THE HANDBOOK OF THE CHINESE STUDENTS IN U.S.A.

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PREFACE

SINCE 1872, Chinese students have come to America to study. Each year, more and more young men and women have arrived. As their number increased, and as they spread over the entire U. S., communication became difficult. Therefore, a book was suggested which would include all the information that was indispensable to the Chinese students in America. The Hand Book of the Chinese Students in the U. S. A. was the book decided upon.

This hand book has a threefold purpose. The first, to inform all Chinese students with the names, addresses, subjects, and other activities of their fellow students, and to assist American friends, research workers, and Chinese, both here and at home with historical records, vocational recommendations, and references. The second, to facilitate communication between new comers and old residential students, between undergraduates and their alumni friends, between students seeking facts, opinions, and other information from authoritative persons; and to acquaint students with their “comrades,” and with other students taking similar courses. The third and last, to unify the 1256 Chinese Students now distributed among 140 institutes throughout the United States.

This year is the Sixieth Anniversary of the Chinese students in America, (1872-1932). Upon this occasion the Handbook takes the opportunity to publish a memorable issue. As a special feature, there is an article by Mr. T. Y. Leo, who landed in U. S. in 1909 and who is the oldest Chinese student in America; an official message by Dr. W. W. Yen; and statements, messages, and greetings from many university profes-
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sors and authorities. There is also a list of Chinese youths, studying in Canadian institutions, and a chronological table of the relationship between the U. S. and China by W. S. Wei.

The sources from which this text have been compiled are (1) Individual correspondence, (2) Offices of the Registrars of the various institutions, (3) Local students' clubs, (4) Catalogues from institutes, (5) Personal interviews, and (6) Chinese Educational Mission, Washington D. C. Due to the fact that addresses are constantly changing, and that some of the institutes and clubs did not respond to the questionnaire, the Handbook does not claim perfection. If, however, your name or that of your friend does not appear in this Handbook, please notify the Editor, and such information will be inserted in the next issue.

This Handbook is free to every Chinese student and will be mailed to the address given in this book.

We wish to express our warm thanks to the Officers of the local clubs, the Registrars of the institutions, the Chinese Educational Mission, and to Miss M. Finkelstein and Mr. B. Brookfield. We are also greatly indebted to the advertisers who have given us financial support. To all our fellow students we extend our best wishes for their academic success and experiential progress.

New York City, April, 1932.  

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THE thought that is uppermost in our minds at the present moment is of course the crisis which our people and government are undergoing at home. The tragic drama which is being enacted in Manchuria should bring home to us more now than ever before that however much our friends may wish to lend us assistance in the hour of need and tribulation, our national salvation must come from within. Right and justice may well be on our side, so may the sympathy and spirit of helpfulness of our friends, but we must fight our own battle in order to survive.

Fellow students, you are the fortunate few who have the privilege of studying in this wonderful country of the United States. You will soon return home to shoulder the responsibilities of leaders and help to steer the ship of state to a haven of safety. The investment which is being made on your education, as well as the time and effort which you put into it, will have been wasted, if you do not take home with you the modern civilization which makes this nation great, and if you have not inculcated in yourselves the American spirit of cooperation and enterprise, loyalty and discipline.

Your duty here, therefore, is to learn how to repeat in China the epic of the great American trans-continental railroads, to construct a thorough system of economic transportation and communication, to increase the productivity of the individual by means of labor-saving and labor-aiding mechanical slaves. But let me emphasize, the material development of the country
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alone will not suffice to elevate China to a position of respect and equality in the family of nations. What China needs most is unselfish leadership and the esprit de corps which is absolutely necessary and essential in the governance of a democracy. These qualities you must learn in your school and college days, so that later in life they will be kept and cherished as a golden rule of life.

Lastly, fellow students, the mission of your sojourn in this country will not have been completed if you have only learned to take what America has to offer, but fail to give what our own civilization has to impart in the way of increasing the sum of happiness of the human race.

I am only the diplomatic representative of our country. The field in which I, as an individual, move and act must necessarily be limited. But with thousands of you in number, the opportunities which are presented to you through study, social contact and travel, are truly many in helping to develop a greater mutual understanding and respect, a broader appreciation and a truer spirit of sympathy between the two nations on the shores of the Pacific, thus to point a way out of the present to a new type of world civilization from which can be obtained a new integration and co-ordination of the most vital experiences of the East and West.

You are the unofficial envoys of China in the true sense of the word. May you live up to what is expected of each and all of you.

This is my message to you for 1932.

Chinese Legation
Washington, D. C.
January 1, 1932

W. W. Yen.
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to our fellow students in the United States

HENRY K. CHANG
N. Y. CONSUL GENERAL
OF THE REPUBLIC OF CHINA

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So we are ill prepared against war.
Let us all be well prepared for peace,
And we shall better be prepared against war."

Y. R. CHAO.

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CANADIAN PACIFIC to CHINA
GREETING

KARL T. COMPTON

President of Mass. Institute of Technology

The Massachusetts Institute of Technology takes this opportunity to send its greetings and best wishes to the many Chinese students who have taken their training in Science, Engineering or Architecture at this Institution. We have every year students from between forty and forty-five foreign countries in attendance at the Institute, and in all these groups the contingent of Chinese students has made an enviable record in scholarship.

Having been founded for the purpose of serving society through training in pure and applied science, this Institution is glad to have been of service to Chinese students, and solicits their continued interest and good will.

KARL T. COMPTON,
President.

March 14, 1932
With the
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Rochester, New York
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Greetings ... to Chinese Students at home and abroad.

CHARLES K. EDMUNDS
President Pomona College
Claremont, California
Formerly of Lingnan University, Canton

UNIVERSITY OF PITTSBURGH
Pittsburgh, Penna.

March 12, 1932

Dear Mr. Wei:

I have had the good fortune to know many of the Chinese Students of Greater Pittsburgh. I have found them true sons of the great Chinese People. I have had the great privilege of celebrating with them, on several occasions, the natal day of the Republic of China. I have thus come to feel the greatest interest in their welfare. May I not take this means of wishing for them and their countrymen the greatest possible success in this their most crucial moment?

N. ANDREW N. CLEVEN,
Professor of History.

Greetings ... to my Chinese Student friends.

ELBERT D. THOMAS
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THE 60th ANNIVERSARY OF CHINESE STUDENTS IN AMERICA

By T. Y. LEO.

Idolizing “Progress” as their fetish, Occidentals have for the past hundred years been in the habit of measuring China’s foot by their own last. It is no surprise that, armed with their own records, they should have watched China’s locomotion and noted little or no “progress”. Yet China does move and has moved. Only, a nation that has enjoyed a historical continuity of more than four thousand years, when every national custom and habit, every phase of its national life, has taken root deeply and firmly, can hardly be expected to move at any higher speed than that of a vast glacier. It is not lack of vim or “pep”. It is habitual, ignorant as well as cautious conservatism that has made its movement exasperatingly vacillate. Not until China has convinced itself that the game is really worth the candle, that is, some change or “progress” is decidedly imperative, will and can China move like an avalanche.

The history of Chinese students in America is a case in point. I take this occasion of their 60th Anniversary here to verify the truth of my candid, if somewhat bromidic, obiter dictum.

Officially this history is dated from 1872, with Yung Wing as its maker. As is well known, Yung Wing, himself a trailblazer in this field as early as 1847, first conceived the idea of bringing Chinese boys of from 12 to 14 to America “to be thoroughly educated for the public service”; his scheme called for a finished course of “fifteen years”. This educational scheme, Yung informed us, “had been lying dormant in my mind for
the past fifteen years (presumably since 1852 or 1853), awaiting an opportunity to be brought forward”.

Now, China, after a series of defeats and humiliations by the Occident between 1840 and 1860, was, to some extent, already awakened to the necessity of learning about “things beyond the seas”. To facilitate the work of the famous or notorious “Tsungli Yamen” (established in 1861), a Government College, “Tung-Wen Kwan”, was started in 1863 to teach willing Chinese of various ages Occidental languages and sciences; then, in 1866, a district magistrate, by name Pin Chun, was commissioned to “take a number of Government students to travel in foreign countries”. It might be about then that Yung Wing saw his opportunity to bring forward his own scheme.

It took “at least three years of suspense and waiting between 1868 and 1870” to get his scheme, together with some other schemes “put in to cloak” it, sanctioned and adopted by the government. An uncommonly daring venture it must have been on the part of the government and of the parents of the boys selected to go, since, unlike those under Pin Chun’s convoy, these were to leave their ancestral land and domicile in a foreign clime for fifteen years! Be that as it may, the years 1872-1875 witnessed the transmigration of one hundred and twenty young Chinese boys across the Pacific to the Connecticut Valley of the United States, headed by Chen Lan-pin and Yung Wing, the two Educational Commissioners.

Why two commissioners, it may be asked. This may be explained briefly. Yung Wing knew his China; he appears to have had some general concept of China’s Civilization slowly developed in the period of tens of
centuries; in all probability he also had some appreciation of China’s Idealism. In working out his scheme he therefore, did not lose sight of all this and invite wholesale and malignant opposition. He placated and assured the whole nation by this provision in his scheme — — — “Chinese teachers are to be provided to keep up their (the boys’) knowledge of Chinese while in the United States, &c.” It was as though he were thereby addressing the nation in these words:

“My elders and juniors: Having all of us seen how incapable our old Civilization of Ethics and Confucianism has been of standing the on slaughts of the Occidental Material Civilization, I, one of you and for years having studied the ins and outs of the latter, venture to suggest that you let me take some of your boys to the Occident to study. Far be it from me to desire to turn your boys into foreign youths; it is but a measure of imperious necessity for China; all I aim to accomplish is to get our people qualified so that, externally, we shall in the near future be a match for the Occident and able to have with it our tit for tat. You can have my assurances that your boys will not be suffered to lose their roots”.

Thus the two commissioners had each his part of the labor cut out for him: “it was Chen Lan-pin’s duty to see that the students should keep up their knowledge of Chinese while in America; it was my (Yung’s) duty to look after their foreign education”.

