

Looking into the Mirror of History:
Educational Relations between the University of Minnesota and China (1914-2018)¹

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DEDICATION

This thesis is dedicated to my son, Harvey.

ABSTRACT

Over the past two decades, there has been an increase in educational programs across the globe. The U.S. has become the most popular destination country for international students among which Chinese students comprise the biggest proportion. In analyzing and studying contemporary situations about Chinese international students in the U.S., the influence of the historical context on institutional policies and students' experiences has been largely ignored. This study intends to fill this major gap.

This study emphasizes the historical contexts of continuously and dramatically changing global circumstances and how they have influenced the discourses of educational exchanges between the U.S. and China. It focuses on the University of Minnesota as a case of U.S. institutions to explore how institutional efforts to engage international students have evolved over more than one hundred years from 1914 to 2018. It examines the economic, political, global, and cultural contexts during different historical stages and how those contextual factors have affected institutional commitments of U.S. universities on their educational exchanges with China.

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TABLE OF CONTENT

LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS.....	xi
Chapter I: Introduction.....	1
A Historical Review of Chinese Students in the U.S.	3
1872-1910: Chinese Educational Mission (CEM).....	3
1910-1949: Boxer Indemnity Scholarship and Republic of China.....	6
1949-1978: People’s Republic of China and Cold War.....	9
1978 – present: New Era of Modernization and Opening-up.....	11
Purpose and Research Questions.....	13
Chapter II: Literature Review	17
Rationales and Incentives.....	17
Educational Rationales.....	17
Economic Rationales	21
Political Rationales.....	24
Cultural Rationales	25
Institutional Strategies for Internationalization.....	26
Challenges.....	28
Chapter III: Methodolgy	31
Case-Study Research Method	32
Research Site	32
Data Collection Procedures.....	34
Archive Analysis.....	35
Individual Interviews.....	36
Data Analysis.....	37
Validity Issues.....	38
Language Issues.....	39
Ethical Issues.....	40
Limitations of the Study.....	41
Chapter IV: The Beginning of The Linkages (1914-1948).....	43
The University of Minnesota and China.....	45
The Pioneers Exploring the Far East (Before 1914).....	46
The Three Fore-Runners from China (1914-1948).....	50
Pan Wen Ping (潘文炳).....	52
Pan Wen Huen (潘文辉).....	55
Kwong Yih Kum (邝翼堃).....	56
Early Representation of China on the University Campus.....	58
Chinese Students at the University Took the Stage.....	59
Chinese Guest Speakers at the University	60
Chinese Educators Learning at the University.....	62
Chinese Arts at the University.....	63
Chinese Language Program at the University	64
University Professors Teaching in China.....	65

Humanitarian Assistance to China and Financial Support to Chinese Students.....	67
University Magazines and Newspapers on China.....	70
Harold Quigley (1889-1968)	73
Challenge to Isolationism.....	74
A Pioneer as a Scholar and a Practitioner.....	78
Some of Earliest Distinguished Chinese Students.....	80
Summary	93
Chapter V: From Standoff to Partnership	94
(1949-1977).....	94
Chinese Students at the University.....	95
Chinese Students in Twin Cities Chinese Community	96
Chinese American Association of Minnesota (CAAM)	97
Other Engagements of U Chinese Students in the Community.....	98
University Professors in China	99
Visits of Delegations from and to China	103
Chinese Language and Chinese Studies at the University.....	105
East Asian Library	106
The University's Financial Support for Chinese Students	107
Chinese Representation at the University	108
Minnesota Conference on China.....	109
China Seminar.....	110
China Week.....	111
Publications on China.....	112
Guest Speakers on China.....	113
Other Important Conferences about China.....	115
Chinese Opera from Taiwan.....	117
Chinese New Year's Party.....	118
University Gallery Exhibitions.....	119
Some Distinguished Chinese Students.....	119
Chapter VI: Flourishing in an Era of Internationalization (1978-Present)	132
China Task Force.....	134
Preparing for the First University Delegation to China.....	135
The First University Delegation to China	138
Presidential Delegations to China.....	140
The 1981 Presidential Delegation Led by Peter Magrath.....	141
The 1995 and 1996 Presidential Delegations Led by Nils Hasselmo.....	142
The 2000 Presidential Delegation Led by Mark Yudof.....	145
The 2004 Presidential Delegation Led by Robert Bruininks.....	146
The 2013 Presidential Delegation Led by Eric Kaler	146
China Center	147
USCPFA-MN	149
Cultural and Sports Exchanges	150
The University Concert Band in China.....	151
The First Chinese Artist Studying in the U.S. after Cultural Revolution.....	153
Collaborations with Zhejiang Academy of Fine Arts	153
Chinese National Basketball Team at the University	154

Chinese Plays from Nankai University.....	155
Exhibitions from the Beijing Film Academy.....	156
The University of Minnesota's American Cultural Center for Sport (ACC).....	157
American Cultural Center for Culture Exchange in Hangzhou.....	158
Chinese Language at the University and in Minnesota.....	159
The First Annual Summer Chinese Language Institute.....	159
Confucius Institute at the University of Minnesota (CIUMN).....	160
Chinese Flagship.....	162
English Training in China.....	163
Chinese Students and Scholars at the University.....	164
CSSA.....	165
Mingda Institute.....	166
Collaborations of Note.....	166
CHEMBA.....	167
Minnesota-Morris and Shanghai University of Finance and Economics.....	168
University Conferences on China.....	169
A One-Day Conference on China.....	169
China: The Minnesota Connection.....	169
The Leman Swine Conference.....	171
Publication of <i>Building Bridges</i>	171
Distinguished Chinese Alumni.....	173
Chapter VII: Reflections and Speculations: Learning about the Past, Understanding the Present, and Creating a Brighter Future.....	179
The Six-Challenge Framework by Professor Mestenhauser.....	179
Josef A. Mestenhauser.....	180
The Six-Challenge Framework.....	181
Contextualization of the Six-Challenge Framework.....	185
The First Challenge: Systems Perspective.....	185
The Second Challenge: Mind disposition.....	186
The Third Challenge: "Culture" at the Core.....	189
The Fourth Challenge: Focus on Knowledge.....	192
The Fifth Challenge: Internationalizing Curriculum.....	195
The Sixth Challenge: Organization and Institutionalization of International Education.....	199
Recommendations for Policy Makers.....	200
Conclusion.....	202
References.....	203
Footnotes.....	234
APPENDIX I: Numbers of Chinese International Students at the University (1914-1949).....	212
APPENDIX II: Chinese International Students at the University of Minnesota (1914-1925).....	213
APPENDIX III: Numbers of Chinese International Students at the University (1950-1977).....	215

APPENDIX IV: Numbers of Chinese International Students at the University (1978-2017).....	216
APPENDIX V: Interview Protocol for Administrators and Faculty.....	218
APPENDIX VI: Interview Protocol for Alumni	220
APPENDIX: VII: Chinese Political Map.....	222

LIST OF FIGURES

Figure 1: A group photo of Chinese students sent to study in the United States in 1872

Figure 2: A photo of Perry O. Hanson and family in China in 1903

Figure 3: A group photo of the University of Minnesota soccer team in 1916

Figure 4: A group photo of Chinese Student Club in 1915

Figure 5: A stage photo of Chinese students playing "the Double Tenth" in 1921

Figure 6: A photo of Chinese stone rubbing, Heroes

Figure 7: A group photo of Professor Harold Quigley and his colleagues and students at
Tsinghua College in 1922

Figure 8: A photo of Xiaoping Deng meeting Yuntai Miao in 1979

Figure 9: A group photo of the "ten apostles" in 1945

Figure 10: A group photo of Chinese Student Association in 1948

Figure 11: A group photo of CAAM founding board members in 1976

Figure 12: A group photo of the U.S. delegation of archaeologists to China in 1973

Figure 13: A photo of the Foo Hsing Theatre members performing Chinese Opera at the
University of Minnesota in 1962

Figure 14: A photo of a player from the National Chinese Opera Theater performing at
Northrup in 1973

Figure 15: A group photo of the first University delegation at the Great Hall of the People
in 1979

Figure 16: A group photo of the first presidential delegation at the Great Hall of the
People in 1981

Figure 17: A photo of President Hasselmo awarding Peisong Tang an honorary doctoral degree in 1996

Figure 18: A photo of President Eric Kaler addressing to alumni in Beijing in 2013

Figure 19: A photo of the University of Minnesota Concert Band performing in China in 1980

Figure 20: A photo of Chinese Women's National Basketball Team playing against the University of Minnesota Women's Basketball Team at the University in 1981

Figure 21: A photo of a theater Group from Nankai University performing the Chinese play "Rickshaw Boy" at the University in 1987

Figure 22: A photo of the exhibit "Transitions: The Space Between Here and There" in 2012

Figure 23: A group photo of the first annual Summer Chinese Language Institute at Nankai University in 1980

Figure 24: A group photo of the CLA institute for Chinese teachers of scientific and technical English in 1980 at Jilin University of Technology

LIST OF ABBREVIATIONS

ABA	American Bar Association
ABF	American Bar Foundation
ACC	American Cultural Center for Sports
BBC	British Broadcasting Corporation
CAAM	Chinese American Association of Minnesota
CAAS	Chinese Academy of Agricultural Sciences
CAS	Chinese Academy of Sciences
CASS	Chinese Academy of Social Sciences
CEM	Chinese Educational Mission
CHEMBA	China Executive Master's in Business Administration
CI	Confucius Institute
CIUMN	Confucius Institute at the University of Minnesota
CPPCC	Chinese People's Political Consultative Conference
CRS	Congressional Research Service
CSCC	Committee on Scholarly Communication with China
CSCPRC	Committee on Scholarly Communication with the People's Republic of China
CSSA	Chinese Students and Scholars Association
FAO	Food and Agriculture Organization
IRB	Institutional Review Board
ISSS	International Student and Scholar Services

IUFRO	International Union of Forest Research Organizations
MEDA	Metropolitan Economic Development Association
NAFSA	National Association for Foreign Student Affairs
NPC	National People's Congress
NSLI-Y	National Security Language Initiative for Youth
OAA	Outstanding Achievement Award
PRC	People's Republic of China
STEM	Science, Technology, Engineering, and Mathematics
TUS	Tianjin University of Sports
USCPFA	US-China Peoples Friendship Association
UNEP	United National Environment Program
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association
ZJETP	Zhejiang Economic and Trade Polytechnic

Chapter I: Introduction

To be capable, one must study; to be intelligent, one must learn from others.

--A Confucian Philosophy of Education (Zhou, 2005).

As the world is getting more and more interdependent, governments and people are required to embrace different values and points of views in a pluralistic society. A more globalized society has contributed to the flourish of international exchanges and collaborations in economic, political, cultural, and educational fields. Findings from studies suggest that intellectual and educational exchanges between nations contribute to increasing awareness of intercultural similarities and differences. Ultimately they contribute to mutual understanding and expand the opportunities for peaceful coexistence and bilateral or multilateral cooperation (Nam & Fry, 2010; Backman, 1984; Hser, 2005; Yang, 2002).

Over the past two decades, there has been an increase in educational programs across the globe. The U.S. has become the most popular destination country for international students among which Chinese students comprise the biggest proportion. According to statistics provided by Open Doors data reports from the Institute of International Education (2015), about 975,000 international students were enrolled in institutions of higher education in the U.S. during the 2014-2015 academic year. It reached a record high, increasing ten percent from the previous year. One explanation for the growth in international student enrollments during this period is the substantial increase in the number of Chinese international students. In 2014-2015, the number was

304,040 representing 31.2 percent of the total international students in the U.S, which is 10.8 percent more than the previous year (Institute of International Education, 2015).

Education doesn't exist in a vacuum. International education is a perfect example of how education is intertwined with contextual factors such as the economy, politics, culture, ideology, and global power arrangement. Mestenhauser (2011) states:

Never before has international education been so complex because it addresses the future, focuses on global movement of people for educational purposes, deals with massive transfer of knowledge, and strives to situate higher education and the knowledge and skills it produces for the benefit of the whole educational system of nations, as well as for the benefit and well-being of humankind (p. 6).

This study emphasizes the historical contexts of continuously and dramatically changing global circumstances and how they have influenced the discourses of educational exchanges between the U.S. and China. In other words, from a historical perspective, this study presents how international education has been shaped by and has driven economic, political, cultural, social, ideological, and technological development across nations over the past 100 years.

In analyzing and studying contemporary situations about Chinese international students in the U.S., the influences of the historical context on institutional policies and students experiences have been largely ignored. There is a legacy of more than 100 years of U.S.-China university relationships, and a few studies have explored the historical roots of the present wave of Chinese international students in the U.S. (Bieler, 2009; Liu,

2009; Yan & Berliner, 2011); however, the evolution of U.S. institutions' efforts on their relationships with Chinese universities over different historical stages is not well documented. This study intends to fill this major gap. In this introductory chapter, I first review the history of Chinese students in the U.S., and then I introduce my study and present research questions that guide the investigation. Finally, I conclude the chapter by presenting the study's theoretical framework.

A Historical Review of Chinese Students in the U.S.

The history of Chinese international students in the U.S. can be divided into four major stages, and each stage presents different economic, political, social, and global circumstances in both China and the U.S., leading to different characteristics of Chinese students who have studied in the U.S. This section will present a historical review of these four stages along with the dramatic changes of global environments and the distinctive characteristics of Chinese international students in the U.S.

1872-1910: Chinese Educational Mission (CEM)

The first stage is highlighted by a bold experiment called the Chinese Educational Mission (1872-1881). As one of the earliest civilizations in human history, going back to as far as 200 B.C. (*Han* dynasty), Chinese rulers considered China as the center of the world, and that is why China got its name as *Zhong Guo* (中国), meaning the central kingdom. China considered the West as a barbarian society and closed itself off from the rest of the world. After the Age of Enlightenment (1650-1800), the Industrial Revolution (1820-1840) in Europe, and especially China's defeat in the first Opium War (1839-1841), some progressive Chinese intellectuals and rulers in the *Qing* imperial government

(1644-1911) realized the necessity of learning from the “barbarians”. Yung Wing was the representative of those pioneers who advocated Western education as a way to make China stronger.

With the support of his American teacher in a missionary school in Macao, Yung Wing came to the U.S. in 1847 as the first Chinese student to study in the U.S. He later attended Yale and returned to China in 1855 after graduation. He proposed to the *Qing* government to send Chinese students to the U.S. to study advanced knowledge and skills. His proposal was supported by two most powerful Chinese officials at that time: *Zeng Guofan* (曾国藩, the Minister of *Qing* government) and *Li Hongzhang* (李鸿章 *Zeng*'s successor). With their support, the Chinese Educational Mission was initiated in 1872, and Yung Wing was appointed as the director.

In 1872, the *Qing* government began to send Chinese students to the U.S. The reason why the U.S. was chosen as the destination was that Chinese officials believed that the U.S. education was more practical than the European one (Bieler, 2009). The *Qing* government sent a total of 100-120 students to the U.S. As was illustrated by *Li Hongzhang*, the goal was for the students “to learn about the sciences related to army, navy, mathematics, engineering, etc., for ten-odd years, so that after they have completed their study and returned to China, all the technological specialties of the West may be adopted in China, and the nation may begin to grow strong by its own efforts” (Wang, 1965, p. 78).



Figure 1: A group photo of Chinese students sent to study in the United States in 1872. Photo source: [www. udn.com](http://www.udn.com).

Despite growing advocacy for Western education, some conservatives of the *Qing* government were concerned that those students would lose their Chinese cultural identity (Bieler, 2009). As a consequence, the CEM program was ended in 1881 when the *Qing* government aborted the mission due to obstruction from conservatives. All of the participants were asked to return to China immediately.

Chinese students in the U.S. during this stage possessed the following characteristics: First, they were all males and relatively young, all between the ages of ten and fifteen. The *Qing* government thought it was best to have the students, upon their return back to China after ten years, serve China during their prime years of lives (Bieler, 2009). The second characteristic was that they were all sponsored by the *Qing* government and promised to receive official ranks upon return. Even with those benefits, few parents were willing to let their young sons join the project because they were worried about their safety in a strange and far away country. Thirdly, almost all the

students returned to China after their study in the U.S.; only ten refused to return and remained in the U.S. (Bieler, 2009).

From 1882 to 1910, few Chinese students came to the U.S. and the students who were sent to the U.S. through Chinese Educational Mission (CEM) were often discriminated against or were ignored after they returned because of the mistrust from *Qing* government. The government considered them as being “contaminated” by the west, and treated them as criminals (Bieler, 2009). *Zhang Zhidong* (张之洞), an educational reformist considered as a gradualist conservative, popularized the slogan “Chinese learning for the essence, Western learning for practical use (*zhong xue wei ti, xi xue wei yong*)” (Wang, 1992; Bieler, 2009). Under this guideline, many of the CEM returnees were hired for important positions and made significant contributions to the technological and industrial development of China, such as Zhan Tianyou, “the father of Chinese Railroads”; Tang Shaoyi, the first prime minister of Republic of China; Liang Cheng, the Chinese ambassador in the U.S. during 1903-1908; and Tang Guo’an, the first president of Tsinghua College. What's more important, these individuals played important roles in making possible the second wave of Chinese students to the U.S. later in early 1900s.

1910-1949: Boxer Indemnity Scholarship and Republic of China

In the late 1800s, China experienced fierce challenges and difficulties including overpopulation, scarcity of resources, heavy taxation, divisive occupation of western imperialist countries, defeat in the *Jiawu* War against Japan (1895), expensive fines imposed on *Qing* government by foreign powers, and religious conflicts between Christianity and Chinese traditional worships of ancestors of the Jade Emperor. Many of

the Chinese people believed that their suffering was due to the intrusion of foreigners. In 1898, the Boxer Rebellion broke out targeting foreign powers in China. The Boxers were mainly young peasants from northern China who practiced martial arts.

During this two-year rebellion, the Boxers killed foreign missionaries and destroyed foreign properties. However, they were soon suppressed by the Eight-Country Allied Force (Britain, France, Germany, Japan, Russia, Italy, Austria, and the U.S.). In 1901, these countries forced the *Qing* government to sign the Boxer Protocol (*xin chou tiao yue*) under which China had to pay an indemnity of 450 million taels (equaling to 330 million U.S. dollars) to fourteen countries (Hunt, 1972). This indemnity, called Boxer Indemnity (*gen zi pei kuan*), provided the U.S. with about 25 million U.S. dollars.

In 1906, one of the pioneer American missionaries in China, Arthur Smith, submitted to President Roosevelt a proposal called Chinese Student Educational Plan. This proposal called for the U.S. government to return a portion of the indemnity to the Chinese government to develop China's higher education system by sending Chinese students to the U.S. for education. Along with Arthur Smith, several CEM returnees, such as *Liang Cheng* and *Tang Shaoyi*, were also very actively engaged in persuading the Roosevelt government to return part of the Boxer Indemnity for educational use in China. They negotiated with the U.S. government by promising that the Chinese government would make good use of the money and they would prepare and send Chinese students to the U.S. for higher education. At the same time, the U.S. government expected to gain moral, intellectual, and commercial advantages through this educational plan (Bieler, 2009).

In 1908, President Roosevelt signed the bill modifying the Boxer Indemnity from about 25 million U.S. dollars to about 13.7 million U.S. dollars, and the difference was to be returned to China to support Chinese students to study in the U.S. With this funding, Tsinghua College, a preparatory school for education in the U.S., was established in Beijing in 1911, and Tang Guo'an, a CEM returnee, was appointed to be its first president. Eighteen American teachers were transferred to the college as instructors, and at the same time, a competitive examining system was designed to recruit students from all over China for the scholarship of Tsinghua College. From 1911 to 1928, each year, about fifty or more Chinese students were sent from Tsinghua College to the U.S. for higher education.

In 1911, the Qing government was overthrown during the Xinhai Revolution led by Dr. Sun Yat-Sen. The new Republic of China continued its close relationship with the U.S., which attributed to a dramatically growing number of Chinese students in the U.S. In addition to Tsinghua, there were a couple of other elite colleges, including Ginling University in Nanjing, which also built agreements with U.S. institutions and sponsored their students to the U.S. Some provinces provided scholarships for their students to study in the U.S. By 1923, a total of 1,467 Chinese students were studying in the U.S., comprising 21 percent of the international student population in the U.S. (Bieler, 2009).

Chinese students who came to the U.S. during this stage tended to have the following characteristics. First, thanks to the preparation of Tsinghua College, the students were comparatively well-prepared for their life and study in the U.S. They spoke excellent English and were actively involved in sports activities that were highlighted at

Tsinghua but often ignored in traditional Chinese schools. Second, unlike students who were selected by the Qing government for CEM, students had to go through very rigorous and competitive examinations to obtain the Boxer Indemnity Scholarships. As a result, their academic quality and capability were better compared to the previous group.

Thirdly, in contrast to the reluctance of parents to send their kids to the U.S. during the CEM period, the parents of Tsinghua students or other students who could study in the U.S. were extremely proud because at that time, overseas study had become a route to power and wealth. However, returnees from the U.S. during this stage witnessed the overthrow of the Qing government, the establishment of Republic of China, and the divisions of warlords. As a consequence, they found that the prevailing political and economic turmoil hindered them from applying what they had learned in the U.S. and from implementing their ambitious plans to strengthen China. Nevertheless, they were able to influence the Chinese culture by bringing to China progressive philosophies and western ideologies as China transitioned from a feudal society to a modern one. Representatives of the group include Hu Shi, a philosopher; Wen Yiduo, a scholar; and Mei Yiqi, the president of Tsinghua University from 1931-1955.

1949-1978: People's Republic of China and Cold War

In 1949, the People's Republic of China was established, and the relationship between China and the U.S. became strained. Chinese students in the U.S. during that time mostly stayed in the U.S. (Liu, 2009). Some of them chose to do so voluntarily, while some were forced to stay by the U.S. government because it was afraid they would

work for the communist party. As a result, around 4,000 Chinese students and their families stayed in the U.S. and obtained the U.S. citizenship (Liu, 2009).

Starting from 1949, China was isolated from most Western countries in the context of Cold War and the Cultural Revolution (1966-1976). During this period, overseas study was highly restricted and American-trained scholars were discredited and persecuted during the Chinese 1950s Anti-Rightist Campaign and the Cultural Revolution. They were treated like criminals who attempted to threaten the authority of Communist Party. Their property was destroyed or taken away, and they suffered public humiliation, arbitrary imprisonment, and violent torture. Many of those who had made significant contributions to the society were driven to suicide when their conditions and suffering became unbearable. Among the hundreds who committed their lives were Chen Bangxian, a medical professor who graduated from Harvard University; Chen Tongdu, a physicist who graduated from John Hopkins University; and Xiao Guangyan, a distinguished chemist who graduated from University of Chicago.

Chinese students in the U.S. during this period were mainly from either Taiwan where Chiang Kai-Shek retreated after 1949 or Hong Kong, which was still a British territory. Between 1950 and 1980, about 80,000 Chinese students from Taiwan came to study in the U.S. and most of them stayed in the U.S. According to Liu (2009), their decision to stay in the U.S. fitted into the major characteristics of Chinese students in the U.S. during that stage called “postwar Chinese student migration” (p. 9).

1978 – present: New Era of Modernization and Opening-up

After Deng Xiaoping, a reformist in post-Mao era, took over the government, he advocated modernization through international exchanges. The political turmoil and neglect on economic development during the Cultural Revolution left China with insufficient opportunities and serious backwardness. In terms of science and technology, China was desperately short of well-educated personnel to make modernization possible. From a practical perspective, the ambition of development and the gap of talents made overseas study an urgent need in China.

In 1978, Deng Xiaoping's announcement of China's open door policy profoundly impacted every aspect of the country and people's lives. As for education, he advocated educational exchanges and collaborations with institutions worldwide, and encouraged sending Chinese students to study abroad and receiving international students to study in China. In the Twenty-First Century, one of the most systematic strategies to promote internationalization of higher education was the establishment of Confucius Institutes all over the world. In November 2004, the first overseas Confucius Institute (CI) was founded in Seoul, South Korea, and as of the end of 2017, there are a total of 516 CIs and 1,076 Confucius Classrooms established in 142 countries and regions (China Daily, 2017).

In terms of the Chinese people's perception towards the west, the negative depiction about the west, especially the U.S., was replaced by positive representation and even zealous valorization of American culture. A popular saying among Chinese people was "the moon is rounder in the U.S.", implying everything in the U.S. is better than that

in China. A so-called overseas studies fever (*liu xue re*) spread out among the younger generation. People regarded studying abroad as gold gilding (*du jin*), which implies that foreign-earned degrees or diplomas were highly valued.

At the same time, after the Cold War, the United States faced challenges caused by global revolution in technology, global changes in economy and politics, and global pressing issues of scarcity of resources (Backman, 1984). Therefore, the U.S. also realized the necessity of preparing its students to become global citizens (Hser, 2005). In 1978, Mr. Frank Press who was the science and technology advisor for President Jimmy Carter paid a visit to China, and the two countries reached an agreement on student and scholar exchanges. In 1979, another agreement was signed on cooperation in science and technology with student exchanges as an important component (Biao & Shen, 2009). After that, the number of Chinese students from mainland China in the U.S. increased from nearly zero to around 20,000 in 1988. This number was doubled in 1993, and then tripled in 2003 (Yan & Berliner, 2011).

Chinese students in the U.S. during this stage tended to possess the following characteristics. Firstly, in the 1980s, most Chinese students in the U.S. were sponsored by Chinese central government and provinces. After the 1990s, more and more students were self-sponsored because after the economic reform, there is a rising middle class who can afford the cost of overseas education. Another important factor to explain the increasing number of self-financing students was the one-child policy initiated in 1979. Since the only child is the only hope of the parents and foreign-earned degrees are so

highly valued, the parents are willing to invest all they have on their only child's overseas education.

The second characteristic is that these students are mostly motivated by their self-interests, in contrast to the more traditional motivation of strengthening China with western science and technology. According to Biao and Shen (2009), motivations of contemporary Chinese students in the U.S. are complicated. Some consider the advantages a U.S.-earned degree could bring in job market; some consider avoiding the “chaos” of China such as the corruption and unfair competition in many fields; some parents even considered sending their kids to overseas to legitimate the wealth they have obtained in questionable ways. The different motivations have made Chinese students in the U.S. a diverse group itself as they come from different backgrounds, and diversity could be another characteristics of Chinese students during this stage.

Based on this history of Chinese students in the U.S., a research design to examine the evolution of institutional efforts to engage Chinese students in U.S. institutions of higher education is presented in the following section.

Purpose and Research Questions

This study seeks to examine the historical evolution of educational exchanges between the U.S. and China, and it focuses on the institutional efforts of U.S. universities in their relationship with Chinese institutions. International education is context sensitive, so each institution is unique in terms of its engagement in educational exchanges with China. This study will select one university, the University of Minnesota, as an example to review and analyze its connections with China from a historical perspective. The

author also hopes the findings about University of Minnesota might be relevant to understanding the purposes and motivations behind how universities in general advance their international exchange programs.

This study focuses on University of Minnesota as a case of U.S. institutions to explore how institutional efforts to engage international students have evolved over the past one hundred years from 1914-2018. It examines the economic, political, global, and cultural contexts during different historical stages and how those contextual factors have affected institutional commitments of U.S. universities on their educational exchanges with China. It begins with 1914 when the first three Chinese students enrolled in University of Minnesota, covers continuous waves of Chinese students at the University over the past more than 100 years, and also takes a look forward at the engagement between the University and China.

This study examines the evolutional policies and changing discourses on educational exchanges with China. It then discusses how the University has sustained the commitment, revealing what have been the turning points and who have been the influential people regarding the University's exchanges with China. The goal of the study is to explore how the conceptual framework plays out during each historical stage; through doing this, I hope to bring more perspectives to it.

