons. Due to a shortage of information, and shortage of time, the researcher was not able to track dozens of students, except for their names and birthplaces. Among those students, some of them might not have gone to the United States to study as well. In previous research materials, the total number of students sent to the U.S. was controversial. Cao (2004) counted 1,279 of Type (a) to Type (d) students and the total number was over 1,800. It is possible Cao missed Type (e) and Type (f) students. Li (2011) cited 1,279 students’ studying in U.S. from 1909 to 1929; inaccurate resources may have led to the incorrect citation. Overall, the differentiation in total number does not affect the study. In sum, about 2,000 students benefited from the ABISP. According to Chen and Tian (1991b), the total number of



Chinese students who studied in the U.S. from 1909 to 1929 was 5,362, which means the ABISP students made up about  $\frac{1}{4}$  of the total number of students.

The ABISP supported more people than the numbers listed in Table 2, Table 3, and Table 4. Tsinghua also provided teacher-training plans. In order to improve teacher technical ability and research level, Tsinghua established further education and research systems. Professors who had taught over 5 years could enjoy paid educational leave for 1 year. If going abroad, in addition to advancing 6 months of salary, he/she could receive 520 U.S. dollars as travel subsidy and 100 U.S. dollars each month as research funds. If doing research domestically, he/she could receive an allowance of up to 2,400 Yuan. Lecturers could apply for paid educational leave too. This system was implemented in 1929. By 1936, the system subsidized 70 people (Su, 2001, p. 117).

**Supported cultural and educational projects.** As mentioned in Chapter 3, Historical Background, the second ABIRR was managed by the Board of China Foundation for the Promotion of Education and Culture (CFPEC). The Board's duty included two parts: (a) fund management, and (b) fund's usage on culture and education. As for fund management, besides CFPEC, the Board also managed the Tsinghua Fund and the Library Fund of Academy of Political Science of China. The second duty could be divided into three parts: (a) subsidize existed organizations; (b) cooperate with relevant departments for the development of new projects; and (c) create new projects if no relevant department exists (Bo, 2006, pp. 253-255; The Second Historical Archives of China, 1992, p. 225).

Table 5

*Created Subsidiary Projects*

Subsidiary Type	Year	Quantity	Amount	
Teaching professor	1926-1937	Beijing Normal University	6	\$10,000-30,000 each year
		Southeast University (National Center University)	8	
		Wuchang University (Wuhan University)	4	
		Guangdong University (Zhongshan University)	8	
		Chengdu Higher Normal School (Sichuan University)	7	
		Northeastern University	5	
		Sum	36	
Research professor	1928-			\$5,000-\$6,000 each year
Scientific research	1928-	Domestic researchers	327	\$250-\$2,000 each year
		Overseas researchers	408	

**Created projects.** (a) Subsidize teaching professors. The annual quota was 35 and each university could obtain 10,000 to 30,000 U.S. dollars. However, the 35-quota was not used up every year. From 1926 to 1937, only 36 people were subsidized. Those subsidized professors were engaged in physics, chemistry, biology, and 7 people in educational psychology. (b) Subsidize research professors. It started in 1928 with a peak number of six people subsidized in one year. The annual subsidy was 5,000 to 6,000 U.S. dollars. (c) Subsidize scientific research. Starting in 1928, the subsidy was given to 327 domestic researchers and 408 overseas researchers; the subsidy amount ranged from 250 to 2,000 U.S. dollars. Table 5 provided specific information for subsidiary projects. (d)

Organize an editing and translation committee. This committee was to edit and translate textbooks for middle schools and universities. About 70 textbooks were published. (e) Establish China Institute. The China Institute was founded in New York in 1926, as a communication cultural bridge between China and the U.S..

***Cooperated projects.*** (a) Co-hired research professors with Peking University. From 1932 to 1937 30 professors were hired, 16 to 28 professors annually. The annual pay was from \$20,000 to \$30,000. (b) Fan Memorial Institute of Biology. The total granted amount was one million U.S. dollars. (c) Peking Library. Besides construction support of 1.3 million U.S. dollars, annual maintenance, and purchasing fees were granted too. (d) Institute of Social Survey. Its funds were donated by the New York Social Religious Research Institute in 1926, supervised by Board of CFPEC. This institute merged with the Social Science Institute of Academia Sinica in 1934. Technically, this institute was not financially supported by ABIRR, but the Board of CEPEC supervised their funds. (e) Soil Investigation Institute. The Geology Investigation Institute was mandated to investigate nationwide soil status. From 1930 to 1946, Forty thousand (40,000) U.S. dollars was granted for the first two years, and then \$50,000 was granted each year. (f) U.S.-China culture serving organization. From 1941 to 1949, Education Department, Academia Sinica, and Jinling University cooperated to document important research materials by films.

***Subsidiary projects.*** The main purpose of subsidiary projects was to subsidize good research institutes and academies of top universities to help them purchase books and

instruments. Thirty (30) to 40 organizations were supported each year (ECEAED, 1948, pp. 71-77; Wang, 1974, pp. 330-331).

The second installment of ABIRR was very comprehensive, but its direct investment toward higher education was less than the first ABIRR. Only the subsidy to teaching professors counted as a direct investment to higher education and only 36 people were subsidized within 10 years. Overall, the second ABIRR's contribution to Chinese culture and education was fundamental and pervasive. It did not have a very close relationship with Chinese higher education.

### **Overall Status of ABISP Students**

**Major distribution of ABISP students.** The Qing government's original intention of sending students abroad was to study science, engineering, and agriculture in order to develop China's lagging engineering and agriculture at that time. On May 23 of Xuan Tong year (July 9, 1909), the Foreign Affairs Department and the Education Department co-suggested to the Qing Empire on memorial to the throne, "testing students and sending qualified students to the United States. Eighty percent (80%) of them will study agriculture, industry, commerce, or mining; twenty percent of them will study law, politics, finance, or education" (Chen & Tian, 1991a, p. 172).

As mentioned in the summary of Table 2, Table 3, and Table 4, there were different count versions for ABISP students although the difference was not huge. Table 6 shows that science, engineering, and medical science take the majority, but they were not as dominant as the Qing government expected. This situation might have been caused by personal preference and/or China domestic political and economic alteration. The

student number of 1,290 in Table 6 does not include the categories of special student and subsidiary student.

Table 6

*Major Distribution of ABISP Students*

Major	Quantity	Ratio
Engineering	404	51.6%
Science	127	
Medical science	68	
Agriculture	67	
Economics	267	48.4%
Human science	130	
Law and politics	116	
Education	63	
Military	29	
Other	19	
Sum	1290	

*Note.* Table 6 is based on the book “From Tsing Hua College to Tsinghua University 1911-1929”. (Su, 2001, p. 340).

**Degrees received.** Table 7 depicts distribution of degrees earned by ABISP in the U.S. from Group 1909 to Group 1929 (Wang, 1974, pp. 317-318). Group 1909 represents

Table 7

*Degrees Received*

Year	Ph.D.	Master	Bachelor	No degree	Year Sum
1909	4	22	16	5	47
1910	11	32	25	2	70
1911	11	30	26	8	75
1912	2	8	5	1	16
1913	6	15	8	14	43
1914	6	14	15	9	44
1915	6	16	11	9	42
1916	14	22	10	5	51
1917	4	30	13	4	51
1918	17	37	14	5	73
1919	14	32	25	0	71
1920	22	34	22	3	81
1921	18	32	9	6	65
1922	19	43	27	5	94
1923	21	45	20	5	91
1924	17	24	25	1	67
1925	15	22	19	23	79
1926	9	24	11	26	70
1927	16	21	9	15	61
1928	10	24	12	1	47
1929	12	17	14	4	47
Sum	254	544	336	151	1285
Ratio	19.77%	42.33%	26.15%	11.75%	100.00%

*Note.* Wang's (1974) data of 1916 was one person more than the researcher's, so there were 1,285 total students in Table 7.

students who went to the U.S. in 1909. Nearly 90% of ABISP students received degrees with the majority, 62%, earning a Master or Ph.D. The researcher found that 28 students died at a very young age and most of them had not finished their degree. Their deaths were most likely caused by lung disease, which was a deadly at that time (Tsinghua Weekly, 1918, pp. 9-11).

