Soochow
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Yang Yung-ching
1943 - 1945

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January 4, 1943.

President Y. C. Yang
Soochow University
Chinese News Service
30 Rockefeller Plaza
New York 20, N. Y.

Dear Dr. Yang:

We shall be very glad to put on our mailing list the name of Dr. W. B. Nance to receive materials that we are sending out to the presidents of the Colleges.

We are sending you the copies you requested of the resume of the meeting of the Planning Committee and the educational aims of Christian Colleges in China.

We are also sending you a copy of the Minutes of the British Planning Committee which have just come to hand. I am sure you will find them interesting.

With very best wishes for the new year

Sincerely yours,

Charles H. Corbett

CHC
fb

Note: to Mrs. Day
for above material

January 9, 1943

Dr. Y. C. Yang,
Tallman Foundation Visiting Professor of Chinese
Civilization,

Bowdoin College,
Brunswick, Maine.

Dear Dr. Yang:

Dr. Van Dusen has suggested that we forward to you a copy of the stenographic notes of your address at the meeting of the Committee on Christian Character, Staff and Curriculum held on December 21st. We are therefore sending you both the stenographic notes and a condensed version of the same. Will you please look these over and return them with any corrections you may care to make.

Sincerely yours,

For Mr. Corbett

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January 29, 1943

President Y. C. Yang,
Bowdoin College,
Brunswick, Maine.

Dear President Yang:

We were under so much pressure to send out the Minutes of the meeting on December 21st without further delay that we finally mimeographed your speech in the abbreviated form we submitted to you before your manuscript arrived. We regret this, but Dr. Van Dusen has indicated in his covering letter going out with the minutes that the full text of your address is available if any one desires it. I trust that this arrangement will be satisfactory to you. We sincerely appreciated the fine contribution you made to the discussion.

I trust your work is going well and is proving more and more satisfying.

Sincerely yours,

Charles H. Corbett

CHC:LD

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CHARLES H. FAHS, M.A., *Curator*
MISS HOLLIS W. HERING, B.L.S., M.A., *Librarian*

February 9, 1943

Apparently sent one by mistake

Dr. Oliver J. Caldwell
Associated Boards for Christian Colleges in China
150 Fifth Avenue
New York City.

Dear Dr. Caldwell:

The discussion-digest covering the December 21st conference has reached me, for which I am grateful. I note that a full copy of Dr. Yang's address is available on request. Please send me a copy of this address.

Also, if it is regarded as appropriate for both the digest and Dr. Yang's address to be in the Missionary Research Library, and an extra copy of each can be sent to the library for this purpose, we shall be grateful.

Sincerely yours,

Charles H. Fahs

CHF/J

file - Y. C. Yang

THE LARGER AND FARTHER OPPORTUNITY

OF CHRISTIAN HIGHER EDUCATION IN CHINA.

(Problems to be faced after the War is over)

Summary of remarks by Y. C. Yang

The wording of this subject sums up very well the situation we are now called upon to survey. We see in the farther future a larger future. In fact, it promises to be the largest future ever presented to Christian higher education in China.

China today is not only in the midst of one of the greatest crises in her long history, but she is also going through a process of fundamental readjustment and transformation. "China rediscovers her West" is indeed a very significant fact, but that she is rediscovering herself is an even greater fact. The unchanging Chinese have become the all-changing Chinese.

This new China, in which is involved the destiny of nearly one-fourth of mankind and which is likely to be a factor of growing importance in international life, will be molded and shaped by the visision she will see, the faith she will embrace, and the God she will worship. Of all the battles which China has fought and will fight, the greatest is the battle of the future which is going on in the realm of the thought and faith of her people.

What will be the determining factors in this situation? The first is education, which will stimulate the dreams of her youths. The second is religion, which will guide her people on the path of faith. And the third is Christianity which will lead the nation to God which she should worship. In this combination and correlation of relevant factors we can easily see the strategic importance of Christian education as a force and factor in her national transformation.

"China Shall Rise Again." It certainly will. For China's own sake and welfare as well as for her relations to world development may it be that she would rise in a thought-world seasoned with the Christian spirit and Christian ideals. Herein we see both the opportunity and the possible contribution of Christian education to the development of China.

In the world of Christian missions, China today is a strategic point at a psychological moment. China for Christ and Christ for China are both possible if the Christian Church can catch the vision and rise to the occasion. Opportunity indeed is knocking at the door. But it is a "dangerous opportunity" as every crisis is a stepping-stone, if well met and well utilized, but a stumbling-block if we miss seeing it or miss using it.

In view of the unprecedented opportunity which is facing us today the following are perhaps a few very simple points we should keep in mind:

1. That opportunity does not last forever. Time and tide wait for no man. Take to the tide, one can launch out upon the boundless deep; missing it, one may find himself stranded on the beach of inactivity.

2. That opportunity is as large as we have ability to see it and capacity to use it. It keeps watch with the vigilant and travels in the company of the courageous.

3. That opportunity grows with its use. Nowhere is the statement more true than in the use of opportunity, that nothing succeeds like success. Only as we are able to

measure up to the present opportunities can we have larger ones in the future.

4. That only the one who makes the best preparation for the opportunity can make the best use of the opportunity. China after the War will surely be the place where a real first class big show can be staged for the presentation of the message and claim of Jesus Christ, but the cast must be assembled, the program must be ready and the stage must be set before the audience arrives and the curtain rises.

5. That this is pre-eminently the day for all-out effort. China is not only moving but is proceeding on an "accelerated program." It is not difficult to appreciate that when all other movements are going forward, as it were, on streamliners and eight-cylinder cars, Christian forces cannot rumble along slowly in an old-fashioned buggy.

Turning now from general principles to specific problems, what are some of the points which Christian higher education must deal with as we look to its future? Before the over-hanging cloud lifts, the visibility may be low, but there are certain problems which we can be sure will present themselves for consideration and solution, among which the following may be mentioned.

1. Rehabilitation. Of the thirteen Christian Colleges and universities in China, eleven of them (all except West China Christian University and St. John's University) are now "refugee institutions" or "guest institutions," scattered far and wide from their own campuses. All of them have suffered heavy losses. The first problem is therefore the problem of rehabilitation. Both the Government and the people of China will doubtless contribute liberally--that is, as liberally as the impoverished conditions of the country would permit--to put these educational institutions on their feet. But, we can also be sure that they will help those who can help themselves. We of the Christian family must first make a start towards finding means for their rehabilitation. The situation will doubtless be much clearer if we should wait until the War is over, but, if we do not start to do something now, will it not likely be that there will be such a traffic jam that we will be lost in the crowd?

2. Redistribution. The China after the War will be, in many respects, quite different from the China before the War. One of the most important changes which have taken place is the opening up of a "new world" in the greater hinterland of the West. In this area Christian higher education can again do pioneer work, as it has done in other parts of China before, with its wonderful prospects and opportunities. Who is to go to cover the newly opened fields of the great Southwest and Northwest? Can we not work out some practical and rational scheme of the redistribution of the forces of Christian higher education that this problem may be properly solved? Along with this question of geographic redistribution, are there not also problems of functional and even financial redistribution which must be thought of?