While the history of U.S. universities' exchanges with China have been explored in previous investigations (Bieler, 2009; Liu, 2009; Wang, 1992; Hser, 2005; Yan & Berliner, 2011; Biao & Shen, 2009), the extant literature provides little information on the motivations behind why particular U.S. institutions fully embraced these international

exchanges while other institutions have not considered them in any meaningful way. This investigation seeks to deepen understanding of what motivates higher education institutions to adopt such programs and how they accomplish them. In order to explore the historical evolution of institutional efforts of U.S. universities on international exchanges with China, I have conducted this study employing a case-study research method exploring the following two research questions at University of Minnesota: 1) what are the motivations of the institution's commitment to educational exchanges with China? 2) how does the institution sustain the commitment?

Theoretical Framework

This study employs Mestenhauser's framework on internationalization of higher education in the U.S., identifying the opportunities and challenges the University has faced regarding its exchanges with China. I choose his theory as the conceptual framework of this study because of the following two considerations.

First, this framework is developed based on Mestenhauser's first-hand experiences in international education at University of Minnesota as an administrator and professor for six decades. This makes it a good fit for this study considering in that it is a historical case study of international education at University of Minnesota. Due to his background as both a researcher and a practitioner in the field of international education, his framework is always supported by real events he encountered in his career and is convenient to be applied to the real world.

Second, his theory of using systems thinking in international education is mainly applicable in large, public, and research universities that have complex systems and

specialized departments and units. University of Minnesota possesses all of these characteristics. The systems perspective emphasizes the importance of partnerships and coordination among various units of a whole institution, and accentuates institutional coping strategies to deal with challenges and barriers in international education, which is also the major theme of this study. Therefore, this framework offers the most congruent explanation for the research questions that this study seeks to investigate.

Chapter II: Literature Review

This study links the current emphasis on international education to historical roots, and looks at the present relationships from a historical perspective. In this way, it examines the evolution of institutional efforts and strategies in international education over time by examining what factors contribute or hinder institutional engagement, and how institutions react to different circumstances. This chapter presents a summary and synthesis of different approaches toward the focal issue of this study, institutional efforts and international education. I reviewed different sets of literature based on their different perspectives and research emphases about internationalization in higher education. I grouped the literature review into three major categories: rationales and incentives; institutional strategies; and challenges.

Rationales and Incentives

The international dimension of higher education has drawn increasing interest among educators, researchers, students, and stakeholders. However, different people from different contexts expect different things from international education. This section reviews the literature about the rationales and goals of internationalization of higher education from educational, economic, political, and cultural perspectives.

Educational Rationales

International education has a long history in China. According to Welch and Denman (1997), internationalization started during the period of Confucius, before the emergence of modern universities. Going back to 500 B.C., Confucius held a belief that he could teach all, no matter which countries they were from, and therefore, he traveled

to many countries to practice teaching (Dong & Liu, 1985). By believing he could teach all, Confucius believed knowledge had no boundaries, which is the ultimate educational rationale for international education. The universal nature of knowledge makes international education possible and necessary for all human beings to share the common bond of humanity to solve pressing issues the world is facing. Universities, with commitment to technological, social, and cultural development as their core business, are obliged to cross the national borders and promote the universal advancement of human knowledge. Therefore, universities are basically international institutions (Yang, 2002).

The second dimension of educational rationales is “to avoid parochialism in scholarship and research and to stimulate critical thinking and inquiry about the complexity of issues and interests that bear on the relations among nations, regions and interest groups” (Knight & Wit, 1995, p.13). To integrate international perspective can enhance opportunities for international research collaboration and help the university community to have a better understanding of the interdependent relationships among nations in terms of economic, political, environmental, and cultural issues.

Internationalization can help universities to better prepare their students, staff, and faculty to live and work in an international and multicultural global context (Hser, 2005).

The third dimension of educational incentives for institutions to promote international education is the increasing demand of intercultural competence in global labor market. Universities play a key role of providing personnel who are able to work effectively in this new diverse, dynamic, multilingual, and multicultural economy, so they have assumed the responsibility to prepare their students to become “global citizen”

through equipping them with necessary skills, knowledge and disposition, among which intercultural competence is getting increasingly highly valued (Hser, 2005; Volet, 2003). As Chan (2004) states, “international university cooperation is no longer a choice but a developmental key in today’s global market” (p. 36).

Intercultural competence has become an important component in mission statements of more and more universities and organizations (Nam & Fry, 2010). Knight and Wit (1995) argue “international academic exchanges are more important for the individual’s development than for academic or social reasons” (13). American Council on Education (1995) also advocates that if the younger generation wants to compete successfully in the global economy of the 21st century, they have to be equipped with knowledge and skills that enable them to function effectively in a multicultural environment. The knowledge and skills include adequate knowledge base of foreign affairs and foreign cultures, fluent foreign language skills, and geographic literacy (Mestenhauser, 1998).

The fourth dimension is, in recent research, the educational rationales of international education are broadened to the focus on improving quality of education, making education more inclusive and more compatible to this new increasingly multicultural era. International education has proved to make great contribution to the enhancement of education quality in higher education, if international education itself is well designed and properly delivered (Smith, 1994; Knight & Wit, 1995; Hser, 2005).

The fifth dimension is international education could supplement the shortage of personnel in certain disciplines. Let’s take the U.S. as an example. According to a report

from the U.S. Bureau of Labor Statistics (Matthews, 2010), between the year of 2006 and 2016, the employment opportunities for science and engineering fields will increase faster than other areas, which will lead to an increasing demand of graduates in STEM (science, technology, engineering, and mathematics). However, a Congressional Research Service (CRS) report shows great concerns that the United States is not preparing sufficient personnel in STEM (Kuenzi, 2008). There is not only a shortage of students who are proficient in math and sciences, but also a scarcity of qualified teachers in STEM-related subjects in the United States. As the first economy and the leader in technology and innovation of the world, the U.S. is left behind many countries in the term of STEM education. According to the CRS report, in an international assessment of students at the age of 15, the U.S. ranked 28th and 24th among 40 countries in math literacy and science literacy respectively, and among all the countries, the U.S. ranks 20th in the percentage of 24-year-old people who earn degrees in natural science or engineering.

Following a shortage of American-born STEM workers, there is an influx of foreign-born STEM students and scholars to the U.S. In the year of 2014-2015, around 950,000 international students enrolled in the U.S. and a large proportion of them, especially doctoral students are concentrated in STEM fields. According to the NSF reports and a new Pew Research Center report, international students have earned more than half of those (degree awarded) in engineering (Kuenzi, 2008; Desilver, 2015; Ung, 2015). According to recent data from the National Center for Education Statistics, only 11.6 percent of all doctoral degrees conferred by U.S. institutions in the 2012-2013 were

earned by international students, but they received 56.9 percent of all doctorates in engineering, 52.5 % in computer and information sciences, and half of all the doctoral degrees in mathematics and statistics (Desilver, 2015). It also shows that many of these international students choose to stay in the U.S. to work.

Finally, international education is believed to be important to institution building through strengthening structures and activities of an institution (Knight & Wit, 1995). It is increasingly recognized that international education is necessary because universities need more resources through international cooperation. In addition, institutions, especially research universities, have put more emphasis on global ranking than competition with domestic institutions, so international dimension has become one of the important criteria for university ranking, such as their participation in international research and service.

Economic Rationales

Many studies argue that the economic rationales have become the dominant incentives for institutions to integrate international education (Knight & Wit, 1995; Yang, 2002; Wagner & Schnitzer, 1991; Carnoy, 1995). Many believe that international education will enhance technological development, and therefore it could have positive effect on economic development. This is the most important reason for investment in international education for both public and private sectors (Knight & Wit, 1995). This argument is closely related to the third dimension of educational rationales – to prepare students, staff, and faculty to function effectively in the global market. Henson, Noel, Gillard-Byers, and Ingle (1991) state that international education plays an effective role

in providing citizens international expertise and knowledge that can help them to understand other cultures and global issues and ultimately enable them to compete successfully in the global market, which benefits the economic development both domestically and globally.

Another aspect of economic rationales is financial benefits from tuition fees paid by international students. Again, let's look at the U.S. as an example. Facing declining tax revenues in the wake of the Great Recession, the U. S. government is slashing funding for higher education, forcing many colleges to eliminate majors and entire departments. In 2011, at least 28 states had implemented cuts to public colleges and universities and/or large increases in college tuition to make up for insufficient state funding. According to a report from the Center for the Study of Education Policy at Illinois State University, higher education spending nationwide dropped \$3.5 billion in fiscal 2010 from the year earlier (Spinner, 2011). The declining funding for public universities due to tight state budgets has made recruiting international students an effective remedy to ease universities' financial shortage.

The financial implications of international education are huge, because 64 percent of international students with 80 percent of undergraduate students mainly rely on personal or family funds to support their study and living in the U.S., and international students usually are required to pay higher tuition fees than domestic students (Maringe & Woodfield, 2013; Institute of International Education, 2015). With the number of international students increasing continuously, the economic impact that international education has on the United States has been more and more significant. According to the

U.S. Department of Commerce and NAFSA, during the 2016-2017 academic year, international students contributed more than 36.9 billion U.S. dollars to the U.S. economy and their spending during their study has created or supported 450,331 jobs (NAFSA, 2017). At the same time, international student recruitment has been highly emphasized and heavily invested, and the recruitment competition among some western countries is fierce (Biao & Shen, 2009; Maringe & Woodfield, 2013).

Biao and Shen (2009) cited a survey conducted in 2004 among 100 UK universities, showing that students from mainland China brought over 300 million in tuition fees alone, and in some universities, Chinese students contributed the amount equal to 30% of the government grants for the universities. In the U.K., the tuition fees for international students are almost around three times more expensive than that for domestic students (Maringe & Woodfield, 2013). A BBC news report shows that in UK and the U.S., the income brought in by foreign students is greater than export sales of arms and ammunition (Mackie, 2005). Knight and Wit (1995) argue, “the more foreign students paying a high tuition fee, the higher the economic return and the less the national government needs to invest in higher education” (p. 11).

Finally, the consideration of possible future investment opportunities is also considered as an economic incentive for internationalization (Knight & Wit, 1995; Mackie, 2005). In some cases, governments establish scholarships for international students, expecting them to become decision-makers in their home countries and to return favorable investment opportunities with gratitude to their host countries.

Political Rationales

The political function is stressed in many studies on internationalization of education. After World War II and the Cold War, American leaders became aware of the importance of an international understanding without which American standard of living and its competition in the global market would be threatened (Hser, 2005). It is recognized that in order to maintain national security and world peace, Americans have to know more about other cultures and countries, to acquire foreign languages, and to understand the world (Burn, 1980).

Knight and Wit (1995) state that international outlook of higher education could improve the image of a country, and international cooperation is considered as an investment for future diplomatic relationships. The idea is similar to the third dimension of economic rationales – to prepare future partners in foreign countries through providing them scholarships and equipping them with knowledge of culture, values, and political systems of host countries. Joseph Nye from Harvard University coined a term “soft power” which means “the ability to get what you want through attraction rather than through coercion or payments” (Nye, 2005, p. 11). International education falls under the rubric of soft power (Yang, 2010).

Ozturgut (2013) points out that some universities hope to take advantage of the ability of international students to “act as ambassadors” when they accomplish their study in the U.S. and return to their home countries (p. 11). Mackie (2005) states that “Britain sees the education market as a way to secure long term interests – especially in China— by solidifying good relations when tomorrow’s business and government leaders are

young and at university” (BBC, September 7, 2005). According to Nye (2005), Secretary of State Colin Powell said in 2001, “I can think of no more valuable asset to our country than the friendship of future world leaders who have been educated here” (p. 13-14). A good example would be the CEM returnees who had played significant roles in making the Boxer Indemnity Scholarship possible. An extreme case would be that when formal diplomatic relationship was broken between two countries, returnees could play a role as “a stepping stone” to keep communication going for the revival of the relationship (Knight & Wit, 1995, p. 11).

Cultural Rationales

Closely related to educational rationales, cultural dimension of international education emphasizes the export of culture and values of host countries. International cultural exchanges have been an important component to international education, because culture is believed to be a medium of knowledge and understanding. Like knowledge, culture also shows universal bond of humanity, even though it is highly contextual. From a knowledge perspective, Yang (2002) argues universities are by nature international institutions committed to universal advancement of human knowledge, and from a cultural perspective, universities are primarily cultural centers providing a forum for learning, teaching, experiencing, and exchanging different cultures (Knight and Wit, 1995). In addition, international education plays an effective role in increasing students’ intercultural competence through study-abroad experiences and learning experiences based on internationalized curricula. This point has been illustrated in the educational

rationales section, and it could also be considered as a cultural dimension of international education.

Institutional Strategies for Internationalization

Maringe and Woodfield (2013) stated three dimensions of universities' responses toward educational rationales of international education. The first one is to incorporate global perspectives into curricula of some disciplines; the second is to enhance students' learning experiences through offering more educational opportunities; the third is to develop new educational practices for increasingly diverse and multicultural population of learners. The following section will review how institutions react to educational rationales through different strategies for internationalizing the institution. A literature review on institutional strategies for internationalization is congruent to the theme of this study and is helpful for the readers to have a better understanding of the conceptual framework of which institutional efforts are the major component.

Knight and Wit (1995) offer a detailed list of various strategies for internationalization. The first category is called "program strategies" which include a series of activities that fall within the framework of internationalization. Under this category, there are research-related activities such as incorporation of an international perspective and international issues into existing research centers and programs, and increasing collaboration with international partners (Knight & Wit, 1995, p. 18). The second sub-category is called "education-related activities" including internationalization of curriculum, foreign language studies, recruitment of foreign students, and international internships for students and faculty (Knight & Wit, 1995, p. 19). Another sub-category

under “program strategies” is “technical assistance and educational cooperation” which refers to training of staff and students, and curriculum advising (Knight & Wit, 1995, p. 19). In the last, they talk about the extra-curricular activities and institutional services as program strategies to internationalization. Activities under this head include international student adviser, orientation programs, and social events and other social facilities for foreign guests (Knight & Wit, 1995, p. 20).

Knight and Wit (1995) also discuss the organizational strategies, and some of the important elements for successful internationalization are listed as below (p. 20-22):

- commitment and support of Board of Governors and senior administrators
- support and involvement of a critical mass of faculty/staff
- international office or position
- adequate funding and support both internally and externally
- policy
- incentives and rewards for faculty and staff
- existence of formal communication channels
- annual planning, budget and review process

Croom (2012) conducts a qualitative case study on internationalization and institutional strategy in a large, research, and U.S. land grant university, and found that international prestige and rankings, and the seek of new revenue benefits from overseas are two important considerations of institutions in their decision-making about internationalization. Croom also mentions that land grant universities would also consider

internationalization based on their core mission as to solve pressing issues the world faces, which is the altruistic aspect of internationalization.

Croom (2012) also examines the stakeholders who play roles in determining institutional strategies. The strategies are usually developed in both bottom-up and top-down ways. In the case of a bottom-up approach, many programs are made possible because of personal interests and the passion of faculty members, and the partnership among colleges. However, sometimes strategies are developed based on institutional goals set by presidents – the top, which result in clear directions that faculty and colleges could follow.

In alignment with Knight and Wit (1995), Hser (2005) emphasizes the importance of internationalization of curriculum. He argues that the number of foreign language centers, number of degrees offered in foreign languages, and number of international courses are among major criteria to evaluate the level of internationalization. Hser also highlights another two important indicators of an institution's internationalization, that is, the number of international students on campus, and the number of domestic students studying abroad.

Challenges

Hser (2005) argues that many university administrators are not supportive of internationalization although the positive impact of globalization on universities has been well documented (Nam & Fry, 2010; Backman, 1984; Hser, 2005; Yang, 2002). Hser (2005) has identified six obstacles to the internationalization of higher education. They are, lack of funding, lack of faculty incentives to be involved in international

collaborations, negative perspectives on study-abroad programs, negative perspectives on international students on campus, intense competition in recruiting international students, and difficulties for foreign scholars to teach and conduct research in U.S. institutions (Hser, 2005).

Another challenge that institutions face in advancing international education is a lack of coherent and consistent commitment. Schoroeder (1999) states, “universities are characterized not by a sense of community, but rather by a constellation of independent principalities and fiefdoms, each disconnected from the other and from any commitment to institutional purpose or transcending values” (1999, p. 9). Mestenhauser (2011) also states “international education is a fragmented field divided by various administrative and instructional units, reporting to various structures, and fluctuating in emphasis from ‘process’ to ‘product’ learning” (p. 2).

In regards to the internationalization of the curriculum, the demand has been general high, but it has not been well understood or considered as a high priority in universities’ agendas (Knight, 2006). Barnett and Coate (2005) present issues existing in the internationalization of curriculum such as the lack of systematic and coherent approaches, and they also discuss the problem of a lack of curriculum thinking generally in higher education. Swensson and Wihlborg (2010) also state “globalization and the need for curricula change will become the great challenge in higher education world-wide in the decades to come” (p. 609).

Childress (2010) argues that faculty, the teaching team who decide what to teach and how to teach should be engaged in the process of internationalization of curriculum;

however, many faculty members are either doubtful or less-informed about what internationalization of curriculum means and why it is so significant (Knight, 2006; Stohl, 2007). Many lecturers are reluctant to integrate the new educational skills to their traditional teaching practices (Maringe & Woodfield, 2013). In addition, Leask (2011) states that different disciplines respond to internationalization in different ways, and some disciplines are more open to it compared with others because of the different extent that international perspectives are required in different disciplines.

Through reviewing the literature on rationales, strategies, and challenges of international education, both motivations and issues are identified. The review of literature indicates the complexity of internationalization of higher education, and an in-depth and holistic investigation on institutional engagement in international education is necessary and significant.

Chapter III: Methodology

The objective of this study is to examine the historical evolution of educational exchanges between the U.S. and China. It emphasizes institutional efforts of U.S. universities in their engagement with China on how they respond to the changing contexts across different historical stages. This study also investigates the significant factors that contribute to the internationalization of higher education in a U.S. institution in different social, cultural, and historical circumstances.

The main participants in the study are administrators of a U.S. institution who have been involved in connections with China, faculty members who have been active in engagement with China, and Chinese alumni and current Chinese international students. This study seeks to answer the following three research questions: 1) what are the motivations of the institution's commitment to engagement with China? 2) how does the institution sustain the commitment? To address these research questions, the study employs a case study approach that collects data from various sources through a qualitative method.

This section describes the procedures that have been used to recruit participants as well as a description of the participants, and the data collection. The method for the study involved the use of qualitative research method—the case study approach. The case was situated at the University of Minnesota (Twin Cities). Multiple data sources informed the study including archive analysis and 24 individual interviews. The purpose of using multiple data sources is to discover as much information as possible about challenges, barriers, rationales, and strategies regarding educational exchanges between the

University of Minnesota and Chinese institutions, and to empirically ascertain the key factors that influenced the development of international relations.

Case-Study Research Method

Case studies allow for a holistic investigation of complex social phenomena (Yin, 2014). The complexity of the focal issue in this study -- international education and its historical evolution -- makes a case study a suitable approach. The University of Minnesota Twin Cities campus was purposefully selected as a case for exploring the complex factors involved in the development of international exchanges between U.S. institutions and China. What follows presents rationales for choosing University of Minnesota as the research site for this study.

Research Site

Three considerations make University of Minnesota (Twin Cities) a rich case for examining the evolution of international exchanges between U.S. institutions and China. First, University of Minnesota puts great emphasis on international education. According to Institute of International Education (2015), the Twin Cities campus sent out 2,634 students abroad on credit-bearing programs in 2014-2015, and this number made it ranked 6th among all the research universities in the U.S. In addition, University of Minnesota also ranked highly in the number of international students it is hosting. Among the top 25 U.S. institutions that totally host 21.4 percent of all international students in the U.S., University of Minnesota is ranked 17th hosting a total number of 6,984 international students (Institute of International Education, 2015).

Second, an important reason for University of Minnesota to be chosen as the research site for this study is its commitment in educational exchanges with China, which makes it an informative and important case among U.S. institutions. It has one of the largest Chinese student populations among U.S. institutions. During the academic year of 2016-2017, the University of Minnesota Twin Cities campus hosted 2,968 Chinese students who comprised 52.5 percent of all the international enrollment of the university. In addition, the University hosted 482 Chinese scholars, 26.4 percent of the total number of international scholars at the institution (International Student and Scholar Services, 2016). According to China Center of the University of Minnesota, there are currently more than 5, 000 alumni living in China. The University has 80 academic and strategic partnerships with universities in China. It sends more than 200 students from the University to study in China annually through 15 study abroad programs (Kaler, 2013).

In addition to vigorous student programs, the University has one of the oldest China Centers in the U.S. The China Center at the University was established in 1979 to coordinate the exchanges between the University and China, and the establishment of China Center has reflected the firm and long-standing commitment of the University to educational exchanges with China. In 2008, the University collaborated with the Confucius Institute Headquarters (*Hanban*) and Capital Normal University in Beijing to establish the Confucius Institute at the University of Minnesota (CIUMN), which has become one of the most successful in the U.S.. About 11,800 young students across Minnesota are now in Chinese language study through 14 Confucius Classrooms, and

there are now seven Chinese immersion schools in Minnesota, the most full-time programs in any state (The Confucius Institute at the University of Minnesota, 2015).

Third, the University of Minnesota has a long history of educational exchanges with China. As early as 1914, three Chinese students enrolled at the University of Minnesota and started the legacy of linkages between the university and China. During the 2013-2014 academic year, the University is engaged in a year-long celebration of the 100-year anniversary of the first Chinese students to come to the University of Minnesota. In July 2013, the University President, Eric Kaler, traveled for 11 days in China as the first international trip of his tenure, and his trip also served as a kick-off for the 100th anniversary celebration. To prepare the celebration and its accompanying programs, I worked as a researcher on the history of the connections between the university and China, and a large amount of information has been discovered about the exchanges that have been transacted for more than 100 years. Together these three considerations make me believe that the University is a rich case for this historical study on international education between U.S. institutions and China.

Data Collection Procedures

The research questions are addressed through a qualitative research method that have been conducted in two phases of data collection and analysis. During the first phase, I collected qualitative data through archives from the University of Minnesota, local newspapers, and historical institutions; during the second phase, I conducted 24 individual interviews based on themes that emerged from the document analysis of the university archives. Throughout both phases, data were analyzed in a reflexive and

comparative manner and during this process, empirical data, existing theoretical frameworks, and my insights were all considered in developing a thorough and complete picture of the historical evolution of international education between University of Minnesota and China. The following section presents each phase of data collection, ethical concerns, reliability and validity issues, language issues, and researcher positionality.

Archive Analysis

This study covers more than a hundred years from 1914 to 2018. The data regarding the first several decades was drawn from analyses of written documents, which include the University's and local newspapers, presidents' annual reports, annual reports from departments and organizations, yearbooks, newsletters, minutes of the senate meetings, minutes of board of regents meetings, minutes of the University's Faculty Consultative Committee meetings, students/staff/faculty directories, records of commencement programs, press releases, files from Office of President, correspondences, records of immigration organizations, files from researchers on relevant topics, interview transcripts and audio records from oral history projects conducted by previous researchers, agreements and memorandum, biographies and auto-biographies, alumni association magazines, photos, family history research done by alumni or their families, and any other written digital or physical materials that were relevant to this study. These documents were mainly obtained from the University Archives of University Minnesota; however, a substantial set of data were gathered from the Minnesota Historical Society, local libraries and museums, newspaper agencies, and

alumni or their families. These archival materials provide original data sources that document the history and evolution of the University's international exchange activities with Chinese students.

Individual Interviews

The document analysis was followed by a series of in-person or phone semi-structured individual interviews. I conducted 24 interviews. The criteria for participant recruitment was their engagement with relations between the University of Minnesota and China across three historical stages: 1914-1948, 1949-1978, and 1979-present. For the study, I interviewed university administrators and faculty members who have been involved in connections with China, professors who have been involved in integrating China-related subjects to curricula, and researchers who have worked on related topics, Chinese alumni of the University of Minnesota or their families, and current Chinese international students. All the interviews were conducted in Minnesota except for one that took place in Wisconsin and the phone interviews of interviewees in China and other states in the U.S.

The major portion of data for this study came from these interviews. First, the interviews allowed me to “enter into the other person’s perspective” (Bernard, 2001, p. 341). Interviews are particularly essential given the importance of individuals' perspectives in this study; how different people from different backgrounds perceive international exchanges with China contributes greatly for this study to answer its research questions.

Second, I chose to conduct the interviews as semi-structured ones instead of structured or unstructured interviews, because they allowed me, on one hand, to be flexible to probe for further information on unexpected themes, while on the other hand, to insure consistency of topics across all the interviews. Finally, I choose in-person interviews when possible; phone interviews were my last resort when in-person interviews were not possible. It was important to have opportunities to communicate clearly with participants face-to-face as a way to secure data integrity and validity. The interviews took one hour on average and were all audio-recorded and transcribed. The in-person interviews took place in apartments, coffee shops, offices, and libraries.

The interview protocol is based on the existing literature with revisions and adjustments after the findings of document analysis have been obtained. The purpose of the protocol is to describe participants' experiences of international exchanges between the University of Minnesota and China, and to explore factors that influence the exchanges with regard to motivations, challenges and strategies.

All potential participants were given an opportunity to read an informed consent letter before deciding to participate in the interview. The consent letter included a detailed introduction of the research objectives, procedures for data collection and data analysis, and my contact information. The consent letter also emphasized voluntary participation and the confidentiality of the study.

Data Analysis

The data analysis was conducted on an ongoing basis. It began along with the acquisition of written archives, transcription of interviews and transcripts analysis.

Conducting data collection and data analysis simultaneously was helpful because it enabled me to focus and shape the study as it proceeded by consistently reflecting on and paying attention to what the data were saying (Merriam, 1998, 2009). Throughout the data-analyzing period, I wrote analytical and reflexive memos while systematically analyzing the qualitative data by using NVivo. Continuous reflection on the data and the research process allowed me to generate possible themes and better direct my attention and focus (Strauss & Corbin, 1998).

The process of data analysis with NVivo involves triangulating the data from the archives with the data from the interviews. I systematically analyzed all the data through developing a coding structure and looking for important terms, comments, discussions, and opinions across different sources.

Validity Issues

I am currently a Chinese graduate student studying at University of Minnesota, and I worked as a researcher at the China Center of the University of Minnesota. Before I came to the U.S., I served as a coordinator for exchange programs in the International Office of Shandong University. My background may become both advantages and disadvantages during the process of this study. The advantages include that I was relatively familiar with the contexts of China in regard to economy, politics, culture, and history, which enabled me to relate relatively easily some background factors to a certain historical stage. I shared the same cultural background with most of the Chinese interviewees, which enabled me to understand their perspectives more easily in interpreting their responses of the interviews. When developing the interview protocol,

my understanding of the Chinese contexts proved helpful with the selection of interview questions. In addition, thanks to my working experience as a researcher at China Center and an international program coordinator at Shandong University, I have rich personal experiences and strong personal interests in international educational exchanges, especially those between China and the U.S. These experiences provided her with necessary knowledge and enthusiasm that helped me to conduct this study effectively.

However, as the study's investigator, these experiences can be a potential disadvantage, because I may project my own feelings and expectations to the findings. Throughout the study, I sought to keep my biases in check by revisiting my assumptions and connecting my findings to the extant literature. In addition, because the study employed multiple approaches for data collection and systematic data analysis via NVivo, this disadvantage and potential biases could be minimized.

Language Issues

The written documents used as data for this study are mainly in English due to limited accessibility of Chinese document sources, and only a few Chinese-language documents have been used. The interview questions were created in English, but some of the interviews had to be conducted in Chinese. To make sure the questions were correctly translated, they were first translated from English into Chinese by myself who is bilingual with Chinese as my native language, and then it was back-translated from Chinese to English by another bilingual Chinese graduate student. The back-translated English version of the questions were compared with the original version to identify the

translation equivalence and to make sure all the interview questions were translated without the questions losing their intended meaning.

Another strategy I employed to counteract any potential linguistic threat to validity is that before I conducted the interviews, I employed a pilot study to make sure I used the right language and expressions. The pilot was conducted among five participants for interview questions. The goal of the pilot study was to test the feasibility of the study and to assess the accuracy, quality, and efficiency of the protocol.