Except the prime mover all China, perhaps, had expected that the boys would in America maintain or be made to maintain Chinese custom and moral standard without deviation, and come back the same sedate and dutiful sons, though fully equipped to cope with those unruly aliens in the Central Flowery Empire. All China, however, had failed to realize that human beings of whatever race are to all intents and purposes creatures of their environments. Transplanted all of
a sudden in a foreign environment, especially when quite young, no human being can help catching up some of its localism and undergoing some mental read-
justment, intentionally or unintentionally. We say, "He who stays near vermillion will be reddened, who near ink, blackened"; so says the Greek, "One comes to limp who walks with the lame". Hence, when, in 1881, a new Chinese commissioner came to take the place of Chen Lan-pin, he, to his horror, found that "Americanization" had already set in among those youngsters in an alarming degree; all the Chinese custom maintained among them was evidenced by the Manchurian queues which they had to wear; all the Chinese moral standard seemed to have been maintained only in those Chinese Classics carelessly thrown about their quarters!

In consternation the new commissioner reported back this state of things. All the youngsters were ordered back to China in no time. For, however urgently China might need the services of men well versed in "things beyond the seas", it formed no part of the government’s policy to have so many young subjects turn "traitors", or to deprive so many families of their otherwise hopeful sons or heirs. Down toppled Yung Wing’s 15-year-built scheme. Back went Chinese youths to the "Eight-legged" prose, "Examination-styled" poetry and "Small-Texthand" calligraphy.

From 1881 to 1900 political China went from distressingly bad to appallingly worse. It had its hand so full that the "foreign education" of our young men had entirely gone by the board; at best both the government and the people had never by any means accepted Yung Wing’s suggestion without a world of
reluctance and misgivings. In those years, outside of a few handfuls of students, self-supporting or maintained by some provinces, working away, more or less listlessly, in Japan, Europe and America (around 1896-1900), no second battalion of young men was officially shipped to the United States in place of those 120 scapegraces. When the late Wu Ting-fang, one of the 120, once related may be taken as typical of the attitude of the general run of our people toward this matter before 1900.

“Let me illustrate for you the unwillingness of our people to send their sons abroad, even when all the expenses were borne by the government. I remember hearing a servant in a friend’s house make the following statement: ‘When I was a young fellow, an official came to my village and asked my parents whether they would allow me to be educated in the United States of America. Knowing nothing of the United States, and having heard that whenever a Chinese went there, the natives would remove his skin and graft the skin of some beast in his bleeding body, . . . they would not allow me to go’.”

Misrepresentations and exaggerations of the like nature there were galore all over China.

Happily for our New China, all this proved to be nothing more than darkness before dawn. 1901 found the bewildered China executing a complete volt-face. The government decreed that thenceforth “Questionnaires and Dissertations” should be substituted for the usual “Eight-legged Essays” in all Literary-Degree Examinations, that all the antiquated educational institutions throughout the empire be remodelled and converted into schools and colleges of the modern type, and that all provincial administrators should select and send young men from districts under their respective jurisdictions to study in countries beyond the Eastern
and Western Seas. Then, in the following year, it ordered the various provinces to have students sent to the Occident and specialized in technological courses of study; and then, again, wonder of wonders, it proclaimed in 1905 the entire abrogation of the worse than useless Examination System that had been operated in China for the last eleven or twelve centuries at least!

The government's sudden but wholly comprehensible access of "modern" spirit received a ready response from our masses. They could do nothing less. Willingly, even eagerly, they now saw their sons, daughters and brothers (fathers, wives and uncles not a few) off for the East, the West and divers directions in pursuit of knowledge; they had evidently ascertained that the natives of the United States had by now given up flaying the Chinese as an unprofitable business! There ensued, then, a steady exodus of our youths from the Land of Ethics and Confucianism.

Within barely five or six years Nippon's population was swelled by about twenty or more thousand knowledge-thirsty scions of Chinese blood, while Europe and America, too, received their respective quotas in hundreds of our young men from twenty to thirty-five. The time soon came, as from 1905 up to the present, when the privilege or honor of being selected and sent abroad to study became actually one for which our young men would fight and scramble, a matter that would entail no small transport of mental sunshine and gloom.

Due to the yearly return to us since 1909 by the United States of the surplus of her Boyer indemnity fund, and to the establishment of our Republic in
1911-12, the number of our students in America has grown by leaps and bounds; thus, while we had only 300 here in 1906, by 1914 this was increased to 847; and after another eight years it jumped up to the startling figure of 2,600! What is the exact number at this writing (March, 1932) cannot be told; but it is safe to surmise that it cannot fall far short of 3,000 or 4,000, taking all our students in this country, maintained by various means, into account. Of course self-supporting students constitute the greater part of this army; those supported by the returned indemnity surplus cannot be more than a mere fraction.

And in 1912 the pioneer of Chinese "foreign education" saw his dream fulfilled far beyond his expectations while his soul passed on.

But our students, official or private, scattered all over America, are no longer of the same race as those transplanted in the Connecticut Valley during the last Seventies. Aside from the fact that they of today are no more harassed by that hair-appendage, called queue or pigtail, at their backs—and what a nonpareil excitement they have missed!—, they have not even to maintain any Chinese custom or moral standard. On the contrary, they dress themselves just like the natives in play or in work; with some exception they can do practically all things permissible to the natives in town or country; by word of mouth or with pen and ink (or rather typewriter) they can address the natives or the public as the natives do among themselves; in short, but for the color of their skin and their facial features one would scarcely notice they were not of this "Land of the Free and Brave". Anyway, for some time have they ceased being an eyesore or a curiosity to the
American people; it is doubtful if they could receive a single speculative glance from P. T. Barnum today!

Of far greater significance, however, they are and will be to the future of our own Republic, to China's place in the sun for all the racial deprivities and surviving mediavelisms in some nations of the world. How significant it is, probably, too premature as yet to see, premature by about fifty or so years. But this one may venture to say that positively it is upon these young men and women students of ours throughout the world that China must found all its hope. The signs pervading among them, so far as discernible, point unmistakably to an intensifying and crystallization of the National Consciousness which first sprang up and made itself felt in our people in 1900-1905, the climax of our Revolutionary Movement in fermentation for more than twenty years before. They are healthy signs, and gratifying. With this National Consciousness as their compass, let them box it as much as they choose; most unlikely they will run the State-Ship of China upon the rocks.

After all, China needs no true and high Culture in its relations with the present-day World-Powers. All China needs is Kultur, KULTUR. For the nonce China may as well lay aside true and high Culture. It can wait; wait until Kultur has secured China's place in the sun against all Hunnish ravages.
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THE REGISTRAR
WASHINGTON SQUARE EAST
NEW YORK, N. Y.
CHRONOLOGICAL TABLE OF THE RELATION BETWEEN CHINA AND THE UNITED STATES

WITH SPECIAL REFERENCE TO EDUCATION

By Wilson S. Wei

1784 The first American Ship "Empress of China" arrived in Whampoa, Canton. Among those aboard was Major Shaw who bore credentials from George Washington.

1785 The "Grand Turk", a merchant vessel, arrived at Canton from Salem, Mass., U. S. A. Among the merchants established in business in China was Thomas Hunt.

1786 Major Shaw was in Canton commissioned by the Continental Congress as American Consul to Canton.

1805 Thirty-seven American vessels carried more than $5,700,000 worth of American goods to Canton.

1807 Robert Morrison, the first British Missionary to China, landed in Canton under American auspices on an American ship from Boston. The L. M. S. began work.


1818 Russell & Company (an Am. Steamship Company) was established.

1830 Arrival of first American missionaries, Bridgman and Abeel (A. B. C. F. M.).

1840-1842 The "Opium War" between China and Great Britain. Results: Hongkong ceded to Great Britain; Shanghai, Nignpo, Canton, Foochow and Amoy opened to foreign trade; indemnity of $21,000,000 paid by China. The Treaty of Nanking was signed. Five Chinese ports were opened to foreign trade and commerce. The beginning of modern schools may be said to date from this year.

1843 Caleb Cushing was the first American envoy to be sent to China.

1844 The first treaty between the two nations was negotiated by Caleb Cushing. It embodied the most favored nation clause, also extra territorial jurisdiction.

1847 General Frederick T. Ward sailed for China. Afterward he became a naturalized Chinese subject and rose to the rank of Mandarin of highest degree. Backed financially by the banker Taki, whose daughter he married. He recruited an army of 10,000 Chinese, drilling them in the European fashion, and with them successfully invaded one after another of the rebel's strongholds, (Tai Ping Rebellion). September 1862 he was mortally wounded.

1848 Thomas Hunt's wife and son joined him at Whampoa.

1849 Gold discovered in California, followed by an influx of Cantonese Chinese into California.
The beginning of the Tai Ping Rebellion. 20 millions killed, 1850-1864.
No less than 50% of the foreign trade entering the Port of Shanghai was under the flag of the United States.

The Tai Ping Rebellion against the Manchu Government, originated near Canton and advanced northward as far as Nanking. Ultimate suppression in 1864 by northern forces with English and American volunteer assistance.

Hung Siu-Tsuen (King of Tai Ping Rebellion) set the maid servants free, the prostitutes and concubines were prohibited.

Japan opened to foreign intercourse by Japanese-American Treaty.

Eclipse of clipper ships by iron clad vessels adversely affected American shipping, which had occupied a dominant position in China waters.

Second Anglo-Chinese War.

British Legation at Canton was burned by Cantonese.

The treaty of Tientsin was signed.

Sino-Russian treaty by which China yielded about 360,000 square miles of territory bordering Mongolia and Manchuria. Invasion to Great Britain and France, resulting in the opening up to trade by Tientsin, Newchang, Tengchow, Chiungchow, Chaochow, Kiukiang, Hangkow and Chinkiang; toleration of Christianity; payment by China of 4,000,000 tais, and legalization of the opium traffic.

Dr. Yung Wing, the first Chinese to study in the United States, was graduated from Yale University.

The Treaty of Tientsin ratified, this year called into being the "Tsung-Li-Yamen", or "foreign office."

Prince Kung had sought to secure as teachers Chinese competent to give instruction in foreign languages.

Tung Wen Kuan was established in Peking. An English department was first established with a class of about 10. French and Russian departments were added.