**Relationship to Chinese higher education.** Most ABISP students, 1,152 total, returned to China after graduating or working for a few years in the United States. This is different from contemporary data which indicates most Chinese foreign-study students would like to stay or work in the foreign country where they study. China in the 20th century was really undeveloped, but those students chose coming back. This responds to an old Chinese saying: no ugly mom in a son's eyes.

Table 8 demonstrates career paths for 1,152 ABISP students. The category of "Higher education engaged" contained those who taught or administered in higher education institutes and those who initiated or participated in the foundations of higher education institutes. There were overlaps in those who engaged in higher education and secondary education. This is to say, people who engaged in secondary education also engaged in higher education. The researcher recounted them.

Table 8 tells that the ratio of ABISP students who engaged in higher education was very high, it was 61.28%. The ratio verified that ABISP had a close relationship to Chinese higher education, which ended this study with a practical meaning.

Table 8

*Career Status of ABISP Students*

Higher Education Engaged	Secondary Education Engaged	Non Education Engaged	Young Death	Giving Up to U.S.	Unclear
707	34	345	28	2	58
61.28%	2.95%	29.95%	2.43%	0.17%	5.03%



## Chapter 5

### Achievements on Higher Education

#### General Status

In the previous chapters, the researcher has made brief summaries of ABISP students' achievements. On the Fifteenth Anniversary of Tsinghua in 1926, President Yunxiang Cao announced that 800 former ABISP students returned to China before 1926. Among them, 300 students engaged in higher education careers. Ten were presidents, 40 were directors of academic affairs, and 250 were teachers and administrators (Cao, 1926, p. 5).

Zhou (1926) lectured on the Fifteenth Anniversary:

Tsinghua's success proceeds gradually. There is no harvest without nutrition and time. Up to 1926, the number of students who chose to come back grew gradually. They have been serving for Nankai University, Southeast University, Beijing Normal University, Peking University, and etc. They have innovated educational system and promoted education. They have dominated academic institutes, educational institutes, and cultural institutes. (p. 219)

Ma (2007) summarized the influence of ABISP students on Chinese science and technology. In the 1920s and 1930s, a great deal of ABISP students returned to China. More than one third of them devoted to educational careers and 19 were appointed as university presidents. In the first group of 81 academicians 29 were "admitted to American university" and "pre-admitted to American university" ABISP students (p. 178). Huang and Tian (1994) verified what Ma had described:

When ABISP students returned to China, over 20 of them were selected as academicians in 1948. In the first group of academicians of Chinese Academy of Sciences of PRC, ABISP students were approaching 60 (one fourth of all academicians). (p. 159)

The above data for academicians in 1948 was inaccurate. According to “Academicians list of Academia Sinica,” there should have been 32 ABISP students. The researcher believed two “government-supported student after 1933” status students and another one student were missed. Besides those 32, another 4 were students of ABISP students. This is to say, the ratio of ABISP students and ABISP relevant students in the first group academicians of Academia Sinica was as high as 40% (Academia Sinica, 1948).

It was true that the number of academicians who worked in the education field did influence higher education. However, academicians were more research interrelated. For example, Te-Pang Hou did research on a combined process for manufacturing soda ash and ammonium chloride but he was not directly involved in higher education.

This study included 1,150 ABISP students, of which, 707 students were engaged in higher education (Table 9).

Table 9

*Titles of ABISP Students Who Worked for Higher Education*

Position	Professor	President	Dean	Director	Department Head	Sum
Quantity	597	85	103	257	71	707
Ratio	84.44%	12.02%	14.57%	36.35%	10.04%	100%

*Note.* No distinguish is made for chief and vice.  
Each person might have multiple positions in his/her life. There were overlaps counting.  
Not every position of every person could be tracked. The actual data should be more than counted ones.

Many students were engaged in higher education in roles other than as a professor; some had careers in industry, politics or law. Still other students could not be tracked and some of them passed away at a young age. Enfan Wang graduated from Stanford University in 1926. He first worked in Beijing and then taught in his hometown Sichun. He died in 1930 because of illness (Wang's grandson narrated, 2013). In the First Grade and Second Grade professor lists of 1956 PRC, 24 out of 118 (20%) were ABISP students, Tsing Hua College students, and Tsinghua Graduate students.

In 1956, China was facing political change. Due to an ideology transition, people who had a background in overseas' studying did not have an easy life in the following years which may have impacted their contributions to higher education. This will not be discussed in the study.

### **Classification of Achievements**

**Tsinghua and the Nobel Prize.** Seven Chinese (including Chinese of Chinese nationality and Chinese of foreign nationality) have received Nobel Prizes of science. Three of them had direct connections to Tsinghua and one had an indirect connection to Tsinghua.

*Direct connections.* Chen Ning Yang earned his master's degree from the National Southwest Joint University (joint of Tsinghua University, Peking University, and Nankai University) in 1944. Zhuxi Wang (academician of 1948) was his mentor, who was a student of ABISP student Pei-Yuan Chou. Yang was supported by the ABISP in 1945 to study in the United States. In 1957, he received the Nobel Prize in Physics (Nobelprize, 2014a; Yang, 2011, pp. 51-101).

Tsung-Dao Lee studied in the National Southwest Joint University in 1945. Dayou Wu and Qisun Ye were his mentors. Qisun Ye was a ABISP student. Tsung-Dao Lee received the Nobel Prize in Physics jointly with Chen Ning Yang in 1957 (Lee, 2008, pp. 387-388; Nobelprize, 2014a).

Yuan-Tseh Lee received the Nobel Prize in Chemistry in 1986. He was a graduate student of NTHU Hsingchu at Radiochemistry Group of Atomic Research Institute. He was appointed as the President of Academia Sinica, Taiwan in 1994 (Nobelprize, 2014b; Li & Liu, 2012a, p. 124).

***Indirect connection.*** Steven Chu received the Nobel Prize in Physics in 1997. Both his father and mother were students of Tsinghua at the National Southwest Joint University period (Li & Liu, 2012b, p. 139; Nobelprize, 2014c).

**Creative work.** The contributions of ABISP students to society vary; this study will only focus on those in higher education. Due to a shortage of information, the researcher could only track them as much as possible. It is likely ABISP students' contributions to higher education are more extensive than the information currently available. The contributions will be demonstrated by "key words."

***The firsts.*** ABISP students were explorers, pioneers, and initiators of departments, majors, laboratories, institutes, and universities in Chinese higher education.

- (1) *The first department of geology.* Jie He was a geologist. He was involved in the establishment of the first Department of Geology at Peking University (Wang, 2012, pp. 168-169).