Ethical Issues

Prior to beginning data collection, this study was approved by the Institutional Review Board (IRB) of University of Minnesota. In the informed consent letter, I informed potential participants of any possible risks of participating this study and let them decide whether or not to participate. Individuals' participation to this study is completely voluntary.

After data collection, I insured that the access to the original data from interviews and focus groups was limited to myself only. The data collected were kept in a password-protected computer and password-protected computer files during the course of this study. Any personal information that could identify the participants were removed or changed so that participants' identities remained confidential. The findings of this study were used solely for my dissertation research and educational purposes, such as conference presentations and publications.

Limitations of the Study

The present study has a number of limitations. First, the study uses a purposive sample of participants and documents related to one university: the University of Minnesota, so the sample might not be representative of the broader population. Therefore, the results of the study may not be easily generalized to institutions of higher education in other geographic regions of the U.S. Future researchers explaining the issue of US-China university exchange programs may want to use a different research method, such as a multi-case study or a cross-case study among different regions and areas of the country.

Second, the study only investigates the educational exchanges of University of Minnesota with China, so the findings of this study should be used with caution when it comes to connections between the University and other countries. Future researchers might want to explore the international exchanges in general between U.S. institutions and other countries.

Third, the University of Minnesota started to host Chinese students in 1914, so this study will only cover the history after 1914. The history before 1914 of the U.S.-China connections, such as the CEM period, is only introduced as part of the historical background other than being directly addressed in this study.

Finally, this study is a case study with historical analysis of educational exchanges at the University of Minnesota since as early as 1914. For the situation of the first several decades, the findings are mainly based on data provided written documents, which are limited to reflect the real situation in history.

Chapter IV: The Beginning of The Linkages (1914-1948)

Minnesota, the state of 10,000 lakes and the source of the Mississippi River, had been found as a land of opportunity by immigrants of European descent who were usually considered as Minnesota's pioneers. However, Chinese immigrants in Minnesota, even though seldom recognized, also played a critical role in the development of Minnesota's community and history. According to Fuller (2004), the first Chinese came to Minnesota in the mid-1870s, and by 1885, there were about 100 Chinese immigrants who were all males working for Chinese-owned businesses such as laundry, restaurants, and hotels. Most of them came through migration from the western states due to the severe hostility against Chinese spreading all over the western coast during 1870s.

The arrival of Chinese immigrants had aroused curiosity and also discrimination among the earliest Minnesotans because of their different dress, language, food, and look. The local newspapers described them as "new 'almond-eyed' laundrymen" (Fuller, 2004, p. 4). The enactment of the Chinese Exclusion Act in 1882 marked the first time the U.S. had restricted immigration, and Chinese immigrants were prohibited from obtaining citizenship because of their race. The Chinese population declined and their circumstances became worse. Over decades, the Chinese in Minnesota worked hard to challenge the harsh immigration laws and job discrimination, and gradually became recognized for their struggles and tenacity. As of 2010-2012, there were more than 14,000 Chinese people living in Minnesota, and this data does not include non-immigrant Chinese or US-born children of these Chinese immigrants (Minnesota State Demographic

Center, 2015). They remain a vital force in professional, cultural and educational fields all over Minnesota.

The University of Minnesota, founded in 1851, is one of the earliest institutions of higher education in the US that had sent its students and faculty to China for research or missionary; it is also one of the earliest universities in the US that had received Chinese international students. Even though not until 1979 were official partnerships established between the University and Chinese institutions, the connections between the two had begun as far back as late 1800s. It is the people from both the University and China that had shaped the rich history of the partnership for more than 100 years that has led to numerous research and business opportunities. Some of them have made their way to be remembered, but many have been forgotten over time.

A part of this chapter is devoted to these figures that have been dedicated to build bridges between the University and China in the best way possible during their time. Their initiatives and visions are the building blocks for today's 80 academic and strategic partnerships with Chinese universities. They are those who have made it possible for the University to host about 2,968 students and 482 scholars and researchers from China (International Student and Scholar Services, 2016), and to send more than 200 students to study in China every year through 15 study abroad programs (Kaler, 2013). These people are the ones who have truly made an impact on initiating the internationalization of the University campus.

The University of Minnesota and China

During its earliest days, the international population at the University of Minnesota was mostly children of European immigrants who chose Minnesota to put down their roots. In the late 1800s, the University started to receive students from abroad who came to pursue their undergraduate or graduate studies on the Twin Cities campus. The earliest records about “non-native” students at the University date from 1874, when three students were recorded as foreign enrollment, and they were from Canada, Denmark, and Texas. After that, the University’s international students had grown slowly. In 1912, thirty international students from thirteen countries enrolled at the University, less than 1 percent of the total enrollment of 3,414 (Fossum & Miller, 1997). Since then, the international population has increased from few to today’s 6,438, making up 12.7 percent of the total student population of 50,678 (International Student and Scholar Services, 2015). The existence of international students has been recognized as an opportunity for the university students and faculty to explore global perspective and their perspectives are considered as a critical component to the University classrooms, curriculum, and campus life.

Based on the rich international history of the University, the following three chapters will focus on the University’s impressive ties to China and based on archive research and interviews, it will capture some of the major historical events, people, and stories that have had contributed to the vital connections between the University and China. This part of the dissertation will be presented in a historical order and based on some turning points that greatly changed the relationships, the timeline is divided into

three stages: from 1914 to 1948, from 1949 to 1978, from 1979 to present, and each stage will be introduced in one chapter.

The Pioneers Exploring the Far East (Before 1914)

Prior to the arrival of the first Chinese students in 1914, there had been several University graduates who were ambitious and determined enough to go to China -- the “strange” and “difficult” Far East for most Americans during that time. Some even chose to stay and live in China for decades. Their courage to fight discriminations against China during their time and tenacity in face of difficult lives and hostile environments in China should be recognized and remembered.

The earliest connections between the University and China could trace back to 1897 when John Goodnow (Chinese name 古纳), who graduated from the University with a bachelor of art in 1879, was appointed to serve as the consul-general of the United States in Shanghai. John Goodnow was a leading diplomat and one of the most influential Americans in China at that time.

His stories and news had been frequently reported on the Minnesota Alumni Weekly (University of Minnesota Alumni

Association, 1902a, 1902b, 1903, 1904, 1905), the predecessor of the present Minnesota Magazine.



Figure 2: Perry O. Hanson and family travelling on a wheel barrow in China (November 26, 1903, photo source: www.sina.com.cn)

Mr. Perry O. Hanson (Chinese name 韩丕瑞) who graduated from the University in 1899 is one of the most influential Americans still remembered by Chinese people today. He and his wife spent half a century in China from 1903 to 1953, having witnessed three successions of powers: from the Empire to the Republic, and then from the Republic to the Communism (Hanson, 1956). The picture above shows Perry O. Hanson, his wife Ruth and 4-month-old daughter Eleanor travelling on a wheel barrow. It took them about seven weeks to travel from the U.S. to China, starting with a big steamship to Japan, a smaller ship to Shanghai, China, then by train to as far as the railroad was constructed, and finally they spent four days on a wheel barrow, travelling 30 miles a day to their final destination, Tai'an, a city located in Shandong Province. During the five decades when the Hansons lived in China, the country was devastated by wars: the Boxer Rebellion in 1900, the *Xinhai* Revolution in 1911, the First Civil War during 1927-1937, the Japanese Invasion during 1937-1945, and the Second Civil War during 1945-1949. The Hansons had opportunities to leave China for safety, but they chose to remain at their positions till 1953. According to University of Minnesota Alumni Association (1939), the Hansons “spent Christmas Day of 1937 huddled with all the refugees they could accommodate in the cellar of their school building to escape an aerial bombardment. They filled their hospital with wounded Chinese, caring for them as best they could with limited medical aid.” (p. 238). Despite the dangers and difficulties, during their stay in China, they established a hospital, a church, and the Academy for Chinese boys where he served as the principal. The academy has survived and now is called Tai'an No. 1 Senior

High School as one of the key middle schools in Shandong province (Shandong Tai'an No.1 Senior High School, 2010).

Charles Frederick Remer had always been “eager to get to the Orient” (“Escapes uninjured”, 1935). As a stepping stone for his work in China, he and his wife entered the Civil Service in the Philippines two years after their graduation from the University of Minnesota in 1908 and then he went to China and became a professor in economics at St. John’s University in Shanghai, China from 1912 to 1922 (University of Minnesota Alumni Association, 1915 & 1933). Charles Remer returned to the United States for graduate school and received his doctorate from Harvard University. In 1928, he joined the University of Michigan and taught Chinese affairs and international economic relations till 1959 (University of Michigan, 1959). Remer was a leading scholar on foreign investment in China and once served as an economic consultant at the State Department (Qing, 2007). He had published several books related to China including “Foreign Investments in China” (1933) and “A study of Chinese boycotts, with special reference to their economic effectiveness” (1933) which are still often cited and considered as classic readings for those interested in economics in China today.

E. C. Parker was another pioneer from the University of Minnesota to China. He graduated from the University with a bachelor’s degree in agriculture in 1905, and then became an assistant professor at the Department of Agriculture. In 1908, Parker was appointed by the United States Government, at the request of the China, to be an expert agricultural advisor to the Chinese government. He went with an alumnus, W. H. Tomhave, who was in the Live Stock Department of Pennsylvania State College at that

time (University of Minnesota Alumni Association, 1913). Parker worked in China till 1911 when he declined the reappointment because, as he reported, his aggressive and competitive endeavors in accomplishing something for international trade between China and the U.S. were greatly restricted in China (Israel, 1971).

Another example is Alice Anderson, a 1912 graduate from the University. In 1919, the University's Young Women's Christian Association (YWCA) created the campaign "The Women of Minnesota for the Women of China" and raised \$1,700 for Ms. Alice Anderson to work in China as a special representative of the University at the international YWCA. Alice Anderson later married Dr. Mosse, a graduate of Oxford University serving as a medical missionary in China, and then they started teaching at Shandong Christian University (the predecessor of College of Medicine at Shandong University) till 1925 when they returned to Minnesota (University of Minnesota Alumni Association, 1919, 1920a, 1920b, 1920c, 1921, 1923).

In early 1900s, most areas of China still kept the ancient way of life, so it took much courage and perseverance to make a journey to China, serving and working with Chinese people at various positions. Those mentioned above had gone through great hardships, such as inconvenient living conditions in lack of life essentials, unpredictable future due to erratic political systems, and even life threats due to wars and hostility against westerners. However, they chose China for their careers, with their good wills and great ambitions. As Perry O. Hanson said, "many graduates of Minnesota have gone out to positions of great leadership, gaining fame and fortune...My own life has been one of

great satisfaction though most of the time buried in interior China. It was a privilege to work among the wonderful people of China...” (Hanson, 1956, p. 11).

The Three Fore-Runners from China (1914-1948)

From the first three Chinese students enrolled at the University in 1914 till 1948, the University had received a total number of 887 students from China and they were mostly pursuing their degrees in agriculture, engineering, or liberal arts. From 1914 to 1929, most of the students came to the University through the Boxer Rebellion Indemnity Scholarships, and came through the preparation of Tsinghua College. They mostly came from wealthy or highly educated families, which made it possible for them to obtain quality primary and secondary education and then pass the competitive examinations to enter Tsinghua College. Tsinghua College stopped sending Chinese students to the US through Boxer Indemnity Scholarships in 1929 since when students had come from several major Chinese universities through various connections or programs. Some came because their siblings or friends were here; some came because the University faculty who taught in China connected them to the University; and some came because their home universities in China sent them here. Even though there were no official partnerships between the University of Minnesota and Chinese institutions during 1914-1948, there were already many programs and communications going on through unofficial relationships which were initiated by University faculty who worked in China, or Chinese students who studied at the University.

Before 1914, only the University professors, alumni and students travelled to China, but no traces of Chinese students or professors had been on the University campus

yet. In 1914, the first three students from China enrolled at the University of Minnesota, which firstly changed the one-way pattern of the linkages between the University and China. Wen Ping Pan arrived first and soon after encouraged his older brother Wen Huen Pan and friend Yih Kum Kwong to transfer to the University from other U.S. colleges. In this section, the three students will be introduced, as a way of honoring them as pioneers in paving the way for many other Chinese international students to study at the University. Because of the initiatives these three students exhibited, the University of Minnesota has developed into one of the leading schools of higher education for Chinese international students.



Figure 3: The University of Minnesota won the 1914 soccer National Championship thanks to the skilled talents of Pan Wenping (second row, fourth from left), his brother Wen Huen Pan (second row, second from left), and their friend, Yih Kum Kwong (bottom row, second from left). (University of Minnesota, 1916)

Pan Wen Ping (潘文炳)

Pan Wen Ping was born on October 30, 1894 in Peking, China. He was tutored at home from the age of seven. He started attending boarding schools thereafter, and then entered St. John's University in Shanghai. When he was a junior, he enrolled at Tsing Hua College through very competitive examinations, in order to join his brother, Pan Wen Huen. Tsing Hua College was established as a preparatory school designed to prepare Chinese students for education in the United States, and it was funded from the balance of Boxer Indemnity. Teachers from the U.S. taught the classes in English, which may explain why Wen Ping could speak excellent English when he came to Minnesota.

Wen Ping graduated from Tsing Hua College in 1913, but in that year, no students were allowed to go to the U.S. due to the political turmoil caused by Yuan Shih-k'ai². He stayed at Tsing Hua and became a chemistry instructor and a coach for various teams (Tsing Hua College Yearbook, 1914).

In 1914, Wen Ping came to the U.S., and enrolled at University of Minnesota in Chemistry, which was recommended by his American chemistry teacher at Tsing Hua. He was the first Chinese student at the University. Shortly after he arrived, he contacted his old brother, Pan Wen Huen, who was at University of Michigan, and two good friends, Kwong Yih Kum (Harding Kwong) who was in Chicago and Ching Ling Bau in Cincinnati. Wen Ping encouraged all of them to come to Minnesota. Pan Wen Huen and Harding Kwong enrolled at the University of Minnesota in 1914, and Bau Ching Ling came in 1915. The four of them lived together at the upper flat of a house on 4th Street near the Minneapolis campus (L. G. Pan, personal communication, August 16, 2013).

Wen Ping was actively involved in various clubs and sports teams at the University. He was one of the founding members of Chinese Student Club and served as the first president in 1915. At the same time, he was a member of Cosmopolitan Club and later he became its vice president (University of Minnesota, 1916; University of Minnesota, 1917). In the academic year of 1914-1915, he sang on the Glee Club as a Second Tenor. In 1917, Wen Ping served at the Cabinet of Y.M.C.A (University of Minnesota, 1917). Wen Ping was very outstanding athletically. During his time at the University, he played on the soccer team and according to University yearbook, the Gopher (1916), the sophisticated skills of the three Chinese students made great contributions to Minnesota's championship in the season of 1914. During the 1915 soccer season, Wen Ping was elected to be the captain of the soccer team and was described in the Gopher as follows, "without a doubt the best forward in the Northwest, either in college or out." (the Gopher, 1917, p. 199). When he was a student at Tsing Hua, Wen Ping held the records for 100 yard dash in Tungchow, broad jump in Manila, 220 hurdles at Peking University, and 440 hurdles in Manila. In addition to track and field, he was also a champion tennis player in China. When he came to the University, he was a member of the tennis team and according to his son, Harding Pan, Wen Ping was known as "Mr. Tennis of the Iron Range" during the 1930s. In 1959, the tennis courts at the Lincoln High School in Hibbing, Minnesota were named the "William Pan Tennis Courts" in his honor (Lawrence Pan, personal communication, August 16, 2013).

In 1918, Wen Ping received his B.S. degree in chemistry and he accepted a position as engineer's assistant for the Oliver Mining Company the following summer.

He came back to the University to study metallurgical engineering. In 1919, he graduated with a Met. E. Degree from the School of Mines and he served as the president of his graduating class. After graduation, he worked in a gold mine in South Dakota, as field experience, before he accepted a full-time position with the Oliver Mining Division in Hibbing, Minnesota. Wen Ping was a mining engineer in Hull Rust Mine and eventually became Assistant Chief Mining Engineer.

In 1923, Wen Ping married Mae Humm, whose father was Chinese and mother was Irish Canadian. The couple planned to return to China, but his brother, Pan Wen Huen advised them not to return because he himself discovered that the government would not let him work in his own field after his returning from the U.S. Although Wen Ping still wanted to go back to China, the conditions didn't improve in China so his plans to return were delayed repeatedly. After the establishment of People's Republic of China in 1949, Wen Ping and his family became fearful to go back because Pan's family was wealthy and famous and had connections with the Kuomintang (also called Chinese nationalist party) government which was defeated by the communist party.

On December 7, 1924, they had their one and only child, Harding C. Pan. Wen Ping and his family experienced a tough period of time from 1929 to 1931, when he was out of work due to the economic depression. In despite of the hardships he had to face, he was actively involved in the China relief effort to support the Chinese people during their war with Japan. Madame Chiang Kai-shek sent him a certificate of appreciation for his efforts (Lawrence Pan, personal communication, August 16, 2013).

After forty years of service, Wen Ping retired from Oliver Mining Division in 1959, and upon his retirement, Chisholm Tribune Press published an article entitled “Mr. Pan – A Real American” to honor him. It said:

“To come to America was his great dream, and when the opportunity presented itself, he hastened to the portals of the University of Minnesota. He was the first Chinese student at this noted institution, and the challenges were great. But by his kindly manner, his deep understanding, and his humble, unobtrusive attitude, he gained the respect of his fellow colleagues and the competing athletic opponents. Mr. Pan loved the American way of life ... he believed in the land that he had chosen for his home ... and he lived each day as if it were a precious jasmine blossom. He was that kind of man.” (Chisholm Tribune Press, Nov. 3, 1959).

Pan Wen Huen (潘文辉)

Born in 1892 in Peking, Pan Wen Huen also was tutored at home early in his life. In 1911, he finished his study at St. John’s University and attended Tsing Hua College till 1912. In 1912, he came to the U.S., attending the University of Michigan. In 1914, at the request of his younger brother Pan Wen Ping, Pan Wen Huen transferred to the University of Minnesota from University of Michigan where he had been an engineering student for two years and had a good record as a track man (Alumni Weekly, 1914). Just as Pan Wen Ping, Pan Wen Huen was also trained at Tsing Hua College before he came to the U.S., so he was reported to speak excellent English as well.

Pan Wen Huen was also very active when he was a student at the University. He joined the Chinese Students Club (1914) and Cosmopolitan Club (1916). Like Wen Ping

Pan, he also played in the soccer team and tennis team. His skills were highly praised in the yearbook of the University. In fall of 1915, Pan Wen Huen became the captain of the hockey team, and in 1916, he was chosen to be the captain of the Minnesota tennis team (University of Minnesota, 1916). Wen Huen also held many records at St. John's University in track and won awards in tennis.

In 1916, Pan Wen Huen graduated from the University with a B.S. degree in Engineering (Alumni Weekly, 1916) and returned to China. He became a physical director in Tsinghua College in Peking, China (Alumni Weekly, 1920). It was said that after he returned to China, he discovered that he was not allowed to work in his own field, so he advised his young brother, Wen Ping Pan not to return. In 1918, he married Shen Shi Zhen, the daughter of an influential banker in Peking. He taught at Tsing Hua College till 1927 and then moved to Shanghai with his family where he began working for the Shanghai Telephone Company (Lawrence Pan, personal communication, August 16, 2013; Qisheng Pan, personal communication, October 8, 2013.)

Kwong Yih Kum (邝翼莖)

Kwong Yih Kum was born in Guangdong Province, graduated from St. John's College and Tsinghua College, and then came to the U.S. with the Boxer Indemnity Scholarship in 1910. Kwong enrolled in Colorado School of Mines and the University of Chicago respectively, before he transferred to the University of Minnesota in 1914 as one of the first three Chinese students at the U.

Kwong graduated from the University of Minnesota in 1917 with a Bachelor of Science in mining engineering. While at the U, Kwong – also known to use the first name

“Harding” - was a member of the YMCA, Cosmopolitan Club and School of Mines Society. Kwong was one of the founding members of the Chinese Student Club. He also played on the U soccer team as a halfback. After graduation, he was employed as a chemist at the Iroquois Iron Company based in Chicago till 1919 when he returned to China and changed his name to Kuang Zhao’an (邝兆安). He firstly served as an engineer at Kailuan Coal Mining Company, and then he ran a private mine in Shanxi. In 1937, Kwong was hired by Heshan Coal Mining Company as a chief engineer in Guangxi. In 1939, he played a critical role in transforming Heshan Coal Mining Company to Heshan Coal Mining Cooperation Limited. After the war broke out, Kwong and his family moved to Chongqing where he died in 1945 (Xiaofan Zhu, personal communication, November 9, 2013.)



Figure 4: The Chinese Students' Club at the University of Minnesota was founded in 1915 and firstly included in the Gopher Yearbook in 1916. Pan Wen Ping (bottom row, third from left), Pan Wen Huen (top row, first from left), Kwong Yih Kum (middle row, second from left), and Miao Yuntai (bottom row, fifth from left). (University of Minnesota, 1916)

Pan Wen Ping, Pan Wen Huen, and Kwong Yih Kum were the first Chinese students to study at the University of Minnesota. With their courage, prowess, and excellence in their academic, athletic, and professional lives, they became pioneers in

paving the way for many other Chinese international students to study at the University. They were founding members of the Chinese Student Club which was founded in 1915 and Wen Ping Pan served as the first president. For more than four decades, the Club created opportunities to develop fellowship and share Chinese culture with the University community. Now the University supports about twenty student organizations for Chinese students or those interested in topics related to China. The initiative the three students have displayed has set the stage for a partnership with China for such a long history, which has led to numerous research and business opportunities.

Early Representation of China on the University Campus

Before an official relationship between the University and China was established, there had been a few China-related events on the University campus. During the first half of 1900s, to most westerners, China was just a strange land located in oriental Fareast, and discrimination against China and its people were pervasive in western countries. According to the recently published personal diaries of the renowned physicist Albert Einstein, he described Chinese as "industrious, filthy, and obtuse" after he toured China in October 1922 (Independent, 2018). However, despite the mainstream negative perception of Chinese people during that period of time, some of the University faculty and students had been engaged in promoting understanding of and developing friendship and relationships with China. Even though these events on campus were very occasional, they had played very important roles in creating opportunities for the University community to come to know about Chinese culture and society. They sparked the

interests in China among the University faculty and students and had laid the foundation of the later vibrant relationships between the University and China.

Chinese Students at the University Took the Stage

The Chinese international students had served as cultural ambassadors on the University campus. They took many opportunities to share the Chinese culture and arts with the University faculty and students. In 1916, a Chinese student named S. N. Lin played a Chinese instrument, dettze, at Folwell Hall to an audience of the Cosmopolitan Club (University of Minnesota Alumni Association, 1916). In 1919, a Chinese student, Lin Shu Ming, a junior in Architecture wrote a drama titled “In the Last Days of the Manchus”. The drama was staged by a group of Chinese students at the armory as part of an event called “International Revue” held by the Cosmopolitan Club of the University of Minnesota. The writer of the drama, Lin Shu Ming, later became one of the most influential architects of his time in China (University of Minnesota Alumni Association, 1919).

In 1921, the University provided funds to the American Relief Administration to address the famine condition in China. The University Chinese Club staged a benefit play titled “The Double Tenth” to raise funds. It added more than \$500 to \$3000 raised through a student and faculty campaign (University of Minnesota Alumni Association, 1921).



Figure 5: In 1921, the Chinese Student Club staged a Chinese play “The Double Tenth” as an effort to raise funds for the Chinese famine sufferers. (Photograph courtesy of the University of Minnesota Archives).

Chinese Guest Speakers at the University

Since 1910s, the University had hosted numerous prominent Chinese guest speakers on campus. Their visits had brought not only ideas and insights about China, but also opportunities for the University community to meet and interact with the most outstanding Chinese figures whose work and life had been of critical and lasting importance in their fields. From the foremost woman physician to a renowned philosopher, some of the top names visited the University campus so that the faculty and students could have an unique opportunity to hear directly from those experts discussing important Chinese issues from the student movement to gender issues in China.

The first known Chinese speaker invited to the University was Ng Poon Chew (伍盘照) who was a famous Chinese journalist and statesman. Ng was known as the “father of Chinese journalism in America”, and as an author and publisher, he advocated for

Chinese American civil rights and devoted his energy to bring about a better understanding between the Americans and the Chinese living in the U.S. Ng gave a presentation on the University campus in 1916 (University of Minnesota, 1917).

In 1918, the foremost woman physician of China, Dr. Kin Yamei (金雅梅) lectured on China and the war at the First Baptist Church under the auspices of the Cosmopolitan Club (University of Minnesota Alumni Association, 1918). In 1919, another noted Chinese woman physician Dr. Ida Kahn (康爱德 or 康成) gave a speech before a student audience at the University on the topic of “China’s Place in the World’s Advance” (University of Minnesota Alumni Association, 1919). Both pioneer women physicians had very similar life and professional experiences. They were born in China and raised by American parents in the United States. Both were considered among the first Chinese women to study abroad. After receiving their degrees in medicine, both of them returned to China and played pioneer roles in advocating education for women and developing modern medicine in China. After returning to China, Dr. Kin established the first women’s medical school in China – the Northern Medical School for Women (All-China Women’s Federation, 2010). Dr. Kahn, along with her childhood friend Shi Meiyu (石美玉), established the Danforth Memorial Hospital in Jiujiang, China (Shemo, 2011).

On April 17, 1926, the president of National Southeast University (now Southeast University), Kuo Ping-Wen (郭秉文) visited the University and gave a lecture on “the Student Movement in China” (University of Minnesota: University Senate, 1919). Kuo received a doctoral degree in education from Columbia University Teachers College in 1914, the first Ph.D. granted to a Chinese by the College and also the first Ph.D. in

education ever earned by a Chinese. After returning to China, Kuo established National Southeast University and Kuo is considered as the first global educator in China.

On February 1, 1938, Dr. Hu Shih (胡适), leader in China's philosophical and literary renaissance, visited the University and gave a lecture titled "Chinese Nationalism". (University of Minnesota, 1938a). Hu Shih, a graduate in philosophy from Columbia University, was deeply influenced by his advisor John Dewey. After returning to China, Hu became one of the most influential leaders in May Fourth Movement, and New Culture Movement. In the same year, Mai Mai Sze (施美美), a famous Chinese artist and writer, gave a lecture named "The Odyssey of a Chinese Girl" (University of Minnesota, 1940). On July 6 of 1944, Hilda Yen (颜雅清), a diplomat, aviator, and speaker, visited the University and delivered a lecture titled with the name of her plane "The Spirit of New China". Yen was one of the leading figures of Chinese American society for decades.

Chinese Educators Learning at the University

In early 1900s, especially with the establishment of the pro-U.S. Republic of China through *Xinhai* Revolution, Chinese government tried to encourage more Chinese students to come to the United States for further study. On May 11 of 1918, a Chinese Commission studying the educational system of the United States visited the University and interviewed President Burton. The purpose of the commission was to promote a better understanding between the people of China and those of the U.S., and to facilitate sending more Chinese students to the University (University of Minnesota Alumni Association, 1918).

In 1921, Chang Peng Chun (张彭春), the president of Nankai College (now Nankai University) located in Tianjin, China, visited the University as part of his research on American educational institutions (University of Minnesota Alumni Association, 1921). In 1924, T. C. Tai, a librarian of Tsinghua College, came to the University to study the University library and its administration. He was sent by the Chinese government to investigate and report on the university library buildings and practices in the U.S. (University of Minnesota Alumni Association, 1924).

Chinese Arts at the University

Arts have enormous powers to make the world smaller because they can make it possible for people from all over the world to share cultural and moral values in an effective way. Since early 1900s, the University of Minnesota has embraced Chinese arts in various ways. With limited access to Chinese original arts during that period of time, the University museum had made its best efforts to acquire several Chinese items to present the Chinese arts to the University faculty and students. Some of them were purchased from Americans who returned from China, and some were gifts from friends of the University. In 1935, the University displayed an exhibit of Chinese robes, rubbings, and puppets on campus. Besides adding Chinese arts to the University collection, the University had held many displays and exhibitions related to China. In 1947, the University Gallery (now the Frederick R. Weisman Art Museum) hosted an exhibition of some Chinese woodcuts, rubbings, and textiles circulated by the American Federation of Arts (University of Minnesota News Service, 1947). In February of 1948, a

photographic exhibition was displayed with a title of “Peiping” prepared by the editors of Life magazine (University of Minnesota News Service, 1948).