3. Re-adjustment. China is rapidly developing a national system of education, of which Christian education is getting to be, numerically and statistically, a smaller and smaller part. What is our true place in this national system? What should be our particular aim? Wherein can we make the greatest contribution? The great problem is how to fit into China's national system and national program, without entirely losing our own individuality and distinct purpose. Should we only watch carefully the coming trends and seek in the most skillful way to conform to them? Or, are there points and occasions when we should seek to transform? As a practical illustration we may refer to the very natural tendency and policy to emphasize the study of physical and natural sciences. Should we seek to be popular by climbing up on the band-wagon and go all the way with the procession? Is there possibility that this emphasis on the physical sciences and engineering, logical and necessary as it is, may be overdone, to

the possible neglect of due emphasis on the humanities? Should we not, in view of the very fact of the tendency to emphasize the problem of the material and physical reconstruction of the country, be particularly careful that the correlated problems of the social and cultural reconstruction of the country be given due attention and consideration? In the contribution of ideals, numbers and statistics are not necessary pre-requisites. We should still feel that there are at least times and occasions when we can take the lead.

4. Retention. It goes without saying that whatever changes and adjustments we should find necessary and appropriate to make, there is in Christian education that which changes not. That is the Christian character of these institutions, or, if you please, the "Christian personality" of these institutions. A Christian college, of course, is not just a preaching station, but neither is it a mere lunch counter for the serving of commonplace intellectual food. All that we dish out must be seasoned with a certain kind of salt which has not lost its savour. But what constitutes Christian character? Shall we not say that Christian character can be maintained only when four component factors are all present: a definite Christian objective in the administration; a perceptible Christian atmosphere on the campus; a dynamic Christian staff on the faculty; and substantial Christian money in the budget. In practical operation, the last mentioned item is just as important as the first three mentioned. It is neither fair nor possible to expect an institution to continually rely predominently on non-Christian support and remain pre-eminently Christian in character and church centered. We indeed have good reason to rejoice over the growing popular support which our Christian educational institutions are getting in China, but shall we say that we Christians should always be prepared to be their principal supporter, if not always aim to underwrite fifty-one percent of their support?

In addition to the problems which Christian higher education as a whole will face as a movement in China, there are certain other problems closely related, but distinguishable from those already mentioned which each institution will face as a sort of "personal problem" although they are in nature common to all.

1. Problem of Strength and Standard. Educational standard has been advancing and will continue to advance in China. Christian higher education, if it is to be a real influential factor in the intellectual life of China, must be able to maintain a very high standard and have sufficient financial strength so that they will not have to "live on" students' fees. For one thing the Government will regulate against it. Already the Chinese government has issued regulations concerning the maximum fees which can be charged and the number of scholarships (which is to be in proportion to the size of the student-body) which must be provided for. Christian colleges must have, on the one hand, instruction efficient enough and curriculum rich enough to attract the best minds among the students, and, on the other hand, have their fees low enough so as not to debar anyone who is poor but worthy.

2. Problem of Faculty. The faculty is the soul of a college. We need for our faculty persons who possess all the qualifications called for by secular educational institutions and then in addition something else. We need persons who are not only possessed of brilliant intellect, and specialized knowledge but who are, at the same time, men of firm, deep convictions, with vital, dynamic Christian experience. And we need not only just a few of them, but many of them along different lines of special training. The all-important practical question is where are we to find them. The answer is that, at least as far as the Chinese staff members are concerned, we must not trust to our luck to find them but must take definite measures to train them up. There is nothing more important than to select from among the young promising instructors in China a certain number of those whose loyalty and efficiency have been fully demonstrated to be sent over to this country for advanced training. This may appear to be an expensive undertaking, but, in the long run, it is the most economic measure, because each person so trained, if the selection has been really carefully made, can be expected to be a permanent asset to Christian higher education without being a recurring charge on any supporting organization.

3. Problems of Correlation. The question of correlation of the Colleges in China is as delicate and difficult a problem as the ecumenical movement among the Christian churches themselves. But this much may be said, namely, it is a problem as constantly and seriously considered in China as it is in America. Yet have we really thought through the question? Is correlation of the program of work, in the interest of efficiency and economy, the only objective? And can this question of program be solved without reference to vested interests and institutional loyalty, which are strong in China but seem no less strong here in America? The question may also be raised as to whether correlation necessarily always means regrouping of the institutions or whether in some instances a functional division of labor is the more practicable principle. Finally, the question must always be studied how the enlargement of the number of cooperating units affects the intimacy of a particular institution to the church - here I mean some distinctly Christian organization, and not just the vague general Christian movement. It must sound like heresy to some for anybody to say that the denominational institutions may, by being close to the church, be also closer to Christianity. Some of us may not attach too much importance to any Christian church, if they can but be Christians. But the fact is that the Church is the only visible organized expression of Christianity.

Most college administrators have some pretty definite notions as to how much correlation there should and could be. But, in their public utterances, they are as careful and guarded in their statements as a candidate in an election campaign is in considering possible effect upon his particular constituency. If they can come together like a jury, and be required to return some sort of "verdict" many valuable and practical suggestions can be had. But it is not necessary that the schemes should be worked out either on "this side" or the "other side." A program of correlation, worked out by co-relating the voices on both sides, is more likely to be practicable and acceptable to all or nearly all. Idealistic it may sound, but one of the pre-requisites is that the feeling that "I am of Paul," and "I am of Apollos," and "I am of Cephas" should give way to the spirit of "We are of Christ and Christ is God's."

4. Problem of Larger Relations. In this new era of growing world unity, a Christian educational institution not only exists to educate its students, nor just to serve the country, but along with and in addition to these objectives it should seek to contribute to the ideal and spirit of universal brotherhood through the consciousness and practice of world-wide Christian fellowship. After the War we will face a new world. This new world will indeed be a better and more ideal world in proportion as mankind as a whole becomes more conscious that we are living and therefore must be interested in the whole world and in proportion as we unite our effort to produce a Christian world. Religion and education are the two most important as well as most potent factors in bringing this about.

In conclusion may I say that of the problems I have here discussed, there is only one problem which I really feel. All other problems are ones I have thought out. The one problem which overshadows all other problems is whether we can be alert enough to see the opportunity, quick enough to seize it, and have the means to measure up to it. Too often during the progress of the war have we heard of such expressions as "too little and too late." In the last world war we tried to make it safe for democracy. We did not do it. This time we should try to make the world safe through Christian spirit and Christian fellowship, and Christian education must help to do it.

EDUCATION IN WARTIME CHINA*

Y. C. YANG

President, Soochow University, China
Visiting Professor of Chinese Civilization, Bowdoin College

The present educational situation in China is both illustrative and expressive of New China in the time of her supreme crisis. The whole situation can be summed up in two brief statements. First, like all other phases of her national life, education in China has fully felt the violent impact of the disruptive and destructive forces of the ravaging war imposed upon China by her aggressive neighbor. Second, like China's valiant army defending the life of the nation on the battlefield, these educational institutions have also shown dauntless courage and amazing capacity to withstand hard knocks and smashing blows, and still survive and keep going on. The present state of affairs in the educational world in China is the result of the interplay of two opposing factors: the destructive force of the Japanese invasion, and the constructive program of the Chinese government and people. In this, as in so many other things in China today, we see a keen race between the force of destruction and the ability of re-construction.