- (2) *The first department of biology.* Zhi Bing was the first Chinese student to receive an American PhD in Biology from Connell University. He created the first Department of Biology at Nanjing Higher Normal School in 1921. He also founded the first biology research institute of China and Fan Memorial Institute of Biology, which was supported by ABIRR (Wang, 2012, pp. 131-133).
- (3) *The first department of aeronautical engineering.* Rong'an Luo created the automatic engineering research class at National Central University. Later it changed to special mechanic class, which evolved into the first Department of Aeronautical Engineering (Zhu, 1999, p. 326).
- (4) *The first department of business.* Jingping Cai returned to China in 1917. He set up the first Department of Business at Fudan University (C. C. Wang, 2011, p. 109).
- (5) *The first department of architecture.* Sicheng Liang created the first Department of Architecture at Northeastern University right after he returned to China (Zhang, 2006, p. 26).
- (6) *The first department of animal husbandry.* Zhenying Xu founded the first Department of Animal Husbandry at Henan University when he returned to China in 1932 (Jiang, 1993, p. 5).
- (7) *The first major of radio ceramics.* Guang Zhang was a very famous ceramics expert. He dedicated himself to research on silicate and ceramics and focused on teaching relevant subjects. In 1952, he set up the major of

silicate at South China University of Technology. In 1959, he founded the nation's first major of radio ceramics (ECLRG, 2004, p. 283).

- (8) *The first major of physiology at comprehensive university.* Yibing Zhao became professor in 1952. He was then appointed as the head of the Teaching and Research Institute of Human and Animal Physiology. In the same year, he created the first major of physiology at Comprehensive University (Chen & Wang, 1993, p. 310).
- (9) *The first business specialized university.* The President of Southeast University, Bingwen Guo (ABISP student) and the President of Jinan University, Chengmao Ke co-established the first business specialized university of China – Shanghai University of Finance and Economics (Zhou, 1996, p. 54).
- (10) *The first non-church kindergartener normal college.* Heqin Chen was an explorer of the area of preschool education. He established Jiangxi Provincial Preschool Normal College in 1940, the first of its kind in the country (Ke, 2009, pp. 23-24).
- (11) *The first laboratory of plant cell.* Suxuan Wu and Xuchuan Duan organized the first laboratory of plant cell research (Xu, 2003, p. 19).
- (12) *The first specializing research institute of higher education.* Shaozeng Yang founded the first specializing research institute, the State Key Laboratory of Elemento-Organic Chemistry at Nankai University in 1962 (Lv & Li, 1989, p. 189).

- (13) *The first person studying in cotton.* Enlin Sun was the first person who studied in cotton overseas (Diao, 1991, p. 49).
- (14) *The first group of scholars teaching political courses.* In 1915, Yueliang Tang returned to China to become a political lecturer at Tsinghua, a position formerly taught only by foreign teachers (Xie, 2011, pp. 120-124).
- (15) *The first Chinese president of Soochow University.* Yung-Ching Yang was appointed as President of Soochow in 1927. He was the first Chinese President of Soochow University and served from 1927 to 1949. Before him, there were four foreign presidents (Soochow University, 2014, “History”).
- (16) *The first person to apply chemical methods to verify ancient coins.* Jin Wang was a chemist who created a chemical method to verify ancient coins. He also founded the Institute of Chemistry, Academia Sinica in 1928 and served as the first director (Yang, 1982, pp. 41-45).
- (17) *The first musical educationist.* Zi Huang was a very influential musician in early Chinese music. He cultivated the first group of musical talents for China (Tang, 2009, p. 222).
- (18) *The first laboratory of physics.* Gangfu Hu was professor of Nanjing Higher Normal School. He established the first Physics Laboratory at Nanjing Higher Normal School and Tatung University. Hu began studying radar in 1946 and cultivated the first group of radar talents for China (Wang, 2012, pp. 172-173).

(19) *The first laboratory of industrial architecture.* Jiahua Huang founded the Department of Architecture at Chongqing University. In 1950, he worked with Russian experts and set up the first industrial architecture laboratory in China (Time Architecture, 1989).

**Foundations.** ABISP students were founders of many programs, departments, institutes, and universities. Some of the firsts were in the creation of foundations. For the purpose of this study, foundations refer those entities established by ABISP students, not the first ones in the country. A depiction of those departments at Tsinghua founded by ABISP students (Song, 2010, p. 51; Zhang, 2012).

Table 10

*Founders of Departments of Tsinghua*

Subject	Department	Founder	Year
Sciences	Physics	Qisun Ye	1926
	Chemistry	Guangbi Yang	1926
	Biology	Chongshu Peng	1926
	Mathematics	Zhifan Zheng	1927
	Mechanical Engineering	Qianding Zhuang	1932
	Electrical Engineering	Yu-Hsiu Ku	1932
Arts	Philosophy	Yulin Jin	1926
	Chinese	Mi Wu	1926
	Economics	Binyuan Zhu	1926
	Sociology	Da Cheng	1926
	Politics	Rixuan Yu	1926
	Psychology	Cheng Tang	1928



These founders improved the educational and academic levels of Tsinghua.

ABISP student contributions go beyond Tsinghua.

- (1) *Xianjia Xu*. Xu founded the Hohai Civil Engineering School in 1915 and cultivated the first group of hydraulic experts in China (ECCSL, 1986, pp. 128-130).
- (2) *Dunfu Hu*. Hu is credited with creating the Department of Mathematics of Xi'an Jiaotong University in 1930.
- (3) *Weiyu Qiu*. Qiu established the Department of Physics at Xi'an Jiaotong University in 1930 (Ling, 2004, p. 75).
- (4) *Chongyan Qiu*. Along with founding the Department of Chemistry at Nankai University, Qiu was also a founder of the College of Sciences (Qiu, 1988, p. 135).
- (5) *Lifu Jiang*. Jiang is credited with founding the Department of Mathematics at Nankai University. His Ph.D. dissertation "The Geometry of Non-Euclid Line-Sphere Transformation" was China's first paper about modern geometry (Zhang, 2000, p. 65).
- (6) *Pengfei Shen*. Shen created the Guangdong Forestry College and Central South Forestry College in 1958 and 1966, respectively (ECSCAU, 1999, p. 337).
- (7) *Zhonggui Zheng*. Zheng founded the Department of Accounting of Nankai University (Shou & Shou, 1987, p. 139).

- (8) *Tingxiu Du*. Du was a music professor and one of the two founders of the Shanghai Conservatory of Music. In the 1940s, Du served as Director of the Physical Education Department at the Republic of China Military Academy (Huang, 2009, p. 106).
- (9) *Chun Qiu*. Noted for founding the Chinese Society of Education in 1927, Qiu also created the National Chung Cheng University in Jiangxi in 1939 (Lai, 2000, pp. 376-377).
- (10) *Yinqiu Li*. Li established the Department of Railway at Yunnan University in 1945 and the College of Civil Engineering and Architecture, also at Yunnan, in 1953 (Li, 2004, pp. 134-139).
- (11) *Wenzao Wu*. Wu is credited with creating the Sociology Department at Yunan University. Wu was the earliest advocator of sinicizing and localizing Chinese sociology, anthropology, and ethnology (Chen & Wang, 2010, p. 602).
- (12) *Jiahua Huang*. Huang founded the Department of Architecture at Chongqing University (Time Architecture, 1989, p. 23).
- (13) *Duansheng Qian*. In 1952, Qian founded the Peking University Law School and was the first dean (Alumni Committee, 2010, p. 91).
- (14) *Gan Wu*. Wu established the College of Business at Soochow University (SCU, 2008, “The School of Business”).
- (15) *Yi-Chi Mei*. Mei founded the National Tsing Hua University in Taiwan in 1955 and later the Atomics Institute of Tsinghua (Liu, 2007, p. 170).

- (16) *Cheng-Fu Lung*. Lung created the Department of Sociology at National Taiwan University in 1960 and was the first dean (Guo, 2002, p. 343).
- (17) *Changling Wang*. Wang is credited with founding the Chinese University of Hong Kong as well as the St. John's & St. Mary's Institute of Technology in Taiwan (St. John's University Taiwan) (SJU Taiwan, 2011, "The founders").