Figure 6: unknown Chinese artist, *Heroes*, 1st century, stone rubbing, 11 1/4 x 11 1/2 in., Collection of the Frederick R. Weisman Art Museum at the University of Minnesota, Minneapolis. Museum purchase, 1934.77.

Chinese Language Program at the University

The first Chinese language class was offered by mail in 1940, and the instructor was a chemist who studied Chinese as a hobby. The class was free, and for the first semester, there were three students enrolled in that class (University of Minnesota Alumni Association, 1940). Till 1945, Chinese language was offered in a formal way and the instructor was Chien Chu, a graduate student in Chemical Engineering. In 1948, the Chinese course was taught by Chang Taing Yang, a graduate in Chemical Engineering

under Chinese government scholarship (University of Minnesota News Service, 1948). In the late forties, Professor Harold Quigley highly advocated to the University administration to open language courses in Chinese and Japanese.

University Professors Teaching in China

During 1914 – 1949, several University faculty and staff traveled to China to explore the orient. John Downey was a professor of mathematics and astronomy at the University from 1880 to 1914 and served as the dean of the College of Science, Literature, and the Arts in 1903. After his retirement from the University, Dean Downey taught at Nanking University (now Nanjing University) from 1916 to 1918 and at Peking University (Now Beijing University) in 1919 as a professor of mathematics. After he came back to Minnesota, he delivered several lectures on Chinese education and society (University of Minnesota Alumni Association, 1921).

In addition to Dean John Downey, there were several other faculty members who went to China and spent considerable time working on some pressing problems with Chinese government and colleagues. Dr. Marshal Hertig, a professor in entomology, went to do research in China in 1924. His research trip was sponsored by the Rockefeller Foundation and focused on the control of the disease known as kala-azar. He was in China for two years (University of Minnesota Alumni Association, 1924). In July of 1924, William E. Hoffman, assistant professor of entomology and economic zoology, went to China to spend five years as head of Department of Biology in the Canton Christian College (University of Minnesota Alumni Association, 1924). Houghton Holliday, an assistant professor of dentistry, resigned from the University to accept a position at the

Methodist Hospital of Peking (now Beijing Tongren Hospital 北京同仁医院) (University of Minnesota, 1926). In 1931, another assistant professor of dentistry, George Montelius, went to teach at Peking Union Medical College (北京协和医学院), and his trip was supported by the Rockefeller Foundation.

In 1925, Carl Walter Young (Chinese name 杨格窝尔德), an instructor in Department of Political Science at the University, was awarded the Willard Straight Fellowship for his research work in China. He enrolled at the Yenching School of Chinese Studies, a branch of Yenching University (燕京大学) in Beijing. In 1932, Young was appointed as councilor and technical expert on the Manchurian Commission of inquiry in Shanghai (University of Minnesota Alumni Association, 1925). In 1933, Young published a book in China -- *A Research of Japan's Special Position in Manchuria (Ri Ben Zai Man Zhou Te Shu Di Wei Zhi Yan Jiu)* and the book was republished in 2013 (Young, 2013).

In addition to teaching in Chinese institutions, the University faculty also played an important role in the administrative sphere in China. William A. Riley, a professor from Department of Agriculture, served as vice-president of the American Board of Trustees of *Lingnan* University in China. Dr. Herbert K. Hayes, a professor from Department of Agronomy and Plant Genetics, was appointed as honorary adviser to the National Agricultural Research Bureau of China. Dr. Hayes served on the position for a year from 1936 to 1937, and his research was focused on plant breeding. (University of Minnesota, 1938a). In 1938, Dr. John L. Mckelvey, joined the University and headed Department of Obstetrics and Gynecology. Prior to the University, he was the head of

Department of Obstetrics at Peiping Union Medical College (北京协和医学院) which was sponsored by the Rockefeller Foundation. He published an article about the hostile situation in China caused by the Japanese invasion and how Peiping Union Medical College coped with the challenges in the war (University of Minnesota, 1938b).

Several University professors had received recognitions from the Chinese government due to their significant contributions to the country. In 1946, Lt. Col. Leslie L. Wood, an engineer in Department of Buildings and Grounds at the University returned to the University from China as one of a few men in the U.S. who possessed the Yen Hui, or cloud and banner decoration from the Chinese government. It was awarded to him directly from then President of China, Chiang Kai-shek, based on his service as officer in charge of equipment during the construction of seventeen airfields in China (University of Minnesota, 1945). Another example is Richard K. Gaumnitz, professor from School of Business Administration, who served as deputy director at UNRRA (United Nations Relief and Rehabilitation Administration) China office in 1947. Professor Gaumnitz was awarded the Order of the Brilliant Star by the Chinese Government in 1948 (University of Minnesota, 1948a).

Humanitarian Assistance to China and Financial Support to Chinese Students

During the first half of 20th century, China had experienced one of the most unrest and disastrous periods in its history. Constant wars had left the country at risk of falling apart, and to make it worse, the north China was hit by several famines and droughts which caused severe mortality and extreme scarcity of food and other living resources.

The 1920 famine claimed lives of half of a million Chinese in northern China, and the 1928-1930 famine, 3 million.

Even though there were no official relationships between the University and China, when Chinese men, women, and children were trapped in the midst of war and hunger, the University took humanitarian actions offering generous assistance and financial support to China. In 1920, the 28th U.S. President Woodrow Wilson sent a telegraph to the then president of the University, Dr. Lotus D. Coffman asking him to serve as a member of the Chinese Relief Commission to alleviate the famine situation in China (University of Minnesota Alumni Association, 1920d). In the telegraph said,

“President L. D. Coffman,
University of Minnesota

The seriousness of the famine situation in China had led me today to make public a statement in regard to it and to point out that unless outside aid is speedily afforded, the loss of human life will be appalling. Believing that the suffering plight of this free nation will appeal to the compassion and bounty of our countrymen, I have nominated a famine relief committee to lend the weight of their names to the plan for securing popular subscriptions for relief. I have taken the liberty of naming you as a member of the committee, feeling assured that its duties will not prove onerous, and I venture to trust you will find it possible to serve.

Signed Woodrow Wilson” (University of Minnesota Alumni Association, 1920d)

In 1921, the University provided a relief fund of approximately 5495.16 U.S. dollars through American Relief Committee to address the famine condition in China (University of Minnesota Alumni Association, 1920b). On May 23, 1939, Professor Harold Quigley, University professor of political science, spoke on the opening of the All-University Conference on “Peace or War in the Far East”, and through his speech, he urged the U.S. government to provide friendly aid to China that was in the midst of invasion by Japan (University of Minnesota, 1938b).

Besides, the University provided Chinese international students with scholarships that were essential for them to complete their college degrees and vital for their post-college success. In 1944, F. H. Peavey-Van Dousen-Harrington Scholarship was established for Chinese students in agriculture, forestry, and home economics. The donor was F. H. Peavey Company and Van Dousen-Harrington Company and the scholarship provided totally \$3,000 for three years (\$1,000 per year) for one Chinese student. The first recipient was Yao Kang (University of Minnesota Board of Regents, 1944).

In 1948, the University senate discussed the issue of dealing with financial crisis faced by Chinese students, and a 1000-dollar fund was allocated as “the General Student Loan Fund” (University of Minnesota Board of Regents, 1948). Then the University newspaper *Minnesotan* published an article titled “Red Army Overrun China, and Chinese Students’ Financial Source was Cut Off”, showing concern about the financial situation of Chinese students at the University (University of Minnesota, 1949b). In December of 1948, Chinese students’ Emergency Loan Fund was established (University of Minnesota, 1949a) and had been available for Chinese students at the University for thirty years till 1979.

The University offered generous funds to assist excellent Chinese students to achieve career success. One example is *Park No-Yong* (鲍纳荣), who received a bachelor of arts from the University in 1927 and then enrolled at Harvard University where he received a master of arts in 1930 and a doctorate in political science and international relations in 1932. During his time at Harvard University, Park often came back to the University to teach courses or deliver lectures related to China politics. At the same time,

the Community Service Department at the University of Minnesota had provided him sponsorships on various speaking tours all over the U.S. Park later became an accomplished author and speaker, and his books include “Making a New China (1929)”, “An Oriental View of American Civilization (1934)”, “Retreat of the West: the White Man’s Adventure in Eastern Asia (1937)” and “Chinaman’s Chance (1940)” (Huang, 2001).

University Magazines and Newspapers on China

At that time, to travel to China and experience the country first hand was not common, and to the majority of the University community, the University magazines and newspapers served as a window for the community to have a better knowledge and understanding about China.

“The Minnesota Alumni Weekly” is the predecessor of *Minnesota*, a magazine published by the University of Minnesota Alumni Association. It started with its first issue in 1901, and on its 100th anniversary in the year of 2000. The magazine changed its name to *Minnesota*. The purpose of the magazine, according to its first editor, E. B. Johnson, is “to make the alumni acquainted with what is going on at the University at all times, and to foster a genuine University spirit among the alumni, by keeping them in touch with the University and each other” (Brady, 2000).

During early 1900s, the Minnesota Alumni Weekly had published many stories about the University alumni who worked in China, and in 1920, it published an article titled “Alumni in China” which was written by A. M. Burch, then President of the Minneapolis Steel Construction Company who travelled to China and met with many

alumni of the University. In this article, Burch proudly introduced and highly praised the dedication and excellence the alumni demonstrated through what they were doing in China. He mentioned Caroline Fullerton, then principal of the St. Mary's School, the first school for girls in China; Ray Squires, who was doing business successfully in Shanghai; William Cuddy, who was working for the Standard Oil Company in Tianjin; and Helen Dunn Daniels, who was teaching in a language school in Nanjing. Burch also talked about his meeting with above-mentioned Alice Anderson who was then teaching at a language school in Beijing (University of Minnesota Alumni Association, 1920).

The Minnesota Alumni Weekly frequently published letters written by the University alumni from China. Those letters served as the best pictures showing what the real China was like. Through those letters, the alumni offered to the University community not only detailed descriptions of what was going on in China, but also they demonstrated their love, passion, and empathy toward China. In Helen Dunn Daniels's letter, she wrote, "we have all of China about us, and although dirty and smelly in spots, wonderfully picturesque and beautiful; and the people, just as friendly and human and splendid as any of God's children" (University of Minnesota Alumni Association, 1921). In 1933, Helen Dunn Daniels later served as the president of the International Woman's Club in Nanjing, China (University of Minnesota Alumni Association, 1933).

In the letter of Karl Buswell, an instructor at Canton Christian College in Canton, China, he wrote,

Of course, a lot of the customs are different but the people are just about the same as we are. Some things are funny. Instead of sleeping on soft beds, they use boards and instead of a pillow they use a block of wood. The men wear long coats that look like skirts, while the women wear the trousers...A

lot of other things seem funny at first, but when it comes down to it they usually have some pretty good reason for their customs.

The Chinese students are very interesting. They are eager to learn and never have to be urged to study...It is a great opportunity to work with these boys, most from wealthy homes, who are going out to be the future leaders of China, and it is also a great responsibility.

Those letters with their intriguing stories may have had great impacts on many people's perceptions about China.

In addition to reporting stories of American alumni who worked in China, the University magazines and newspaper often updated the career and life of Chinese alumni who returned to China. In addition to many announcements about the job positions Chinese alumni took after their graduation, the Minnesota Alumni Weekly (1932) reported two Chinese students, Kuo-Yiang Chiang and Tseng H. Tsou, went off to the war in China to fight with the Nationalist Party. In 1939, Minnesota Chats reported that Wu Shao-Kwei, a Chinese Ph.D. recipient was bombed in China, showing concerns about his safety (University of Minnesota, 1939). As a result, Wu Shao-Kwei, survived the bombing and later became a famous agricultural educator and one of the founders of Chinese maize breeding in China. In 1974, Wu led the first Chinese delegation ever to visit the University, and he sent his alma mater a Chinese quote that read "One thinks of the source of the stream as one takes a drink from it (饮水思源)" in order to show his gratitude toward the University and his mentors (Liu, 1995).

In addition to alumni stories, during this period of time, some university administrative leaders also visited China. Among them were two University presidents: one is President George Vincent in 1919, and the other is President Lotus Coffman in 1932. Besides, W. R. Appleby, Dean of Mines, visited China for about four months in

1921. After their visits, they gave talks about China to the University community, and their trips were featured on the Minnesota Chats and the Minnesota Alumni Weekly (University of Minnesota Alumni Association, 1920), and the articles offered compelling stories and showed great pride about what the University alumni were doing in China. In an article about President Vincent's trip to China, he was quoted that "this was an indication of Minnesota's far-reaching influence, which goes wherever a Minnesota alumnus is to be found." (University of Minnesota Alumni Association, 1919).

Besides, many featured articles related to China were published on the University magazines and newspapers, introducing and analyzing the situations about China. These articles were written by professors who were in Chinese studies or had spent considerable time in China, such as John L. Mckelvey, Harry A. Franck, and Harold Quigley, etc.

Harold Quigley (1889-1968)



Figure 7: Harold S. Quigley with his students and colleagues at Tsinghua College in 1922. (Photograph courtesy of University of Minnesota Archives)

Harold S. Quigley (Chinese name 魁格雷) spent most of his teaching career in political science at the University of Minnesota from 1920 – 1954. During 1921-1923, he taught “Western Civilization” as a visiting professor at Tsinghua College (later Tsinghua University). During his stay in China, he developed personal contacts with such Chinese political and academic leaders as Dr. Hu Shih, philosopher Liang Chi-chao, General Chiang Kai-Shek and Feng Yu-hsiang and others. He even had an opportunity to interview the father of Modern China, Dr. Sun Yat-sen. His interest in the Far East was much advanced through these experiences in China, which resulted in the expansion of the Far East Studies at the university into one of the pioneers nationally.

Upon his return to the University, Quigley taught “Far Eastern Government and Politics” centering on Japan and China, and it was considered as the first such course to be offered in the U.S. Quigley published numerous articles and several books on Asian politics and international relations. Quigley had been recognized as a leading authority in this field and his leadership brought him and the University national recognition. His books on China include *Chinese Politics and Foreign Powers* (1927), *the National Government of China* (1929), *Chinese Politics Today* (1934), *Free China* (1940), and *China’s Politics in Perspective* (1962).

Challenge to Isolationism

Quigley was a particularly significant figure for this study because in 1961 he wrote and published a book titled “Challenge to Isolationism: International Relations at the University of Minnesota” which is the only book found describing the internationalization of the University during a time as far back as 1920. With this book,

Quigley had compiled a wide and deep overview of the history of developing international studies into the curriculum of the University, the beginning of the internationalization of the University, and important figures that played critical roles during the process.

During early 1920s, there was no program of international relations or area studies at the University. However, the presidents and some departmental leaders or professors had shown their great interests in international affairs. To name a few, according to Quigley (1961), President Coffman was very cautious about any professional tendencies towards socialism or communism, but his interests in international affairs increased after his visits to Russia and Australia. John B. Johnston, the Dean of College of Science, Literature and Arts at that time, was very supportive for Quigley to leave and teach at Tsinghua College and later to build up a library in Oriental resources. When T. R. McConnell became the Dean of the College of Science, Literature and Arts, his deep interest in general and liberal education was reflected in his support to the development of the interdepartmental program for area studies. Later Dean McConnell supported to continue education in Japanese and Chinese after World War II, and he also obtained a budget to aid the Center for International Relations.

Theodore C. Blegen was Dean of the Graduate School from 1940-1960, and his keen interests in international relations led to the establishment of the Scandinavian program, the first area study program at the University. Besides, Dean Blegen often welcomed international students at his home. Quincy Wright, a professor in international law, served as the first advisor of the International Relations Club, and earned the

University national recognition in the field of international law. All the people mentioned above have made instrumental contributions to the early stages of the University's internationalization by breaking the boundaries of isolationism using their foresights, courage, and creativity.

Quigley (1961) described the gradual internationalization of the University curriculum: from just a handful courses and seminars in Europe, British Commonwealth and colonies, and the Far East, to academic majors in area studies, and finally to graduate programs in these fields with considerable numbers of student enrollments. In 1950s, the University's interests and competence in Asian studies had been recognized by the Department of State, which could be reflected in its requesting the University to develop educational collaboration with the Republic of South Korea.

At that time, the main library, which was named in 1959 in the honor of a University librarian, Frank Keller Walter, was ranked as the sixth largest university libraries in the United States, and it was outstanding in its collections relating to area studies and international law. Quigley recommended the University should continue strengthen its library resources in ancient and mediaeval periods, and in linguistics and Asian materials. He also thought the University should recruit Asian scholars as faculty. Besides, Quigley highly advocated that foreign languages should be taught as media of communication in secondary schools throughout high school, which would be a necessary preparation for their college study and for their communications with international students or their study-abroad experiences. This suggestion still remains valuable for today's secondary education.

Quigley highly emphasized the value of foreign students, and he considered them as “an essential body of contributors to understanding” (p. 113). Thanks to the University’s highly ranked programs in area studies, the hospitality of Minnesota citizens and the University’s agreeable campus, the enrollment of international students reached 1,136 in the academic year of 1958-1959, ranking the fifth place among the U.S. universities that year. During that period, the Farm campus (now the College of Food, Agricultural, Natural Resources Sciences) seemed especially welcoming Asian students.

Professor William A. Riley was especially interested in Chinese international students after his teaching and administrative experiences in Lingnan University in Canton, China. Riley had served as an advisor for Chinese Student Club for several years. Forrest Moore, as Foreign Student Advisor, had demonstrated his scholarly capability and conspicuous consideration on his position. Moore had played an important role in the campus lives of Chinese international students. During the interviews with earlier Chinese alumni, all of them mentioned how Forrest Moore had helped them in many ways. After all these decades, these alumni still show great respect and appreciation to Forrest Moore for his work on the position and his friendliness toward Chinese students.

Quigley (1961) highly praised the Cosmopolitan Club, the oldest student organization at the University relating to international affairs. Its membership included a considerable number of foreign students, and all of the three first Chinese students were members of the Club with Pan Wenping once serving as its vice-president in 1915. According to Quigley, the officers of the Club were actually “drawn from various fields by a common desire to know foreign students and to help them to feel at home” (p. 123).

Their meetings were always well-attended and even attracted many people from off-campus community, such as host families of international students.

Quigley noted in his book that the University hoped to follow several other universities like Stanford in developing relations with foreign countries so that the University students could have opportunities to study abroad for at least a year. He thought the advantages of doing that were very obvious especially in language learning and cross-cultural understanding. By the time when his book was published in 1961, there seemed no such long-term study-abroad programs available yet at the University; however, teachers and students from the University could get financial aids from several sources including Fulbright Fellowship, Rockefeller Foundation, Carnegie Foundation, Ford Foundation, and other foundations. Also through these foundations, more and more international scholars and students were brought to the University.

A Pioneer as a Scholar and a Practitioner

Quigley's contributions to the internationalization of the University extended beyond his valuable publications and academic contributions on Asian studies. He had been active introducing the University of Minnesota to students abroad and promoting student exchange programs. When he traveled to foreign countries, he always prepared an illustrated brochure for circulation to encourage international students to come to Minnesota. Upon his returning to the University from Tsinghua College, he helped several Chinese students from Tsinghua College to study at the University with scholarships.

Besides, the impact of his work on Asian politics and his leadership in international relations had been recognized nation-wide. In October 1949, Quigley was invited to join roundtable meetings convened by the Department of State seeking advice on the U.S. policies against China. Twelve university professors had participated in the discussions and Quigley was representing Minnesota. One focal issue for the discussions was whether or not the United States should recognize the Communist government in China. Quigley's opinion was for the U.S. to give recognition, but as we know, the recognition was withheld for thirty years during which the relationship between the U.S. and China was the worst. Quigley was saddened by this result and the fact that his views on the roundtable meetings were ignored. He wrote articles in which he advocated, "a democracy cannot afford to neglect the results of specialization and experience in any field" (Quigley, 1961, p. 158).

Furthermore, Quigley served as faculty adviser for the Cosmopolitan Club, the International Relations Club, and the Chinese Students' Club for years. Many prominent people owe their training in significant part to him, among whom was Hubert H. Humphrey who has been considered as a friend of the Minnesota Chinese community because of his frequent assistance with immigration problems (Fuller, 2004, p. 58).

Harold Quigley should be remembered as a pioneer in Asian studies and international relations both as a scholar and a practitioner. For decades, he had been devoted to the internationalization of the University and its relationships with China. The radiant relationship with such a long history between the University and China cannot be made possible without contributions of people like him.

Some of Earliest Distinguished Chinese Students

After 1914, the enrollment of Chinese students at the University increased steadily (See Appendix I & II for detailed information of Chinese students during 1914-1924). Many of them had later become leaders in various fields, and they were the University's most loyal supporters. In early and mid 1900s when few Chinese people had heard about Minnesota, these alumni generated invaluable word-of-mouth promotion for the University among their social networks. They took the knowledge acquired at the University back to China and made critical contributions to the development of China which was in desperate need of advanced technology, science and ideology. Their prominent success in China had been the best demonstration of the quality of the University of Minnesota, which led to more and more Chinese students choosing Minnesota. Many alumni said during their interviews that they came to the University through recommendations of some earlier successful alumni they regarded as role models. This section briefly reviews some of the earliest Chinese alumni stories that we should remember as outstanding University ambassadors.

Miao Yuntai (繆云台) : the Vice-Chairman of CPPCC (1983-1993)



Figure 8: In 1979, Deng Xiaoping (right), the then-Vice Prime Minister of China, was meeting with Miao Yuntai (left). (Miao, 1991).

Miao Yuntai, who was born in 1894 in Kunming City, Yunnan, came to the U.S. in 1913. He first enrolled at Southwestern College, followed by Illinois University in 1914 before transferring to the University of Minnesota's School of Mines in 1915 graduating in 1918 with a bachelor's degree.

Miao was outstanding as a business leader, a politician, and an entrepreneur. He worked for an iron and steel company in New York before returning to China in 1919 to become the director of the Department of Agriculture and Mining in Yunnan. In 1931, he was appointed the chief manager of Yunnan Quanye Bank, while still serving as the director of the Department of Agriculture and Mining. He later became president of Fudian Bank.

In 1955, Miao became a U.S. citizen, but gave up his citizenship and returned to China permanently in 1979. He served as the director of the Board of Directors in China International Trust and Investment Corporation and was then elected to be a member of the Standing Committee of National People's Congress in 1980. Miao served as vice chairman of the 6th and 7th Chinese People's Political Consultative Conference (CPPCC) from 1983 to 1993, which has been the highest political position ever taken by the University Chinese alumni till now.

In 1991, Miao published his memoir in which he described his life in Minnesota as a Chinese international student. It's the only first-hand document directly recorded by a Chinese alumnus about what the earliest Chinese students' life was like at the University in 1910s. In his book, Miao said the University was huge and had many prestigious professors in mining. The Minnesota community was very nice to Chinese and he mentioned the Humm family who often invited all the Chinese students to their house. However, Miao also mentioned sometimes the Chinese students encountered discrimination because China was very backward at that time. He said sometimes when people knew he was from China, they would be very surprised and said "Oh, but you are so decently dressed! I thought you were Japanese!" (Miao, 1991, p. 10). Other than such unpleasant encounters, Miao said he really enjoyed his stay in Minnesota. He described Minnesota as a safe, wealthy and agreeable place for Chinese international students.

Cha Chien 查谦 : the First Chinese Student to Earn a Ph.D. from the University

Cha Chien, who was born in 1896, was the first Chinese student to earn a doctorate from the University of Minnesota. He received a bachelor of arts in literature

from Jinling University in Nanjing in 1919 and then enrolled at the University of Minnesota where he earned a masters of science in mathematics by 1921, and then he earned a Ph.D. in physics in 1923.

Upon returning to China in 1923, Cha worked as a professor at National Southeastern University (later renamed Nanjing University). In 1932, he moved to Wuhan University to serve as a faculty member and head the department of physics. He led efforts to establish the Central China Institute of Technology (later renamed Central China University of Science and Technology) and served as its first president for 22 years. As a well-respected educator, he proposed “Science for China,” with the thinking that understanding the natural sciences is crucial for a country’s development. Cha Chien had kept in touch with the University after his graduation seeking advice and financial support from his former professors and the Department of Physics.

Wong Jee Lum 黄子濂: the First Chinese Student to Earn a DDS from the University

Wong Jee Lum, who was born in San Francisco, California, enrolled in the University of Minnesota dentistry program in 1918, and became the first Chinese student to receive a doctorate of dental surgery degree in 1922. He went on to teach at Union Medical College in Peking, becoming the first Chinese professor of American methods of dentistry in China, according to Minnesota Alumni Weekly (University of Minnesota Alumni Association, 1923). In 1935, Wong became the dean of the dentistry department at the National Central University in Nanjing. He reached out to his alma mater in 1936, writing a letter to the dean of the College of Dentistry at the University asking for

materials to help his department in China (University of Minnesota Alumni Association, 1936).

In the 1940s, Wong became dean of the dentistry department at the National Defense Medical Center in Taiwan, and was also a major general in the Chinese Nationalist Army on the staff of the surgeon general. Wong was actively involved in alumni relations in Taiwan, and served as the president of the University of Minnesota Club of Taipei. In October 1959, he received the University of Minnesota's Outstanding Achievement Award, the highest honor for the University alumni (University of Minnesota News Service, 1959).

Chang Chi 张纪: a Volunteer in the Spanish Civil War

Chang Chi, enrolled in the University of Minnesota in 1920, and received a degree in mining engineering in 1923. After graduating, Chang worked for the Oliver Mining Company as an engineer. After the 1929 market crash, Chang lost his job and became seriously ill. After that, Chang became radicalized and joined the communist party. He devoted his life to social justice and other political causes. In 1937, he joined the Lincoln Brigade and volunteered as a truck driver during the civil war of Spain. Among few other Chinese volunteers in Spanish civil war, Chang was remembered as different from the others due to his fluent English and education (Ni & Zou, 2013).

Chan left Spain in 1938 and arrived in Hong Kong to participate in the Second Sino-Japanese War. While living in Hong Kong, Chang published "Spanish Vignettes" about his experience in the Spanish Civil War. He is credited with translating some of Mao Zedong's works. To volunteer in the warfare of a foreign country is not consistent

with the traditional Chinese belief of “clearing away the snow in front of one’s own door and not to worry about the snow in front of neighbors’ doors (*Ge Ren Zi Sao Men Qian Xue, Mo Guan Ta Ren Wa Shang Shuang*)”. Chang Chi’s story is a good example showing that international education is not only practical but also is deeply embedded in politics, ideology and worldviews.

Tang Peisong 汤佩松: the Father of Plant Physiology in China

Tang Peisong, who was born in 1903 in Hubei province, graduated from Tsinghua College in 1925. He received a bachelor of arts magna cum laude from the University of Minnesota in 1927. During his studies at the University, he earned the Charles Lathrop Pack Foundation Prize in forestry.

After graduation, Tang received a doctorate in agriculture from John Hopkins University in 1930. From 1930 to 1933, he performed post-doctoral research at Harvard University. He then returned to China and taught at numerous universities including Wuhan University, National Southwestern Associated Universities, Tsinghua University, and Beijing Agricultural University. In 1948, he was selected to be an academician of Academia Sinica. From 1952 to 1954, he did research at the Institute of Plant Physiology at the Chinese Academy of Sciences while also serving as a professor at Fudan University. In 1955, he was one of the first academicians at the Chinese Academy of Sciences.