The Japanese, no less than the Chinese, recognize in the educational work now going on in China a source of dynamic spiritual power of great strategic importance. The Chinese soldiers are indeed holding up the fighting line in the front, but the students and educators are no less significant in keeping up the morale and spirit in the rear. Because of this, the Japanese, on the one hand, are doing their worst to destroy and pollute as much of China's education as possible, while, on the other hand, the Chinese Government is doing its best to protect and keep up as much of it as it can. Using, in each instance, a well-known Chinese phrase, we may say that to the Japanese, students and educators are "a nail in the eye," an irritation and an obstruction which must be removed; but, to China, its educated youths are "a priceless pearl in the palm of the nation," a family treasure to be handed down from one generation to another. If, to the program of resistance to invasion, there is to be added a definite plan for re-construction, such as embodied in the war-slogan, KAN CH'UEN CHIEN KUO, "armed resistance and national reconstruction," it is indeed a matter of paramount importance that the nation should be supplied with a continuous flow of trained youths.

Since schools and students are so obnoxious to the Japanese, they have, from the very beginning of this War, deliberately adopted the policy of wrecking and destroying as many of the educational institutions of China as their armed forces could possibly reach. Thus, in July, 1937, even before their troops had marched upon Peiping, while negotiations for a settlement of the Marco Polo Bridge incident were still going on, Nankai University of Tientsin, one of the best known private universities in North China, was bombed, shelled and burned, in order to insure its utter destruction. As the war area expanded, many other institutions had similar experiences.

In the first year of the War, 77 out of a total of 108 institutions of higher education, which included universities, colleges, professional and technical schools of college grade, were either destroyed or driven off their campuses. By the end of the second year, the number of educational institutions so affected had increased to

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91. Now, since the Japanese took over the International Settlement of Shanghai on December 8, 1941 (actually on the day after their treacherous attack on Pearl Harbor) the dozen or more government and private universities which had sought temporary shelter in that "solitary island" (so-called because, up to that time, Shanghai had been surrounded by, but not submerged under, Japanese domination), also felt it necessary to move on to some place where academic freedom might be had. As matters stand now, I cannot think of even half a dozen institutions which are still operating on their own original campus. The material losses suffered by these institutions are, of course, tremendous. Up to the end of the year 1939, the total losses suffered by the institutions of higher learning in China, according to reports then available, amounted to about $100,000,000.00 (Chinese national currency), which averaged about one million dollars for each institution.* To this must be added another $20,000,000.00 for losses to libraries and museums.

The colleges and universities in China, however, have shown remarkable fortitude and resourcefulness in keeping going in the face of all sorts of dangers and risks, and in spite of many hardships and handicaps. The vitality of these institutions is clearly evident from the significant fact that while over nine-tenths of the institutions of higher education have been dislocated, very, very few have been disrupted. When bombed out of one place, they moved on to another. When other means of conveyance or transportation failed, faculty and students literally "walked off" with the institution to a new site, taking along with them whatever books or equipments they themselves could carry, but above all, taking with them the spirit of prolonged resistance, the hope of ultimate victory and the unshakable faith that "China Shall Rise Again." Wherever they went these institutions were lights on candlestands and cities built upon hills, becoming, as it were, "inspiration points" for outlook into the future. To "Free China," with a determination to free China, these institutions went on their long treks. Some have moved a few hundred miles, others, a thousand miles, and a few even two or three thousand miles, making detours where the main roads were blocked, and circling around where obstacles stood in the way. One group of students actually walked sixty-eight days, through lonely regions, unfrequented paths, and over difficult mountain passes.

While most of the colleges and universities have become "refugee institutions" they are all keeping up their spirit and going on with their work. It is true that nowadays some of the lectures are being given in dingy halls of dilapidated monasteries ill-suited for classroom use, and some of the experiments are conducted in drum-towers over ancient city walls hastily converted into laboratories: The school buildings might have been destroyed but the faculty and students are still holding together. It is true that some libraries are now housed in old Confucian Temples not at all constructed for such purposes, and some of the students are sleeping on "skyscrapers" of wooden bunks three tiers high: The educational facilities and equipments have been lost, but educational work is going on just the same. It is true that some of the reports are prepared in air-raid shelters and some of the essays are composed under moon-lit skies: The atmosphere for study may be strange indeed but the spirit of learning is still as vigorous as before.

*The losses suffered by the secondary schools, middle schools as we call them in China, are even greater, since about 40% of the 3000 or so middle schools we had at the time of the outbreak of the War, were located in regions now frequently spoken of as the "occupied area." However the proportion of the middle schools affected was not as great as that of the colleges. Being more scattered than institutions of higher education, the total program of secondary education for the nation has not been so seriously disrupted.

But wartime education in China not only has its exciting, romantic experiences, it also has its interesting features and developments which deserve more than passing notice.

To start with, there is the significant and noteworthy fact that in spite of all that has happened the number of higher educational institutions has been increased, instead of decreased. Whereas we had 108 such institutions before the outbreak of the War we now have as many as 115. New fields of study not yet taken up and new areas not yet covered before are now supplied with institutions of higher education. A noteworthy example is seen in the establishment of a College of Technology in far-away Sikang, the border and "baby" province in West China.

Enrolment in these institutions has been mounting up instead of dropping down. There was indeed a sharp decline during the first year of the War, as perhaps might have been expected, but, from the very second year, the enrolment started to pick up rapidly until today there is a much larger number of college students in the country, both men and women, than before the outbreak of the War. In 1936 there were in China about 42,000 college students; in the spring of 1942, the number was over 50,000, an increase of approximately 20%. In spite of the very heavy drain upon the national treasury by war expenditures the amount appropriated for educational work has been steadily increased each year since the War began. Not only were institutions, both government and private, given every possible aid and support, but also needy students were granted financial relief so that those who were qualified could continue their study without interruption. Some idea of the magnitude of this program can be seen in the fact that in 1942 the Chinese Government spent about $80,000,000.00(Chinese national currency) on student relief.

A second noteworthy feature of China's wartime education is that students are specially dealt with under the Selective Draft system. They are, as a class, not called up for ordinary military service. According to the latest report China now has a military force of about five million soldiers and has already called up, under the Selective Draft, more than 11,000,000 able-bodied persons for military training. Whether the 50,000 college students we have be included in the regular army or not will not make any appreciable difference in its size. On the other hand, their continuance in colleges and universities is perhaps the only way to insure a steady supply of well-trained leaders, both to meet the exigencies of the present, as well as to provide the personnel for the gigantic task of re-construction which must be undertaken after the War is over. This policy is not due to any special request either from the students or the educators but is a decision of the highest authorities of the country. For these college students, however, a special program of national service is substituted in addition to the military instruction which has been a regular part of the college work. One year of wartime service, in accordance with the program laid out by the Government is now a condition for graduation. These students are mostly employed in the political training division of the army and are found actively and extensively engaged in social service, in relief work, in mass education, and in other forms of wartime services. It is estimated that about half of the students who were in college at the beginning of the War are now working in the army or engaged in other forms of war activities. This applies to both men and women students. Much of the work done by the U.S.O. and the chaplains in this country, other than their religious activities, is done by students in China working in various capacities.