**Textbooks.** The Ministry of Education established the Editorial Committee of Collegiate Textbooks in 1939. The first all member meeting was held in Beipei, Chongqing on September 6, 1940. The Vice Minister of Education, Yu-Hsiu Ku, supervised the meeting. The meeting approved editorial regulations and examination processes. It also appointed writers, proofreaders, and examiners in a variety of different areas. By 1945, 7 out of 35 textbooks appointed by the committee as "collegiate textbooks" were written by former ABISP students (Xiong, 1999, pp. 281-282).

- (1) *Yanru Xia*. In 1957, Xia became the first person to introduce the parameter of "energy" for thermodynamics to China. He published the first textbook of engineering thermodynamics in 1960 (Sun, Zhu, Xu, & Dai, p. 408).
- (2) *Pengfei Shen*. Shen published the first textbook of rubber management, *Rubber Management Course*, in 1951 (ECSCAU, 1999, p.337).
- (3) *Shicheng Liao*. Liao published *Educational Psychology* in 1924, the first psychological textbook written in China (Liu & Tian, 2011, p. 12).

- (4) **Chang Cao.** Cao worked with Peiting Yang to publish the first textbook of informatics, *Informatics Working Handout* (Yan, 1989, p. 71).
- (5) **Fangxiong Zhao.** Zhao was an early advocate for teaching and researching applied mathematics and computational mathematics. He wrote the first textbook, *Advanced Calculus*, for engineering students (Li, 2007).
- (6) **Hongyuan Zhang.** Zhang was one integral in chemical engineering. He wrote the first Chinese chemical engineering textbooks: *Chemical Engineering Machinery* in 1935 and *Principle of Chemical Engineering* in 1954. He co-wrote the textbook *Chemical Engineering Process and Equipment* with Xuhuai Ding and Yu-Cheng Ku, which was used nationwide (ECLCP, 1995, P. 818).
- (7) **Xuhai Ding.** Ding was one of the earliest scientists to research crystallization and was also a founder. In the 1950s, he compiled the first universal textbook of chemical engineering principles for higher education, *Chemical Engineering Process and Equipment*, with Hongyuan Zhang and Yu-Cheng Ku (Wang, 1988, pp. 42-44).
- (8) **Jin Wang.** After being mandated by the Ministry of Education, Wang wrote *Analytical Chemistry* (Yang, 1982, pp. 41-45).
- (9) **Fuxi Chen.** Chen compiled *Principle of Mechanical Designing* in 1951, which was one of the earliest textbooks for mechanical designing (Liu, 1998, p. 121).

- (10) **Tao Jin.** Jin wrote *Solution of Ultra Structure* and *Solution of Rigid Frame*. He also organized the China Civil Engineering Society with Yisheng Mao (Wang, 2012, pp. 181-182).
- (11) **Shupei Huang.** Huang's book *Automotive Engineering* was a mandatory collegiate textbook at many schools (Wang, 1992, p. 1514).
- (12) **Zhuo Wang.** Wang was an expert on the technology of textiles. He wrote *Cotton Spinning*, *Cotton Spinning Engineering*, and *Designing of Cotton Spinning Factory*. He also participated in editing *The Dictionary of Spinning English to Chinese* (Bu, 1988, p. 397).
- (13) **Shidong Wu.** Wu published *Ethics* and *Logic* in 1934. They were appointed collegiate textbooks by the Ministry of Education (Zhang, 1989, pp. 229-230).
- (14) **Fangyin Cai.** Cai published the first textbook of structural mechanics in 1946. *General Structure* was an authoritative textbook of structure at that time and one of the only Chinese textbooks for all civil engineering majors (Pang & Yang, 2001, pp. 199-200).
- (15) **Xuanshan Chen.** Chen's works include *Theory and Practice of Vocational Education*, *Educational Quiz*, *Educational Psychology*, *Handout of Educational Research*, and *History of Chinese Education* (Qu, 1999, p. 170).
- (16) **Kaiyuan Yan.** Yan was the Associate Director of the Editorial Committee of Inorganic Chemical Engineering Collegiate Textbooks within the

Ministry of Chemistry and Industry. He was positive in promoting the unification of collegiate textbooks (Taiyuan University of Technology, 2003).

- (17) **Chu Zhai.** Zhai's book *Private International Law* was appointed as a mandatory collegiate textbook by the Ministry of Education (Xiong, 1999, pp. 281-282).
- (18) **Yibing Zhao.** Zhao wrote *Human and Animal Physiology* in 1953, a recommended textbook for national comprehensive universities. He then wrote *Principle of Physiology* in 1979 (Chen & Wang, 1993, p. 310).
- (19) **Changying Zhang.** Zhang compiled the two versions of *Biochemistry*; one in 1978 and the other in 1985 (Liu, 2008, p. 310).

**ABISP students who taught in the United States.** A few former ABISP students taught in American higher education systems. Some returned to China first after graduation then returned to settle down in the United States. Still others taught in the U.S. after graduation before returning to China. Table 11 lists former ABISP students from two categories: "admitted to American university student" and "pre-admitted to American university student" admitted from 1909 to 1929 who went on to teach in American colleges and universities. Table 11 shows the subject taught by each of the 35 ABISP students and the universities in which they worked. Due to inadequate data, several students' teaching subjects could not be confirmed. Seventeen (17) out of 35 people engaged in fields that related to Chinese culture, such as Chinese linguistics, Chinese

Table 11

*ABISP Students Who Taught in The U.S.*

Name	University	Subject
Yuen Ren Chao*	University of Hawaii	Philosophy
	Yale University	Chinese
	University of California – Berkeley	
	University of Michigan	
Hsien Wu	Massachusetts Institute of Technology	Biology
	Columbia University	
	Alabama State University	
Boyuan Hu	Colombia University	
Kuang-Ti Mei	Harvard University	Chinese
Shao-Chang Lee	University of Hawaii	Chinese culture
	Michigan State University	Philosophy
Ko-Chi Sun	Johns Hopkins University	Medical science
Ching-Sung Yu	Hood College	Astronomy
Hsinhai Chang	Long Island University	Humanity
	Fairleigh Dickinson University	East-Asian history
K.K. Chen*	Johns Hopkins University	Pharmacology
	Indiana University	
	University of Indianapolis	
Cheng-Chi Pao	Hanover College	Philosophy
	Long Island University	
Pao-Tien Hsieh	Dartmouth College	
Chung-Shu Kwei	Yale University	Politics
Duansheng Qian	Harvard Unviversity	Politics
Chun Qiu	University of Pittsburgh	Education
Kuang-Sheng Yang	Georgetown University	Chinese
	University of Washington	History
Peter Pan-Tieh Sah*	University of California, San Francisco	Medical science
	University of California, Davis	
Kung-Chuan Hsiao	University of Washington	Oriental Studies
Kuo-Chen Wu	Armstrong Atlantic State University	History Philosophy

Table 11 continues

Name	University	Subject
Dison Hsueh-Feng Poe	University of Bridgeport St. John's University	Politics
Chi-Chen Wang	Colombia University	Chinese History
Qingru He	Antioch University	Psychology
T.C. Huang	California Institute of Technology	Physics
Yi-Pao Mei	University of Iowa	Oriental Studies
Adam Pan-Tung Sah	Ohio State University	Chemistry
Yu-Hsiu Ku	Massachusetts Institute of Technology University of Pennsylvania	Physics
Fang-Kuei Li	Yale University Harvard University Seattle University University of Hawaii	Linguistics
Chih-Kung Jen	Harvard University Johns Hopkins University	Physics
Xiaomin Li	Colombia University	Economics
Tongji Lin	Mills College University of California	Chinese historical culture
Zhongxiu Cui	Harvard University	
Yuzhang Yin	Johns Hopkins University	Medical science
Wu-Chi Liu	Lawrence University Yale University Indiana University	Literature
Zheng Wang	Stanford University	Pedagogy
Zhang Fuliang Zhang	Berea College	Sociology
Peng-Chun Chang	University of Hawaii Chicago University	Chinese philosophy

*Note.* The names were listed in chronological order of ABISP students who studied in the United States. Students marked with “\*” meant they were academicians of 1948 of Academia Sinica. There were six academicians of ABISP students went to the United States. Xingshen Chen was not included in Table 11 because he was Type “government-supported student after 1933”. Shih Hu was in the U.S., but he did not work for higher education. Adam Pen-Tung Sah went to the U.S. for medical treatment and died in 1951.