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1863 The British and American Settlements, Shanghai, amalgamated into the International Settlement.
1864 Thomas Hunt returned to America. The Tsung Li Yaman established two auxiliary schools. One was located at Shanghai, the other was located at Canton.
1865 German Department was added in Tsung Wen Kuan and later Japanese. The Tai Ping rebellion in China and the Civil War in America ended.
1866 Tsung Wen Kuan was raised to the rank of a college.
1867 The Roochow Arsenal Naval Schools had their beginning. The Pacific Mail Steamship Co., established in trans-Pacific trade.
1868 Dr. Yung Wing, who was a Chinese graduate of Yale College, proposed to the high authorities in China a scheme for sending picked students to America to be thoroughly educated for government service.
1869 The U. S. Trans-Continental Railway was completed with Chinese labor.
1870 Tsung Li Yaman auxiliary school at Canton sent 14 students to the Tung Wen College at Peking for further study. Consented to Yung Wing’s plan to educate Chinese youth in the United States. The Suez Canal opened, thereby changing established trade routes. Tientsin Masacre (22 persons).
1871 A preparatory school for the training of students to be sent abroad was established at Shanghai under the supervision of Liu Kai Sing. By Imperial edict, $1,500,000 were appropriated to send 120 students to the United States for 15 years. Tsing Kuo Fan died and Li Hung-Chang succeeded him on the educational commission.
1872 In the latter part of this summer, the first thirty students were sent over to the United States.
1873 Opening up for trade of Ichang, Wuhu, Wenchow, Pehai and Chungking, in response to demand of Great Britain.
1874 Viceroy Li recommended the building of substantial headquarters for the Chinese Educational Commission in the United States. First Anti-foot-binding Society, Amoy.
1875 The new building for the Chinese Educational Commission was erected at Hartford and occupied. The last group of students had arrived in America. Li Hung Chang presented a similar memorial recommending the introduction of physical science as well as mathematics among the subjects of examination. The Empress Dowager controlled the Emperor and Prince Kung helped.
1876 Chefoo Convention. S. G. P. began. The complexion of this educational enterprise began to change with the installation of Wu Tzu Tung as head of the commission.
It sent forty-six students abroad to study ship-building and navigation.

Dr. Yung Wing's last act in connection with the educational commission was to make application to the United States government to permit some of the Chinese students to enter the government military and naval academies, but in vain.

1877 Shanghai Missionary Conference. Educational Association of China is formed at Tientsin.

1877 Russell & Company (American) sold its fleet of China Coast-wise American steamers to a Chinese Company.

1877-78 Great famine in Shawsi and Shensi, eight millions died.

1879 The Imperial Northern Government Telegraph College at Tientsin was established.

Ex-President Grant visited China followed by viceroy Li Hung Chang's visit to the United States.

1881 For reasons, which it is not necessary to relate, the Chinese Government recalled the students who were studying in the United States.

1882 Dr. Yung Wing returned to China to try to persuade the government to permit the older students to return to the United States and complete their studies, but in vain.

America enacts a law restricting Chinese immigration.

1884-85 War with France.

1887 S. D. K. founded (C. L. S.)

This was two years after the close of the war with France. The government was now fully convinced of the necessity of reforming the educational system.

Li Hung Chang formulated the plan of establishing a university at Tientsin, now known as Pei-Yang University.

Macao seized by Portugal.

1890 The Chinese Imperial Naval College at Nanking was established.

The Hanyang Iron works at Hankow opened, marking
the inauguration of an industrial era in China.
Second Decennial Conference at Shanghai.

1891 The Pei Ying Navy was established.
Russell & Company established in Canton in 1818
and the last of the old American firms in China to
survive the Civil War, failed.

1892 The Government Mining and Engineering College of
the Hupec Board of Mines at Wuchang was estab-
lished.

1893 The Medical College for the army was established at
Tientsin.
At Wuchang Viceroy Chang Chi-Tung also attempted
to institute reforms by introducing western educa-
tion. The College of agriculture, languages, mech-
anics, mining and military science was organized.
Professors were invited from America, Belgium, Eng-
land, Germany and Russia.

1894 War between Japan and China. Results: Formosa
ceded and indemnity of $100,000,00 paid by China.

1895 All schools where western science and languages
were taught were over crowded with pupils.

1893-96 U. S. financial crisis seriously affected silver exchange
in China.

1897 The Nan Yang College at Shanghai was established.
Darien and Port Arthur leased to Russia.

1898 Kwanchow-wan leased to France for 99 years as rep-
aration for the murder of a French Missionary.
Wai-hal-wel leased to Great Britain for 25 years.
Kowloon leased to Great Britain for 99 years.
The young emperor Kuang Hsii, backed by a host of
reformers, including the well-known K'ang Hu-Wei
and Llang Chi-Chao, issued a series of decrees in
which were embodied some of the most sweeping re-
forms China has ever known. The reforms introduced
include the establishment of a system of modern
schools, the abolition of the "eight-legged essays", in
examinations, the introduction of short practical es-
says upon subjects suitable to modern needs and
conditions, and sending of young Manchus abroad for
a western education.
A reactionary movement as radical and drastic as
that of reform arose and finally gained full sway.
All prospect of reform now disappeared from the Im-
perial program.

6 Chinese students in the United States.
America acquired the Philippine Islands, thereby be-
coming an Asiatic power.

American contract for Canton-Hankon Railway signed.

1899 The "Open Door" policy (all nations to respect China's
territorial and political sovereignty and to enjoy equal
opportunities for trade with China) declared by the
United States, all Powers agreeing.
The Boxer Uprising. Once more the state of things changed. During these days of storm and fury almost all of the modern schools and colleges in northern China were temporarily abandoned; some of them were even completely destroyed. America took a prominent part in the settlement of the Boxer War. The Boxer uprising and its suppression by an allied force of eight foreign powers. Results: Indemnity of 450,000,000 taels to be paid to the foreign powers involved; permission to maintain military guards at various points, (the Peking legation quarter), the Peking-Tientsin railers beginning with the United States in 1904 have remitted their portions of this indemnity.

Massacre of Tai-Yuan-fu, Shansi.

Abolition of Wen-chang, reform of civil and military examinations, college to be founded. A decree was promulgated according to which the new learning was given proper recognition. A memorial petition was presented to the throne by Sun Chia Nan, the President of Hanlin Academy, in which he made known the fact that the members of the said academy instead of studying such subjects as would prepare them apportionments in diplomatic, consular and other departments of the government service, spent their time in trivial occupations, such as composing poetry, which were perfectly useless for the needs of the time. A decree was issued by the Empress Dowager commanding her diplomatic representatives abroad to search for those Chinese youths who had shown special talent while studying in the schools and colleges in foreign countries, those who had graduated with honor and those who possessed diplomas in their various professions. Such men were to be sent to China to undergo an examination and upon the basis of merit shown in the examinations proper degrees were to be conferred upon them. An edict was issued recommending that all provincial colleges (Shu Yuan) in the capital cities of the prov-

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inces be turned into modern universities or colleges modeled after the Imperial University at Peking; that middle schools be established in every prefecture and department, that elementary (higher primary) schools be established in every district and lower primary schools in the country at large. The course of study was to include Chinese classics, history, principles of government, and Western science.

An edict was issued abolishing for the second time the use of the "eight legged essays" in the examination for literary degrees and substituting in its place short and practical essays on current topics.

1902 A decree was issued commanding the members of the Academy to study diligently ancient and modern history, politics and western learning with a view to preparing themselves to render service to the government.

1903 The Tung Wen College was amalgamated with another school under the name of 'I Huseh Kuan'. President Roosevelt intervened in the settlement of the Russo-Japanese War.

1903-4 War between Russia and Japan.

1904 Invasion of Tibet by Great Britain.

1905 Another edict relative to sending students abroad was issued which throws further light upon the attitude of the government toward the education of students in foreign countries. A special commission consisting of Sun Chia-Na, Chang Pai-Hse' and Chang Chih Tung, was appointed to draw up a detailed plan for a national public school system.

The Trans-Pacific Cable was opened. The first step in the up-building of the new system of education was taken in December. The first examination for returned students was held in Peking under the direction of the Ministry of Rites. An Anti-American boycott was instituted in protest of the treatment of Chinese seeking admission to the U. S. Committee of constitutional investigation was organized. Abolition of the old examination system.

1906 The Ministry of Education was organized. A decree was issued in which the aim of the modern educational system was set forth. The Emperor promises to grant a constitution. Several regulations drawn up by the new ministry of education.

300 Chinese students in the United States.

1907 Great Conference at Shanghai. The Ministry of Education instructed the provincial commissioners of education to require the local authorities of each prefecture, sub-prefecture, department and district to make a careful investigation of
the conditions existing in their respective areas and to report the result of their findings for the purpose of obtaining some kind of basis or guide in the determination of future educational policy. A special director was appointed to take charge of the students in Europe. In this summer the Kiangsu Provincial government held the first competitive examination for the selection of students to go abroad.

1908 By an imperial decree a constitutional form of government was promised and steps were taken to prepare for its adoption. Emperor Kuang Heli died, November 14. Empress Dowager died November 15. Pu-yi became Emperor, Prince Chun acted as regent. An education bureau was organized in the Chinese legation in Japan to take special charge of the students in that country. First portion ($12,000,000) of the American Boxer Indemnity returned to China with provisions for sending Chinese students to the United States.

1909 The program, setting forth the various steps to be taken by the Ministry as well as the provinces, covers a period of eight years beginning with this year and ending in 1916. Education Bureau was organized in the Chinese legation in France, Germany, Russia, Belgium and England. The Reform movement weakens. Yuan Shih-Kai dismissed January 2. Provincial Assemblies, local self-governing bodies, were called. The government selected by competitive examinations held in Peking the first group of students supported by indemnity funds to be sent to the United States.
International conference was held. The first batch of indemnity students (47 in number) was sent to the American colleges and universities under the late Mr. Yong Kaison and parties have been going each year except 1912, when the revolution interfered. The party existed until 1930.

1910 A new general program giving the steps of greatest importance and those of secondary importance was adopted at the close of 1910.

National Assembly was called. Second batch of the Indemnity students were sent to U. S. A. It's number was 70.


1911 Political revolution broke out in October. The Ministry of Education, with the sanction of the throne, brought into existence an auxiliary educational agency of great importance known as the Central Educational Council.

The first conference of the Central Educational Council was held in Peking in the summer of 1911. Among the problems discussed were the following: compulsory education, cessation of the granting of official degrees to graduates of modern schools, training for military citizenship, government subsidy to primary education, supervision of lower normal schools by the provincial government, removing the classics from the primary schools and making hand work compulsory, unification of mother tongue, government subsidy to primary school teachers and co-education in the lower primary schools.