Turning now from the students to the institutions themselves, we find that they are adjusting themselves to wartime conditions and the wartime needs of the country. In program of work, they are now carrying on, in addition to courses they used to offer, special "defense courses," assigned to them by the Government according to the special distinctions they have been able to achieve in the past. These are, in most

cases, technical courses having a direct bearing upon the industrial development of the great hinterland in the West. Exploration parties and research studies for the development of the "deep West" are often organized as summer vacation activities and extra-curricular projects. Practical programs for service to the common people, for improvement of rural conditions, for helping the wounded soldiers and other similar activities are, of course, always encouraged.

In the matter of organization there is something going on which is highly significant. A very interesting experiment which is going on in wartime China is the organization of "Federated Universities" and "Associated Colleges" by various combinations of existing institutions now in exile. These "educational co-ops" are no less significant in the cultural world than the CIC - Chinese Industrial Co-operatives- in the economic world. Just to cite a few instances, there is at Kunming, the capital of Yunnan Province and the starting point in China of the Burma Road, the Southwestern Associated University in which are combined the National Peking University, Tsing Hua University and Nankai University. In Chengtu, Szechuen, there is the West China Union University Medical College, in which the medical department of the National Central Government University participated until its refugee campus was constructed. Over in Shanghai, up until the Japanese occupation of the International Settlement in December 1941, four great Christian universities - St. John's of the Episcopal Church, Shanghai of the Baptist Church, Hangchow of the Presbyterian Church and Soochow of the Methodist Church - had been operating as "the Associated Christian Colleges in Shanghai." These institutions all carried on their work in a common center, pooled their scientific apparatus and equipment - that is, what they had left from the ravages of the War - and worked out a co-ordinated program of instruction. They maintained joint libraries and joint laboratories, and held joint commencements. While each institution maintained its own identity and had its own student-body, there was an arrangement whereby students of one institution could elect courses offered by any of the other institution. Such intimate contact with each other, not only promoted institutional fellowship, but through "comparing notes" in instructional program and administrative methods naturally resulted in greater efficiency of these institutions.

Turning from individual institutions to the educational movement as a whole, we observe that the War has caused an unprecedented shift in the geographical location of the higher educational institutions in China. Prior to the outbreak of the War most of these institutions were concentrated in a few very strong centers, mostly near the coast, such as, for instance, the Nanking-Shanghai area, the Peiping-Tientsin area, the Canton and Hankow areas. The Nanking-Shanghai area alone had about a third of the total number of higher educational institutions in the whole country. While each country has its great outstanding center of education, it was quite evident that in China, colleges and universities had been too unevenly distributed. The result was that while the regions along the coast were throbbing with the new life of progress, born of modern education, there were vast regions in the interior which seemed to have been scarcely touched by the stimulus of Western culture and modern science. The Ministry of Education, which had long taken notice of this fact, is now taking advantage of the present situation to affect a more even distribution of the colleges, so that the hitherto comparatively backward part of the country will have the same stimulus to progress as the coastal regions. A better geographical distribution of the colleges will surely be one of the valuable by-products of the War, so destructive and lamentable in other respects.

The influence of this large scale migration of the colleges and universities in stimulating the phenomenal development of the Hinterland is just one of the significant results of this great Westward Ho! movement. "China Rediscovers Her West" is indeed a most important accomplishment. But even more important than accelerating the development of the West will be its influence in strengthening the psychological unity

and spiritual solidarity of the whole nation. The "Far East" in China is meeting the Far West of China; students of all sections of the country are now not infrequently living in the same dormitory and sitting in the same classroom. Under such circumstances provincialism is giving way to national unity and solidarity. Even if most of these "refugee institutions," now out in the West, should eventually return to their "home bases" in the East after the War, the impetus to progress which they have given to the land of their sojourn, the contacts they have made and the impressions they have gathered will create a feeling of unity which nothing else could have done.

In addition to the geographical shifting of the centers of education, we can also notice a distinct shift in the point of emphasis in the program of education. It has long been felt in some quarters, that, due perhaps to the age-long traditional respect for literature and philosophy, there have been too many students majoring in liberal arts and social sciences and too few in natural and physical sciences, in proportion to the practical needs of the country. This feeling, of course, is intensified when we look from the present appalling destructions of the War to the gigantic task of restoration and physical reconstruction which lies ahead of us. Even before the War, the Ministry of Education had been exerting itself to stimulate greater interest in the study of science and engineering so that there would be ample provision for supplying the nation with scientific scholars and technical experts for the development of the country. Some idea of the progress made along this line, during the last few years, may be seen in the fact that in 1937 there were only 5,768 engineering students and 969 graduates, whereas in 1941 there were 11,226 such students and 1,801 graduates.

This, however, is not an entirely new policy which has grown out of the War. It is an "accelerated program" for carrying out an already fixed policy. One of the methods which the Government has been using was the introduction of a sort of principle of "proportional representation" in the distribution of majors in the various universities, by fixing quotas for the number of new students each institution could admit into its different departments. For instance, it has been the general rule for some time that no university could admit more new students into its arts college than it admitted into its science college. It has also been the ruling that of the minimum of three college necessary to constitute a university, one of them must be a science college. This does not mean that the social reconstruction of the country is regarded as less important than its physical reconstruction. It is merely an effort to correct the traditional over-emphasis upon the study of humanities as the almost exclusive concern of education.

War has made Chinese education more national-conscious and practical-minded. More than ever before, these institutions of higher education have a feeling that they have an important place in the life of the nation with very definite functions to discharge and missions to fulfill. What was perhaps only vaguely conscious is now keenly felt. Each institution is trying to fit itself into the national system and thus seek to make its best contribution to the total educational program and needs of the nation. It can be hoped that higher education in China, learning many lessons from its war experience, will be a more coherent unit and a more efficient system. In the midst of dislocation, a process of relocation is also going on. It is a period of great physical destruction and material deterioration, but it is also a time of intellectual stimulus and spiritual advancement.

So far, we have been dealing with changes and developments in the educational world in China, which have arisen out of the war situation. Chinese history and culture are distinguished by continuity and stability. Amidst all the changes which have taken place there are certain basic features which have remained unchanged.

A review of the present educational situation in China, therefore, will not be complete without touching upon some of these basic trends and aspects which have remained unchanged. First, Chinese education has always been democratic in spirit. Even in ages long ago, education in China was the "Lincoln highway," the national highway to distinction and achievement which is open to all and on which all could travel. "In education there is no distinction," said Confucius some twenty-five centuries ago. By education the road has always been open from the farmstead to the palace of distinction. Second, Chinese higher education has always been dedicated to leadership training. The scholar, who is expected to be the man with ideals and vision and the leader of thought, has always been looked upon as the qualified guide of the nation. The sword is just for an emergency. The pen is mightier than the sword. Such has been the traditional belief of the Chinese and it will likely continue.