After 1954, he worked at Institute of Botany at the Chinese Academy of Sciences. He was also a professor at Peking University and was elected to be a commissioner at the Chinese Academy of Sciences, a representative for the 3rd National People’s Congress

(NPC), and a member of the 7th Chinese People's Political Consultative Conference (CPPCC). He served as the chairperson of the board of directors of Botanical Society of China and the honorary chairperson of the board of directors of Chinese Society of Plant Physiology. He earned some of the highest honors in the field of science including the Natural Science Award (1989), Cheng Jiageng Award (1995), and Ho Leung Ho Lee Foundation (1991). He is considered the founding father of plant physiology and is one of the national treasures in China.

Wang Feiman 王非曼: the First Female Chinese Student

Wang Feiman, who was born in 1897 in Shandong Province, grew up in a traditional family. She was forced to wrap her feet when she was young, and later she was influenced by feminism after entering college and determined that a woman should be able to wear leather shoes like a man. So she went through an orthopedic surgery, which would have taken her tremendous courage in an extremely male-centered Chinese society in early 1900s. In addition, she changed her previous feminist name “Wang Shujing (王淑静)” into “Wang Feiman (王非曼)” which is gender neutral.

Wang came to the U.S. on a full provincial scholarship as one of the first female recipients of such a study-abroad scholarship in China. She first enrolled at Macalester College in St. Paul, Minnesota and received a bachelor of science in chemistry in 1925. Wang then enrolled at the University of Minnesota and studied home economics. She received her second bachelor of science degree from the University in 1928. After receiving a master's degree from Columbia University Teacher's College in home economics, Wang returned to China and taught home economics at the Women's

Teacher's College in Tianjin. Wang is considered one of the earliest Chinese female students at the University of Minnesota, and one of the earliest professors of home economics in China.

Lu Hefu 卢鹤绂: the Father of Nuclear Energy in China

Lu Hefu, also named Hoff Lu, who was born in 1914, graduated with a bachelor's degree in physics from Yanjing University in 1936. In the same year, Lu enrolled at the University of Minnesota and received a master's degree in 1938 and a doctoral degree in physics in 1941. After graduation, Lu returned to China and began his teaching career at Sun Yat-sen University and subsequently taught at Guangxi University, Zhejiang University, Fudan University, and Peking University. In 1957, he returned to Fudan University as a professor until his retirement.

Lu was the deputy director of the Shanghai Institute of Nuclear Research from 1960 to 1977. From 1975 to 1985, he served as the president of the Shanghai Physical Society. In 1980, he was elected an academician of the mathematics and physics division at the Chinese Academy of Sciences. Lu is regarded as the father of nuclear energy in China. As a celebrated physicist, educator, and scholar in China, Lu devoted his life to scientific research and educational work, with remarkable results, notably his world famous "equation of irreversibility."

Lu refused to use his pioneering work in nuclear energy to help develop an atomic bomb, and in order to honor this, in 2004, Lu was recognized with a sculpture in the Tate Laboratory of Physics at the University of Minnesota. In addition, the University established the Hoff Lu Fellowship in Physics in his honor.

Tsiang Yien-Si 蔣彥士: Secretary-General for Central Committee of the Nationalist Party

Tsiang Yien-Si, born in 1915 in Hangzhou, Zhejiang, received his bachelor of science from University of Nanjing in 1936. In 1940 and 1942, Tsiang earned M.A. and Ph.D. degrees from the University of Minnesota and stayed on to carry out corn experiments under Professor H.K.Hayes. Tsiang returned to China in 1947.

After serving on the Chinese American Joint Commission on Rural Reconstruction in Nanking, Tsiang moved to Taiwan in 1948 and continued to serve on the Chinese American Joint Commission on Rural Reconstruction till 1961 when he became the chair of Chinese Society of Agriculture in Taiwan. From 1963 to 1998, Tsiang served on several important political positions including Councilor for the Council of Taiwan, the deputy director of National Science Committee, Secretary-General at Executive Yuan of Taiwan, the Secretary-General at “Office of President”, Minister of “Ministry of Foreign Affairs”, National Policy Consultant for the “Office of President”, and “Presidential Advisor” at “Office of the President”.

Tsiang served as a member of the Standing Committee of the 10th and 11th Central Committee of the Nationalist Party, and he was the only politician in Taiwan who had served all of the following three critical political positions: Secretary-General for Executive Yuan, Secretary-General for “Office of the President”, and Secretary-General for Central Committee of the Nationalist Party.

Chiang Huai C. 姜怀章 : A Pioneer to Build Bridges between the U and China in 1970s

Chiang Huai C., who was born in 1915 in Jiangsu province, graduated from Southwest Associated University in 1938, and a master of science in 1946 and a doctorate in entomology in 1948 from the University of Minnesota. After graduation, Chiang first worked at the University of Minnesota-Twin Cities campus before starting his teaching career at the University of Minnesota-Duluth (UMD) in 1953. He returned to the Twin Cities campus to teach in 1961 until his retirement in 1984.

Chiang published some 250 academic articles and is internationally recognized as a pioneer and leader in integrated pest management and crop loss assessment. He served as president of the north central branch of the Entomological Society of America from 1975 to 1976.

Chiang received many honors and awards during his career at the University. In 1961, he received the Teacher of the Year Award from the UMD Student Council. After his service as project adviser for Integrated Pest Management in Thailand (1985-1988), Chiang received a Distinguished Service Award by the Royal Thai Government. In 1999, he received the Hodson Outstanding Alumni Award from the University of Minnesota.

In 1970s, when the relationship between the U.S. and China just started reviving, Chiang is one of the pioneers who started building bridges between the University and Chinese institutions. He was credited for the extensive agricultural research partnership between the University and China. In 1975, he was invited by the U.S. National Academy of Science to visit China. Then in 1979 he hosted the first visiting scholar from Mainland

China to Minnesota since 1949. Chiang coordinated many China Program activities for the College of Agriculture at the University. During the interviews conducted by the author, Chiang was repeatedly mentioned by several Chinese alumni as someone who provided critical support for their study and life at the University.

Tu Guangchi 涂光炽: the Founder of the Academic Field of Geochemistry in China

Tu Guangchi, who was born in 1920 in Beijing, graduated from South West Union University in 1944 and received his doctorate in geology from the University of Minnesota in 1949.

As a renowned mineral deposit and geochemical scientist, he is credited with establishing the field of geochemistry in China. He helped to develop the world famous Institute for Geochemistry in Guiyang. During his term as director of the Institute for Geochemistry in Guiyang, Tu fostered the growth of research on ore deposits and environmental sciences, both of which had tangible effects on mineral and water resources in China.

Tu was selected as an academician of the Chinese Academy of Science in 1980 and academician of the Russian Academy of Science in 1987. He received a University of Minnesota honorary doctorate of science degree in 1999.

The “Ten Apostles”: A Group to Modernize China’s Agriculture



Figure 9: The “Ten Apostles” at the University: (back row from left to right) Professor Arthur J. Schwantes from Department of Agriculture, Zeng Dechao, Gao Liangrun, Zhang Dejun, Chen Shengzu, Wu Kezhou; (front row from left to right) Shui Xinyuan,

In 1945, China sent a group of ten students to the University of Minnesota to study agricultural engineering, and the ten students were the last students from Mainland China in thirty years until 1979 (University of Minnesota Alumni Association, 1989). The group, sometimes called the “Ten Apostles”, came on an important mission: to modernize China’s agricultural production. This program was proposed by Mr. Zou Bingwen (邹秉文), who was China Representative at Food and Agriculture Organization (FAO), and then funded by International Harvester (now renamed as CASE IH) Company. Totally 20 participants were selected through a national exam organized by the Chinese Ministry of Education and were sent to the University of Minnesota and Iowa State University to study agricultural engineering. After receiving their master’s degrees and completing a one-year farm internship, they returned to China in 1948 and became

the first generation of agricultural engineering scientists in the People's Republic of China.

When the ten students were at the University, Professor John Strait was in charge of the program. According to Strait, the ten students received intensive introduction to American agriculture at the University through academic learning in classrooms and observing at the various experiment stations in the state. After the program, nine of the ten students returned to China and the one who stayed in the United States later started his business in air-conditioning equipment and became a millionaire. For those who returned to China, they all became founders and pioneers in agricultural engineering.

To name a few, Tao Dinglai (陶鼎来), served two tenures as president of both the Chinese Academy of Agriculture Engineering Research and Planning and Chinese Society of Agricultural Engineering. Another apostle, Zeng Dechao (曾德超), served as department head and vice president of Beijing Agricultural Engineering University (Now Chinese Agricultural University), and his book "Mechanical Soil Dynamics" was widely used as a textbook among universities. Zhang Dejun (张德骏) who taught at Jilin University of Technology, established in 1956 the first academic program of agricultural mechanical design in China, and in 1981, Zhang became one of the first supervisors for doctoral students in agricultural mechanical design and manufacture. Li Kezuo (李克佐) served as vice general manager, chief engineer, and advanced engineer at Beijing Automotive Industry General Company, and he led the development and experimental manufacturing of a double shared double wheeled plow, GT 4.9 grain harvester, 4115 diesel engine, and 492 carbureted engine.

The “Ten Apostles” have had such positive experiences at the University that they have encouraged other Chinese students to study here. According to Strait, all of them had sent their children to study at the University and in their correspondence with Strait, they always warmly recall their days at the University. Strait said “They feel very indebted to the University, the agricultural engineering department, and to me, for what we did for them over here”. (University of Minnesota Alumni Association, 1989, p. 21).

Summary

From the first arrivals of the three Chinese students at the University in 1914, the numbers of Chinese students had increased exponentially. In 1935, Chinese students became the largest group of foreign students in the University Graduate School (University of Minnesota Alumni Association, 1935). Even though the number of Chinese students decreased starting from 1938 because of the interruption of Chinese economy and warfare, Chinese students were still one of the largest international groups. During the academic year of 1947-1948, the last year before the U.S.-China relationship broke, there were totally 121 Chinese students at the University, just second to Canadian international students.

Chapter V: From Standoff to Partnership: Striving for New Paths at an Impasse (1949-1977)

After the ending of World War II, China, already devastated, was again stranded by continuous political crisis and struggles between the Nationalist and Communist parties. Along with the defeat of the Nationalist force during 1948-1949 and especially after the establishment of People's Republic of China, a lot of Chinese people, mostly those who used to work or fight for the Nationalist party, fled to Hong Kong or Taiwan. According to Fuller (2004), the population of Hong Kong had increased from 0.7 million to 2.2 million within five years. As for Chinese immigrants who were already living in the United States, they were very concerned about the living conditions and the unpredictable future of their families that were in Hong Kong or Taiwan, so they tried every means to get them to join them in the United States. After the rupture of the U.S. – China relationship in 1949, it was highly unlikely for Chinese people to come directly from the Mainland China. With the exception of several thousand students who studied languages primarily in the United Kingdom, France, Canada, West Germany, and Japan, no students were able to study abroad for professional trainings from the People's Republic of China during 1960s and the first half of 1970s (Orleans, 1988). However, the number of Chinese immigrants from Hong Kong and Taiwan kept growing. Minnesota's Chinese population had increased to 1,270, more than doubled from 1940s to 1960 (Fuller, 2004).

Chinese Students at the University

During the years right after the establishment of People's Republic of China in 1949, the numbers of Chinese students at the University have declined significantly from 78 in 1949 to only 38 in 1953 (See Appendix III). After a short period of low Chinese students enrollments, increasing numbers of Chinese students from Taiwan and Hongkong joined the University, which phenomenon was referred to as “postwar Chinese student migration” (Liu, 2009, p. 9). In both 1957 and 1958, the numbers of Chinese students at the University were respectively 106 and 146, being the biggest international student group on campus. Chinese students played an active role to enrich campus culture and strengthen fellowship among Chinese and American students.



Figure 10: A group photo of Chinese Student Association (University of Minnesota, 1948)

The Chinese Student Club established by the first three Chinese students was renamed the Chinese Students Association in 1948. Till late 1950s, the organization was well established. Members of the organization were from diverse provinces in China or the U.S. The organization's mission was to encourage fellowship among Chinese

students, introduce Chinese culture to the University community, and provide a platform to discuss problems related to the reconstruction of China (University of Minnesota, 1958).

The People's Republic of China was in the midst of successive political movements and several devastating famines, which had isolated the whole country from the rest of the world. Because of that, the student exchanges between the University of Minnesota and the People's Republic of China totally ceased. However, more and more students from Taiwan and Hong Kong came and enrolled at the University. The number increased more rapidly after the signing of the Immigration and Nationality Act on October 3, 1965. This Act was designed to "reunify families and admit people who had needed skills" (Fuller, 2004, p. 56) and as a result, immigrants from Taiwan and Hong Kong greatly increased. At the same time, the number of students from Taiwan and Hong Kong accordingly increased to a great extent. Till 1970s, the Chinese population at the University had raised to over 400 students.

In 1974, there were 176 Chinese students from Taiwan and they actively developed social networks by establishing formal and informal associations. The China Study Group was formed in order to promote friendship between the people of the United States and the People's Republic of China. Another student group established by Chinese students was Chinese Christian Fellowship (Office of Student Affairs, 1974).

Chinese Students in Twin Cities Chinese Community

One of the characteristics of Chinese students during this period was the emerging of several student leaders who became highly influential in the Chinese community in

Minnesota and established a very formal presence of the University Chinese students in Twin Cities.

Chinese American Association of Minnesota (CAAM)

In 1949, two businessmen and leaders of Chinese community, Walter James (owner of Nanjing Restaurant) and Stanley Chong, initiated the establishment of an organization called Chinese American Club with the purpose of promoting the socialization among Chinese immigrants in Twin Cities. At that time, the Chinese Student Club at the University often participated the events held by the Chinese American Club (Fuller, 2004). According to Fuller (2004) and an interview with Di Chen, a University alumnus and one of the student leaders at that time, there formed a sharp division between the Chinese from southern China who were closely bonded in business and those from northern China who were relatively loosely connected. In order to avoid further friction between the two groups, several Chinese students and alumni of the University renamed the Chinese American Club to the Chinese American Association of Minnesota (CAAM) in 1968 with Di Chen serving as the first president.

CAAM was established as an overarching organization bringing together businessmen, students, professionals, missionaries, Southerners, and Northerners. That was the first time that Chinese people in Minnesota from different sectors and backgrounds worked together under one organization. CAAM membership reached 95 in 1971, working closely with the Chinese Student Association and the Minnesota Hong Kong Student Association. Nowadays, CAAM is still one of the most important and influential organizations in Minnesota Chinese community.



Figure 11: A group photo of CAAM Founding Board Members taken in October, 1967. From the left: Front row: David Lo (Vice President), Di (Dick) Chen (President), Fred Hsiao (Board Member). Back row: Jie Chang Soong (Board Member), Wei Ming Lu (Treasurer), Shao Hsiung Huang (Board Member, Chair of Minnesota Chinese Student's Association). Photo courtesy of Di Chen.

Other Engagements of U Chinese Students in the Community

As mentioned before, many Chinese especially those who worked for the Nationalist Party, were forced to leave Mainland China for Taiwan and Hong Kong. By 1960s, some of their children arrived at Minnesota and in 1960, there were 32 students from Taiwan studying at the University of Minnesota (Fuller, 2004). In 1966, an organization was established by the Taiwanese students and called the Formosan American Club of Minnesota, representing Taiwan and its culture on many occasions held in the Chinese community.

By early 1970s, the Chinese community in Twin Cities became more and more involved in politics and University alumni and students played important roles. In 1971, a University alumnus in civil engineering, Lu Weimin, established the Minnesota Chapter

of the Organization of Chinese Americans, addressing “legislative and policy initiatives at all levels of government to ensure the rights of Chinese and Asian American citizens”. During that period of time, the Chinese were relatively active in addressing political issues and supporting political candidates who were considered as friends of Chinese community, such as George Latimer and Hubert H. Humphrey.

University Professors in China

The U.S.- China relationship was totally cut off from 1949 to 1954, and starting from 1954, there had been some meetings between the two countries at an ambassadorial level, but the hope to normalize the relationship was slim. Till the late 1960s, the U.S. and Chinese leaders agreed on that to establish and improve bilateral relations would be beneficial for the common interests of both countries. The breakthrough is in 1972 when the U.S. President Richard Nixon visited the People’s Republic of China, which showed to the world that the relations between the U.S. and China had been officially normalized. After that, the educational exchanges between the two countries started to resume and several of the University professors in several fields were invited to visit China. The following section presents a number of visits of the University professors and alumni to China.

Norman Borlaug

Dr. Norman Borlaug is a University of Minnesota alumnus who received the Nobel Peace Prize in 1970 for his role as the Father of the Green Revolution and for developing “miracle wheat” in Mexico, which saved hundreds of millions from famine and starvation in India and Pakistan. After President Nixon’s China visit in 1972, he

joined the 10-member U.S. agricultural science delegation to visit China in 1974. During the next three decades he has traveled extensively in China, initially to wheat-growing areas and over time to maize and other agricultural areas, talking with farmers and urging adoption of approaches he developed. Dr. Borlaug created the World Food Prize in 1986 and two citizens of China have received the \$250,000 Prize: Agricultural Minister He Kang (1993); and Professor Yuan Longping (2004) who was the director of the China National Hybrid Rice Research and Development Center in Changsha.

Robert Poor



Figure 12: A group photo of the U.S. delegation of archaeologists to China. University professor Robert Poor is the third from the left in the middle row, the one with a dark hat and a scarf. (Photo courtesy of Professor Robert Poor)

In 1973, Robert Poor, at that time was an associate professor of art history and associate director of the Minnesota Museum of Art in St. Paul. As a well-known Bronze Age archaeologist, Professor Poor was one of 12 American specialists on Chinese art and archaeology to be on a month-long tour in Mainland China. It was the second U.S. delegation to China, following President Richard Nixon's first U.S. delegation to China

in 1972. This delegation was sponsored by the Committee on Scholarly Communication with the People's Republic of China (CSCC, later renamed Committee on Scholarly Communication with China³).

Upon returning to the United States, Professor Poor published two articles on his impressions of China. He spoke highly of the future of China and said China had the potential to become a world power. He said, "the Japanese experience, the American experience and the Russian experience may be just a prelude to what's happening in China. China's industrial could be beyond anything we know." (University of Minnesota News Service, 1974a, p.1). Professor Poor was deeply impressed by the discipline of Chinese people and the vitality of the society. He shared in the article, "Every single aspect of life is geared toward serving the state, and the closest analogy to it I can think of is the United States during World War II when everyone was encouraged to work hard for the good of the country." (University of Minnesota News Service, 1974a, p.2).

Professor Poor talked about some critical issues in China, such as the goals of education being subservient to political considerations, and strategies for population control. He also described the everyday life of Chinese people during that time of period: people live in communes and work in fields with the only tools of a basket, a shovel and a wheelbarrow. Posters of Chairman Mao were displayed everywhere and so were slogans saying "May Chairman Mao live forever!" He also talked about the intellectual environment and archaeology in China (University of Minnesota News Service, January – April 1974; University of Minnesota Alumni Association, 1975).

The two articles about Professor Poor's visit to China were featured on the University News, and because extremely few people from the west were able to visit China, Poor's first-hand experiences during his visit and his impressions about China must have served as a precious peek at what China was like during the tragic cultural revolution.

Jack C. Merwin

University Professor Jack C. Merwin, dean of the College of Education, joined the first delegation of 25 professionals from all areas of education on an eight-day tour of China during March 13-21, 1974. Professor Merwin was chosen from a pool of 700 applicants and was the only dean of a college of education in the group. The delegation was the first group of professional educators, who were invited by the Chinese government and allowed into the country. The group was organized by Gerald Read, a recognized professor of education at Kent State University (University of Minnesota News Service, 1974a; University of Minnesota Alumni Association, 1975).

After Merwin's visit to China, the University News Service published some of his observations regarding elementary and secondary education in China. He shared in the article that in China elementary school children had to work side-by-side with farmers and middle school students had to sew spreads for hospital beds during the school day because those activities were part of the school curriculum and an integral part of each child's education. Professor Merwin said, "Workers come into the kindergartens to talk to the children about labor, and we were told the purpose of kindergarten was to help children develop 'morally, intellectually and physically to become new

workers.”(University of Minnesota News Service, 1974a, p. 205). Chinese middle schools were aimed at criticizing the ‘revisionist line and studying the thoughts of Chairman Mao, and all of the teachers were sent to the countryside regularly to be “re-educated” by peasants, shared by Professor Merwin.

Professor Merwin also talked about the status of teachers in China, and the different perspectives about student failure. If a student fell behind in his studies, it was considered to be the responsibility of his teacher and fellow students because they failed to help him understand and catch up at his own pace. Those first-hand observations by Professor Merwin depicting Chinese education during the Cultural Revolution must have held a special fascination in the University community because it was rare that the status of education in China which was a still relatively secluded country, was introduced to the University.

The following year, University Professor Huai C. Chiang, who is credited for the extensive agricultural research partnership between the University and China, was invited by the U.S. National Academy of Sciences to visit China. Then in 1979, he hosted one of the first visiting scholars from the Mainland China to come to Minnesota since 1949.

In 1973, the Chinese government invited University Professor Chih-Chun Hsiao (萧之樵) to China to give a lecture about aerospace engineering. He had the distinction of being one of the first U.S.-based, China-born scientists to receive such an invitation.

Visits of Delegations from and to China

In 1974, a six-member Agricultural delegation from China visited the University. It was the first Chinese delegation visiting the U and they were from Henan Agricultural

College. This delegation was under the sponsorship of the Committee on Scholarly Communication with the People's Republic of China (CSCPRC), a committee sponsored by the American Council of Learned Societies, the National Academy of Sciences (NAS). At the University, the Henan delegation visited laboratories and experiment stations in agriculture. Wu Shaokui (吴绍骞), who earned a master's degree in plant genetics in 1936 and a doctorate in 1938 from the University, was the delegation leader (University of Minnesota, 1974).

In the summer of 1976, with the support of the Hill Family Foundation, a delegation of ten faculty members and area businessmen visited China. The delegation was led by E. W. Ziebarth, the former dean of the College of Liberal Arts and interim president of the University in 1974. Other participants were John Turner in political science; Robert Beck in education; Robert Holloway in business administration; Richard Mather in East Asian languages; Robert Spencer in anthropology; and Henry Taylor in physiological hygiene. The delegation visited five Chinese cities to study their fields of interest (University of Minnesota: University Relations, 1976; Turner, 1984).

On this delegation was Robert Beck, a University Regents' Professor of the History and Philosophy of Education. Upon returning to the University, Professor Beck delivered a lecture on a comparison of U.S. and Chinese higher education. According to his talk, he was struck by some aspects of higher education in China, such as its political constraints and the restrictions of collectivism in research. He said, Chinese scholars were considered as servants of "the needs of the people" (University of Minnesota News Service, 1976, p. 27). As a result, few faculty members could carry out research that they

were personally interested because there was not much room allowed for individuals' priorities and private devotions in their scholarship.

Chinese Language and Chinese Studies at the University

According to a historical review of the Asian Languages and Literatures program by Richard Mather in 2002, the need for offering courses in Asian languages and literatures became obvious after the World War II. At the University, Professor Harold Quigley from the Department of Political Science, who was introduced in the previous chapter strongly urged the University administration to offer courses in Chinese and Japanese. In the late forties, a couple of faculty members from the German Department formed a separate department called "Linguistics and Comparative Philology". This department was originally just teaching Russian and in 1949, Chinese language and Chinese history were added to this department (University of Minnesota, 1950). In 1963, South Asian languages were added to the department, and in the same year, Slavic Languages declared independence as "Slavic Languages". In 1966, the department was renamed "East and South Asian Languages", and in 1968, South Asian Languages also separated from the department. At this point, what remained in the department became East Asian Languages which included Chinese and Japanese Languages, Literature and Linguistics.

In 1949, Richard Mather, who had just finished his degree in Oriental Languages from the University of California at Berkeley, joined the Linguistics Department of the University. With Professor Mather as the instructor, for the first time, courses were offered in the Chinese language, and Chinese culture and history as part of the Far East

Area study program (University of Minnesota Alumni Association, 1949). Mather initiated the Chinese Language and Literature program at the University of Minnesota. For the following nearly four decades, Professor Mather served as the major force for Chinese studies at the University.

In addition to Professor Mather, Professor C. J. Liu who replaced Mather in 1963 when he was on sabbatical added new courses in Chinese Drama and Vernacular Fiction. In 1965, Professor Stephen Wang joined the University and added further dimension to the Chinese program by offering courses in the History of the Chinese language. In 1960, the University was able to offer graduate courses in Chinese and in 1963, the University started to offer a Master of Arts degree in Chinese with graduate assistantships (University of Minnesota: Graduate School Executive Committee, 1960). In 1967, a doctoral program in Chinese was approved by the Graduate School (University of Minnesota: Graduate School Executive Committee, 1967).

Besides the Chinese language program of East Asian Languages, several courses related to China were offered in the History Department. Professor Romeyn Taylor and Professor Edward Farmer were teaching courses on Chinese revolution, Chinese history, and Chinese government.

East Asian Library

Along with the development of East Asian studies, in 1965, with the initiative of the then vice president for academic affairs, Donald Smith, the East Asian Library was started and its collection ranked about fifteenth in the country at that time. (T. Farmer, personal communication, September 4, 2014).

The University decided to make its East Asian Library into one of the best such libraries in the Midwest, so in 1966, it hired the renowned librarian and also a Harvard professor, Alfred. Kaiming Chiu (裘开明) , to work as a consultant at the University's East Asian Library for a year. Dr. Chiu's work sponsored by funds from a Ford Foundation grant and administered by the Office of International Programs at the University. Having worked at Harvard as the head of its Oriental Library for 40 years, Dr. Chiu created a new system called the Harvard-Yenching classification schedule for the Harvard-Yenching Institute which possessed an enormous collection in Chinese and Japanese. During his stay, Dr. Chiu helped the University catalogue the existing collection by his new system and also helped plan the growth of the East Asian Library into one of the best in the Midwest (University of Minnesota News Service, 1966a).

The University's Financial Support for Chinese Students

From 1949, due to the economic conditions in China, Chinese international students had encountered pressing financial problems. The University had made every effort on campus to ease their problems and offer constructive help through the Office of the Foreign Student Advisor. As mentioned in Chapter IV, the Chinese Student Emergency Aid Fund was established in 1949 to meet the financial crisis faced by Chinese students, and both Chinese Ministry of Education and Rotary Club of Minneapolis contributed to the fund. In 1950, the United States Department of State aid program forwarded a total of \$32,345 in cash and \$10,447 in travel grants to 67 Chinese international students at the University (University of Minnesota, 1950).

In 1951, China International Foundation Scholarship was established and the donor was China Institute of America. This scholarship offered 2, 400 U.S. dollars for each recipient every year (University of Minnesota, 1952). Besides, the Julia Marshall Scholarship which was awarded to international students of the University on the basis of superior scholarship and future promise of service in their native countries. Several Chinese students were recipients of this scholarship during the 1950s (University of Minnesota, 1956a).

In 1960, Chinese Student Scholarship was established to award Chinese international students who had demonstrated outstanding scholarship and leadership potentials. This scholarship was sponsored through the Greater University Fund (University of Minnesota, 1960). From 1971 to 1975, several grants were established to support research on contemporary and republican China, the economy of China, Chinese civilization. These grants were offered by the American Council of Learned Societies (Office of Sponsored Program, 1971).

In addition to scholarships and grants that were established for Chinese students, there were many Chinese students who received various scholarships and fellowships based on their academic excellence and outstanding leadership that had helped them overcome the financial crisis.

Chinese Representation at the University

From 1949 to mid1960s, due to the intense political relationship between the U.S. and China, there were not significant China-related activities going on at the University campus. Since the Mid 1960s, along with the improvement of relations between the

United States and China, many conferences were held on the topic of China all over the U.S. and organizations and committees were established in order to develop and strengthen friendship and understanding between the peoples of the United States and China. Minnesota started to be dedicated to rebuilding its bridges with China and the University also began to develop many programs to encourage understanding and cooperation between the University and China.

Minnesota Conference on China

In 1966, a “Minnesota Conference on Communist China” was held during February 14-16 in Hopkins, Minnesota. This conference was sponsored by the General Extension Division of the University of Minnesota, through its Minnesota World Affairs Center and its Department of Conferences and Institutes.