Education Bureaus in the Chinese Legations in foreign countries were abolished and Chinese students in Europe are now under the direct control of the home government.

Inauguration of the Chinese Republic, which America was the first to recognize. Tsing Hua college was opened in the spring of this year.

Establishment of the Chinese Republic with Dr. Sun Third batch of Indemnity students was sent to the Yat Sen as first president. United States. (63 in number.)

1912 Outbreak of the Revolution at Wuchang.

No more indemnity students sent to American institutions in this year.

Inauguration of the Republic of China, in place of the Manchu dynasty. Freedom from religious disabilities granted to the citizens of China.

1913 Fourth batch of 16 Tsing Hua students was sent.

1914 The number of Indemnity students from Tsing Hua College sent to America numbered 99 of whom 10 were girls.
The Panama Canal opened, shortening the distance between China and the United States Gulf and Atlantic ports. The total number of Chinese students at this time in the United States was 847.

1915 Imposition of the Twenty-one Demands upon China by Japan. The number of Indemnity students was 42. The U. S. Department of Commerce opened offices in China.

1916 Participation of China in the Great War. Number of Indemnity students was 51; 10 of which were girls.

1917 The eighth batch of the Indemnity students sailed for the United States. There were 51 students. China agrees to the American proposal to break relations with Germany and enter World War. Six of the foremost educators and commercial experts of China were detailed by the Minister of Education in the early part of the year to visit Manila to make a study of American methods of Education and public works in an oriental country.

1918 73 Indemnity students left for America; 8 of these students were girls. Total number of Chinese students in the United States was 1,500. August 4, China formally declared war against Germany, Austria and Hungary. The third annual Conference of the National Education Association was held at Hangchow from October 10th to 27th.

1919 Refusal of Powers to restore China’s sovereignty at the Versailles Conference. Rise of the Chinese Student Movement toward National Independence. There were 71 Indemnity students, 8 of which were girls.

1920 The armistice granted on November 11th to Germany by the principal allied and associate powers, brought to an end the terrible war, which originated in the attack by Austria upon Siberia on July 28, 1914.
The Four-Power Consortium Loan agreement signed under American initiative. Although China appeared to be less affected by the war than any other country of importance, the after results, and especially the drawing up of the terms of peace, had a very noticeable effect upon the Chinese people. The decision of the United States Senate to refuse to recognize the clauses in the Treaty of Peace relating to Shantung greatly encouraged the Chinese, and messages of thanks were cabled to the Senate by members of the various branches of the students' Union and by other similar organizations. November 25th a commission, consisting of 12 Chinese educators, left for the United States and Europe on a tour of educational investigation. There were 81 Indemnity students.

1921 Washington Conference. Subsequent restoration to China of Shantung and promise of future grants. There were 65 Indemnity students; 10 were girls.

1922 The China Trade Act enacted providing for federal incorporations for American firms in China.

1921-22 Dr. John Dewey and Honorary Bertrand Russell were delivering lectures in Peking and at the other large centers in the country under the auspices of the National University. The published works of both of these distinguished scholars are widely read in China by students of philosophy, sociology, and education. The Washington Conference concluded the Nine Power Treaty to safeguard the right and interest in China. There were 94 Indemnity students. (July party 34 and August party 60.) The total number of Chinese students in the U. S. A., at this time was 1,255.

1922-23 Total number of Chinese students in United States, 1,507.

1923 Relinquishment by Russia of her unilateral treaty rights in China. There were 91 Indemnity students, five of which were girls.

1923-4 The total number of Chinese students in the U. S. A., at this time was 1,467. There were 67 Indemnity students.

1924 The first "around the world steamship service" inaugurated by Robert Dollar Steamship Company.

1925-26 The Customs Conference, which was to consider means of achieving customs autonomy for China. No definite results. The total number of Chinese students in the U. S. A., at this time was 1,317.
1925 The balance, $12,500,000, of the American Boxer Indemnity returned to China. There were 79 Indemnity students; 5 of whom were girls.

1926-27 The total number of Chinese students in U. S. A., was 1,298...

1926 The Nationalist army begins its northward campaign of unification. Report of the Extra Territoriality Commission, which suggested certain reforms in foreign administration in China, but did not advise any drastic steps towards the abolition of extra territoriality.

The British Memorandum, advising reforms in foreign policy in China. No appreciable concessions actually made.

There were 59 Indemnity students.

1927 Passage in the House of Representatives of the Porter Resolution urging resision of unilateral treaties between the United States and China. No further action. British Concessions at Hankow and Kiu-kiang formally turned over to Chinese administration. Eight foreign nations dispatch "defense" forces to China as a result of the Nationalist advance.

There were 72 Indemnity students; 5 of whom were girls.

1928-29 Total number of Chinese students in U. S. A., was 1,287.

America was the first to recognize by treaty China's tariff autonomy.

1928 Number of Indemnity students was 48.

U. S. Ship Mail Contract Bill passed, assuring the continuance of the American flag on the Pacific. Japan invades Manchuria and Shanghai. She has been called as "International Gangsters."

A Sino-American aviation contract signed, marking the beginning of commercial aviation in China.

1929 There were 48 Indemnity students sent to America in this year.

The United States held first place in China's foreign trade.

1929-30 Total number of Chinese students in U. S. A., was 1,338.

1930 Wireless communications between China and the United States established.

1930-31 Total number of Chinese students in U. S. A., was 1,327.

World economic depression. Decline in the value of the silver.

1931-32 Total number of Chinese students in U. S. A. is 1,256.
CHINESE STUDENTS' ORGANIZATIONS IN U. S. A.

I. Professional Organizations

Agricultural Society of China
Founded in 1925.

China Accounting Association
Founded in 1922.
The object of the organization shall be: to advance accounting theory and practice; to develop and improve accounting knowledge in China; and to encourage and maintain intimate fellowship among the members.

Chinese Institute of Chemical Engineers
Founded in 1930.

OBJECTS
1. To promote co-operation among the students of chemistry and chemical engineers.
2. To promote chemical industries in China.
3. To introduce Chemical literature and information to China.

OFFICERS
President, Hung Y. Chang (absent on leave).
Secretary, Eugene C. Koo.
Treasurer, Chang M. Tu.

ACTIVITIES
Bi-monthly meetings held by local chapters in Boston, Mass., and Urbana, Ill.

ADDRESS
c/o 180 Chestnut Street, Cambridge, Mass.

The Chinese Institute of Engineers
American Section
Founded in 1916; headquarters in China founded in 1920. Members, 150.

OBJECTS
1. To promote co-operation among the Chinese engineering students in this country and the Central Organization in China.
2. To encourage scientific and engineering researches and to assist in engineering enterprises in China.
3. To introduce to China through translation or some other means the engineering literature and information in U. S. A.
OFFICERS

President, Eugene C. Koo.
Vice-President, Edward C. Stone.
Secretary, Z. Y. Hwang.
Treasurer, K. S. Lee.

Local Chapters
4. Urbana, Ill., T. Pao, Chairman.
5. Lafayette, Ind., C. T. Liu, Chairman.

ACTIVITIES
Monthly meetings held by individual local Chapters and Annual Convention in September.

ADDRESS
C/o 421 Harrison Street, W. Lafayette, Ind.

Chemical Society of China

Founded in 1924.
The purpose of the society is to promote chemical knowledge, chemical research and chemical industries in our country. The Society endeavors to serve our country in a way similar to the American Chemical Society and the Chemical Society of London.

Chinese Educational Club of Columbia Teachers' College

Founded in 1915.
To discuss the current problems on education in China, and to promote friendship among the Chinese students in Teachers' College.
Activities: (a) Bi-weekly academic meetings, (b) Bi-weekly social meetings.

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— 43 —
Chinese Educational Club of U. of Michigan Municipal League

Founded in 1926.
The purpose is to gather together those who are interested in the "Municipal Sciences" to encourage the constructive work and expansion in the entire field in our fatherland. The center of the organization will be in China as soon as we have a majority of our members there.

Chinese Political Association in America

Founded in 1923.
To study the political theories and problems of the West with special emphasis on their possible application to the conditions in China.
Activities: (a) Forums, (b) Publication.

Chinese Students’ Banking Club of Chicago

To create a co-operative spirit among banking students in Chicago and to study current problems in banking and finance.
Activities: (a) To secure prominent bankers and financiers to give lectures, (b) To hold forums, (c) To study and write on current banking problems, (d) To secure practical experience in banks.

Chinese Students’ Banking Club of New York

Founded in 1918.
To create co-operative spirit among Chinese students who are studying banking and its allied subjects, to assist members in securing opportunities for obtaining practical experiences and to make a study of financial questions of national importance with the ultimate view of promoting banking reforms in China.
Activities: (a) Bi-weekly meetings, (b) Speeches by prominent bankers, (c) Inspection trips, (d) Picnics and social meetings.

Chinese Students’ Banking Club of Philadelphia

Founded in 1921.
To promote mutual friendship and co-operate interest among the members of the club, to assist members in securing opportunities for obtaining practical banking experience and to study national and international financial problems with the ultimate view of promoting banking reform in China.
Activities: Regular meetings.

Chinese Students’ International Law Club

Founded in 1926.
To cultivate creative scholarship in the study of international law and diplomacy in special reference to China.
Chinese Students' Transportation Society

Founded in 1924.

Objects: (1) To create mutual and co-operative interest among the Chinese students who are pursuing the study of transportations and its allied subjects, whether at home or abroad, with the ultimate aim of promoting transportation reforms in China; (2) To persuade members to study the different phases of the transportation industry; and (3) To arouse the interest of the Chinese people in the problem of developing the transportation industry in China.

E-U Commercial Club

Founded in 1921.

To foster the spirit of co-operation among the members and to study all important problems in the field of commerce with a view to help promote China's industries and commerce.

Activities: (a) Bi-weekly meetings to discuss current commercial problems of China; (b) Annual conventions—To discuss the general activities and programs for the year; (c) Excursions—To take short trips to various scenic points; (d) Investigations—To visit industrial plants and business organizations.

The Philharmonic Society of China

Founded in 1924.

Objects: (1) To secure friendship among its members; (2) To promote interest in musical education; (3) To cultivate musical taste and understanding of the general public (in China); and (4) To develop the true spirit of Chinese national music.