There is one other significant characteristic of Chinese education which must be mentioned as it has an important bearing upon China's outlook upon life and upon her relations with the world. This is the fact that the Chinese philosophy of education has always been ethical in its objective and world-wide in its vision. In the Ta Hsueh, the Book of Great Learning, the first of the "Four Books" of the Confucian classics, The Way of Great Learning was said to be to "illustrate illustrious virtue, to renovate the man and to strive for the highest good." If the old system of Chinese education had neglected physical development, it had never failed to emphasize the moral culture. In the traditional conception, a good scholar and a bad character were an incompatibility. The primary emphasis of education is upon virtue rather than upon knowledge. Such being the philosophy of education it is perhaps natural to expect that the Chinese theory of the state has always been built upon attention to the welfare of the people as the first, if not the exclusive concern, of the Government. Mencius said, "in a state the people are the most important, the state, second, and the king, the least." In other words, the welfare of the people is not only placed above the personal ambition of the sovereign but before the vain glory of the state. To sacrifice the people for imperialistic ambitions can never be justified according to Chinese political philosophy.

The same philosophy which teaches that the state is the means to an end also teaches that the state is a unit in a larger unity: beyond the state there is the world and beyond the nation there is humanity. Chinese education has always been international in its vision. Moral development starts from the individual, then touches the family and the state, but it does not stop until it reaches the whole world. Morality is not frozen at the national boundary. The dream of the Golden Age held up by the Chinese philosophers is the Harmonized World (Ping Tien Hsia). That this is not an obsolete, discarded idea is seen in the fact that the present National Anthem promulgated under the Nationalist regime, has as its first sentence: "The Three principles of the People are what our nation upholds; with them to build the Republic and with them to promote Universal Harmony." Changes which are taking place in the educational world today, may change the system of administration, may adopt newer methods for realizing its objective, but the fundamental concept and the ultimate objective remain unchanged. Chinese education, in spite of and through the War in China, still looks for peace and prosperity resting on a moral order, and universal harmony built upon international fellowship.

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
30 ROCKEFELLER PLAZA

Telephone: CIrcle 6-5225-6-7
Cable Address: SINONEWS

NEW YORK, N. Y.

April 30, 1943

File

Mr. C. A. Evans
Associated Boards for Christian
Colleges in China
150 Fifth Avenue
New York, New York

Dear Mr. Evans:

I regret exceedingly that I will not be able to be present at the Annual Meeting and the Annual Dinner of the Associated Boards for Christian Colleges in China. The regret is all the more keener because I will have to miss the two speeches by Dr. Wu Yi-fang.

The date of the Annual Meeting slipped my mind, and as I have made no arrangement for my class work at Bowdoin on Monday, I have no choice now but to go back. I may be here Tuesday morning.

If it is not too much trouble, may I ask for a copy of the stenographical report of Dr. Wu's remarks.

I am also glad to know that you have sent invitations to Dr. C. L. Hsia, director of Chinese News Service, and Mrs. Hsia. Both of them are earnest Christian leaders. Dr. Hsia particularly had been interested in Christian education in China, having served, among other positions, President of the Methodist College in Shanghai, of the London Mission. If you do not yet know them well, I am sure you will enjoy their company very much indeed.

Sincerely,

Y. C. Yang

YCY:ec

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
30 ROCKEFELLER PLAZA

Telephone: CIrcle 6-5225-6-7
Cable Address: SINONEWS

NEW YORK, N. Y.

June 30, 1943

adm. 7/7/43 cce

Mr. C. A. Evans
Associated Board for
Christian Colleges in China
150 Fifth Avenue
New York, New York

Dear Mr. Evans:

You will recall that when I was in your office last time I spoke to you of the possible financial needs of Mr. H. Y. Loh, one of our instructors now here in this country for advanced training. He is now at the Johns Hopkins University working for his Ph.D. degree in the Department of Physics.

You will also recall that there was appropriated for him a sum of $300 as grant in aid by the committee of the Associated Board. As he was doing some teaching in V.P.I. last year along with his carrying on his studies, it was found unnecessary to draw on that appropriation. Now, however, he is no longer teaching, but is giving himself exclusively to further study. As he needs some money for the summer, may I request that you will kindly make this sum available to him and send it to him at his Baltimore address — 305 Wyman Park Drive, Baltimore, Maryland.

Under separate cover I am sending you, with my compliments, a copy of my little book on "China's Religious Heritage."

With kindest regards,

Sincerely yours,

Y. C. Yang

YCY:ec

P.S. May I further request that you recommend a further grant-in-aid of $300 for him for the academic year 1943-1944. Y. C.

July 7, 1943

Dr. Y. C. Yang
c/o Chinese News Service
1250 Sixth Avenue
New York, N. Y.

Dear Dr. Yang:

I feel especially honored in receiving the autographed copy of "CHINA'S RELIGIOUS HERITAGE."

While I had the privilege of reading the proofs before publication and I have likewise reviewed the book since it has come off the press and I am convinced that you have made a major contribution in this field of endeavor.

There may be others, but I personally know of no other treatment of this subject from the pen of a Chinese and your previous experience, as well as your deep Christian conviction especially fits you to do this task exceptionally well. I have recommended it to a number of my friends and I am convinced that it will remain alone in its class for sometime to come.

Very gratefully yours,

C. A. EVANS

CAE/B

File

July 7, 1943

Dr. Y. C. Yang
Chinese News Service
30 Rockefeller Plaza
New York, N. Y.

Dear Dr. Yang:

We will be happy to send a check for $300.00 to Mr. H. Y. Loh. This sum was authorized last year, and has been held for his use.

I have already written to Mr. Loh, and he should receive the check shortly.

I am glad to have your book, which arrived today.

Cordially yours,

CAE:MM

C. A. Evans

"Life" 7-29-43
Soochow

DISTINGUISHED RELIGIOUS LEADERS FROM 14 NATIONS ASSEMBLE ON LAWN OF THE PRINCETON INN. BISHOP G. BROMLEY OXNAM OF BOSTON (SIXTH FROM LEFT) PRESIDED

PEACEMAKERS AT PRINCETON LAUNCH A PLAN

An international conference of churchmen and laymen meeting for four days at Princeton, N. J. this fortnight produced a surprisingly specific postwar program. The 68 delegates, representing 14 nations, were convened by the Federal Council of Churches' Commission to Study the Bases of a Just and Durable Peace and a corresponding Canadian commission on world order. Chairman of the 2-year-old American commission of 100 members is John Foster Dulles (*A Righteous Faith*, LIFE, Dec. 28, 1942), New York lawyer and important church layman.

Briefly, the program urged that the United Nations take the lead in collaboration with other countries on: a world order repudiating isolationism and political monopoly; regional and international machinery to promote peaceful change as world conditions necessitate; assurance of ultimate autonomy for subject countries; "drastic reduction of armaments"; and intellectual and religious freedom for all peoples. To "educate public opinion and the opinion of political representatives" to think along these lines, a nationwide "mission" will be started this fall.

John Foster Dulles was secretary of the Hague Peace Conference in 1907, is veteran of many including Paris Conference (1919).

Very Rev. Alwyn K. Warren, dean of Christchurch Cathedral, New Zealand, came by boat to meeting. He is Oxford graduate.