The researcher did not track all types of ABISP students.

The researcher believed that not all “admitted to American university student” and “pre-admitted to American university student” were tracked.



history, and Chinese philosophy. Only 7 worked in the areas of science and engineering. The work and subsequent influence of these scholars on American higher education was focused on Asian studies. For example, after the death of Kun-Hua Ko, the first Chinese scholar to teach at Harvard, Yuen-Ren Chao and Kuang-Ti Mei were hired to teach Chinese at Harvard (Wu, 2008, p. 25).

*Yuen-Ren Chao and Fang-Kuei Li.* From the 1920s to 1950s, American structural linguistics was prevailing. The influence of structuralism to Chinese linguistics reflected on two Chinese scholars' research: Yuen-Ren Chao and Fang-Kuei Li (Lu, 2012, p. 315).

Yuen-Ren Chao was a significant linguist in modern China, he undertook many new initiatives and pioneered jobs for the modernization of Chinese linguistics. Chao left China for the United States at an early age. He went on to do research and teach in American universities. His move to the U.S. allowed him to avoid any environmental or political factors which interrupted the careers of many in China. Chao served as President of the Linguistic Society of America in 1945 and the American Oriental Society in 1960. In 1967, the University of California Berkeley granted him its highest honor as Faculty Research Lecturer of the Year (Haas, 1977).

Fang-Kuei Li received his PhD from the University of Chicago specializing in the study of American Indian languages. His dissertation was the only linguistic record of Mattole, a type of Athabaskan language. Li taught at Yale as a visiting professor from 1937 to 1939. He joined the University of Washington in 1949 and worked there until his retirement in 1969. "Professor Li was a member of the faculty of the Department of Far

Eastern and Slavic Languages and Literature. . . . He was one of that great constellation of scholars in Far Eastern studies that came to this university in the 1949-1950 period” (Knechtges, 1987, para. 2). After retirement, Li taught at the University of Hawaii until 1972 where he served as Vice President of the Linguistic Society of America. After his death, the Li Fang-Kuei Society of Chinese Linguistics was created “in support of the goal of benefiting academic and scholarly activities for the advancement of the study of Chinese linguistics” (Li Fang-Kuei Society for Chinese Linguistics, 2014, para. 1).

*Shao-Chang Lee and Peng-Chun Chang.* The University of Hawaii included Chinese linguistic and culture courses much earlier than other American Universities. The contributions of ABISP students to university and the Chinese related courses were significant. The first Chinese person to teach these courses was Tien-Mo Wang who was succeeded by another former ABISP student Shao-Chang Lee. Lee began teaching Chinese philosophy courses at University of Hawaii in the 1930s. Hawaii was the first American university opened Chinese philosophy courses. In 1931, the Department of Chinese Historical Linguistics and the Department of Japanese Historical Linguistics were merged together to become the Department of Oriental Studies; Lee was appointed as the director. In 1933, Hawaii hired former ABISP student Peng-Chun Chang to teach Chinese philosophy as a visiting scholar. Chang taught for one year, became popular among students, and was financially supported by a local fund. After these events, Chinese philosophy flourished in the U.S. (Cui, 2010).

Shao-Chang Lee joined Michigan State University (MSU) faculty in 1943 as Professor of Foreign Studies and Director of the Foreign Studies Institute. Lee was the

instrumental in International Studies and Programs and served as the first director of the International Center from its founding in 1951 until he retired in 1960. An endowment of private donations was used to set up the Shao Chang Lee Scholarship Program in his memory.

The Shao-Chang Lee Scholarship Fund provides scholarship awards for outstanding undergraduate students enrolled at MSU pursuing, or planning to pursue, a program that includes Asian Studies. The primary purpose of the awards is to encourage excellence in scholarship. (MSU, 2010, p. 1)

***Yi-Pao Mei.*** Mei received his PhD in philosophy from the University of Chicago. He studied in Germany and taught as visiting professor at universities in Chicago, Indiana, Cincinnati, as well as at Princeton, Oberlin, Bowdoin, and Wabash colleges before joining the University of Iowa in 1953. From 1955 to 1959, Mei was a full professor and the head of Oriental Studies. In 1960, he became the Director of the Center for Far East Studies at the University of Iowa (University of Iowa, 2014, "Biographical Note").

***Wu-Chi Liu.*** Wu was recognized as "a leading scholar of Chinese literature whose work helped American readers understand the writings of his homeland" (Los Angeles Times, 2002, para. 1). He earned his Bachelor's Degree in Literature at Lawrence University and his PhD in English Literature at Yale. Liu returned to China after graduation and came back to the U.S. after World War II. He taught literature, philosophy, and drama at several institutions including Yale, the University of Pittsburgh and Indiana University. Liu helped to establish the Department of East Asia Language and Literature at Indiana University.

Liu published more than 25 books, including the anthology "Sunflower Splendor: Three Thousand Years of Chinese Poetry." On its release in 1975, a New York Times reviewer termed it the "largest and, on the whole, best anthology of

translated Chinese poems to have appeared in a Western language." The anthology is often used as a text in schools. (Los Angeles Times, 2002, para. 2)

*Science and engineering field: Yu-Hsiu Ku and K. K. Chen.* At the

Massachusetts Institute of Technology, Ku earned the degrees of Bachelor's, Master's, and Doctorate of Science with a specialization in electrical engineering in 1925, 1926, and 1928 respectively. When Ku worked in China from 1929 to 1949, he served as the Director of the Electrical Engineering Department and the Dean of Engineering of Tsinghua, as well as Vice Minister of Education, President of National Central University, and President of National Conservatory of Music. Ku moved to the U.S. after 1949 and spent the rest of his life there. He was appointed Professor of Electrical Engineering at the Moore School at the University of Pennsylvania in 1952 where he remained until his retirement in 1971. From 1958-1962, during his time at the University of Pennsylvania, Ku published four books on transient circuit analysis, the control of linear and nonlinear systems, and electric energy. He also published nearly 100 technical papers between 1926 and 1971 (IEEEGHN, 2013, paras. 2-3; Wu, 2011, p. 267).

Ku is a renowned educator, scholar, and politician and an authority on analysis and control of linear and nonlinear systems; electric energy conversion, and transient circuit analysis. . . .

Dr. Ku received numerous honors including 28 honorary degrees: MA & LLD, University of Pennsylvania (1972); Gold Medal, Ministry of Education (1960); Lamme Medal, Institute of Electric & Electronic Engineering (1972); Gold Medal, Chinese Institute of Electric Engineering (1972); Gold Medal Pro Mundi Beneficio, Brazilian Academy of Humanities (1975). . . . (CAOA, 2013, paras. 2-3)

K. K. Chen was a distinguished teacher and researcher in the Department of Pharmacology at Indiana University. The K. K. Chen Award was set up in his memory

and is awarded to seniors with outstanding achievements in pharmacology (IUSM, 2007, “Honors”).