A number of renowned authorizes on China were featured on the conference. Jan Myrdal (son of Nobel laureates Alva Myrdal and Gunnar Myrdal), who was a Swedish anthropologist known for his book “Report from a Chinese Village” gave a talk on “Peasant Attitudes Towards the Revolution”. Professor C. P. Fitzgerald of the Department of Far Eastern History at the Australian National University, Canberra spoke on “Continuity and Change in the Chinese Revolution”. Roderick MacFarquhar, an editor of “The China Quarterly”, spoke on “Problems Faced by the Party”. Besides, Brigadier General Samuel B. Griffith II, U.S. Marine Corps, ret., also a research fellow with the China Project of the Council of Foreign Relations, New York City, talked about “China’s Capacity to Make War.” Harold W. Jacobson, director of the Office of Asian Communist

Affairs of the U.S. Department of State, spoke on “U.S. Policy Toward Communist China” (University of Minnesota News Service, 1966a).

This conference was groundbreaking because it drew unprecedented press attention after an unofficial ban on public debate about China polity through the 1950s and into the 1960s. Inspired by the success of this conference, there were several seminars and conferences held on campus during the following years. In 1968, the Minnesota Conference on China was held again co-sponsored by the World Affairs Center of the University and American Friends Service Committee (University of Minnesota, 1967).

China Seminar

On January 21 and 22 of 1969, an open seminar on China was held at Mayo Auditorium of the University. The topics focused on internal developments in China, Sino-Soviet relations and Sino-U.S. relations. The Chairman of this seminar was Harrison E. Salisbury who was the assistant managing editor of the *New York Times*. Professor Hubert H. Humphrey was one of the speakers. Other participants included Ezra F. Vogel and James C. Thomson Jr. both of whom were from Harvard University; John W. Lewis from Stanford University, and Donald Zagoria from Hunter College (University of Minnesota, 1969). All the sessions of the seminar were taped and later broadcasted as TV series called “Red China in the 70’s” on the University of Minnesota Television Hour (University of Minnesota News Service, 1970).

China Week

Sponsored by the Chinese Student Association, November 3-9 in 1971 was claimed to be China Week at the University. During this seven-day festival, films on China were shown in Coffman Union at noon each weekday, and a Chinese opera was presented with puppets, films, slides and demonstrations. Other events of the week include a fair of Chinese arts and handcrafts, an eight-course Chinese dinner, and the China Week Cup *ping-pong* tournament.

The highlight of the China Week was a one-day conference entitled “The U.S. and China in Asia” held on November 4th in Bloomington, Minnesota. It featured nationally known scholars on China and University faculty. The speakers included Allen Whiting, former U.S. deputy counsel-general in Hong Kong. Whiting was also a political science professor at the University of Michigan and he was known for his book “China Crosses the Yaul: The Decision to Enter the Korean War”. On the conference, he spoke on the topic of “The U.S. and China in Asia: Prospective and Desirable Roles”.

Other speakers included Donald Zagoria, director of the Research Institute of Modern Asia at Hunter College. He was an authority on both China and Russia and author of “The Sino-Soviet Conflict 1956-1961”. On the conference, Zagoria’s topic was “U.S. Objectives in Asia: The China Dimension”. Among the speakers was Peter Van Ness, associate professor of international relations at the University of Denver and author of “Revolution in China’s Foreign Policy. His topic on the conference was “China’s Objectives in Asia”. Another speaker was Albert Feuerwerker, a history professor at the

University of Michigan, and he spoke on “Chinese Tradition and Foreign Relations: An Historical Perspective” (University of Minnesota News Service, 1971).

In 1974, Minneapolis Major Albert Hofstede and the City Council designated April 15-20 China Week and encouraged people to attend week-long events at the University (University of Minnesota: University Relations, 1974). During the China Week, art, social events, public health, women, and the Cultural Revolution in China were the subjects of six days of forums, talks, art exhibits and films at the University. Among the highlights of the China Week was a lecture on the Chinese Cultural Revolution given by William Hinton, a scholar in Chinese revolution best known for his book *Fanshen* (翻身 meaning revolution) published in 1966. Professor Robert Poor delivered two lectures during the week on topics of everyday life in China and Chinese art and archaeology.

Publications on China

In addition to conferences and seminars on China, the University had issued several publications about China. In 1953, a book “Modern China’s Foreign Policy” was published by the University of Minnesota Press. It was written by Werner Levi, a University professor of political science, and in this book, Professor Levi analyzed the development of China’s attitudes and actions toward the world from the beginning of its contact with the west to the post-WWII period (University of Minnesota News Service, 1953b; University of Minnesota, 1953).

In 1967, a booklet titled “China: Sources of Information in Minnesota” published by the World Affairs Center of the University, a part of the University’s General

Extension Division. The booklet had 20 pages brought together accessible resources on the Mainland China and presented a short history of the U.S.-China relations. The pamphlet included the detailed information of speakers about China available in Minnesota, and an annotated bibliography of papers, pamphlets, films and tapes about China. It was available at no cost for everyone to pick up from the center (University of Minnesota New Service, 1967b).

Guest Speakers on China

Despite the intense political climate during that period of time, the University continued to host distinguished individuals who had done critical works on China. To travel to the Mainland China was at that time still off-limits for Americans, so it was particularly significant to have those notables to share their wisdom and life experiences in China with the University community.

On January 26, 1950, the University welcomed Wing-Tsit Chan (陈荣捷), a Chinese scholar and professor from Dartmouth College best known for his studies of Chinese philosophy and his translations of Chinese philosophical texts. The lecture was hosted by the University's Department of Philosophy and Department of Concerts and Lectures (University of Minnesota News Service, 1950).

On July 2, 1953, No-Yong Park (鲍纳荣) spoke on the "Red Shadow Across Asia" at the University. The speaker, as previously introduced in Chapter IV, was a University alumnus and an authority in Far Eastern affairs (University of Minnesota News Service, 1953a). In 1955, another alumnus, Milton Jan-Tze Shieh (谢然之), a publisher of the New Life Daily News in Taipei, gave a lecture on "The Situation on Formosa". Shieh

received a master's degree from the University in 1947 (University of Minnesota News Service, 1955).

On December 1, 1955, John Carter Vincent spoke on "Asia and the United States" at the University. Vincent had lived in China from 1925-1935, serving as a diplomatic officer in seven cities. Later he returned to the U.S. and became chief of China division of the Department of State and the director of the office of Far Eastern affairs in 1945. His lecture at the University was sponsored by the University's International Relations Club, Center for International Relations and Area Studies, and Department of Concerts and Lectures (University of Minnesota News Service, 1955).

On May 8 of 1967, Rulan Chao Pian (卞赵如兰) delivered a lecture on "Musical Elements in the Peking Opera". Pian was a lecturer in Chinese and Chinese music at Harvard University, and in this lecture, she analyzed the dramatic uses of speech, arias, and the percussion orchestra in the Peking Opera (University of Minnesota News Service, 1967b).

On April 10 of 1968, Professor Rhoads Murphey from Geography Department and Center for Chinese Studies of the University of Michigan gave a speech on "The Chinese City". Professor Murphey had served with the British Friends Ambulance Unit in China from 1942 to 1946 and traveled to many cities in China. At the University, Professor Murphey introduced a number of Chinese cities that he was personally familiar with (University of Minnesota News Service, 1968).

On May 6 of 1968, Arthur F. Wright who was the Charles Seymour Professor of History at Yale University delivered a lecture on the topic of "Chinese Communism and

Chinese Buddhism” at the University (University of Minnesota News Service, 1968).

Professor Wright specialized in Chinese social and intellectual history of the pre-modern period.

On June 22, 1970, *Zhao Yuanren* (赵元任), professor emeritus of Oriental languages at the University of California, Berkeley, spoke on the topic of “Playing with the Chinese language as a Symbolic System” at the University of Minnesota (University of Minnesota News Service, 1970). Zhao was a prestigious Chinese-American linguist, educator, scholar, and poet; he was best known for his *Mandarin Primer* (国语入门), one of the most widely used textbooks in Chinese learning.

On January 8, 1976, the Premier of China, Zhou Enlai (周恩来) passed away, and on February 27, 1976, the University invited William C. Hinton to give a speech on his personal friendship with Zhou. Hinton has written four books on the Chinese revolution and cultural revolution. Hinton lived in China during the revolutionary years between 1945 and 1954. He was the national chairman of the U.S.-China People’s Friendship Association and knew Zhou and interviewed him for several times (University of Minnesota News Services, 1976a).

Other Important Conferences about China

On October 31 of 1974, the University hosted another conference on China which was sponsored jointly with the National Committee on United States-China Relations Inc. The conference brought together business people interested in trade with China, teachers in China studies and local and international experts on China. Speakers included Charles Freeman, an officer from U.S. Department of State who was in charge of China-

Mongolian Affairs, Stanley Karnow, the associate editor of the magazine “the New Republic”; Walter Surrey, general counsel of National Council for U.S.-China trade; and Salim Ahmed Salim, the ambassador to the United Nations from Tanzania and former Tanzanian ambassador to China. A major part of the conference was designed for business people, covering topics about how to start business with China and the financing and legal problems to be aware of. Speakers of the conference also talked out China’s role in the world and its diplomatic policies (University of Minnesota News Service, 1974b).

When Mao Zedong (毛泽东) died on September 9, 1976, there was enormous uncertainty about what the future held in stock for China and its people. On October 15, 1976, the University hosted a two-day conference on the future of China after the death of Chairman Mao. Five scholars on China who had been to China shortly before the conference provided their perspectives on China, and historians and political scientists who has written books on Chairman Mao and the Chinese revolution presented at a session called “Mao Zedong: A Retrospective” (University of Minnesota New Services, 1976c).

On April 7, 1976, a conference called “What Minnesotans Should Know About China” was co-sponsored by the University’s World Affairs Center and Augsburg College. The aim of this conference was acquainting Minnesotans with the new China because according to the conference organizers, “Surveys show that American students spend less than eight hours of a 12-year education studying China and Asia. Yet the bulk of the world’s population lives in Asia and the great cultures of the ancient world,

particularly China, developed there.” (p. 3, University of Minnesota News Service, 1976b). Although the conference was designed for teachers in primary and secondary education, it was open to the public. The topics included “The Way of Tao and Mao: Teaching China at High School” and “Misunderstanding China”, a Columbia Broadcasting System documentary (University of Minnesota News Service, 1976b).

Chinese Opera from Taiwan



Figure 13: In 1962, members of the Foo Hsing Theatre performed Chinese Opera and acrobatic ability at the University. (Image courtesy of the University of Minnesota Archives, University of Minnesota)

In 1962, the University welcomed the Foo-Hsing Theatre from Taiwan. The performance troupe included fifty Chinese children who were students of the Foo Hsing Chinese Opera School ranging in age from seven to sixteen years old. In 1962, the troupe went to Seattle for the World’s Fair performances under the sponsorship of the Government Information Office of Taiwan. Then the group went on a tour in the United

States and was invited to the University where they performed the play “The Beautiful Bait (美人计)” (The Gopher, 1963).

In October of 1973, the National Chinese Opera Theater from Taiwan visited the University of Minnesota during their first U.S. tour. The group of about eighty players performed singing, dancing, mime, ritual sword-fighting, the art of Kung Fu, and acrobatics for the University community. (University of Minnesota: University Relations, 1973).

Chinese New Year’s Party

On February 23, 1964, Chinese Student Association held Chinese New Year Party (University of Minnesota News Service, 1964), and since then, the party has become an annual event to celebrate Chinese New Year almost every year.

Usually there was Chinese dinner,

Chinese dancing and singing performance, a fashion show of Chinese native dress, and sometimes a Chinese movie. For some of the years, American students enrolled in Chinese language courses at the University’s East Asian Language and Literature program performed on the party. This party has been one of the highlights of the University and especially its Chinese community.

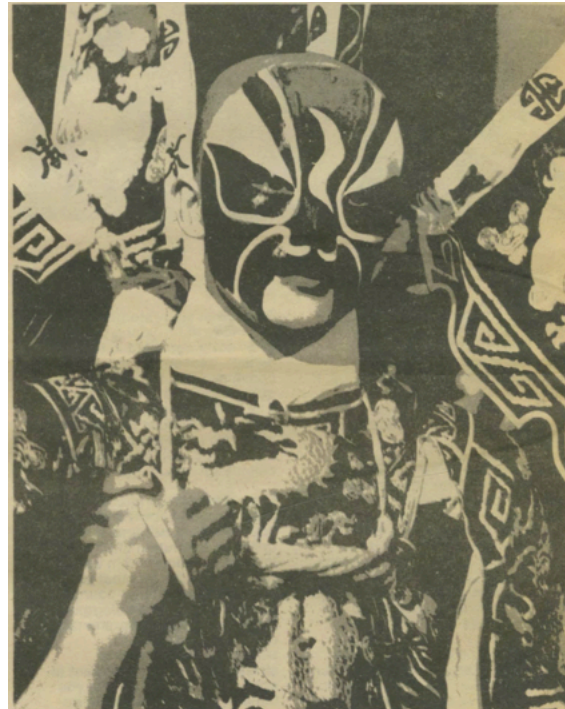


Figure 14: In 1973, one of the players of the National Chinese Opera Theater from Taiwan was performing at Northrup on Oct. 16 (Image courtesy of the University of Minnesota Archives, University of Minnesota)

University Gallery Exhibitions

Chinese paintings, rubbings, and photography have been presented on many exhibitions, which brought the University precious opportunities to observe the enigmatic objects and imagery from the East. In 1957, an exhibition called “2000 years of Chinese Painting” was held at the University gallery through circulation of the American Federation of Art (University of Minnesota, 1956b). In 1966, the Northrop Memorial Auditorium hosted an exhibition titled “The New Chinese Landscape” (University of Minnesota News Service, 1966b). During June 2-25 of 1967, the University gallery showed sixteen stone rubbings from an ancient Buddhist shrine, a gift given to the University gallery (University of Minnesota News Service, 1967a). In 1975, Chinese calligraphy and painting were displayed at the Coffman Gallery (University of Minnesota: University Relations, 1975).

Some Distinguished Chinese Students

During 1949-1977, due to the long period of US-China tension, the relationship between the University and the Mainland China has been cut off, and the Chinese international students at the University were mostly from Hong Kong or Taiwan. The only few from the mainland China on campus were those who arrived at the United States before 1949. This did not stop Chinese international students from playing important and active roles on campus and after they graduated. Wherever their careers led them, the Chinese alumni created the University’s reputation through their intelligent, innovative, and effective work in their fields. In the following section, a few outstanding Chinese alumni’s stories will be presented in order to recognize them for their

distinguished professional achievement and their contributions to attract more and more Chinese students to the University in the years to come.

Xu Guanren 徐冠仁: the Founder of Nuclear Agriculture Sciences in China

Xu Guanren, who was born in 1914 in Jiangsu, received a bachelor's degree in agronomy from China's National Central University in 1934. After graduation, Xu became a professor at National Central University until 1946 when he came to the U.S. and enrolled at the University of Minnesota. He received a doctorate in plant genetics in 1950, and then he stayed on at the University of Minnesota as a research fellow until 1956. According to University of Minnesota Archives, Xu found a way to induce a mutation for resistance to a virulent race of wheat stem rust, which was such a significant achievement that the Chinese government invited him back to China to set up an atomic energy laboratory, the first one to investigate peaceful uses of atomic energy.

After Xu returned to China, he served as dean at the Atomic Energy Utilization Research Institute at the China Agricultural Scientific Institute, deputy director of Institute of Biophysics in Chinese Academy of Sciences, and executive director of Chinese Society of Nuclear Agriculture Sciences. Xu's research made important contributions in improving crop varieties in China. Xu earned many honors and awards and was elected as an academician at the Chinese Academy of Sciences in 1980. In 1986, he received the Outstanding Achievement Award from the University of Minnesota. Xu is considered the founder of nuclear agriculture sciences in China.

Ma Shijun 马世骏 : the Founder of the First Insect Ecology Lab in China

Ma Shijun, who was born in 1915 in Yanzhou, Shandong Province, graduated from the Department of Biology at Peking University in 1937. He came to the U.S. as a graduate student in 1948 and received his master's degree in insect ecology at Utah State University one year later. He then attended the University of Minnesota and received his Ph.D. in 1950. Ma returned to China in 1952 and created the country's first insect ecology lab. He served as a researcher and director at the Chinese Academy of Sciences Institute of Experimental Biology, the Insect Ecology Research Office, Northwest Plateau Institute of Biology, the Institute of Zoology, Academic Committee, the Research Center for Eco-environmental at the Chinese Academy of Sciences, and the Environmental Research Center. At the same time, he served as a professor at several well-known universities, including Peking University. In 1980, he was elected to be an academician at the Chinese Academy of Sciences. In addition, he worked as an advisor on the State Council Environmental Protection Commission and as chairman of the China Ecological Society. Internationally, Ma served as a pest expert committee member of FAO and UNEP, executive director of the International Institute of Insects, member of the International Committee of Systematic and Evolutionary Biology, Chairman of the China Committee of the International Union of Biological Sciences, Vice Chairman of International Geosphere - Biosphere Program China Committee, European Eco Academy Corresponding Member, and member of the Royal Entomological Society of England Academy.

Ma published over 150 academic journals and seven books. He defined the concept of ecology and proposed and established major theories as "social - natural - economy" complex ecosystem and ecological projects. Ma put forward arguments for sustainable development back in the 70s. He and the Norwegian Prime Minister Ms. Brundtland jointly drafted the famous Brundtland Statement: " Our Common Future."

Xiong Wenyu 熊文愈: Mr. Bamboo -- a Leading Forest Ecologist in Bamboo

Industry

Xiong Wenyu, who was born in Sichuan Province in 1915, received his bachelor's degree in forestry at Sichuan University in 1940 and stayed there as teaching assistant. Four years later, he was promoted to a lecturer in principles of forestry and silviculture. In 1944, he was granted the English Foundation Scholarship to study abroad and began auditing at the University of Toronto. He then transferred into the School of Forestry at Yale University, where he received a master's degree in 1947. In August of the same year, Xiong enrolled in the University of Minnesota and earned his doctorate degree in forest ecology in 1951. After two years of research at the University of Minnesota, Xiong decided to return to China in 1953. Xiong then served as a professor and the head of the Department of Forestry at Nanjing Forestry University, as the director at China Forestry Society, and as a member of the Academic Degrees Committee of the State Council. In 1986, Xiong was elected as the head of the IUFRO Fifth Division professional team at the 18th IUFRO World Conference. In 1987, he was included in the Longman's "Who's Who in Science" biology volume. The following year, he was included in the Cambridge International Center's "Who's who in the Far East and Australian scientists" and "The

International Who's Who of Intellectuals.” In 1990, Xiong won the “IUFRO Outstanding Contribution Award”.

Xiong has fully engaged himself in researching and teaching forest ecology and has made significant contributions to the development of forestry and forest ecology modernization in China. The book *Forest Science* edited by Xiong in 1959 was widely adapted as textbook in China at the time. He also led the editing of *Bamboo Industry Newsletters*. Xiong plays a vital role in the development of the bamboo industry in China and is widely known as “Mr. Bamboo”.

Chen Kung-Pei 陈拱北: the Father of Public Health in Taiwan

Chen Kung-Pei, born in Taipei in 1917, received his bachelor's degree from Keio University in Japan and then taught at the Department of Medicine at Taihoku Imperial University. In 1951, Chen received his doctorate in Medicine from Keio University. In the same year, he was enrolled in the University of Minnesota and received a master's degree in public health in 1952. After graduation, Chen worked for the Ministry of Health in Taiwan till 1955 when he became the dean of the Department of Public Health in Medical School of Taiwan University, and the director of the Public Health Institution. In 1960, Chen returned to the United States to study at Harvard University's School of Public Health where he received a Doctor of Public Health degree. After that, Chen served as a consultant at United Nations World Health Organization.

In 1969, Chen served as a guest professor at Washington University for a year. In 1970, he was invited to give a speech at the prestigious Cutter Lecture on Preventative Medicine. In Taiwan, Chen Kung-Pei is considered as “the Father of Public Health”.

After his death, Taiwan University established Chen Kung-Pei Preventive Medical Foundation to recognize his outstanding achievements. The foundation has established a scholarship to support students studying public health at Taiwan University. Since 1998, this scholarship has supported three students each year. In 1972, Chen received the Outstanding Achievement Award from the University of Minnesota.

Joseph Ling 林作砥: Vice President of 3M and the Creator of the 3P Program

Joseph Ling, who was born in Beijing, earned a bachelor of science in engineering from Hangchow Christian University in Shanghai. He arrived in the U.S. in 1948 and enrolled at the University of Minnesota. Ling received a master of science in engineering and a doctorate in sanitary engineering in 1952. He later went on to a long and distinguished career as an environmental engineer and later vice president at 3M where he pioneered the “Pollution Prevention Pays (3P)” program in 1975, a program is still in place today aimed at preventing pollution at the source rather than removing it after it has been created.

Among numerous awards, Ling was nominated by U.S. President Richard Nixon to be a member of the Consulting Committee of the Air Quality and he was elected to the U.S. National Academy of Engineering in 1976.

Lu Weimin 卢伟民 : an Urban Planner and Designer in the Twin Cities

Weiming Lu, who grew up in a family of architects, graduated from Cheng Kung University in Taiwan in 1952 and received a master’s degree in civil engineering from the University of Minnesota in 1954. He then attended the University of North Carolina at Chapel Hill where he received a master’s degree in city and regional planning in 1957.

In 1959, Lu returned to Minnesota and joined the city of Minneapolis planning department where he eventually became the chief of environmental design. He was actively involved in many projects including the Interstate 35-W highway, Nicollet Mall, and the downtown skyway system. In 1971, Lu served as director of urban design for Dallas, Texas where he helped guide the growth of Dallas, save the Texas School Book Depository, and the Dallas Art District. In 1979, Lu returned to the Twin Cities and served as the deputy director for Urban Design for the Lowertown Redevelopment Corporation in St. Paul. Two years later, he became the executive director of the corporation, which is dedicated to creating a new urban village out of historic Lowertown in Saint Paul.

Lu has received many awards including the first Quadrennial Presidential Award for Design Excellence and the Presidential Award from National Trust for Historic Preservation. He has published “Shan Shui Cities of Oriental Quality,” “The Tao of Urban Rejuvenation: Building a Livable Creative Urban Village,” among other works.

Hsieh Sam-Chung 谢森中 : the Former President of the Central Bank in Taiwan

Hsieh Sam-Chung, who was born in 1919 in Meixian, Guangdong Province, obtained his master’s degree from the National Central University in Taiwan and his doctorate in agricultural economics at the University of Minnesota in 1957. After graduation from the University, he was a lecturer at National Taiwan University and National Chung Hsing University.

Beginning in 1965, Hsieh worked for Asian Development Bank at their headquarters in the Philippines, while simultaneously working as a visiting professor at

National University of the Philippines. In 1981, he returned to the Executive Yuan in Taiwan, to serve as the vice president of the Economic Construction Committee. In July 1983, he became the Chairman of the Board of Jiaotong Bank and in August 1983 the Trustee of Central bank. In 1989, he became the president of the Central Bank. After retiring, Hsieh has held a number of honorary positions and travelled around the world to give speeches. In 1990 he received the University of Minnesota's Outstanding Achievement Award.

Chang Te-Tzu 张德慈: the World Authority on Rice Geneticists and Conservation

Chang Te-Tzu, who was born in 1927 in Shanghai, graduated from the University of Nanking with a bachelor's degree in agriculture in 1949. After graduation, Chang worked for the Council of Agriculture in Guangzhou until 1950 when he moved to Taiwan and served as a technician in the Ministry of Agriculture. In 1952, Chang went to Cornell University to study plant genetics and received a master of science in 1954. Then Chang continued his studies at the University of Minnesota where he received a doctoral degree in plant genetics in 1959.

Chang went back to Taiwan after graduation and in 1961, he moved to the Philippines and served as the head of the International Rice Germplasm Center at the International Rice Research Institute in Laguna until his retirement in 1991. The center was later renamed the T. T. Chang Genetic Resources Center in honor of him. He returned to Taiwan after retirement, and continued to make contributions on rice breeding and germplasm at the National Crop Germplasm Center.

Chang was appointed to the Pontifical Academy Sciences in 1997 and was a member of several other academies, including the U.S. National Academy of Sciences, the American Academy of Arts and Sciences, and the Third World Academy of Sciences. He received many prizes and awards during his distinguished career, including Tyler Prize for Environmental Achievement, the highest award in environmental science. On the awarding ceremony of this prize, Chang donated the entire prize to the University of Minnesota. In addition, he also received the Frank Meyer Award and Medal on Plant Germplasm. As one of the principal plant geneticists in the world, Chang made major contributions to the alleviation of hunger through the development of improved varieties of rice. His research on evolution and variation in rice led to advances in the productivity of a number of strains and their resistance to disease.

In 1986, Chang received the Outstanding Achievement Award from the University of Minnesota.

Siu Yum-Tong 蕭蔭堂 : a Professor at Harvard University

Yum Tong Siu, who was born in 1943 in Guangzhou, received a bachelor of arts in mathematics from the University of Hong Kong, a master of arts in mathematics from the University of Minnesota in 1963, and a doctoral degree from Princeton University.

Siu started his academic career as an assistant professor at Purdue and Notre Dame, later becoming a professor at Yale University and Stanford University. He became the William Elwood Byerly Professor of Mathematics at Harvard University in 1982. Siu was elected as a member of the American Academy of Arts and Sciences in 1998, U.S.

National Academy of Sciences in 2002, and a Foreign Member of the Chinese Academy of Science and an Academia Sinica Taiwan in 2004.

David Y. H. Pui 裴有康 : a Distinguished McKnight University Professor

David Pui, who was born in Shanghai, graduated from the University of Minnesota with a bachelor's degree in 1970, a master's degree in 1973, and a doctorate in 1976 in mechanical engineering. After graduation, Pui stayed at the University as a faculty member teaching mechanical engineering till now.

Pui is a Distinguished McKnight University Professor and L M Fingerson/TSI Chair in mechanical engineering. He is the author of about 250 scientific publications and has developed or co-developed several widely used aerosol instruments. He is a fellow of the American Society of Mechanical Engineers and a recipient of the Smoluchowski Award in 1992, the Max Planck Research Award in 1993, the International Aerosol Fellow Award in 1998, Humboldt Research Award for Senior U.S. Scientists in 2000, and the AAAR David Sinclair Award in 2002.

Pui served as President of the American Association for Aerosol Research and has organized several international symposia to promote research cooperation, especially among young scientists. He is currently president of the International Aerosol Research Assembly. In 2013, the Chinese Academy of Sciences (CAS) conferred him an Einstein Professorship. With his leadership, CAS and the University have been undertaking a two-year partnership to work together to solve one of China's most pressing problems: air pollution challenges (Kaler, July 11, 2013).

In addition to his research engagement, Pui was the director of the China Center at the University of Minnesota from 1994 to 1998, promoting exchanges with Chinese academic institutions. The International Aerosol Research Assembly established an International Collaboration Award named after Professors Pui and Fissan.

Sun Kwok 郭新: a Dean of Science and Physics at University of Hong Kong

Sun Kwok, who was born in 1949 in Hong Kong, graduated from McMaster University with a bachelor of science in 1970 before enrolling in the University of Minnesota. In 1972 and 1974, Kwok received a master of science and a doctorate in physics from the University, respectively. Kwok taught as a professor at the University of Calgary from 1983 to 2005. Since 2006, he has been serving as the Dean of Science and the Chair Professor of Physics at the University of Hong Kong.

Kwok is best known for his theory on the origin of planetary nebulae and the evolution of sun-like stars. He served as a principal investigator with Canadian participation in the submillimeter satellite mission Odin from 1994-2003. From 2003 to 2005, Kwok served as a distinguished research fellow and director at the Institute of Astronomy & Astrophysics, Academia Sinica in Taiwan.