Rev. Harold A. Cockburn of St. Michael's, Dumfries, Scotland, read paper on *The Future of Russia.*

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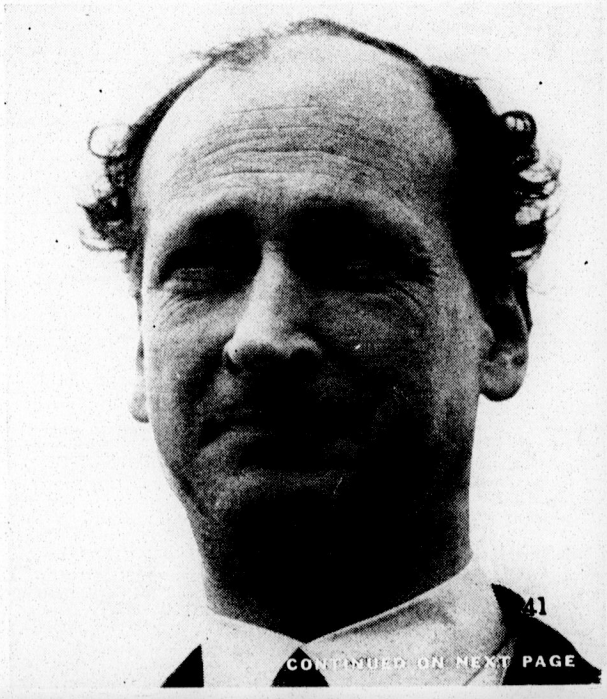

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Dr. Yung-Ching Yang was one of five Chinese representatives. He is president of Soochow University, also heads speakers' bureau of Chinese News Service in New York.

Dr. Leonard Hodgson, canon of Christ Church, Oxford, and professor of moral theology at Oxford University, is secretary of the World Conference of Faith and Order.

Chaplain R. B. Y. Scott of R. C. A. F. (*note the insignia on his lapel*) was peacetime professor at a Montreal seminary, is co-author of a book: *Toward A Christian Revolution.*

Bjarne Braatoy, U. S. born representative for Norway, spent many years ther a member of the Norwegian Shipping and Trade Mission. He now works for

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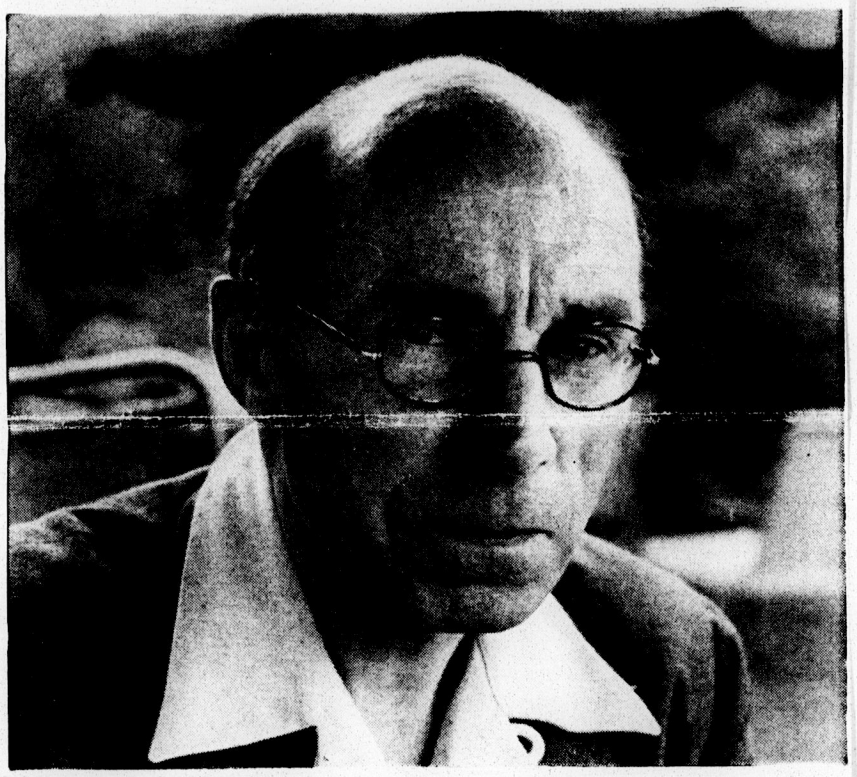

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BETT

File

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
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Cable Address: SINONEWS
NEW YORK 20, N. Y.

October 12, 1943

CORBETT
REC'D 10/13/43
ANS'D 10/13/43

Dr. Henry P. Van Dusen
Associated Boards for
Christian Colleges in China
150 Fifth Avenue
New York, New York

Dear Mr. Van Dusen:

Many thanks for your letter of the 8th. I appreciate the invitation from the Planning Committee of the Associated Board to take part in the meeting scheduled for October 19-21. I have a dinner-lecture engagement in Philadelphia on the evening of the 20th, but outside of that I hope to arrange to make myself free to attend the meeting.

I shall also gladly comply with your request to lead one of the worship services.

Sincerely yours,

Y. C. Yang

Y. C. Yang

YCY:ec

CHINESE NEWS SERVICE
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30 ROCKEFELLER PLAZA

Telephone: CIrcle 6-5225-6-7
Cable Address: SINONEWS

NEW YORK, N. Y.

October 23, 1943

Mr. C. A. Evans
Associated Board for
Christian Colleges in China
150 Fifth Avenue
New York, New York

Dear Mr. Evans:

I should be very much obliged if you know and can furnish me with some information as to the whereabouts of the following doctors who have been connected with the Mukden Medical College: - Dr. Chang Chi, Dr. Yu Kwang Yuan, Dr. Tien Ming, Dr. Li Pao-shih.

Thanking you in advance,

Sincerely yours,

Y. C. Yang

YCY:ec

Answered in person with apologies for delay

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
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Circle 6 - 5240
Telephone: ~~Circle 6-5225-6-7~~
Cable Address: SINONEWS

NEW YORK 20, N. Y.

December 29, 1943

Mr. Charles H. Corbett
China Colleges
150 Fifth Avenue
New York 11, New York

Dear Mr. Corbett:

I will be very much obliged if you will kindly put the name of Dr. W. B. Nance, c/o Board of Missions, 150 Fifth Avenue, on your mailing list for materials that you are sending out to presidents of colleges. Dr. Nance, as you perhaps know, is Senior Missionary and Western Advisor in Soochow University.

If you have copies on thin paper of the resume of the meeting of the Planning Committee and the educational aims of Christian colleges in China, I would appreciate having two or three copies for airmail to China.

With season's best greetings to you,

Yours sincerely,

Y. C. Yang
President
Soochow University

YCY:ec

No thin copies left - Fun W.

Community Forum On World Affairs

sponsored by

LAKE ERIE COLLEGE

and

PAINESVILLE COMMUNITY

February 9, 10, 11, 1944

Lake Erie College Campus

Painesville, Ohio

CAPT. JOHN DUGDALE

Member of the British Parliament and one of the leaders of the British Labor party. Formerly private secretary to the Hon. Clement Attlee, deputy prime minister of Great Britain. On a previous visit to this country, lecturer at the Institute of Arts and Sciences of Columbia University, where he lectures again this year.

EDGAR ANSEL MOWRER

Foreign correspondent of the Chicago Daily News for twenty-six years. Received the Pulitzer award for distinguished foreign correspondence in 1934. Lived for many months in Germany, France and Italy and traveled widely in Russia and the Far East. Covered the First World War, the Spanish Civil War, the war in China, and the first year of the present conflict in France, witnessing the French collapse at Paris, Tours and Bordeaux.