Science Society of China (American Section)

Founded in 1914.

Activities: (1) Publish a monthly "Science"; (2) Have founded a library in Nanking—3,119 Vols. of Chinese books, 9,850 Vols. of foreign books, 40 Chinese periodicals, 123 foreign periodicals; (3) Have established a Biological Research Laboratory at Nanking; and (4) Have started to found a Physics and Chemistry Research Laboratory.

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A HISTORICAL SKETCH of the
CHINESE STUDENTS' ALLIANCE

1902—Formation of the Pacific Coast Chinese Students' Alliance by twenty-three Chinese students form Berkeley, Oakland and San Francisco in San Francisco Congregational Church.

1903—Formation of the Chinese Students' Summer Alliance of the Mid-West by the Chinese students in Chicago.

1904—Formation of the Ithaca Chinese Students' Alliance by the Chinese students of Cornell and vicinity.


1905—Organization of the Chinese Students' Alliance of the Eastern States.

"The Dragon Student"—the second annual, in both Chinese and English, published by the Chinese Students' Alliance of the Eastern States

First Conference of the Chinese Students' Alliance of the Eastern States at Amherst, Mass.

1906—Amalgamation of the Ithaca Chinese Students' Alliance with the Chinese Students' Alliance of the Eastern States.

1907—Constitution of the Eastern Alliance revised.

The first 'Chinese Students' Monthly,' published under the editorship of Dr. V. K. Wellington Koo.

1908—Creation of a Joint Council to consider the amalgamation of all the Chinese students' organizations in America.

1909—Combination of the Chinese Students' Alliance of the Mid-West with the Chinese Students' Alliance of the Eastern States.

1910—First Mid-Western Conference at Evanston, Ill.

Adoption of "the principle of having one Alliance of Chinese students in North America" in the first Mid-West Conference at Evanston, Ill.

Recommendation by the Joint Council of "A National Alliance with sectional managements under Central Government Board."

1911—Adoption of Alliance Constitution by three sections at their respective conferences.

First National Executive Committee elected.

Tenth Conference of the Western Section at San Francisco, Cal.

1912—First "Chinese Students' Directory" of the whole Alliance published in the "Monthly."

1914—"The Chinese Students' Annual" changed to "The Chinese Students' Quarterly."

Creation of six committees, namely, Chinese Publicity, English Publicity, Finance, Friendly Relations, Newspapers, and Speakers, to fight against the unjust decision on the Shantung question during the Washington Conference.

1925—Constitution of the Alliance revised, the sections abolished, etc.

1927—Constitution revised. Five standing committees provided: National Affairs Committee, Publication Committee, Committee on Legal Defense, Election Committee and Committee to receive suggestions of Constitutional Amendments.

Publication of the “New China Weekly” (in English).

Finances systematized. Five different funds set up: National Affairs Fund, and Emergency Fund.

1928—Special pamphlets on China issued. Coast-to-coast tour to consolidate Alliance organization to have a united front against Japanese imperialism realized.

New local clubs incorporated.

Permanent secretary with a permanent office recommended.

1929—“A Night in Peking” was held on November 26 at the International House, New York, N. Y.

1930-31—Due to political opinion divergence, the Alliance was paralyzed.

1931-32—The Alliance inactive.

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OFFICERS
President, F. C. Wang, 5640 Ellis Ave., Chicago, Ill.
Secretary, B. C. Dal, 5547, Drexel Ave., Chicago, Ill.
Treasurer, Karl Y. Su, 1260 University Ave., Chicago, Ill.
Social Chairman, Edward Chow, 5713 Drexel Avenue, Chicago, Ill.
Manager, Andrew Zee, 5647 Drexel Ave., Chicago, Ill.

MEMBERS
About 45.

ACTIVITIES
Social meetings, discussion meetings (4 times a quarter on some interesting subjects conducted in a round table method.)

Columbia University


Cornell University

Official Address, Ithaca, N. Y.

OFFICERS
President, C. H. Lin.
Vice-President, Y. C. Hsu.
Secretary, C. H. Chang.
Treasurer, J. L. Huang.
Chairman of Social Committee, C. Y. Hsu.
Chairman of Athletic Committee, Y. M. Wang.

OBJECTS
The objects of this Club are:
1. To promote the interchange of knowledge and to cultivate a spirit of co-operation among the members.
2. To encourage friendship between the members and Americans.

MEMBERS
Male 49. Female 2.

ACTIVITIES
To attain the objects of this Club as outlined before, a Social Committee and an Athletic Committee were created, and have since been very active.

It is a common practice of this Club to hold a celebration of the Double-tenth Anniversary. To promote the understanding between and the friendship of the two peoples. Americans of this City were either invited to a banquet or addressed through the local newspapers. On many an occasion in the past, as in this year, some of the members
of this Club were active in making speeches in Churches, in the Cornell-in-China-Club, and in other public assemblies as that of Y. M. C. A., and W. C. T. U., etc.

In athletic fields, the name of the C. C. S. C. is usually linked up with Championships of soccer and volleyball games.

OFFICERS
President, C. H. Lin.
Secretary, C. H. Chang.
Treasurer, J. L. Huang.

University of California
Official Address, 2600 Etna Street, Berkeley, Cal.

OFFICERS
President, Choh-ming Li, 2600 Etna St., Berkeley, Cal.
Vice-President, Helen M. Fong, 1060 Powell Street, San Francisco, Cal.
Secretary, Harry S. Chong, Internat. House, Berkeley, Cal.
Treasurer, George Hall, 2600 Etna St., Berkeley, Cal.
Chinese Secretary, Kuan I. Lu, 260 Etna Street, Berkeley, Cal.
Auditor, Andrew Poon, 2556 Bancroft Way, Berkeley, Cal.

ACTIVITIES
The activities of the Club at this particular moment, of course, are very vigorous in relation to the Sino-Japanese crisis. But normally, our Club activities are devoted to bringing together the Chinese students on the campus through our meetings, socials, and luncheons. Included in the social doing are dances, outings, banquets, and teas. We also hold regular bi-weekly luncheons for which prominent speakers are obtained. Also, many activities are carried on in relation to campus affairs, the club particularly engaging in fostering Chinese student participation in Associated Student affairs. We have members in the band, on boxing, track, tennis, basketball and other athletic squads; the club enters teams in all Intermural Sports.

Our activities in this special situation before all Chinese today has been under the direction of a special committee headed by Mr. T. C. Lin of the University Faculty. Among the work done so far are included numerous speaking engagements, the preparation of a comprehensive, objective study of the situation as a pamphlet, and close cooperation in all fields of the work with the Chinese organizations about the San Francisco Bay Region.

Funds have been raised for the Flood Relief, and at the present moment we are engaged in obtaining a Shanghai Relief Fund.

Chinese Students' League of Greater New York
Official Address, 500 Riverside Drive, N. Y. City.

EXECUTIVE COMMITTEE
Yi Ting Chang, General Executive.
Cheng Hua Huang (Miss), Treasurer.
Thomas C. Ouyang.
C. C. Swen, Chinese Secretary.
Kan Lo.
Wen Tien Wu.
Wen Ying Peng.
Wilson S. Wei.
Chih Mai Chen, English Secretary.

PUBLICITY COMMITTEE
Chen-Nan Li, Chairman.
Daisy L. Y. Lau (Miss).
Ying Tang Hoh.
Wen Ying Peng.
Wilson S. Wei.
Yi Ting Chang.
Yu Chi Sun.
Yi Ouyang.
Chih Mai Chen.

FINANCE COMMITTEE
Wen Tien Wu, Chairman.
Li Kuo Hsin Hsuan (Mrs.).
Thomas C. Ouyang.
Ruth Chen (Miss)
Yi Ting Chang.
Ying Tang Hoh
C. C. Swen.

Office: LAck. 4-3680-4079 Booth: CHick. 4-9443-44

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CH I N L E E
Broadway and 49th Street

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CH I N ' S
Broadway and 44th Street
BRyant 9-2364

New York City
Harvard University
President, Edgar C. Tang.
Secretary, S. C. Yang.
Treasurer, K. K. Moh.

University of Illinois
Official Address, Urbana, Illinois
OFFICERS
President, Miss June, C. Y. Tsao, 803 S. Coler Street, Urbana, Ill.
Chinese Sec'y, Thelwall H. Chen, 1112 W. University, Urbana, Ill.
English Sec'y, Miss Pearl C. Wu, 205 W. High Street, Urbana, Ill.
Treasurer, C. Wang, 1112 W. University, Urbana, Ill.
Business Manager, H. C. Yuan, 101 S. Busey, Urbana, Ill.

ACTIVITIES
Besides our regular club meetings we have a group in charge of National Affairs, speaking, writing, etc., in behalf of our country. The social life of the club is in charge of the Literary, Social, Music, and Athletic Chairman. There are about forty-five members and students here. We have no other organizations.

University of Iowa
Official Address, 2910 West St., Ames, Iowa
OFFICERS
President, T. F. Yu.
Secretary, Miss Lillian Chias.
Treasurer, H. K. Chen.

Lewis Institute
Official Address, Chicago, Illinois
FOUNDED, 1925
The Chinese Students' Club of Lewis Institute was organized in 1925. Three years later, this organization became affiliated with the Chinese Students' Alliance of America, the official association of Chinese students in the United States. The club was formed not merely for social purposes, but also as a medium by which the Chinese students are brought together. Meetings are held regularly twice each quarter to transact business and to discuss the problems of its members. During the academic year, several social affairs are held.

OBJECTS
The chief aims of this club are to form a closer contact among the Chinese students at Lewis Institute; to create a friendly relationship between the Chinese students and those of other nationalities; and to assist the new Chinese students arriving at Lewis.
OFFICERS

President, Jack H. Der.
Secretary, Paul P. Siu.
Treasurer, Fung Lee.
Social Chairman, Hin Sheung Lau.

Massachusetts Institute of Technology
Official Address, A. M. Orne, 72 Tyler St., Boston, Mass.

OFFICERS

President, Shih-Heng Chen, 84 Ellery Street, Cambridge, Mass.
Secretary, Arthur Moy-Orne, 72 Tyler St., Boston, Mass.
Treasurer, Plenchun Huang, 351 Harvard Street, Cambridge, Mass.
Manager, Po Ting Ip, Tech. Dorm., Cambridge, Mass.