**Others.**

*Educational administrators.* Many ABISP students worked as administrators for educational organizations, the list although incomplete, is presented in Table 12.

*ABISP Students who taught outside of China mainland.* Besides Taiwan and the U.S., some ABISP students taught outside of China mainland, they are illustrated in Table 13.

Table 12

*Educational Administrators*

Name	Title	Organization
Yi-Chi Mei	Minister	Ministry of Education of Taiwan
Yu-Hisu Ku	Vice Minister	Ministry of Education, Republic of China (RC)
Heng Zhai	Vice Minister	Ministry of Education, RC
Peihuang Xu	Director-General	Bureau of Education of Shanghai, RC
Huiqiao Luo	Chief Secretary	Department of Specialization of Ministry of Education, RC
Tanxian Guo	Committee member	College Committee of Ministry of Education, RC
Wencan Yu	Chief Secretary	Department of General Affairs of Ministry of Education, RC
Shifu Zhao	Committee member	Drafting Committee of Standard Course Subjects of Vocational Education of National Education Association, RC
Qibao Cheng	Chief Secretary	Education Department of Hubei Province, RC Education Department of Xikang Province, RC
Zhaolun Zeng	Chief Secretary	Department of Higher Education of Ministry of Education, PRC
	Vice Minister	Ministry of Education, PRC
Xuefeng Pu	Deputy Secretary	Department of Higher Education of Ministry of Education, RC
Qingru He	Committee member	Designing Committee of Vocational Education of Ministry of Education, RC
Guangdan Pan	Committee member	Committee of Culture and Education, PRC
Xuanshan Chen	Deputy Secretary	Department of Advanced Normal Education, PRC
	Deputy Secretary	Department of Higher Education, RPC
Yi Hu	Deputy Secretary	Education Department of Hebei Province, RC
Lirun Xiang	Chief Secretary	Education Department of Xikang Province, RC
Wenyuan Gao	Chief Secretary	Education Department of Shanxi Province, RC
Jigao Wang	Director-General	Bureau of Education of Beijing, RC
Zheng Wang	Chief Secretary	Education Department of Yunnan Province, RC
Weiyuan Li	Supervisor	Education Department of Sichuan Province, RC
Zhimai Wang	Counselor	Ministry of Education, RC

Table 13

*ABISP Students Who Taught Outside of China Mainland*

Name	Institute
Tignsheng Wei	The University Of Manila, Philippines
Liangzhao Zha	Central Educational Research Institute of University of Delhi
Wujie Tang	Sekolah Terpadu Paha, Jakarta, Indonesia
Peter Pan-Tieh Sah	Georg-August-Universit ä G öttingen, Germany University of Oxford, England
Huiwen Zhang	University of Cambridge, England
Guilian Feng	Instituto Tecnológico de Aeron áutica, Brazil
Xigui Zeng	Nanyang University, Singapore
Huangxin Chen	Nanyang Technological University, Singapore
Boyuan Hu	Nanyang University, Singapore Universiti Malaya
Daowei Hu	Makeni University, Canada
Jitong Zeng	Nanyang University, Hong Kong
Baoheng Zhang	The New Asia Institute of Advanced Chinese Studies, Hong Kong
Mingxiang Lu	Hong Kong Industry and Commerce University
Zonghan Yang	The Chinese University of Hong Kong
Shifu Chen	The University of Hong Kong
Yibao Mei	New Asia College, The Chinese University of Hong Kong
Shulin Wang	Chu Hai College of Higher Education, Hong Kong New Asia College, The Chinese University of Hong Kong Chung Chi College, The Chinese University of Hong Kong
Jianzeng Mai	The Chinese University of Hong Kong
Tai Ren	New Asia College, The Chinese University of Hong Kong
Guangjiong Pan	The Chinese University of Hong Kong
Gan Wu	Ta Teh Institute

## Chapter 6

### Comparisons

The impact of former ABISP students in higher education is more meaningful when compared with other foreign-study movements at that time and programs supported by the remitted reparations from other indemnitees.

#### **Comparing with the American-Educated Youngsters**

The American-educated youngsters were the earliest group of students sent abroad by the Qing government, who paid all of their educational and living expenses.

In 1871, Qing Empire Governor Guofan Zeng and Governor Hongzhang Li proposed sending teenage boys to study in the United States, in groups of 30 per year, for 4 years. Those students would come back, in turn, after studying for 15 years in the United States. The proposal was approved. Li set up the Chinese Educational Mission (CEM) in Shanghai to recruit and prepare students as well as a CEM Headquarters America to supervise students. One hundred and twenty (120) students between the ages of 12 and 15 were sent to America between 1872 and 1875. Due to their young age, these students were known as “liumei youtong” –“the American-educated youngsters.”. In July of 1881, due to various political factors inside and outside China, the Qing Empire decided to recall all of the students. By September, all except for 26 students who refused to come back, returned to China. Only 2 students graduated from college. Among those who came back, 2 were college presidents, and 1 was teacher; the others did not take educational jobs (Chen & Tian, 1991b, p. 686; Li & Yang, 2011, p. 19).



Technically speaking, the American-educated youngsters were incomparable to ABISP students. First, few of them received any college education and only two graduated. Second, only a few youngsters went on to educational jobs. As the first official attempt at sending students abroad, it was the beginning of the Chinese foreign-study movement.

### **Comparing with Students Who Studied in Japan**

Studying in Japan prevailed in modern China and originated with the Sino-Japanese War of 1894-1895. China was forced to sign the Treaty of Shimonoseki because of the defeat, which required ceding territory, paying reparations, and opening trading ports and inland rivers (Wang, 1957, pp. 614-617). China's failure aroused intellectual self-examination that resulted in studying the strategies of Meiji Restoration in efforts to strengthen their country.

Youwei Kang wrote on memorial to the throne in Guang Xu 24 year (1898):

We were completely defeated. Taiwan was ceded and stupendous money was paid. The entire nation feels sad. I think the defeat was not because Japan is superior to us. It is because we are not open-minded and short of talents. . . . Japan was conservative before Meiji Restoration . . . they sent students to European countries, learned their advanced technologies and literatures. That is why Japan could defeat us. . . . If to European, Germany would be an appropriate choice. However, only Japan is close to us and studying in Japan is not expensive. We should send more students to Japan and we will succeed soon. (Tang, 1981, pp. 301-303)

A report to Qing Empire in Guang Xu 25 year (1899) by the Foreign Affairs

Department discussed how to select qualified students to study in Japan.

In recent years, Japan sent students to study in the west countries. Their achievements are obvious. Japan is close to China. The transportation to Japan is convenient. We discussed to select young and talent students who also know a little Japanese from existed schools and send them to Japan successively after

negotiating with Japanese ambassadors. (Beiyang Foreign Affairs Bureau, 1905, pp. 15-17)

Starting from 1898, the tendency of the Chinese government to send students to Japan to study increased. Privately supported students also emerged. The Imperial Examination was held by the government to select scholars to their governing system through examinations of works of Confucius and Mencius. The essence of these works emphasized obeying social orders and respecting the emperor as the highest priority. The discourses and sayings of Confucius recorded: “The Superior Man concerns himself with the fundamentals. Once the fundamentals are established, the proper way (tao) appears. Filial piety and obedience to elders are fundamental to the enactment of humaneness” (Lunyu Xue’er). Confucius also said: “govern the people legalistically and control them by punishment” (Lunyu, Weizheng). In the governing system, few people knew scientific knowledge. This may be why China’s economy was behind after the Industrial Revolution of Europe. In 1905, Qing Empire stopped the Imperial Examination and, as a result, scholars lost the way to enter the governing system. Many scholars chose to study abroad and because of geographical convenience, Japan became their main destination.