DR. HANS KOHN

Born and educated in Czechoslovakia. A soldier in the First World War, was in Russia at the time of the fall of the czartist regime, and spent five years in Turkestan and Siberia. Resided for several years in London and Paris, then in Jerusalem, studying the history of the Near East and Middle East. Author of "Nationalism in the Soviet Union," and "World Order in Historical Perspective." Now professor of history at Smith College.

DR. Y. C. YANG

President of Soochow University, China. Has served in many important government posts; member, Ministry of Foreign Affairs; National Commission for the Readjustment of Finance; Consul-General, London, 1926. Several times decorated by the Chinese government. Author of "China's Religious Heritage." Visiting Professor of Chinese Civilization, Lake Erie College, February-March.

JOHN T. FLYNN

Writer and lecturer on national and international postwar problems. Was adviser to the U. S. Senate committee on banking and currency in 1933-34, and to the Senate committee investigating munitions in 1934-35. Formerly lecturer on contemporary economics at New School of Social Research. One of the critics of New Deal policies. Author of "Men of Wealth," "Graft in Business," "Prologue to Fascism."

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Mr. Clement T. Smith, Treasurer

Sale of Tickets was in the hands of the Education Committee of A. A. U. W.
Mrs. Howard E. Price, Chairman

Cut out

The United Nations

PROGRAM

Wednesday evening, 8:15 — February 9th
MORLEY MUSIC BUILDING
Opening of the Forum: C. S. Fullerton
Speaker: CAPTAIN JOHN DUGDALE
Subject: Post War Reconstruction in Britain
Discussion

Thursday evening, 8:15 — February 10th
MORLEY MUSIC BUILDING
Speaker: EDGAR ANSEL MOWRER
Subject: Our Foreign Policy
Discussion
Chairman: Mrs. Harry R. Collacott

Friday evening, 8:15 — February 11th
MORLEY MUSIC BUILDING
Speaker: HANS KOHN
Subject: Russia
Discussion
Chairman: Rev. Dayton Wright

Wednesday evening, 8:15 — February 23rd
MORLEY MUSIC BUILDING
* Speaker: DR. Y. C. YANG
Subject: China Today
Discussion
Chairman: President Helen D. Bragdon

Friday evening, 8:15 — March 24th
MORLEY MUSIC BUILDING
Speaker: JOHN T. FLYNN
Subject: To be announced
Discussion
Chairman: Charles P. Baker, Jr.

* Dr. Yang speaks under the auspices of Lake Erie College.
The public is cordially invited. No tickets necessary.

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Mr. Melvin E. Wyant

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An Agency Of The Chinese Government
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NEW YORK 20, N. Y.

February 21, 1944

Send to committee
Have talked with
Dr Young on the phone
3/15/44

Mr. C. A. Evans
Associated Boards for
Christian Colleges in China
150 Fifth Avenue
New York 11, New York

Dear Mr. Evans:

I am writing this letter on behalf of Mr. H. Y. Loh, one of our instructors who is now studying here in America working for his Ph.D. in physics at the John Hopkins University. You will recall that I have applied for him and the Associated Boards has been kind enough to grant him small subsidies each year to enable him to carry on his work.

He has a scholarship in John Hopkins University but has no other subsidy anywhere else. He therefore would have need of $300-$500 to tide him over for this academic year. May I, therefore, send in this application for such a request.

We have had some correspondence about him before so I will not repeat that he is one of our most successful instructors as well as a most loyal member on our faculty. This is a letter which I should have written you a month or two ago, but I have been very much out of town lately. I was away in Florida for a good part of December and was away out on the Pacific Coast and the South for most of January in connection with the Methodist Bishop's Crusade for a New World Order. I have just returned, a couple of days ago, from visiting certain colleges in Indiana and Illinois. I left New York on Sunday evening for my Lake Erie engagement.

With kindest regards,

Yours sincerely,

Y. C. Yang

YCY:ec

P.S. Mr. Loh's address is 305 Wyman Park Drive, Baltimore 11, Maryland.

Enclosed herewith please also find a copy of the program for my first public lecture, which was delivered last night (Feb. 22).

April 11, 1944

Dr. Y. C. Yang
Chinese News Service
30 Rockefeller Plaza
New York 20, N. Y.

Dear Dr. Yang:

Herewith copy of FAR EASTERN SURVEY in which my article appeared. It was at first entitled "Now that the Unequal Treaties are Gone" but the editor changed her mind and called it "Christian Missions in the New China" which I fear is not very appropriate.

As I mentioned to you when you were here, I have included some facts about Soochow College of Law. I shall appreciate any criticisms you may have to offer of this article.

With very kind regards

Sincerely yours,

Charles H. Corbett

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file

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
30 ROCKEFELLER PLAZA

Telephone: CIrcle 6-5240
Cable Address: SINONEWS

NEW YORK 20, N. Y.

CORBETT
REC'D 4/26/44
ANS'D none

April 25, 1944

Dr. Charles H. Corbett
Associated Boards for Christian
Colleges in China
150 Fifth Avenue
New York 11, New York

Dear Dr. Corbett:

Once more please permit me to express my appreciation for the very interesting circular letters you have been sending out from time to time. They always contain very interesting news and very valuable suggestions and comments.

May I also thank you for the faculty list which you sent me, and also for a copy of "Far Eastern Survey."

Very truly yours,

Y. C. Yang
Director
Speakers' Bureau

YCY:en

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
30 ROCKEFELLER PLAZA

Telephone: CIr[illegible]-5240
Cable Address: SINONEWS

NEW YORK 20, N. Y.

August 29, 1944

Dr. E. Ballou & Dr. C.A. Evans
Associate Treasurers
Associated Boards for Christian
Colleges in China
150 Fifth Avenue
New York 11, New York

Dear Friends:

I am enclosing a copy of a letter which I have received from Dr. H. L. Li, one of our instructors who is now doing research work here in America pending the time when he can make arrangements for his return to China.

He is living on a fellowship which does not provide for his summer expenses, and so has appealed to me to secure some financial aid for him. He is requesting $500. While I am sure he can make full use of the amount asked for, a sum of $300 may enable him to get by in an economic way.

I shall appreciate whatever consideration and help you may be able to give him.

I must add that because of having been away in the Mid-west, I have not been able to give this matter earlier attention.

Sincerely yours,

Y. C. Yang
Director
Speakers' Bureau

YCY:en
encl: 1

September 1, 1944

Dr. Y. C. Yang
Chinese News Service
30 Rockefeller Plaza, N.Y. 20

Dear Y. C.:

There wasn't time night before last for me to answer in any detail the letter which we had received from you that morning regarding possible aid for Dr. H. L. Li. I hope something can be done, and I think it is possible, but we are trying to systematize and regularize all requests for scholarship aid of this kind a little more than has been the case in the past. We anticipate there may be an increasing number of such requests in the next few months and years. Hence we have just worked out a questionnaire, not too complicated, which is still in its experimental form. As a matter of fact Dr. Li is the first one to be experimented on!