ACTIVITIES

1. Business and social meetings.
2. Double Ten, New Year celebrations, and spring picnics are held each year in conjunction with the other Chinese student organizations about Boston and Cambridge.
3. Promotion of athletic activities among the Chinese students including basketball games every Saturday afternoon.
5. Maintenance of friendly and working relations with the Chinese merchant organizations in Boston in matters pertaining to the well being of China.

At present we are engaged in propaganda work concerning the illegal invasion of China by Japan.

University of Michigan
Official Address, Ann Arbor, Michigan

OFFICERS

President, T. P. Hou, Dr., 1412 Geddes Ave.
Vice-President, Y. Y. Chen, Miss, 437 S. 5th Ave.
Cor. Secretary, K. Wu, 311 Thompson St.
Rec. Secretary, T. K. Tuan, 518 Cheever Ct.
Treasurer, C. T. Liu, Miss, 314 Packard St.

University of Missouri
Official Address, Columbia, Mo.

OFFICERS

President, Shai-wei Chang, 115 Stewart Rd., Columbia, Mo.
Secretary, Chinese, Ma, Wei, 509 S. 4th St., Columbia, Mo.
Secretary, English, David C. H. Lu, 4 Blaire Court, Columbia, Mo.
Treasurer, Paul C. Liem, 703 Cherry St., Columbia, Mo.
ACTIVITIES
a) Fellowship among members and non-members.
b) Manifestoes on Manchurian Crisis.
c) Publicity for Shanghai Case.
d) Creating American public opinion in Columbia toward economic boycott against Japan.

New York University

Northwestern University
Official Address, Hobart House, Evanston, Ill.
OFFICERS
President, R. S. Yu, Garrett Dormitory.
Sec'y-Treas., Jane Eng, Hobart House.

ACTIVITIES
Meetings are held the first Friday of every month.

Ohio University
Official Address, 227 E. State St., Athens, Ohio.

OFFICERS:
C. S. Kao, 49 Stewart Street.
Harry Woo, 23 1/2 S. Court Street.
Mrs. Chao, unknown.
F. P. Lamb, 227 E. State Street.

University of Philadelphia

OFFICERS:
President, Harris W. Ha, 3614 Chestnut St.
Vice-President, Arthur Liu, Gladstone Hotel, 11th and Pine Sts.
Secretary, Yang-yi Ch'an, 3946 Pine St.
Treasurer, William M. Yen, 3240 N. Front St.
Manager, Sin Lin Hsu, 234 McKeen Dorm., U. of P.

Compliments of
W. M. OLLIFFE DRUG STORE

6 Bowery Street New York, N. Y.
Purdue University
Official Address, West Lafayette, Indiana

President, Y. K. Chen, 103 E. Oak St.
Chinese Secretary, C. T. Liu, 419 Harrison St.
English Secretary, L. W. Thong, 414 Salisbury St.
Treasurer, K. C. Meng, 419 Harrison St.
Chinese Students’ Club, P. O. B. 504, W. Lafayette, Ind.

OBJECTS

a) To labor for the general welfare of China.
b) To promote friendship and common interest among other peoples.
c) To foster the spirit of cooperation among the members.

ACTIVITIES

Much of our activities are done in the monthly meetings which serves for both business and social functions. Among our most enjoyable occasions the spring outing and the impressive farewell parties deserve a mention. The farewell parties take place at the end of every semester shortly before our graduates leave school.

This year our basketball team invaded the Chinese Student Team of the University of Illinois. The chief object of our challenge was to cultivate friendship.

Since Japan ruthlessly invaded our mother-land an emergency committee was organized and their effort was devoted to publicity work among the Americans.

Stanford University
Official Address, 528 Salvatierra Street, Stanford University, California

OFFICERS:

President (Acting), Cheo, Henry, Chinese Club, Stanford Campus.
Secretary, Chen, En-Cheng, Chinese Club, Stanford Campus.
Treasurer, Louie, Frank, Chinese Club, Stanford Campus.

ACTIVITIES

A. Internal:
1. We have brought about a better co-operation among our members.
2. With the catastrophe of our Fatherland in our mind, we have suspended regular pleasure-seeking social parties.
3. We encourage and contribute to help the 19th Route Army and to the relief of those suffering fellow country men.

B. External:
1. Co-operating with the Chinese National Salvation Publicity Bureau in San Francisco.
2. Bringing about the co-operation up to a probable extent among the Chinese newspapers in San Francisco.
3. Co-operating with the Chinese students in various universities in America.
4. Arranging with diverse American educational and social groups to have our members present our cause before them, especially where Shanghai and Manchuria affairs are concerned.
5. Checking the activities of the Jap's running dog on the Campus under the "spy system" as has been built up by a Jap Prof. in Hist. Dep't with the Dep't head serving as its stronghold.
6. Having our members attend International Relations Club, Cosmopolitan Club, and the like.

We have no academic organization in our club. We have however, a Public Relations Committee which is in fact a standing anti-Jap committee consisting of five committee-men: Chang, Hui-Wen; Chau, Shing-Liang; Cheo, Henry; Chen, En-Cheng; and Poo, Gordon.

University of Washington

Official Address, 4732-11th N. E. Seattle, Wash.

OFFICERS:

Secretary, C. H. Wu, 4732-11th N. E., Seattle, Wash.
Treasurer, Loy H. Locke, 4732-11th N. E., Seattle, Wash.

ACTIVITIES

Publicity:
1. Printed and distributed 40,000 copies of circulars throughout the Pacific Northwest, advocating an embargo on cotton, and on arms and ammunitions to Japan, and a boycott of Japanese goods.
2. Make speeches before American clubs.
3. Soliciting the help of other student clubs on behalf of China.
4. Send telegrams to Senator Borah and President Hoover asking them to uphold the Nine-Power Treaty and the Kellogg Pact.

Athletics:
Participate in various intramural sports.

Social:
Discussion groups; Mid-quarter parties; Quarter-end banquets.

University of Wisconsin

Official Address, 39 S. Randall Ave., Madison, Wis.

OFFICERS:

President, Hsi Ku Chang, 39 S. Randall Ave.
Vice-President, C. K. Tang, 625 Mendota Ct.
Treasurer, Ku Huang, 301 N. Lake.
Secretary, P. L. Tsen, 701 W. Johnson.
I have also the pleasure to inform you that the recent outstanding activities done by the Club have been the two reception parties given in honor of Dr. T. Z. Koo and Dr. Sherwood Eddy who were here at two different times to address the students and faculty of the University on the Sino-Japanese Crisis. The parties were well attended by the prominent professors, students and friends of the Club.

Oftentimes, the members of the Club are invited out to talk to the local groups and to the groups of the nearby towns in the State of Wisconsin. The most popular figure in this connection is Mr. Frances Chii, who has talked more than two dozen times to different organizations on problems dealing with the Sino-Japanese trouble.

Yale University

Official Address, 1017 Yale Station, New Haven, Conn.

OFFICERS

President, Rockwood Chin, 1017 Yale Station.
Secretary, H. L. Lee, 1615 Yale Station.
Treasurer, Miss Helen Gaw, 42 Howe St. Y. W. C. A.

ACTIVITIES

Discussions and socials. Dinners at the homes of friends in town, monthly meetings.

Then there is also the Chinese Students' Christian Unit here, whose leader is Mr. Luther C. S. Shao, 1676 Yale Station, New Haven, Conn.

Monthly meetings, in which one member leads the discussion on some Christian topic. Dinners at the homes of American friends.

Christian Unit founded 1929 by David Yen, for the purpose of promoting Christian fellowship among the Chinese students and with others. This is its third year, and there seems to be good success.

Telephone WOrth 2-0418

南幹朱醫中
行藥春家萬寓
GEE KON NAM
26 Pell Street New York, N. Y.
A SUMMARY OF FINDINGS

**TABLE I**

*General Summary of Replies from Institutions in the United States*

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Institutions Addressed</td>
<td>605</td>
</tr>
<tr>
<td>Total Number of Institutions Replying</td>
<td>359</td>
</tr>
<tr>
<td>Total Number Reporting Courses</td>
<td>140</td>
</tr>
<tr>
<td>Total Number Reporting No Courses</td>
<td>219</td>
</tr>
<tr>
<td>Total Number Reporting No Courses</td>
<td>359</td>
</tr>
<tr>
<td>Total Number of Institutions Not Replying</td>
<td>246</td>
</tr>
<tr>
<td>Total Number of Students Reported</td>
<td>1256</td>
</tr>
<tr>
<td>Men</td>
<td>1109</td>
</tr>
<tr>
<td>Women</td>
<td>147</td>
</tr>
<tr>
<td>Total Number of Courses Given</td>
<td>134</td>
</tr>
<tr>
<td>Total Number of Courses Given According to Institutions</td>
<td>455</td>
</tr>
<tr>
<td>Total Number of Chinese Students' Clubs in the U. S.</td>
<td>19</td>
</tr>
<tr>
<td>Total Number of Social and Religious Organizations in the United States</td>
<td>4</td>
</tr>
<tr>
<td>Total Number of Professional Organizations in the United States</td>
<td>18</td>
</tr>
<tr>
<td>Total Number of Alumni Organizations in the United States</td>
<td>6</td>
</tr>
</tbody>
</table>

**TABLE II**

*General Summary of Replies from Institutions in Canada*

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Institutions Addressed</td>
<td>20</td>
</tr>
<tr>
<td>Total Number of Institutions Replying</td>
<td>15</td>
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<tr>
<td>Total Number of Institutions Not Replying</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of Students Reported</td>
<td>40</td>
</tr>
<tr>
<td>Men</td>
<td>35</td>
</tr>
<tr>
<td>Women</td>
<td>5</td>
</tr>
<tr>
<td>Total Number of Courses Given</td>
<td>9</td>
</tr>
<tr>
<td>Total Number of Courses Given According to Institutions</td>
<td>23</td>
</tr>
</tbody>
</table>
### TABLE III