According to “List of Chinese students studied in Japan,” there were only 77 students who studied in Japan in Guang Xu 24 year (1898), 143 in Guang Xu 25 year (1899), and 159 in Geng Zi year (1900). However, the number of students who studied in Japan increased to 266 in Guang Xu 27 year (1902) and 727 in Guang Xu 28 year (1903). Numbers continued to increase sharply in the following years. In November of Guang Xu 29 (1904), the number was 1,242 and 2,557 the next November. There was a tremendous boost in 1905 that raised the number of students to over 8,000 (Xiong, 2007, pp. 19-22).

Different from ABISP students, students who studied in Japan focused on liberal arts, especially law and politics. According to Z. P. Wang (2011), there were 295 Chinese students who took law and politics courses at Hosei University in 1904; Hongwen Institute had 604 Chinese students; and Tongwen Institute had 148 Chinese students. Together, there were 1,047 Chinese students who studied in liberal arts, 43.63% of all Chinese students studying in Japan in 1904. That is to say, liberal arts had an overwhelming priority over other subjects (p. 165).

Among the rest of the students many of them studied military affairs. Li (1987) indicated:

Normally students of law, politics, and military affairs would be half of the total foreign-study in Japan students. According to “the first report of foreign-studied students of Qing Dynasty” of 1902, students who studied law, politics, military affairs, and police were over half of the 608 students. (p. 147)

Wei (1998) divided the process of China learning from Japan’s educational system into four stages: (a) 1895-1911, entirely imitation; (b) 1912-1922, trying to avoid Japan’s exclusive influence, but still learning its practical experience; (c) 1922-1937, using the Occident to replace Japan, preferring American education; and (d) 1937-1945, Japans colonial education against China’s anti-Japanese education (p. 92).

Zhou (1926) reviewed Chinese modern education at the fifteenth anniversary of Tsinghua. He regarded education from 1912 to 1916 as Japanization, because most governors, presidents, and teachers graduated from either Waseda University or Hongwen Institute of Japan. The textbooks of that time were primarily translated from Japanese while education from 1921 to 1926 was Americanized. Zhou’s division of

Americanization was different from Wei's. Actually the reason was Zhou's 1926 paper (Zhou, 1926).

Table 14 displays a comparison of the occupational ratio of students who returned from the U.S. and Japan in 1925 and 1931. The report indicated the ratio of ABISP students who worked for higher education was 30.1% in 1925 and 34.4% in 1931, significantly higher than those students returning from Japan whose ratio of working higher education was 4.5% and 9.9% respectively (Abe, as cited in Tian, 1996, p. 108).

Table 14

*A Comparison of Occupations of Returned Students from the U.S. and Japan*

Occupation	Returned from The U.S.		Returned from Japan	
	1925	1931	1925	1931
Officer	20.5%	18.1%	26.1%	35.5%
Professor	30.1%	34.4%	4.5%	9.9%
Politician	4.5%	5.4%	21.6%	18.7%

The foreign-study movement to Japan explored the modernization of Chinese education. However, it was immature and had limitations. It was also quite different in the subjects studied by students; those who went to Japan focused on liberal arts and military sciences, while ABISP students focused on science and technology. Generally speaking, the influences on education of students who went to Japan was before the 1920s. ABISP students deeply influenced Chinese education from 1920 to 1949.

### **Comparing with Non-ABISP Students**

From 1909 to 1929, there were self-supported students who studied in the U.S. as well. Unfortunately, few researchers tracked their status. The researcher was not able to find adequate information for them. However, from the amount of research done on ABISP students, the researcher could tell that the achievements made by ABISP students were more than those made by non-ABISP students during the same period of time.

**High selecting standard.** The ABISP used high standards to select students for its first group. All Tsinghua students performed above the average level. For example, the first recruiting of “admitted to American university student” had 603 applicants. After two turns of examinations, only 47 students were admitted (Wang, 2012, p. 8). The government had planned to recruit 100 students each year, but ended up sending only 180 students within the first 3 years. Since its establishment, Tsinghua applied the principle of “Elite” to its educational system. Due to strict requirements for academics, athletics, and morality, Tsinghua refused one third of its applicants every year. Over 20 years, there were only 972 actual graduates from Tsinghua (Su, 2001, pp. 338-339). According to ABISP student Huo (2000), “Before 1922, all Tsing Hua College students who passed examinations would be sent to the United States. They can choose school and major freely. After the establishment of Tsinghua University, only a few of graduating students would be sent to the U.S.” (p. 173).

**High educating standard.** The Tsing Hua College system was created for 8 years: 3 years of middle school, 3 years of high school, and 2 years of college. Courses and textbooks imitated those found in America and faculty members were primarily

foreigners or returning ABISP students. The “pre-admitted to American university student” transferred as juniors to American universities.

The courses Tsing Hua College provided to its students were based on course content of American high schools and colleges. The courses covered natural sciences, social sciences, and human sciences, and they were taught entirely by English. English took place of Chinese on campus. Except for few courses of Sinology taught in Chinese, the rest was taught in English. When British philosopher Bertrand Russell visited in 1920, Tsing Hua College gave him an impression of “an immigrated university from The U.S.” (Liu & Fang, 2011, pp. 217-218)

**Adequate budget.** According to Su (2001), the annual budget for Peking University in 1917 was 360,000 Yuan for 1,300 students, Beijing Higher Normal Schools was 334,000 Yuan for 552 students, and Tsing Hua College was 1,940,000 Yuan for about 600 students. In 1918, Peking University’s annual budget was 670,000 for 2001 students, and Tsing Hua College was 1,140,000 for 665 students (p. 100). The financial status for ABISP students was even better. Eighty U.S. dollars per month for living expenses was surplus in America at that time. Most American students did not have that much for living. Sih Hu supported his widowed mother while he studied in the U.S.. Guangdan Pan recalled that while he studied in the U.S. in 1920s, he could save half of the 80 U.S. dollars per month for himself, send the rest back to China, and still live a good life in America (Qin, 2000, p. 24).

### **Comparing with Other Programs Supported by Remitted Boxer Indemnity**

#### **Reparations**

Followed by the U.S., other indemnitees remitted partial reparations in various ways successively. Some reparations were also used for Chinese educational and cultural programs.

**England.** In December of 1922, the government of England announced the remittance of any unpaid reparations. The remitted reparations were to be used for Chinese educational and cultural projects.

*Remitting process.* Due to the reelection of Congress, The Council of Ministers changed and the remitting of Boxer Indemnity reparations was postponed until June of 1925 when the English Congress passed the official bill of “Chinese reparations.” In September of 1930, both governments officially signed the documents. The Chinese government agreed to set up a fund for the remitted reparations with their primary use being to build Chinese railways and support related industrial projects. The interest from the fund was to be used for educational and cultural projects. The last opportunity to remit reparations was December 1922; the total amount remitted was 11,186,547 Pounds.

*Usage before the Anti-Japanese War.* English remitted reparations intended for use in Chinese educational and cultural projects were utilized to: (a) protect cultural relics, such as subsidized the Central Museum and Central Library; (b) subsidize research institutes in most colleges and universities; (c) support Chinese students’ studying in England; one hundred and ninety-three (193) students were sent to England in nine groups; (d) award textbook writers and work publishers of primary and middle schools; and (e) subsidize primary, middle, and vocational training schools as well as rural education.

*Usage during the Anti-Japanese War.* Besides those projects supported previously, more projects were added.

*The protection of cultural relic.* Funds for this project (a) covered packing and transporting expenses for the relics stored in the Palace Museum of Beijing; ten thousand (10,000) boxes of relics were sent away; (b) organized, photocopied, and published the Juyan Bamboo Slips of the Han Dynasty and the Dunhuang manuscripts. Eight boxes of original relics were sent to the U.S. and stored in the Congress Library; and (d) in cooperation with the Central Library, purchased over 30,000 ancient books.