Kwok has published many influential books, including “The Origin and Evolution of Planetary Nebulae” and “Cosmic Butterflies.” In 2007, Kwok published his book “Physics and Chemistry of the Interstellar Medium,” which has been used as textbook in many leading universities in the world. In recent years, Kwok has published “Organic Matter in the Universe” and “Stardust: The Cosmic Seeds of Life.”

Fred Shaw 萧锋 : founder of Shaw-Lundquist

Fred Shaw was born in Xian, China, moved to America in 1944. After graduating from the Massachusetts Institute of Technology with a master's degree in engineering, Shaw moved to Minnesota and enrolled in the University in 1947 for his doctorate studies in hydraulic engineering. In 1949, Shaw left the University before he finished the doctoral program in order to work full time at Orville Madsen and Sons, a construction firm that was once based in Minnesota. In 1954, Shaw was named vice-president of the firm and manager of the Minneapolis office.

In 1974, Orville Madsen and Sons moved to Milwaukee, but Shaw and his colleague, Lioyd Lundquist, didn't want to relocate their families, so they decided to stay in Minnesota and started their own business -- Shaw-Lundquist Associates Inc. Their company has grown to become one of the major contracting firms in the Twin Cities and one of the largest Asian American-owned contracting firms in the nation. In 2004, Fred Shaw was added into the National Association of Minority Contractors Hall of Fame, and in 2005, Shaw-Lundquist Associates, Inc. was awarded the Metropolitan Economic Development Association (MEDA) entrepreneurial Hall of Fame award.

The company has done work for many major projects in or outside Minnesota, such as the Minnesota Zoo, the Minneapolis/St. Paul International Airport, Uptown Walker Library and the Park, MGM in Las Vegas. They also built many buildings at the University of Minnesota, such as the Ridder Ice Arena and Baseline Tennis Center, Cargill Building, Jane Sages Cowles Stadium, Gibson Nagurski Football Complex, and Robbie Soccer Stadium.

In addition to being a successful professional, Shaw has been actively engaged in the fellowship and unity of Chinese community in Minnesota. In 1964, Shaw became one of the founding members of the Chinese American Association of Minnesota (CAAM) and he served as the board member of the organization. CAAM is still one of the most influential organizations in Chinese community of Minnesota. In 2001, Fred Shaw and his wife, Jennie Shaw, established the Hsiao Scholarship through China Center of the University, to provide opportunities for University of Minnesota students to study in China. This scholarship is still one of the major scholarships that support University students to study abroad in China. When the Confucius Institute of University of Minnesota was established in 2008, the Shaw family became the first business donor. Now long after the passing of Fred Shaw, his wife, Jennie Shaw, is still actively engaged in promoting Chinese culture and language through her generous donations, energetic leadership, and dedicated volunteering.

Chapter VI: Flourishing in an Era of Internationalization (1978-Present)

From 1949 to 1970s, Chinese education was restrained by its intense political climate, and the content of the education mostly relied on politics. During the Cultural Revolution (1966-1976), political reliability became the emphasis of Chinese education, which proved to be extremely disruptive and regressive for the whole educational system. As a result, the quality of the education and training was severely damaged. In 1977, the new leaders of China decided to restore the educational system and the competitive annual college entrance examination, *Gaokao*, was resumed after a 10-year interruption caused by the Cultural Revolution. After that, the quality of academic work and the academic standards had significantly improved, even though both students and faculty were handicapped by the lack of familiarity about the new trends and developments in their own fields. The following two factors had made Chinese institutions eager and ready for international exchanges: the laid-back status of domestic higher education caused by the interruption of Cultural Revolution and the resumption of *Gaokao* which contributed to the good quality of Chinese students qualified for studying in the U.S. institutions.

On one hand, China needed international educational programs to meet their interests in modernization and mechanization especially in agriculture and engineering. On the other hand, the U.S. was eager to build bridges throughout Chinese society and attract Chinese international students to compensate for the declining enrollment of American students in physics programs (Ross, 1996).

President Richard M. Nixon's visit to China in 1972 had started more developments of relationships between the U.S. and China. After that, more and more official visits and exchanges took place and since 1976, nine U.S. officials of cabinet rank had visited China in order to explore areas of interest and reciprocal exchange.

In July 1978, President Jimmy Carter sent a delegation led by his science advisor Frank Press to visit China with the mission to establish a basis for the long-term development of educational ties. The delegation included the heads of the National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, the Bureau of Standards, and the U.S. Geological Survey. That was the first U.S. science and technology delegation ever sent to China till then. Several important exchange and collaboration programs were proposed and negotiated during the Frank Press visit, including the establishment of the National Center for Industrial Science and Technology Management Development in the city of Dalian in China, and the student and scholar exchange programs with Stanford University (Ross, 1996).

Shortly after this delegation, another delegation led by Secretary of Energy James Schlesinger visited China. In October 1978, the U.S. and China signed an "Understanding on Educational Exchanges" which was later incorporated into a much broader Agreement on Cooperation in Science and Technology signed by Deng Xiaoping and Jimmy Carter during Deng's visit to the Washington in January 1979 (Ross, 1996; Orleans, 1988).

The University of Minnesota was one of the first U.S. universities to resume exchanges with China following the normalization of U.S.-China relations. Henry Koffler, vice president for academic affairs at the University of Minnesota attended a

meeting of the heads of several American universities and other educational organizations in Washington to discuss the details and issues that might be involved in educational exchanges with China. Henry Koffler said “the University of Minnesota because of its strengths in the areas that the Chinese are interested in and because of its strong international focus is a likely place for some of the (Chinese) students to study” (University of Minnesota News Service, 1978, p. 57-58). His words were proved to be true.

By the end of 1970s, the University resumed exchanges that had been interrupted for nearly 30 years. These exchanges were made possible through committed partnerships with universities in the greater China area, strong academic exchange programs, and cutting-edge research collaborations.

China Task Force

In the October of 1978, Dr. Henry Koffler, then vice president for academic affairs, asked Dr. LaVern Freeh, then director of the Office of International Programs, to establish an All-University Faculty China Task Force. The task force was a campus faculty committee interested in the development of educational exchanges between the University and institutions of higher education and research in the People’s Republic of China. The mission of the task force was to study the possibilities and suggested policies for establishing scholarly exchange programs with appropriate institutions of higher education in the People’s Republic of China (University of Minnesota, 1980).

In December of 1978, Freeh appointed C. J. Liu on the task force to conduct a survey on faculty’s interests and suggestions about educational exchanges with China.

The survey also explored how the faculty could contribute to the exchanges if they desired. This effort was extremely helpful to assist the Office of International Programs in determining and documenting faculty interests and the University resources available for the University to accepting and accommodating Chinese scholars and students.

This task force had played an important role in establishing some policies and procedures for developing exchange programs with China. It also helped develop criteria for selecting a University delegation to go to China.

Preparing for the First University Delegation to China

In October 1978, Wenda Moore, chairman of the Board of Regents visited China for two weeks to explore the possibility of having Chinese students come to the University of Minnesota. During her trip, Moore extended invitations to Chinese students to come to the University and her invitations later became official actions of the University of the Board. Regent David Lebedoff, a Minneapolis author and attorney who had been to China, said “I don’t think that there is a program anywhere in our foreign policy as important as the advent of Chinese students coming here.” Regent Wenda Moore said, “I’m very enthusiastic about a possible exchange because it opens up a tremendous opportunity to start a dialogue with the Chinese. There are moderate leaders in China now and they have opened the door. We should take advantage of that open door before it slams shut...we should work to provide the best opportunity for Chinese students to study here in the long run” (University of Minnesota News Service, 1978, p. 100).

Also in October 1978, a delegation of geographers from the Chinese Academy of Sciences visited the University for two days. The delegation was led by Huang Bingwei, the director of Institute of Geography (University of Minnesota University Relations, 1978). Regent David Lebedoff spoke to the delegation on a dinner at the Campus Club, and he said “no part of the United States is as similar in spirit and attitude to China as is Minnesota. Like our friends in China, we pay respect to what I would call the rural virtues: hard work, self-respect and respect for the family. Nothing would be more pleasing to the students and faculty of the University of Minnesota than to have students from the People’s Republic of China studying here.”

The delegation leader, Huang Bingwei, responded that it would be beneficial for them to learn the teaching of agriculture and the use of iron ore at the University. Huang also said Chinese civilization belonged to the entire world, but China was a poor country and to build China into a modern country was urgent (University of Minnesota News Service, 1978, p. 59). These remarks demonstrated the basis for the exchanges between the U.S. and China: China’s interests in western technology and western scholars’ interests in Chinese civilization and culture. These mutual interests made it possible and necessary for the University to send its official delegation to China. In addition to the mutual interests, the accomplishments of Chinese international students before 1949 made people believe more scholarly interactions and exchanges would bring about great opportunities.

The business firms in Minnesota were very supportive of the University’s efforts in developing exchanges with China, because many of them hoped that educational

interactions would contribute to a friendly and favorable environment for potential business opportunities with people from China. In as early as August of 1979, Harvey B. Mackay, a businessman and author, also a 1954 graduate of the University, led a delegation of Minnesota businessmen to China to promote international trade (University Relations, 1980).

In January 1979, President Magrath sent a letter to the China Liaison Office in Washington D.C., describing the comprehensive academic offerings that the University of Minnesota could provide to Chinese international students. Then in February, a University delegation of Regent David Lebedoff, Director of International Programs Lavern Freeh, and East Asian Languages Professor Liu Chun-Jo (often referred to as C. J. Liu) visited the China Liaison Office in Washington D.C. The delegation presented University's Publication of Resources for Exchange and discussed the next step in developing exchange relationships with institutions of higher education in China (University of Minnesota, 1979).

At that time, China was particularly interested in four fields of research: technology, medicine, agriculture, and English language study. Minnesota had several high technology industries, medical schools, the Mayo Clinic, flourishing farming industries, and the University boasted prestigious academic programs in agriculture, science and technology, and health. The second language program was one of only 25 in the country. All of those advantages had made the University of Minnesota a favorable choice for collaborations and exchanges with China.

In China, many of Chinese alumni of the university who were living in China became government officials or institution leaders. They were eagerly hoping to develop long-term collaborative relationships with the University and playing important roles to coordinate visits, meetings, and connections. Their numerous support and unfailing loyalty to their alma mater had been critical to the development of the exchanges and collaboration between the University and Chinese institutions.

The First University Delegation to China



Figure 15: A group photo of the first University delegation pictured at the Great Hall of the People. First row (left to right): Ma Shuh Qei, staff person, Ministry of Agricultural Machinery; Roger Staehle, dean, Institute of Technology; Neal Gault, dean, School of Medicine; Lu Hang, vice minister, Ministry of Agricultural Machinery; Wenda Moore, chairman, Board of Regents; Fang Yi, vice premier; Lavern Freeh, director, Office of International Programs; Chang Sein-wer, deputy head, Ministry of Agricultural Machinery; Betty Robinett, professor of linguistics and director, English as a Second Language Program; Warren Ibele, dean, Graduate School; Yang Wang, professor of Medicine. Second row (Left to right): Zhang Dejun, professor, vice dean of Jilin University of Technology; Wu Chen Yo, professor of physics; Donald Rasmusson, professor of plant breeding and genetics; C. C. Hsiao, professor of aerospace engineering and mechanics; Wang Wen Kuang, head, Bureau of Education, Ministry of Farm Machinery; C. J. Liu, professor of East Asian Languages and University liaison in China; Cheng Sien-Ta, translator; Yang Shu Shi, staff person, Ministry of Agricultural Machinery, Bureau of Foreign Affairs; Kuo Ming, staff person, Bureau of Education, Ministry of Agricultural Machinery (Photo courtesy of China Center).

In 1979, Regent Wenda Moore led the first University of Minnesota delegation to China during September 1-21. The 12-member delegation was received by Chinese vice prime minister Fang Yi (方毅), the third ranking Chinese government official, at the Great Hall of the People. During this visit, the delegation signed agreements with Jilin University of Technology, Nankai University, National Academies of Agricultural Sciences and Agricultural Engineering, and Beijing Agricultural University. The agreements generally called for exchanges of teaching and scientific research materials, collaboration in research projects, and exchanges of scholars and graduate students (University of Minnesota, 1980). According to Professor LaVern Freeh, assistant dean of the Institute of Agriculture, Forestry and Home Economics, it was likely that the Chinese would benefit more from the exchange agreements in technology and agriculture than would the University, but the University would strike a balance by gaining a lot from China in terms of art, Chinese language, history, and archaeology (University of Minnesota Alumni Association, 1979).

The University of Minnesota was one of the first U.S. universities that had signed agreements with Chinese institutions, and the University delegation was the second educational group received by the vice prime minister after the Stanford University delegation. Regent Moore described the accomplishments of this trip as “far and away exceeded anything we thought possible for a first trip to China” (University of Minnesota Alumni Association, 1979, p. 11).

The highlight of this trip was to meet the Chinese alumni in Beijing, and forty two alumni attended the gathering many of whom had traveled more than 1,000 miles for the

event. This was the first gathering of the University's Chinese alumni and most of them had studied at the University more than thirty years earlier (University Relations, 1980). That evening was described as "very moving and emotional" and the alumni referred to the University as their "mother university". Regent Moore recalled about this gathering and said, "After all these years, they had not lost their affection for the University" (University of Minnesota Alumni Association, 1979, p. 12), and singing the "Minnesota Rouser" with these alumni "brought home to them the meaning of a global university" (Lehmborg & Pflaum, 2001, p. 170). On this event, Tao Dinglai (陶鼎来), who graduated in agricultural engineering in 1948 and who was director of the Academy of Agricultural Engineering, delivered a speech. Tao said,

"For 32 years we fellows from Minnesota had been impossible to communicate with the United States, including the University of Minnesota due to political reasons, but I believe none of us had forgotten the education and training we received while we were in the University...we have always been very proud of our University...It is a pleasure to tell Mrs. Moore and all other members of the delegation that we graduates have been doing well through the years...we have made contributions to the reconstructions of our new country, and I think the name of the University of Minnesota has good reputations here in this country...China has made up her mind to be modernized and so China needs science and technology and we do think the University may play a very important part in helping China in her modernization projects" (University of Minnesota Alumni Association, 1979, p. 10).

Presidential Delegations to China

Five University of Minnesota presidents have led a total of six presidential delegations to the Greater China area. Each delegation sought to strengthen ties with universities, alumni, and the business community.

The 1981 Presidential Delegation Led by Peter Magrath



Figure 16: President Magrath (front row: third from left) and his delegation with Fang Yi (front row: fourth from left), pictured at the Great Hall of the People (Photo courtesy of Paul Quie).

During September 14 and 28 in 1981, President Peter C. Magrath led the first presidential delegation to China. The delegation further strengthened relationships and discussed collaboration on research with the Chinese Academy of Sciences (CAS), the Chinese Academy of Social Sciences (CASS), the Chinese Academy of Agricultural Sciences (CAAS), and the Commission on Science and Technology. It participated seventeen meetings in two weeks, and met with leaders of several Chinese major universities, such as Beijing University, Jilin University, Fudan University, and Xi'an Jiaotong University. In addition, individual delegation members delivered many lectures, conducted one-on-one discussions with research institutes and universities, providing Chinese educational and other leaders with information about the University of Minnesota and American higher education. During the visit, the delegation also

addressed some of the issues and problems involved in the existing exchange relationships and programs.

The delegation was received by the Vice Premier, Fang Yi, who met also with the first university delegation (1979) led by Regent Wenda Moore, at the Great Hall of the People. The discussions between the delegation and Fang Yi were recorded by Chinese television, and a brief account of the meeting was published in the *China People's Daily* (人民日报), the most authoritative and influential newspaper of the Chinese Communist Party. According to President Magrath, this meeting with Fangyi had attracted attention and interests among the circles of Chinese education and research and was viewed as a signal of the influence of the University of Minnesota in China (Magrath, 1981).

One of the highlights of this delegation visit was that they met about 100 alumni from all over China. Many of the alumni brought mementos from their years at the University, and according to President Peter Magrath, the most moving moment of the gathering was then all the Chinese alumni sang the Minnesota rouser together (University of Minnesota Board of Regents, 1981a).

The 1995 and 1996 Presidential Delegations Led by Nils Hasselmo

President Nils Hasselmo led the second presidential delegation to China in 1995 and the third delegation in 1996. These visits demonstrated the strong effort and commitment of the University to reconnect and strengthen relationships with Chinese institutions and alumni. Through these two trips, President Hasselmo said that he was more convinced than ever that there were many truly outstanding opportunities in China,

and the delegations said it was remarkable to see the extent to which political, business, industry, and academic leaders in greater China were University of Minnesota graduates.

In addition to People's Republic of China and Taiwan, the 1995 delegation also visited Korea, and Japan with the major objective being to strengthen ties with Asian alumni. Through this trip, the delegation found Asian alumni had become a highly accomplished group and their affection and appreciation for the University was “absolutely inspiring”. President Hasselmo said “as we are moving into the Pacific century, the University must cultivate the network, continue to attract Asian students, and find opportunities for more University students to gain East Asian experience” (University of Minnesota University Relations, 1995, p. 67).

After the visit, the University was determined to outline coherent strategies to enhance its connections with Asia. Among the strategies were to provide the umbrella for the University alumni to gather in their native countries, to employ the university technology to help new alumni chapters identify and reach “long-lost” graduates, to help the alumni chapters recruit students to attend the university, and to work with Minnesota-based companies that were doing business in East Asia to create internship opportunities for Minnesota students (University of Minnesota Alumni Association, 1995).



Figure 17: In 1996, President Hasselmo was awarding the 94-year-old Tang Peisong an honorary doctoral degree in his hospital room in Beijing (Photograph courtesy of China Center).

In 1996, President Nils Hasselmo led the third presidential delegation to China. In his report, President Hasselmo said the most moving experience was awarding an honorary doctoral degree to 94-year-old Tang Peisong in his hospital room in Beijing. Tang Peisong was a graduate of 1927 and was the founding father of plant physiology in China. His detailed introduction was presented in Chapter IV as one of the distinguished Chinese alumni. During previous communication, Tang Peisong mentioned he lost his professional society pin for Tau Beta Pi, and one of the faculty members at the University went to Tau Beta Pi to get a pin for him. President Hasselmo presented the new pin to Tang Peisong at the hospital, and Tang had tears running down his eyes. Then the group sang the Minnesota rouser together in the hospital room (David Pui, Personal Communication).

The 2000 Presidential Delegation Led by Mark Yudof

In 2000, President Mark Yudof led a University presidential delegation to the greater China area June 19-July 4, where he visited Hong Kong, Guangzhou, Beijing, Xi'an, and Taipei. The mission of the delegation was to strengthen exchange programs and connections with about 8,000 Chinese University alumni living in China (University of Minnesota News Service, 2000). The delegation was met by Chinese Prime Minister *Li Lanqing* at the Great Hall of the People in Beijing.



Figure 17: President Yudof (front row: fourth from left) and his delegation with Li Lanqing (front row: fifth from left), pictured at the Great Hall of the People (Photo courtesy of China Center).

President Yudof was warmly received in China, which demonstrated its tremendous reputation in China. One example was that when the delegation visited Xi'an, the mayor of the city, *Feng Xuchu* (冯旭初), presented President Yudof with a key to the city gate. It was the second key given to an American, and the first one was to President

Bill Clinton when he visited Xi'an. In addition, President Yudof received three honorary professorships from Chinese universities during this visit (University of Minnesota Alumni Association, 2000).

The 2004 Presidential Delegation Led by Robert Bruininks

President Robert Bruininks led a University presidential delegation to China October 24 –November 5, 2004, and the delegation visited Taiwan, Hong Kong, Guangzhou, Shanghai, Chengdu, and Beijing. The delegation connected with alumni, visited universities and exchange programs, and signed an agreement for a University of Minnesota Law School degree program at the China University of Political Science and Law in Beijing (University of Minnesota Alumni Association, 2004).

The 2013 Presidential Delegation Led by Eric Kaler

President Eric Kaler led a University Presidential delegation to Hong Kong, Shanghai, Beijing, Tianjin, and Taipei. Through this trip, the University formalized its relationships with the Chinese Academy of Science, Peking University, Tsinghua University, Tianjin University of Sport, Shanghai Jiaotong University, Hong Kong University of Science and Technology, National Taiwan University, and the Confucius Institute Headquarters. In addition meeting with more than four hundred University of Minnesota alumni in Beijing, Shanghai, Hong Kong, and Taipei, the delegation also met two dozen incoming University of Minnesota first-year students who were about to leave China to attend the University (Kaler, July 11, 2013; Kaler, 2013).



Figure 18: President Kaler addresses to more than 100 University alumni in Beijing (Photo courtesy of China Center).

According to President Kaler, through this trip, it became apparent that in some ways, the global reputation of the University is stronger than its reputation in Minnesota. He advocated that the University must equip its students with global competency so they are capable to collaborate and partner with others around the world. President Kaler delivered two major speeches in China about the role of the American research university in innovation for the common interests and promotion of critical thinking, curiosity, and imagination. President Kaler believed the visits by the University leaders and faculty members to China was extremely rewarding, because they could lead to more opportunities for educational exchanges, research collaborations, and potential business relationships in China (Kaler, July 11, 2013).

China Center

In 1979, the first University delegation led by Regent Wenda Moore visited China, and a result of this visit was the establishment of the University's China Center

whose mission was to manage the University's exchanges with China. It is the earliest China Center in the nation according to the former China Center Director Hong Yang, "the China Center has made significant contributions to building bridges between the University, Minnesota, the United States, and China. . . . the center has reflected the firm and long-standing commitment of the University to international research, teaching and outreach" (University of Minnesota News Service, 2004, p. 11).

The University China Center has been hosting numerous activities on campus and among those are celebrations for Chinese New Year and other important traditional holidays, which have strengthened old alliances, forged new friendships, and created opportunities for the University community to appreciate Chinese culture. Besides, with the support from individual and corporate donors, the China Center offers scholarships for our students to study in China, such as the Red Pocket Scholarship, the Hsiao Scholarship, China West Scholarship, and Amy Xu and Michael Schumann Scholarship (University of Minnesota, China Center, 2014). The scholarships offered by the China Center have given opportunities for hundreds of students from the University to study in China.

Besides, it has hosted the annual University of Minnesota China Day with the goal as to encourage Chinese language learning and promote interest in Chinese culture among high school students in the Twin Cities. On China Day, Chinese language students from high schools in the Twin Cities gather at the University and use their Chinese language skills outside of a classroom setting through attending presentations, playing games, and sometimes videoconference with students in China.

One of the highlights of the China Center's programs is the annual Bob and Kim Griffin Building U.S.-China Bridges Lecture established in 2001. As the president of Griffin International Companies, Bob Griffin and his wife Kim Griffin donated 500,000 U.S. dollars to the China Center to create the endowment fund for the lectureship. The lecture series have featured well-known scholars, entrepreneurs, and government officials speaking about the U.S.-China relations.

In 2009, the University established its first international office in Beijing with the China Center overseeing its administration. The office focuses on the following three core areas: recruitment, educational collaboration, and alumni relations. The Beijing office has been serving as an important asset for accomplishing China Center's goals in these areas more efficiently and economically. It provides a dedicated space and facilitation for the University to hold events and meetings in China, and it's also a gathering place for alumni and prospective students (University of Minnesota, China Center, 2009).

USCPFA-MN

After the United States established diplomatic relationships with China in 1979, Minnesota has been one of the states that have been leading communication, business, and exchanges between the two countries. In 1974, US-China Peoples Friendship Association was founded as a nonprofit, nonpolitical, and national organization with a goal to develop and strengthen friendship between the people of the United States and China (University of Minnesota Alumni Association, 1985). Now USCPFA has more than 50 chapters in the United States.

In the same year when the national USCPFA was founded (1974), the Minnesota Chapter of the organization (USCPFA-MN) was established as a nonprofit educational organization. Now it has over 150 members who are dedicated to developing and maintaining friendship and mutual understanding between the people of China and Minnesota. USCPFA-MN has a lasting collaborative relationship with the University. It has sponsored or co-sponsored numerous China-related events on the University campus, and many University alumni have been serving on the board of USCPFA-MN.

With the efforts of USCPFA-MN, three sister relationships have been established between Minnesota and China: Minnesota and Shaanxi Province (1982), Minneapolis and Harbin (1992), St. Paul and Changsha (1988).

Cultural and Sports Exchanges

The normalization of relationships between the U.S. and China meant more than formal agreements or official collaborations. Increasing exchanges of arts and sports had given life to the friendship between the two countries by building bridges not only between governments or institutions, but also between people. Arts and sports exchanges served as outstanding ambassadors in the best possible way through transcending the differences of languages and culture.

The University Concert Band in China



Figure 19: The University of Minnesota Concert Band was performing in China in 1980 (Photo courtesy of University Archives).

At the invitation of the All-China Youth Federation, the University of Minnesota Concert Band made its tour in China June 25- July 15 in 1980 as the first international band to perform in the People's Republic of China (University of Minnesota News Service, 1980). In the beginning, the 53-member band was lacking necessary funds, and its tour was accomplished through the efforts of Harvey Mackay, a business leader in Minnesota, who embarked on a campaign of financial support among Twin Cities business firms, and resulted in a contribution of more than \$175,000 to the band. On top of that amount, each of the fifty three band members contributed \$500 of their own toward expenses, and with all those efforts, the visit that opened a new era of cultural exchanges between the U.S. and China was finally made possible (University Relations, 1980b).

The China tour of the University Concert Band had drawn numerous attentions from the state and the whole nation. It was applauded by the then Vice President of the United States, Walter F. Mondale who wrote a congratulation letter to the director of the

University Band, Mr. Frank Bencriscutto. The then Governor of Minnesota, Albert H. Quie, sent a letter to the All-China Youth Federation to show his appreciation of their invitation and his pride of the University Band (University Relations, 1980b). When the band was in China, during a meeting of the University Board of Regents, the regents spoke to the members of the band delegation through “an amplified telephone hook-up” (University of Minnesota News Service, 1980, p. 97).

During the fifteen days of stay in China, the University Band played eight concerts in five cities including four performances in Beijing. Their music was received extremely well by the enthusiastic audiences who responded with loud applause and standing ovations (University Relations, 1980a; University Relations, 1980b). According to the band director, Frank Bencriscutto, the Chinese Ministry of Culture was calling the University Concert Band the best-received group in the ministry’s history. In addition to their success of musical performance, the American students on the band had developed friendships with the Chinese guides who stayed with the band during their tour, who wept when the band left China (University of Minnesota News Service, 1980).

The goodwill relationship and friendship between the University band and its Chinese friends didn't end there. On November 11 in 1982, the University Concert Band preformed to raise donation for Yang Wen-Cheng so that he could come to the U.S. and attend the University. Yang served as a guide and interpreter when the band was having a tour in China (University of Minnesota: University Relations, 1982).

The First Chinese Artist Studying in the U.S. after Cultural Revolution

In 1982, a Chinese artist, *Zheng Shengtian* (郑胜天) was enrolled as a visiting professor in the Studio Arts Department of the University of Minnesota, and he was the first artist in China who studied in the U.S. after the Cultural Revolution. Zheng served as a professor at Zhejiang Academy of Fine Arts (later renamed China Academy of Art), one of the oldest and most renowned art schools in China. After visiting the University for a year, Zheng returned to China as an authority on Western art and later became the dean of Painting Department at Zhejiang Academy of Fine Arts (University of Minnesota News Service, 1982).

Cheng-Khee Chee (徐靖沂) -- Collaborations with Zhejiang Academy of Fine Arts

Cheng-Khee Chee (徐靖沂), born in Fujian, China, graduated from the University of Minnesota in 1964 with a master of arts in library science, and then he started working as a librarian and a professor of art at the Duluth campus of the University till his retirement in 1994. Chee is one of the most accomplished watercolor artists in the United States, and has received numerous awards and honors at many national and regional art exhibitions. He is a Dolphin Fellow of the American Watercolor Society, signature member of the National Watercolor Society, Transparent Watercolor Society of America, and Watercolor USA Honor Society. In addition to these honors, Chee is the recipient of many awards including the American Watercolor Society Silver Medal, Allied Artists of America Gold Medal, and Transparent Watercolor Society of America Skyledge Award First Place, etc.