**Distribution of Chinese Students According to Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama, Woman’s College of Montgomery, Alabama</td>
<td>1</td>
</tr>
<tr>
<td>Armour Institute of Technology, Chicago, Illinois</td>
<td>4</td>
</tr>
<tr>
<td>Baglor College for Women, Belton, Texas</td>
<td>1</td>
</tr>
<tr>
<td>Baldwin-Wallace College, Berea, Ohio</td>
<td>3</td>
</tr>
<tr>
<td>Barnard College, New York, N. Y.</td>
<td>2</td>
</tr>
<tr>
<td>Bethel College, Newton, Kansas</td>
<td>2</td>
</tr>
<tr>
<td>Biblical Seminary in New York, N. Y.</td>
<td>1</td>
</tr>
<tr>
<td>Boston University, Boston, Mass.</td>
<td>7</td>
</tr>
<tr>
<td>Brooklyn Polytechnic Institute, Brooklyn, N. Y.</td>
<td>2</td>
</tr>
<tr>
<td>Bryn Mawr College, Bryn Mawr, Pa.</td>
<td>1</td>
</tr>
<tr>
<td>Buffalo, University of Buffalo, New York</td>
<td>1</td>
</tr>
<tr>
<td>California, University of, Berkeley, California</td>
<td>163</td>
</tr>
<tr>
<td>California, University of, Los Angeles, California</td>
<td>6</td>
</tr>
<tr>
<td>California Institute of Technology, Pasadena, California</td>
<td>4</td>
</tr>
<tr>
<td>Carleton College, Northfield, Minnesota</td>
<td>2</td>
</tr>
<tr>
<td>Chicago, University of, Chicago, Illinois</td>
<td>52</td>
</tr>
<tr>
<td>Cincinnati, University of, Cincinnati</td>
<td>1</td>
</tr>
<tr>
<td>Colorado, University of, Boulder, Colorado</td>
<td>3</td>
</tr>
<tr>
<td>Colorado, School of Mines, Golden, Colorado</td>
<td>1</td>
</tr>
<tr>
<td>Colorado Woman’s College, Denver, Colorado</td>
<td>2</td>
</tr>
<tr>
<td>Columbia University, New York, N. Y.</td>
<td>139</td>
</tr>
<tr>
<td>Cornell College, Mt. Vernon, Iowa</td>
<td>1</td>
</tr>
<tr>
<td>Cornell University, Ithaca, New York</td>
<td>57</td>
</tr>
<tr>
<td>Culver-Stockton College, Canton, Missouri</td>
<td>1</td>
</tr>
<tr>
<td>Dartmouth College, Hanover, New Haven</td>
<td>1</td>
</tr>
<tr>
<td>Denison University, Granville, Ohio</td>
<td>2</td>
</tr>
<tr>
<td>Denver, University of Denver, Colorado</td>
<td>2</td>
</tr>
<tr>
<td>Depauw University, Greencastle, Indiana</td>
<td>1</td>
</tr>
<tr>
<td>Doane College, Crete, Nebraska</td>
<td>1</td>
</tr>
<tr>
<td>Drew University, Madison, New Jersey</td>
<td>2</td>
</tr>
<tr>
<td>Drexel Institute, Philadelphia, Pa.</td>
<td>1</td>
</tr>
<tr>
<td>Duke University, Durham, North Carolina</td>
<td>1</td>
</tr>
<tr>
<td>Earlham College, Richmond, Indiana</td>
<td>1</td>
</tr>
<tr>
<td>College Name</td>
<td>City, State</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elmira College, Elmira, New York</td>
<td></td>
</tr>
<tr>
<td>Emory University, Georgia</td>
<td></td>
</tr>
<tr>
<td>Florida, University of Florida</td>
<td></td>
</tr>
<tr>
<td>Georgia School of Technology, Atlanta, Georgia</td>
<td></td>
</tr>
<tr>
<td>George Washington University, Washington, D. C.</td>
<td></td>
</tr>
<tr>
<td>Guilford College, North Carolina</td>
<td></td>
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<tr>
<td>Hamline University, St. Paul, Minnesota</td>
<td></td>
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<tr>
<td>Harvard University, Cambridge, Mass.</td>
<td></td>
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<tr>
<td>Idaho, University of, Moscow, Idaho</td>
<td></td>
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<tr>
<td>Illinois, University of, Urbana, Ill.</td>
<td></td>
</tr>
<tr>
<td>Indiana University, Bloomington, Indiana</td>
<td></td>
</tr>
<tr>
<td>Iowa State College, Ames, Iowa</td>
<td></td>
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<tr>
<td>Iowa State University of, Iowa City, Iowa</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University, Baltimore, Maryland</td>
<td></td>
</tr>
<tr>
<td>Kalamazoo College, Kalamazoo, Michigan</td>
<td></td>
</tr>
<tr>
<td>Kansas State Agricultural College, Manhattan, Kansas</td>
<td></td>
</tr>
<tr>
<td>Kansas, University of, Lawrence, Kansas</td>
<td></td>
</tr>
<tr>
<td>Kenyon College, Gambier, Ohio</td>
<td></td>
</tr>
<tr>
<td>Lewis Institute, Chicago, Illinois</td>
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</tr>
<tr>
<td>Long Island University, Brooklyn, New York</td>
<td></td>
</tr>
<tr>
<td>Louisiana, Tulane University of, New Orleans, La.</td>
<td></td>
</tr>
<tr>
<td>Lowell Textile Institute, Lowell, Mass.</td>
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</tr>
<tr>
<td>Maine, University of, Orono, Maine</td>
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<tr>
<td>Maryland, University of, Baltimore, Maryland</td>
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<tr>
<td>Massachusetts Institute of Technology, Cambridge, Mass.</td>
<td></td>
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<tr>
<td>Mercer University, Macon, Georgia</td>
<td></td>
</tr>
<tr>
<td>Michigan State College, East Lansing, Michigan</td>
<td></td>
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<tr>
<td>Michigan, University of, Ann Arbor, Michigan</td>
<td></td>
</tr>
<tr>
<td>Mills College, California</td>
<td></td>
</tr>
<tr>
<td>Minnesota, University of, Minneapolis, Minnesota</td>
<td></td>
</tr>
<tr>
<td>Missouri, University of, Columbia, Missouri</td>
<td></td>
</tr>
<tr>
<td>Mount Holyoke College, South Hadley, Mass.</td>
<td></td>
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<tr>
<td>Nebraska, University of, Lincoln, Nebraska</td>
<td></td>
</tr>
<tr>
<td>Nevada, University of, Reno, Nevada</td>
<td></td>
</tr>
<tr>
<td>New England Conservatory of Music, Huntington Ave., Boston, Mass.</td>
<td></td>
</tr>
<tr>
<td>New York, City College of, New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>New York Institute of Photography, 10 West 33rd Street, New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>New York School of Social Work, 122 East 22nd Street, New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>New York University, New York, N. Y.</td>
<td></td>
</tr>
<tr>
<td>North Carolina State College, State College Station, North Carolina</td>
<td></td>
</tr>
<tr>
<td>North Carolina College for Women, Greensboro, North Carolina</td>
<td></td>
</tr>
<tr>
<td>North Carolina, University of, Chapel Hill, North Carolina</td>
<td></td>
</tr>
<tr>
<td>North Central College, Neberville, Illinois</td>
<td></td>
</tr>
<tr>
<td>Norwich University, Northfield, Vermont</td>
<td></td>
</tr>
<tr>
<td>Northwestern University, McKinley Campus, Chicago, Illinois</td>
<td></td>
</tr>
<tr>
<td>Oberlin College, Oberlin, Ohio</td>
<td></td>
</tr>
<tr>
<td>Ohio State University, Columbus, Ohio</td>
<td></td>
</tr>
<tr>
<td>Ohio University, Athens, Ohio</td>
<td></td>
</tr>
<tr>
<td>Oklahoma, University of, Norman, Oklahoma</td>
<td></td>
</tr>
<tr>
<td>University Name</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Oregon State Agricultural College</td>
<td>Corvallis, Oregon</td>
</tr>
<tr>
<td>Oregon, University of</td>
<td>Eugene, Oregon</td>
</tr>
<tr>
<td>Otterbein College, Westerville, O.</td>
<td></td>
</tr>
<tr>
<td>Our Lady of the Lake College, San Antonio, Texas</td>
<td></td>
</tr>
<tr>
<td>Pacific, College of the</td>
<td>Stockton, California</td>
</tr>
<tr>
<td>Pacific Union College, Angwin, California</td>
<td></td>
</tr>
<tr>
<td>Park College, Parkville, Missouri</td>
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<tr>
<td>Pennsylvania State College, State College, Pennsylvania</td>
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<td>Pennsylvania, University of</td>
<td>Philadelphia, Pennsylvania</td>
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<tr>
<td>Pittsburgh, University of</td>
<td>Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>Princeton University, Princeton, New Jersey</td>
<td></td>
</tr>
<tr>
<td>Purdue University, Lafayette, Indiana</td>
<td></td>
</tr>
<tr>
<td>Radcliffe College, Cambridge, Mass.</td>
<td></td>
</tr>
<tr>
<td>Redlands, University of</td>
<td>Redlands, California</td>
</tr>
<tr>
<td>Rhode Island College of Education, Providence, R. I.</td>
<td></td>
</tr>
<tr>
<td>Richmond, University of</td>
<td>Richmond, Virginia</td>
</tr>
<tr>
<td>Rochester, University of</td>
<td>Rochester, New York</td>
</tr>
<tr>
<td>Rockford College, Rockford, Illinois</td>
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</tr>
<tr>
<td>St. Louis University, St. Louis, Missouri</td>
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West Virginia University, Morgantown, West Virginia. 1
Wheaton College, Wheaton, Illinois ......................... 2
Texas Tech. College, Lubbock, Texas ....................... 1
Transylvania College, Lexington, Kentucky ............... 1
Union Theological Seminary, New York, N. Y. .......... 2
United States Military Academy, West Point, N. Y. .... 2
Upsala College, East Orange, New Jersey ................. 1
Vanderbilt University, Nashville, Tennessee ............. 2
Virginia, University of, Charlottesville, Virginia .... 1
Virginia Military Institute, Virginia ....................... 1
Whittier College, Whittier, California .................... 1
Willamette University, Salem, Oregon ..................... 2
Wisconsin, University of, Madison, Wisconsin .......... 23
Wooster, The College of, Wooster, Ohio ................... 1
Worcester Polytechnic Institute, Worcester, Mass. .... 1
Wyoming, University of, Laramie, Wyoming .............. 1
Yale University, New Haven, Conn. ......................... 16
Total Number of Institutions ................................ 140
Total Number of Students ................................... 1256

TABLE IV

DISTRIBUTION OF CHINESE STUDENTS
ACCORDING TO SUBJECTS

Accounting ................................................. 4
Aeronautical Engineering .................................. 1
Agricultural Chemistry .................................... 3
Agricultural Economics ................................... 1
Agricultural Education .................................... 3
Agriculture .................................................. 12
Analytical Chemistry ...................................... 1
Animal Husbandry ......................................... 1
Applied Arts .................................................. 2
Applied Electrical Bedell .................................. 1
Architectural Engineering ................................ 1
Architecture .................................................. 13
Art .......................................................... 20
Art Education ............................................... 1
Arts and Science .......................................... 39
Auditor ....................................................... 1
Bacteriology .................................................. 2
Banking ....................................................... 2
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Tel. University 4-8035 Americans Welcome

COLLEGE INN
"That Favorite Place of Oriental Students"

Open 11 A.M. to 2 A.M.