*The subsidization of researchers.* Over 400 researchers were subsidized with these funds.

*The self-created projects.* Several self-created projects were supported with these funds: (a) the China Institute of Geography; (b) the China Institute of Mulberry Silkworm; (c) the China Academy of Arts; (d) the Gansu Science Education Center; and (e) and the founding of Tongchuan Middle School, Hexi Middle School, and Mojiang Middle School (ECEAED, 1948, PP. 1577-1581).

*Usage during the National Southwest Joint University period.* During the war, Peking University, Tsinghua University, and Nankai University moved to Kunming. They combined to form the National Southwest Joint University together with Yunnan Normal University. During the move, they suffered heavy loss, funds from the remitted English Boxer Indemnity reparations helped with their reconstruction.

After the fall of Beijing, all books and equipment of the department of physics of Peking University were taken by the enemy. The optical equipment costs over 30,000 Yuan. Tsinghua University's X-ray and nuclear physics equipment was unique all over the country, which also not saved. Other important equipment and precious books left on campus were all gone. At least 98,000 Yuan is required to purchase new equipment. Besides 26,000 Yuan supported by the fund of remitted English Boxer Indemnity reparations, 73,000 Yuan is short. The Joint department of chemistry of Peking, Tsinghua, and Nankai needs 90,000 Yuan for new



equipment. The English fund will provide 25,000 Yuan. There are 73,000 shortages. (PKU, THU, NANKAI, & YNNU, 1998, pp. 99-100)

**Russia.** In 1924, the Russian government agreed to give up the reparations.

Except for discharging guaranties and debts, other remitted reparations would be used to improve Chinese education. A special committee of two Chinese and one Russian was set up to supervise the usage of the remitted reparations which totalled 79,365,197 Yuan. Colleges and universities of Beijing and Tianjin were the main beneficiaries (Foreign Affairs Department, 1924, "Clause 11").

**France.** The French government decided to remit reparations in 1922. The remitted reparations were used to save the Industrial Bank of China and France from breaking and to support educational programs and charities. The total remitted reparations were 391,581,529.050 Franc, equal to 75,556,964.457 U.S. dollars at that time (SHAC, 1992, pp. 232-236).

**Belgium.** Right after World War I, Peking University scholar Jianshan Wang united a couple of other scholars and began advocating for the remitting of reparations from indemnitees. The President of Peking University, Yuanpei Cai, promoted their advocacy. In 1925, the remitting reparations' agreement was signed between China and Belgium.

The remitted reparations were divided: 40% was to be used exclusively for the Longhai Railway to purchase construction materials from Belgium and 35% would be used for other construction of Chinese railways. The remaining 25% (about 1,250,000 U.S. dollars) would be used for educational projects and charities: 60% were for educational projects between China and Belgium and 40% were for health charities between two countries. Among the 60% allotted for educational projects and charities,

5/60ths were for an academic exchange, 20/60ths were for the tuition of Chinese students' studying in Belgium, and 35/60ths were for other educational programs. From 1927 to 1936, 64 students were sent to Belgium (ECEAED, 1948, pp. 86-89).

**Holland.** In 1933, Holland decided to remit Boxer Indemnity reparations to China dating back to January 1 of 1926. The reparations, totaling 1,451,838.16 Florin, were to be used for water conservancy (65%) and cultural projects (35%). Thirteen percent (13%) of the interest from the cultural fund was used to subsidize Academia Sinica, 40% were used to pay tuition for Chinese students' studying in Holland, and 47% were donated to the Institute of Chinese Studies at Leiden University of Holland (Wang, 1974, p. 556).

Italy and Japan also remitted partial reparations, but little was spent on cultural or educational projects.

Based on the above description, it is apparent most of the reparations remitted by indemnitees other than the U.S. were used for industry and commerce and little was used for educational programs. Except for the U.S., England was the largest investor in education. However, compared to nearly 2,000 American BISP students, there were only 193 English BISP students.

## **Chapter 7**

### **Conclusion**

This historical research intended to provide descriptive data for the influences of the American Boxer Indemnity Reparations Remissions (ABIRR) on Chinese higher education. The U.S. agreed to remit the reparations from the Boxer Indemnity to Chinese government respectively in 1908 and 1924. The remitted money was mainly used for Chinese higher education through establishing Tsinghua College, which changed to Tsinghua University in 1928 and split to THU in China Mainland and NTHU in Taiwan in 1955, supporting the American Boxer Indemnity Scholarship Programs (ABISP), and supporting other cultural and educational projects.

ABIRR's influences on Chinese higher education were primarily demonstrated by the two top universities, THU and NTHU, and the achievements that ABISP students made to Chinese higher education.

Both THU and NTHU are top universities in China Mainland and Taiwan. Tsinghua (before 1955) educated a considerable number of academicians and over half of Chinese Nobel Prize receivers in science had connections to Tsinghua.

ABISP supported seven categories students' studying in America. This study focused on 1,152 students of Type (a) "admitted to American students" and Type (b) "pre-admitted to American student" from 1909 to 1929, because students of those two categories were strictly selected through examinations and were fully supported by ABISP. They benefited from ABISP most and were the main component of the achievements that ABSIP students made to Chinese higher education.

The researcher traced the Boxer Indemnity, researched Tsinghua, THU, and NTHU, and tracked 1,152 ABISP students one by one. In the end, the study came to the following conclusions.

- 1) The Boxer Rebellion was an important event in modern Chinese history. The Boxer Indemnity forced China to pay 450,000,000 taels of fine silver (around £67.5 million or US\$333 million at the time) to 14 countries. As the first country to return Boxer Indemnity reparations, America supported nearly 2,000 Chinese students studying in their universities. These students formed the second tide of Chinese students' studying in the U.S. in modern Chinese higher education.
- 2) The remitted American Boxer Indemnity reparations supported the establishment of two Tsinghua Universities: Tsinghua University in Beijing and National Tsinghua University in Taiwan. THU is one of the top three universities in Mainland China and one of the top 60 universities over the world. NTHU is one of top 300 universities worldwide.
- 3) Nearly 2,000 students benefited from ABISP. These people made great achievements towards Chinese higher education.
- 4) This research targets ABISP students. The researcher tracked 1,152 ABISP students from 1909 to 1929 and made comprehensive sortation. The researcher did qualification jobs of ABISP student achievements on Chinese higher education. Sixty-one percent (61%) of ABISP students engaged in higher education jobs. Among them, 597 out of 707 had professor titles.

Forty percent (40%) of the first academicians of 1948 of Academia Sinica of the Republic of China, were ABISP students. In the first academicians of 1955 of Academia Sinica of the People's Republic of China, 25% were ABISP students. Some of the non-ABISP student academicians were students of ABISP students. Additionally, they made scientific contributions to colleges and universities and published many textbooks for college students. Due to a shortage of information, this research might not completely reflect the historical value of ABISP students.

- 5) Not many ABISP students worked in the United States. For those who engaged in American higher education, many of them involved teaching or researching Chinese linguistics, history, and philosophy. There was little research on those who left China after 1949 for Taiwan, Hong Kong, South Asian, and other places.
- 6) This research compared ABISP students with the earlier cases of foreign-study in Japan. Foreign-studying students in Japan were explorers of Chinese higher education mainly studying liberal arts. As for ABISP students, they were leaders in Chinese modern higher education.
- 7) This research also compared the ABIRR's influence on Chinese higher education with the reparations remitted by other indemnitees. The conclusion was that ABIRR had the most significant influence on Chinese higher education.

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