Mr. Corbett therefore wrote at once to Dr. Li, I being busy with preparations for my brief trip to New Haven, and as soon as his reply is received with the data which we asked we will see what can be done. I think this should not delay matters very much and I am sure you will appreciate the value of following a little more systematic procedure, even if it has a bit of red tape tied on to it, than the hit and miss methods which evidently are the only ones we have used previously.

It was awfully good to see you again and you certainly gave those young folks a lot to think about.

Sincerely yours,

EB/mc

December 6, 1944

Dr. Y. C. Yang
Director of Speakers Bureau
Chinese News Service
30 Rockefeller Plaza
New York 20, N.Y.

Dear Y. C.:

Thank you very much for sending on to us the proceedings of the "Southern University Conference." I have just been reading your address and it is a good one. You have a very happy faculty of talking about China and things in China, which often seem pretty remote from American life, in ways that make comparisons easy. Your use of analogies and illustrations is always excellent. Sometimes it is a case of saying to oneself, "Why was not I, an American, smart enough to think of such a clever, American, way of putting it?"

With all good wishes, I remain

Very sincerely yours,

EHB:mco

December 27, 1944

Dr. Y. C. Yang
Chinese News Service
30 Rockefeller Plaza
New York 20, N.Y.

Dear Y.C.:

You will be interested in the inclosed copy of a letter from Mr. Shen dated November 19. The pages of figures regarding the budget, accompanying the letter, were turned over to our treasury department, and Mr. Evans has the matter in hand. I believe as things now stand there is every expectation that all reasonable budgets of the institutions on the field will be met, although the amounts required may have to change with varying circumstances. One trouble recently has been that conditions have changed so rapidly that, by the time a letter from any particular school gets here, the situation described in it is likely to have undergone much change. Fortunately, as you know, some of the changes have been for the better so far as exchange is involved.

Sincerely yours,

Inclosure.
EHB:mec

COPY

3441 Guilford Terrace
Baltimore 18, Maryland

December 30, 1944

Dear Dr. Yang:

I always feel very thankful to you and the Associated Boards for Christian Colleges in China, when I look back to the past few years studying in this country. The consistent financial aid, secured by your kind effort from the Associated Boards, made me possible to reach the present stage of my study. So far, I have taken a large part in the advanced courses, passed a number of required examinations and am about to start my research.

In looking ahead, however, besides the scholarship behing held, I need a sum of about $550, of which $250 is for covering the deficit in living expenses, $100 for books and $200 for typing and printing my thesis. I wonder if you would be kind enough to apply that amount for me from the Associated Boards again.

With sincere thanks and best regards,

Yours respectfully,

(SIGNED* H. Y. LOH

CHINESE NEWS SERVICE
An Agency Of The Chinese Government
30 ROCKEFELLER PLAZA

Telephone: CIrcle 6-5240
Cable Address: SINONEWS

NEW YORK 20, N. Y.

January 2, 1945

BALLOU
REC'D 1/6
ANS'D 1/11

Mr. Earle H. Ballou
Associated Boards for
Christian Colleges in China
150 Fifth Avenue
New York 11, New York

Dear Mr. Ballou:

I wish to thank you for sending me a copy of the letter which you received from Mr. T. L. Shen, until recently acting president of Soochow University.

The work of the Arts and Science College in Kukong has been disrupted but I have sent word back that our Law School in Chungking expand its program to take in more and more of the Arts work which, as you know, is permitted under Chinese Government regulations.

As I requested of our Board of Missions so I request of the Associated Boards that the appropriation for Soochow University be continued without any reduction. The Soochow University Law School is not only one of the most outstanding in China but it is the only one of its kind in the whole program of Christian education and so deserves our utmost support.

Proportionately, the Soochow University has received very little help from the Associated Boards than have some of the other institutions. In fact the appropriation this year is among the smallest, although even now with our student body greatly reduced, I think we can stand more liberal support. May I, therefore, beg of you to be as liberal with Soochow University as possible.

Sincerely yours,

Y. C. Yang
President
Soochow University

YCY:en

Have undersigned the budget subsidy to the Law School. It is one of the best. Other three Law Schools are doing well.

January 11, 1945

Dr. Y. C. Yang
Chinese News Service
30 Rockefeller Plaza
New York 20, N.Y.

Dear Dr. Yang:

An absence from the office of two days may be used in extenuation of my delay in answering your letter of the 2nd.

I think we can give you assurance regarding the Soochow University budget at least to this extent: We have underwritten the budget which has been submitted from the field and approved by the Coordinating Committee out there. This is the procedure followed by all the Colleges. That is, each institution has to make its case with the people in a responsible position who are comparatively near at hand, able to appraise the various factors that go into the making of any university budget. We have found them sympathetic and generous. If there are additional needs arising beyond the budget on which the University is now operating, again, the case should be presented as strongly as possible to the Coordinating Committee in Chungking. There is a pretty good chance that any increases which are recommended by them will be met. You understand, of course, that what we are able to do for Soochow or any other school is to a high degree contingent upon the money which comes from the National War Fund for the use of U.C.R. so far as this side of the world is concerned and upon the exchange rate which we are able to secure over there. The results of the new arrangements entered into last June exceeded the expectations of almost everybody up until the end of December. Whether these more fortunate conditions continue to prevail is a matter for prophecy rather than accounting!

With very kindest personal regards, I remain

Cordially yours,

EHB:mec

February 3, 1945

Dr. Y. C. Yang
The Chinese News Service
30 Rockefeller Plaza
New York 20, N.Y.

Dear Y.C.:

We are fortunate in having been able to arrange for a small informal luncheon with Dr. Chiang Mon-lin next Wednesday, February 7, at 12:30 at the Aldine Club, 200 Fifth Avenue. Those present will be for the most part members of our Executive Committee. I would like very much to have you go as my personal guest, if you are in town and free. Perhaps you can give me a ring sometime before Wednesday. We have in mind to discuss with Chancellor Chiang some questions relating to government educational plans for the post-war period, and the place which private education may hope to play in the country's educational program.

Very sincerely yours,

EHB:mec

CHINESE NEWS SERVICE
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NEW YORK 20, N. Y.

February 12, 1945

Drs. E. Ballou & C. A. Evans
Associated Board for Christian
Colleges in China
150 Fifth Avenue
New York, New York

Dear Drs. Ballou & Evans:

The enclosed letter came to me while I was in the South speaking for the Crusade for Christ (of the Methodist Church). In a hurry to leave for Wellesley College soon after my return from that trip, this enclosed letter failed to get my attention. I am now sending it along to you with my very strong recommendation that a sum of $400 to $500 be granted to help Mr. Loh. He is an outstanding man both in scholarship and in character. He is one whose loyalty to Soochow University and value to the institution I have absolute faith in.

He has a fellowship from the Johns Hopkins University but out of which he has to pay his tuition, and which, therefore, leaves him with $50 to $60 for his living expenses. I know him well enough to feel fully confident that he is very considerate and conscientious in his appeal for financial help.

I, therefore, most strongly recomment favorable action on his case and trust that these words of recommendation will be honored by you and the committee at their full face value.

With kindest regards,

Sincerely yours,

Elsie Nyland

Y. C. Yang per Elsie Nyland
President Secretary
Soochow University

YCY:en
dictated by Dr. Yang but
signed in his absence.