3100 BROADWAY NEW YORK CITY
(Between 123rd & 124th Streets)

Genuine Chinese Cooking in Country, City and Mandarin Styles
Special Fancy Dishes for Week-Ends
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Religious Education .......................................... 3
R.R. Engineering ............................................. 3
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Ry. Administration ........................................... 1
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Ry. Management .............................................. 1
Ry. Transportation ........................................... 2
Sanitary Chemistry ........................................... 1
Sanitary Engineering ......................................... 1
School Nursing ................................................ 1
Science ........................................................... 14
Slavic ............................................................. 1
Social Institute ............................................... 2
Social Science ................................................ 1
Social Work .................................................... 2
Sociology ....................................................... 17
Structural Engineering ...................................... 12
Steel Bridges .................................................. 1
Sub. Horticulture .............................................. 2
Theology ......................................................... 3
Transportation ............................................... 6
Undergraduates ............................................... 78
Wharton School ............................................... 1
X-Ray ............................................................. 1
Zoology .......................................................... 8

Number of Courses ......................................... 134
Total Number of Students .................................. 1256
### TABLE V

**Male and female students**

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<td>INSTITUTION</td>
<td>MALE</td>
<td>FEMALE</td>
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</table>

Telephone: WOrth 2-5890

PORT ARTHUR RESTAURANT, Inc.
FIRST CLASS CHINESE RESTAURANT
Open from 11 A. M. to 1 A. M.; Sat. to 4 A. M.
7-9 MOTT STREET  NEW YORK, N. Y.
# TABLE VI

**Division of Courses According to Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama, Woman's College of</td>
<td>1</td>
</tr>
<tr>
<td>Armour Institute of Technology</td>
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<tr>
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<tr>
<td>Baldwin-Wallace College</td>
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<tr>
<td>Barnard College</td>
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<tr>
<td>Bethel College</td>
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<tr>
<td>Biblical Seminary in New York</td>
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<tr>
<td>Boston University</td>
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<tr>
<td>Brooklyn Polytechnic Institute</td>
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<tr>
<td>Bryn Mawr College</td>
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<tr>
<td>Buffalo, University of</td>
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<tr>
<td>California, University of, Berkeley</td>
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<tr>
<td>California Institute of Technology</td>
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<tr>
<td>Corleton College</td>
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<tr>
<td>Chicago, University of</td>
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<td>Harvard University</td>
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<td>Illinois, University of</td>
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<td>Indiana, University of</td>
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<td>Iowa State University</td>
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<td>Kalamazoo College</td>
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<td>Institution</td>
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<td>Kansas State Agricultural College</td>
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<td>Kenyon College</td>
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<td>Nebraska, University of</td>
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<td>Rockford College</td>
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<tr>
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<tr>
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### TABLE VII

**Distribution of Chinese Students in Canada According to Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
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<tbody>
<tr>
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<td>Manitoba, University of, Winnipeg, Manitoba</td>
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<tr>
<td>McGill University, Montreal, Canada</td>
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<tr>
<td>Queen's University, Kingston, Ontario, Canada</td>
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<tr>
<td>Saskatchewan, University of, Saskatoon, Saskatchewan, Canada</td>
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<tr>
<td>Toronto, University of, Toronto, Canada</td>
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### TABLE VIII

**Male and Female Students' in Canada**

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<tr>
<td>British Columbia, University of, Vancouver, B. C.</td>
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<td>Manitoba, University of Winnipeg, Manitoba, Canada</td>
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<tr>
<td>McGill University, Montreal, Canada</td>
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</tr>
<tr>
<td>Queen's University, Kingston, Ontario, Can.</td>
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<tr>
<td>Saskatchewan, University of, Saskatoon, Saskatchewan, Canada</td>
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<tr>
<td>Toronto, University of, Toronto, Canada</td>
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### TABLE IX

**Division of Courses According to Institutions**

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<tr>
<td>Queen's University, Kingston, Ontario, Can.</td>
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<td>Saskatchewan, University of, Saskatoon, Saskatchewan, Canada</td>
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### TABLE X

**THE NUMBER OF CHINESE STUDENTS IN AMERICA SINCE 1898**

The following figures give the number of Chinese students in Colleges and other Schools in the United States since 1898:

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<th>Year</th>
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<td>300</td>
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<tr>
<td>1910</td>
<td>650</td>
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<tr>
<td>1914</td>
<td>847</td>
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<td>1918</td>
<td>1500</td>
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<td>1921-22</td>
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<td>1922-23</td>
<td>1507</td>
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<td>1927-28</td>
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<td>1929-30</td>
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<td>1930-31</td>
<td>1327</td>
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<td>1931-32</td>
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DIRECTORY OF CHINESE STUDENTS
IN U. S. A.
1932

AU, Chung Wo, 2314-14th Street, Lubbock, Texas.
BAO, Djil, Grad., 209 N. Ingalls, Ann Arbor, Mich.
BAU, Robert J., Col. of Lib. A., 1014 Emerson Street, Evan-
ston, Ill.
BEE, Ming Chu, Gr. S. of A. & Sci., 349 Harvard Street, Cam-
bridge, Mass.
BILLING, Betty, H. E., 820 Irving Place, Madison, Wis.
BRENNEMAN, John Sherwin, Arch., 110 S. 38th Street, Phil-
adelphia, Pa.
CHA, Clara, Law, International House, Berkeley, Cal.
CHA, Lincoln H., Pol. Sci., 911 W. Main Street, Urbana, Ill.
CHA, Sang Dal, Comm., 1557 W. 37th Place, Los Angeles, Cal.
CHAI, Chu, Law, 226 E. Superior Street, Chicago, Ill.
CHAI, Feng Yang, c/o Mr. H. W. Chang, Box 2547 Stanford Uni-
versity, Cal.
CHAI, Ho Cheng, 105 Oxford Place, Ithaca, N. Y.
CHAIN, Shie Cheung, Grad., 500 Riverside Drive, New York, N.
Y.
CHAN, Ada Lorraine, Law, 272 Seventh Street, Oakland, Cal.
CHAN, Chack Wing, Me. Eng., 2227 Union Street, Berkeley, Cal.
CHAN, Chee, Comm., 414 West 118th Street, New York, N.
Y.
CHAN, Chester H. C., Bus. Ad., 56 Tyler Street, Boston, Mass.
CHAN, Edward James, Law, 321 8th Street, Oakland, Cal.
CHAN, Edward Wafoon, Eng., 2420 Bancroft Way, Berke-
ley, Cal.
CHAN, Frank L., Grad., 408 Hamilton, Ann Arbor, Mich.
CHAN, George, Eng., 2017 W. Monroe Street, Chicago, Ill.
CHAN, George S., Comm., 4911 Weota Street, Los Angeles, Cal.
CHAN, Hanse, Bus., 1305 W. University, Urbana, Ill.
CHAN, Henry S., A. and Sci., 2017 W. Monroe Street, Chi-
cago, Ill.
CHAN, Hugh, Pol. Sci., P. O. Box 341, Iowa City, Iowa.
CHAN, Hugh (G), 215 E. Fairchild Street, Iowa City, Iowa.
CHAN, Kei Woon, Agr., 1321 Seventh Street, Sacramento, Cal
CHAN, Kwan-Wai, Bus. Ad., 606 West 115th Street, New York, N. Y.
CHAN, Leong Yan, Bus. Ad., 195 Claremont Avenue, Brook-
lyn, N. Y.
CHAN, Myron Kew, Comm., 1051 Powell Street, San Fran-
cisco, Cal.
CHAN, Robert, Pre-Dental, 1561 Howard Street, Chicago, Ill.
CHAN, Tso Chuen, Grad., c/o Kwong Wo Lung Co., 57 Bayard Street, New York, N. Y.
CHAN, Violet Mebig, Zoology, 880 No. 26, Lincoln, Neb.
CHAN, Wahso Donald, Law, 44 Eighth Street, Oakland, Cal.
CHAN, Yip Shuen, Grad., John Jay Hall, Columbia University, New York, N. Y.

CHANG, Beulah, 314 Packard, Ann Arbor, Mich.
CHANG, Miss C., Chem., 801 S. Wright St., Champaign, Ill.
CHANG, Chen To, Educ., New Dormitory, Pullman, Wash.
CHANG, Chi Hsien, L. S. Grad., 5647 Drexel Ave., Chicago, Ill.
CHANG, Chi Wen, Agr. Educ., 238 Linden Ave., Ithaca, N. Y.
CHANG, Chih Cheng, Economics, 2634 Channing Way, Berkeley, Calif.
CHANG, Chhn. 801 S. Wright St., Champaign, Ill.
CHANG, Ching-Yuein, Commerce, 138 N. Center Street, Naperville, Ill.
CHANG, Daniel Sung-Kao, Grad., 500 Riverside Dr., N. Y. C.
CHANG, Fletcher Yung, Educa., 515 W. 124th St., New York.
CHANG, Francis Y., Educa., Box 735, Stanford Univ., Calif.
CHANG, Hon Gip, Dental, 15 W. Ontario St., Chicago, Ill.
CHANG, Hsi K., Grad., 39 S. Randall, Madison, Wisconsin.
CHANG, I., Military, c/o Minister Wu Chao Shu, 2001-19th St. N. W., Washington, D. C.
CHANG, Peng Chun, Univ. of Chicago, Chicago, Ill.
CHANG, Roderick, Sociology, P. O. Box 192, Salem, Ore.
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