In addition to teaching and artistic creation, Chee has made tremendous efforts to promote international exchanges of arts between the University and Chinese institutions. In 1982, shortly after the opening-up of the China, Chee led an art craft tour from Duluth to China (University of Minnesota: University Relations, 1982), and since then, he led several University delegations to China. In 1986-1987, Chee went to Zhejiang Academy of Fine Arts in China as a visiting professor. (University of Minnesota Alumni Association, 1986). Because of his contribution to the cultural and educational exchanges between Duluth and China, in 1994, Chee was honored as Duluth's Cultural Ambassador to the World by Mayor of Duluth (Cheng-Khee Chee, n.d.)

From 1984 to 1988, with the effort of Professor Chee, the University of Minnesota-Duluth campus established an exchange agreement with Zhejiang Academy of Fine Arts, and each year, Professors from Duluth led study abroad programs to Zhejiang, and the program was called "Chinese Landscape Painting and Watercolor Painting" and had an average enrollment of 25 students each year (China Center Archives).

Chinese National Basketball Team at the University

The University of Minnesota women's basketball team hosted the People's Republic of China National Team in 1981 during its first trip to the United States. The two teams played an exhibition game on November 5 at Williams Arena. The University was one of the five sites in the United States that the Chinese team played (University of Minnesota Board of Regents, 1981b). The game was described as an exciting and enjoyable



Figure 20: Chinese Women's National Basketball Team playing against the University of Minnesota Women's Basketball Team at the University (Photo courtesy of University Archives).

"friendly competition" (Women's Intercollegiate Athletics, 1980, p. 27), and cultural exchanges were prominent during the Chinese team's visit with the gift exchange K-12 students learning K-12 students learning nging prior to the game, the pre-game reception, and the post-game dinner. (Women's Intercollegiate Athletics, 1980). This exhibition game was considered to have marked the first athletic competition between the University of Minnesota and a team from People's Republic of China (Women's Intercollegiate Athletics, 1984).

Chinese Plays from Nankai University

The University's China Center sponsored two Chinese plays in January of 1985. The *Nankai* University Theater Group traveled to the University campus to perform two famous classic plays "Rickshaw Boy (骆驼祥子) " by *Lao She* and "Thunderstorm (雷

雨)" by *Cao Yu*. (University of Minnesota: University Relations, 1986). The two plays were performed in English by English majors from *Nankai University*.



Figure 21: Theater Group from Nankai University performing the Chinese play "Rickshaw Boy" at the University in 1987 (Photo courtesy of China Center).

Nearly twenty years later, one of the students who performed "Thunderstorm", *Jiang Huashang*, returned to the University as a visiting fellow in 2003-2004. He wrote about his first visit to Minnesota in 1985, and he said, "Without the help from the China Center and without the deep understanding of each other's culture, it could have never taken place. Isn't that something we should remember and never, never forget?" (University of Minnesota, China Center, 2004, p. 2).

Exhibitions from the Beijing Film Academy

Since 2007, the Department of Art at the University of Minnesota have collaborated with the Beijing Film Academy and presented several exhibitions on campus during recent years. In 2011, the photographic exhibit "Crisis=Opportunity" was shown

at the Regis Gallery on the West Bank of the University campus. Then in 2012, the exhibit "Transition" was presented and in 2013, the University students and their peers in China collaborated and displayed their artwork as "Mirror/Window".



Figure 22: Photography exhibit "Transitions: The Space Between Here and There" in 2012 (Photo courtesy of Department of Art).

The University of Minnesota's American Cultural Center for Sport (ACC)

In 2012, the University of Minnesota's American Cultural Center for Sport (ACC) was established in Tianjin, China, in order to bring culturally oriented instruction, exchanges and engagement to Chinese people. The center uses the medium of sport to examine deeply held cultural values within American society. It is a collaborative between the University of Minnesota's China Center, the University's School of Kinesiology, and Tianjin University of Sport. The center is funded by a grant from the U.S. Department of State and holds an office at Tianjin University of Sport (TUS) in Tianjin, one of the top sport universities in China (University of Minnesota. China Center, 2012).

The ACC provides several American sport-related programs and activities to students, faculty, staff, and the greater community at TUS such as weekly American sport activities and a series of "Culture Conversations". In addition, the ACC hosted many guest lectures by experts, athletes, and other reputable professionals so that students and faculty at TUS have opportunities to learn from and interact with guest lecturers in various ways. These events and activities have served as great opportunities for the TUS community to develop an understanding of fundamental American values.

American Cultural Center for Culture Exchange in Hangzhou

Since 2006, the Crookston campus of the University of Minnesota have been collaborated with Zhejiang Economic and Trade Polytechnic (ZJETP) in China on student exchange, faculty exchange, curriculum construction, and joint programs. Many students from ZJETP have attended Crookston and studied the software engineering, business management, and agricultural business programs (University of Minnesota. China Center, 2006, 2012).

In 2012, the Crookston campus received a grant of 100,000 U.S. dollars from the U.S. Department of State with a purpose of funding a collaborative effort with ZJETP to establish an American Cultural Center in China. The center is located on the campus of ZJETP in Hangzhou, and its mission is to promote more profound understanding between the United States and China (Office of the Senior Vice President for Academic Affairs and Provost, 2013).

Chinese Language at the University and in Minnesota

In early 1980's, Chinese language program had developed rapidly mainly because of the increasing academic exchanges between the University and academic institutions in China. University professor Chun –Jo Liu, who taught East Asian Languages, has played an important role in building bridges between the University and China. She helped the University become one of the first U.S. universities to reach out to China in 1979. She also led trips for University professors and students, set up exchange programs, and worked to improve curriculum in the U.S. and China. Professor C. J. Liu spent two years teaching in China from 1979 to 1981. Thanks to the contacts and alliances established by her during her stay in China, many exchange and cooperative programs were established, among which the Minnesota-Naikai Summer Intensive Chinese program was of great significance to the study of Chinese at the University (Marshal, 2011).

The First Annual Summer Chinese Language Institute

In the summer of 1980, University of Minnesota offered the first annual two-month Summer Intensive Chinese Language Institute at Nankai University, China. Those eligible for the institute were students and nonstudents who had at least one year of Chinese learning experience. 37 people from all over the U.S. including 7 from the University participated in this program. Students stayed in dorms and studied 2nd, 3rd, or 4th year Chinese. Faculty coordinators were C. J. Liu, Mei-ling Hsu, and Victoria Cass. It was the first study-abroad program to China offered by University of Minnesota and also one of the first Chinese language programs cosponsored by both a U.S. and a Chinese

university. This intensive Chinese language program provided the University students with opportunities to contact with Chinese faculty, students and numerous field trips (University of Minnesota. College of Liberal Arts, 1980).

This institute had been operated annually for several years in 1980s, and it has served a whole generation of students learning Chinese from all over the U.S. and it was one of the most respected summer Chinese programs (Marshal, 2011).



Figure 23: The first annual Summer Chinese Language Institute at Nankai University, China, in August 1980 (Photo courtesy of China Center).

Confucius Institute at the University of Minnesota (CIUMN)

Through the efforts of China Center negotiating with the Council of Chinese Language International (*Hanban* 汉办) for nearly two years, a Confucius Institute was established at the University of Minnesota in September 2008, as a collaboration with *Hanban* and Capital Normal University in Beijing. The mission of the Confucius Institute is to promote the study of Chinese language and culture among non-University audiences, provide comprehensive training to Chinese language and culture teachers, and to promote

understanding of Chinese culture among K-12 schools throughout Minnesota. The Confucius Institute has offices on the University of Minnesota's Crookston, Duluth, and Twin Cities campuses (University of Minnesota, China Center, 2008).

The CIUMN has offered many language and cultural programs for the schools and community of Minnesota to enhance their Chinese learning and expand their knowledge of Chinese culture. In 2015, the University of Minnesota became an implementing partner for a National Security Language Initiative for Youth (NSLI-Y) which is an intensive summer Mandarin Chinese program sponsored by the U.S. Department of State and administered by American Councils for International Education. This program was initiated in 2006 with the mission of promoting critical language learning among youth in the U.S. (the Confucius Institute at the University of Minnesota, 2015).

The state of Minnesota has been one of the leading states for Chinese learning at K-12 level in the U.S. In 2006, Minnesota became the first state passing a legislative requirement for K-12 schools to provide Chinese language instruction to students (*H.R.* 120B. 19, 2006). According to China Center of the University, the state of Minnesota ranked fifth in the number of K-12 students learning Chinese language in public and private schools (University of Minnesota. China Center, 2002). In 2014-2015, more than 11,800 K-12 students have studied Chinese through the Confucius Institute at the University of Minnesota's affiliated network of 14 Confucius Classrooms. Yinghua Academy located in St. Paul is the first public charter Chinese (Mandarin) immersion school in the U.S. In 2014, Yinghua was awarded as Confucius Classroom of the Year,

and only five of the 800 Confucius Classrooms all over the world were honored with this award (the Confucius Institute at the University of Minnesota, 2015).

To encourage these students to continue their study of Chinese and provide more resources to assist their study, CIUMN and China Center have sponsored an annual event called China Day since 2002. The purpose of this event was to offer an opportunity for the K-12 students who were studying Chinese to meet more peers and also show them the Chinese programs and other resources available at the University of Minnesota. On this event, students are introduced to a variety of China-related topics through keynote speakers or panelists. In addition, the CIUMN holds Chinese Bridge Summer Camp annually sending groups of students from Minnesota to major cities of China.

Chinese Flagship

In 2014, the College of Liberal Arts at the University of Minnesota received the Chinese Flagship Grant from the Department of Defense. The Language Flagship is started as a national initiative of the National Security Program with a mission of innovating a new paradigm for advanced language education so as to train its graduates to become global professionals with advanced level of proficiency in languages that are critical to the competitiveness, and security of the United States.

The Chinese Flagship at the University of Minnesota is one of the thirteen Chinese Flagship programs in the U.S. and one of two Chinese Flagship programs in the Midwest (College of Liberal Arts, 2016). Professor Joseph Allen has served as the director of the program. Professor Joseph Allen joined the College of Liberal Arts in 1999, and prior to his appointment at the University of Minnesota, he was a professor of

Chinese language and literature at Washington University in St. Louis. His joining the department of Asian Languages and Literature was described as a "reincarnation" for the department by Professor Richard Mather (Mather, 2002). Professor Allen has been the chair of Asian Languages and Literatures since 2013.

English Training in China

In addition to being devoted to Chinese language learning on the University campus, the University has also been engaged in offering English language training in China. In 1980, College of Liberal Arts held its first CLA summer institute in China for teachers of English for science and technology. It was an extensive program hosted by Jilin University of Technology in Changchun and totally thirty seven university-level teachers in China participated in the program. This program was set up by Dr. Betty Robinett, the acting assistant vice president for academic affairs at the University, in response to a request from Chinese educators while Dr. Robinett was travelling with the first University delegation to China in September 1979 (University of Minnesota, College of Liberal Arts, 1980).



Figure 24: The CLA institute for Chinese teachers of scientific and technical English held in June and July of 1980 at Jilin University of Technology in Changchun (Photo courtesy of University Archives).

Chinese Students and Scholars at the University

Since the revival of the U.S.-China relationship in 1978, the number of Chinese students and scholars at the University has grown from 469 in 1980 to 2,693 in 2015. The University of Minnesota hosted about 1,300 Chinese international students in 1995, which was the largest Chinese student population at that time (David Pui, Personal Communication). Most of the growth has occurred after 2007 (See Appendix IV). The growth is consistent to the national trend of Chinese international students in the U.S. over the last several decades. University of Minnesota has consistently ranked highly in the number of Chinese international students, and a recent change of Chinese student

population is the astonishing increasing rate of Chinese undergraduates. During the academic year of 2011-2012, the University of Minnesota hosts a Chinese student population of 2,063, with 1,182 students at an undergraduate level, and 834 students at a graduate level (International Student and Scholar Services, 2012). Since then, Chinese undergraduates at the University have outnumbered Chinese graduates every year.

CSSA

According to the Office of Student Unions and Activities, there are currently about twenty China-related student groups and organizations at the University, and the largest and most influential one is called Chinese Students and Scholars Association (CSSA). As one of the oldest organizations for Chinese international students in the U.S., CSSA of the University of Minnesota was established in 1984. This organization is recognized and supported by Consulate General of the People's Republic of China in Chicago. Now CSSA at the University of Minnesota has more than 2,000 members, most of whom are Chinese international students at the University. A few CSSA members are from the Chinese community outside the University (University of Minnesota, CSSA, 2016).

For more than thirty years, CSSA has been devoted to serve as a liaison between Chinese students, the University, and local community, providing opportunities for cultural understanding and exchange on and off campus. It has held large-scaled events regularly, such as the Spring Festival gala and the Mid-Autumn Festival Banquet.

Mingda Institute

In 2001, the University of Minnesota China Center created its Mingda Institute for Leadership Training, implementing its mission to build U.S.-China bridges through training Chinese professionals and developing partnerships with Chinese organizations and the Minnesota community. The Mingda Institute is certified by China's State Administration of Foreign Expert Affairs to conduct training programs for Chinese professionals. The training programs offered by the Mingda Institute range from one week to one year, providing customized lectures and workshops led by the University faculty and administrators. It also offers opportunities of site visits to other educational institutions or businesses in or outside Minnesota.

The training programs in the Mingda Institute include a wide range of topics such as higher education administration and leadership development, health care management, public affairs administration, bilingual instruction pedagogy and American culture, marketing and leadership development, and youth leadership development. In the past decade, the Mingda Institute has delivered more than one hundred customized training programs for more than 2,500 Chinese government agencies, business executives and higher education administrators (University of Minnesota, China Center, 2013).

Collaborations of Note

Several university colleges have partnered with Chinese institutions through joint academic programs. In this section, a few highlights will be introduced.

CHEMBA

In 1990s, the Carlson School of Management at the University of Minnesota had two European executive MBA programs, and in 2000, with a growing focus and attention on the Chinese market and China as a country, the dean at the time, Michael Houston, who was also the associate dean for global initiatives and faculty, decided that the school should start a new executive MBA program in China. In 2001, the China Executive Master's in Business Administration (CHEMBA) program was established as a partnership between the Carlson School of Management at the University of Minnesota and *Lingnan* College at *Sun Yat-sen* University.

The original creation of the program was attributed to the generous gifts from a Chinese alumnus, Jean Ip (叶尚志), whose father was Po-Ting Ip (叶葆定), a graduate from MIT in 1934. Po-Ting Ip was very successful in businesses of wood furniture and real estate, and he was also well known as a philanthropist in building bridges between China and North America through educational collaborations in the field of executive MBA which was still a new concept in China. Po-Ting Ip's wife was a graduate of *Lingnan* College at *Sun Yat-sen* University, he himself served as the honorable president of the school board of trustees at *Lingnan* College, and his daughter, Jean Ip, was a University of Minnesota graduate, which were likely the original connections between *Lingnan* College and the University. With the Ip family's gift of a total amount of 250,000 U.S. dollars along with several gifts from other benefactors who were mostly University alumni, the CHEMBA program was finally made a reality (University of Minnesota. Carlson School of Management, 2001).

With official approval from the Chinese Ministry of Education and the Academic Degrees Committee of the State Council, The CHEMBA program focuses on middle-level and upper-level managers who look for further development in their careers. It offers them skills and knowledge necessary to address complex issues in the context of a global economy. The teaching primarily takes place in Guangzhou, China, but most of the courses have been taught half by a Carlson professor and half by a *Lingnan* professor. This unique model comes from the original idea of being "Global Local" so the students are getting knowledge that they can use both in and outside China (M. Goode, Personal Communication, September 12, 2014).

The University of Minnesota was one of the first U.S. institutions that offered the EMBA degrees in China. According to Larry Benveniste, the former Dean of the Carlson School, the program was not only groundbreaking in China, but also bridge-building in businesses of both Minnesota and China. Many of the CHEMBA participants are leaders or future leaders in China, and it has been proofed that to include them among the University alumni network can bring about numerous cooperative opportunities (University of Minnesota News Service, 2003). Now the CHEMBA program is ranked as a top EMBA program in southern China, and also one of the most successful and long-lasting EMBA programs offered by the Carlson School of Management.

Minnesota-Morris and Shanghai University of Finance and Economics

In 2009, the University of Minnesota Morris (UMM) campus signed an innovative partnership agreement with Shanghai University of Finance and Economics to receive qualified Chinese students who complete their first year of study in Shanghai.

They can transfer the credits to UMM when they arrive in the second year of the program. When they finish all the required courses, they earn a bachelor's degree from the University of Minnesota (Office of the Senior Vice President for Academic Affairs and Provost, 2009).

University Conferences on China

Since 1979, numerous conferences have been held or co-sponsored by different units of the University. The following section presents some of the highlights.

A One-Day Conference on China

On November 13, 1978, a one-day conference was held at the University on the topics of student exchange programs between the U.S. and China and their impact on the balance of power in Asia. Norris P. Smith, the deputy director of the East Asia/Pacific Affairs Bureau of the International Communication Agency, spoke on the changing relationships between the U.S., China, and USSR. John E. Turner who was the Regents' Professor of Political Science at the University talked about the normalization of relations between the U.S. and China. Other speakers included Ray S. Cline, executive director of the Georgetown University Center for Strategic and International Studies; Willard C. Matthias, retired State Department and CIA analyst; and some faculty members from the University of Minnesota, Macalester College and Augsburg College (University of Minnesota News Service, 1978).

China: The Minnesota Connection

On October 24, 1981, the College of Liberal Arts and its Alumni Society co-sponsored "Spectrum '81 --- China: The Minnesota Connection" in Coffman Memorial

Union. The program featured two experts on China: Leonard Woodcock, the U.S. ambassador to China from 1979 to 1981, and Fox Butterfield, *New York Times* bureau chief in Beijing from 1979 to 1981. President Peter Magrath, who just returned from leading the first presidential delegation to China, opened the program through a speech titled “Opening the Door to China”. The program presented fourteen lectures on topics such as Chinese art, population, literature, politics, human rights, women, and music. Speakers were mostly University professors including Professor Hsu Mei-Ling (许美龄), John Turner, Robert Poor, and Liu Chun-Jo (刘君若), along with experts from the community and other Minnesota colleges (Hamline University and Carleton College).

Other important speakers included Charles Bailey who was editor of the *Minneapolis Tribune* and accompanied President Nixon on his historic visit to China in 1972. He led a panel discussion on “Life in China”. Another important speaker was John Thomson, a University alumnus, who just returned from Beijing where he served as counselor for cultural affairs at the U.S. Embassy for three years. He was actively involved in the visits of the University delegations from 1979 to 1981 making arrangements for the meetings and contacting alumni for the reunions with the delegations.

Three art exhibits were displayed as part of the program, and the Midwest China Center had provided two of them. The University of Minnesota band that toured China in 1980 gave a concert including both the American and Chinese music it performed on the tour (University of Minnesota: College of Liberal Arts, 1981).

The Leman Swine Conference

In 2012, the University's College of Veterinary Medicine organized the first annual Leman Swine Conference in Xi'an, China. The conference focused on the latest developments on swine research and production, disease surveillance and control, integration of production and public health, and their impacts on the global economy and China, the world's biggest pork-producing country.

Publication of *Building Bridges*

In 1995, the China Center published a book on alumni from the People's Republic of China. The book is titled *Building Bridges, University of Minnesota Alumni in China*. It included the life stories of 230 Chinese alumni who graduated from the University between 1925 and 1995, and many of them became world-class scholars, scientists, teachers, and leaders. These alumni stories presented the memories about their years at the university and delivered an outpouring of thanks to the University faculty members who had been their teachers, mentors, and friends (University of Minnesota: University Relations, 1995; University of Minnesota: Alumni Association, 1995).

In this book, *Zhang Yun* (张耘), a poet and professor at Beijing Foreign Studies University, wrote the following poem about his memories as a visiting scholar at the University from 1984 to 1986 (University of Minnesota Alumni Association, 1995, p. 30).

Minnesota

clear water

blue river

lakes

10,000 lakes
laughing ripples
smiling birches and maples
gentle irises and daffodils
how come
mother nature
is so generous
to you

Lind Hall

Mayo Memorial

Wilson Library.....

agates, trees, flowers

of knowledge

colorful and rich

sailing in the Mississippi

of learning

a student

a teaching assistant

a visiting scholar

over two years

how can I forget

Perry Place

Summer Street
Como Avenue.....
Brothers, sisters
Teachers, friends
a Lake Superior
 of warm hearts

I am not
what I am
without you -----
 a gardener
 cultivating plants
 --- students

a friend
 searching life and nature

a bridge
 linking up gaps
 of the two peoples
 Americans and Chinese

Distinguished Chinese Alumni

Lin Chun-Pin 林俊彬 : a leading researcher and leader in dentistry of Taiwan

Lin Chun-Pin earned a doctorate in oral biology from the University of Minnesota School of Dentistry in 1994 and a master of science in biophysical science from the

College of Science and Engineering in 1995. He is an expert microscopist, which makes him prominent in the field of academic and clinical dentistry, both in Taiwan and internationally. Lin is also recognized for his work in biomechanical studies, clinical service, and administrative services.

He serves as president of the Academy of Endodontology of Taiwan, and in 2000, he became secretary of medical affairs at the National Taiwan University Hospital, taking charge of both medical and dental affairs. Lin played a crucial role in the establishment of the Center for Medical Quality and served as its first director. Lin is also a dedicated educator in Taiwan. He re-established the School of Dentistry at National Taiwan University Hospital as an independent institution.

As an accomplished researcher, Lin led the way in Taiwanese dental research. He once served as Taiwan's administrator for the International Association for Dental Research – Southeast Asia. Lin also hosted and chaired several of the largest international dental conferences, including the Asia-Pacific Endodontics Conference.

In 2012, Lin received the Distinguished Leadership Award for Internationals from the University of Minnesota.

Lau Chi-Kuen 刘志权 : the former chief editor of *South China Morning Post*

Lau Chi-kuen earned his master of arts in mass communication from the University of Minnesota in 1983. He then returned to Hong Kong and worked as reporter at the South China Morning Post (南华早报) , which is the leading English-language newspaper in Hong Kong. He was later promoted to chief editor of the newspaper. Lau has also served as associate editor for The Australian and the Overseas Chinese Daily,

and as chief press officer for the Hong Kong Independent Commission Against Corruption. The Newspaper Society of Hong Kong named him the Journalist of the Year in 1986. Lau has written extensively and authored the book, "A Hong Kong Chinese's View of the British Heritage," published by the Chinese University of Hong Kong in 1997.

In 2008, Lau received the Distinguished Leadership Award for Internationals from the University of Minnesota, for his dedication to defending press freedom and his commitment to Hong Kong journalism.

Alex Zhao Zhang 张钊: one of the leading lawyers in China

Alex Zhao Zhang, received his bachelor of arts from the Institute of International Relations in 1983. Zhang then earned his Master of Laws at China University of Political Science and Law in 1985. In 1989, Zhang received a Juris Doctor from the University of Minnesota's Law School.

Zhang serves as the head of White & Case Shanghai Office where he is recognized as a leading lawyer for China-related corporate, private equity and M&A transactions in the market. He has served as the trade representative for the State of Minnesota in Hong Kong and has worked with University departments to strengthen the University's exchange and alumni relationships. He has coordinated University delegation visits and has supported the University's Law School in the development of their L.L.M. degree in Beijing. In 2004, Zhang received the University of Minnesota Outstanding Achievement Award.

Wang Chang 王昶 : an accomplished author, leader, and professor of law in China

Chang Wang is Chief Research and Academic Officer at Thomson Reuters, the world's leading source of intelligent information for businesses and professionals. He received a B.F.A. in Filmmaking from Beijing Film Academy, an M.A. in Comparative Literature and Comparative Cultural Studies from Peking (Beijing) University, an M.A. in American Art History from University of Illinois at Urbana-Champaign, and a Juris Doctor from the University of Minnesota Law School in 2006.

Wang is an associate professor of law at the China University of Political Science and Law; adjunct professor of law at the University of Minnesota Law School, University of Minnesota Honors Program, and William Mitchell College of Law in the United States; guest professor of law at the University of Bern Faculty of Law and University of Lucerne Faculty of Law in Switzerland; visiting professor at the University of Milan in Italy and University of Vienna in Austria. In 2013, he was awarded Erasmus Mundus Scholarship by the European Commission. Wang is one of the twenty-five members serving on the Central Civil and Judiciary Committee of China Association for Promoting Democracy (中国民主促进会), the third largest political party in mainland China.

Wang is the second Chinese national ever elected to the prestigious American Law Institute (ALI); Vice Chair of International Legal Education and Specialist Certification Committee at the American Bar Association (ABA); and a member of the ABA Human Rights Advisory Council. He also serves on the ABA Steering Groups for Chinese Law, and Immigration and Naturalization Law. He is a visiting scholar at the

American Bar Foundation (ABF), the leading research institute for the empirical study of law in the United States.

He has published three books and numerous essays and academic papers, in both English and Chinese. His books include *The End of the Avant-Garde: Comparative Cultural Studies* (Beijing: Peking University Press, 2012), *Inside China's Legal System* (Oxford: Chandos Publishing, 2013), and *Legal Research in American Law* (Beijing: China University of Political Science and Law Press, 2014). His academic papers and essays have dealt with China, law, and art history.

Freeman Hui Shen 沈晖 : a leader in the automobile industry of China

Freeman Hui Shen received a bachelor of science in engineering from South China University of Technology, a master of science in engineering from University of California at Los Angeles, and a master in business administration from the Carlson School of Management's China Executive MBA program at the University of Minnesota in 2003. Shen is also a graduate of the Advanced Management Program at the Harvard Business School.

Shen worked for several Fortune 500 companies based in North America and Europe, including Fiat Group China, TXU Group, Eaton Corporation, and Borg Warner Inc. He then joined Geely Holding Group as a board member and group vice president of corporate development. He also serves as chairman and CEO of Shanghai Geely Zhaoyuan International and chairman of Volvo Car Group China. Shen was in charge of the acquisition of Volvo Car by Geely. In 2015, he established WM motor (威马汽车技术有限公司) and have been serving as its CEO.

He was selected to become an Olympic torch relay runner for the 2008 summer Olympics held in Beijing. Because of his contributions to local economics and communities, he was awarded the Camellia Award from Zhejiang Provincial Government and the Magnolia Award from the Shanghai Municipal Government.

Chapter VII: Reflections and Speculations: Learning about the Past, Understanding the Present, and Creating a Brighter Future

After reviewing the history of the educational relations between the University of Minnesota and Chinese institutions in the previous chapters, this chapter focuses on an analysis of the past and present data based on theories and frameworks to diagnose the challenges to the internationalization of higher education, so that ultimately we could discover solutions to the challenges as opportunities. The analysis of this study was guided by the framework of Josef A. Mestenhauser's *Reflections on the Past, Present, and Future of Internationalizing Higher Education: Discovering Opportunities to Meet the Challenges* (2011). In his book, he introduces the six challenges to international education, and then proposes recommendations for future international educators to meet the challenges. This study employs the six challenges as an analytical framework, so-called the six-challenge framework, to investigate some important questions about the international exchanges between the University and Chinese institutions over a history of more than 100 years. The following section presents a brief introduction of Professor Mestenhauser and his six-challenge framework.

The Six-Challenge Framework by Professor Mestenhauser

The book *Reflections on the Past, Present, and Future of Internationalizing Higher Education: Discovering Opportunities to Meet the Challenges* (Mestenhauser, 2011) presents his reflections on his more than five-decade long career at the University of Minnesota as a professor, researcher, and administrator in the field of international education. The theories presented in his book have been developed through his expertise

of international education theories and his real-world experiences in the context of the University of Minnesota.

Josef A. Mestenhauser

Mestenharser, born in Czechoslovakia, was persecuted by the Communists when he was still a law student because he was an outspoken anti-Communist. In 1949, he escaped from the prison of Czechoslovakia, and finally arrived at the United States through Germany. He eventually joined the University of Minnesota where he had served for more than fifty years.

In 1951, Mestenhauser started working at the Office of Advisors to Foreign Students with Forrest Moore who was the then director of the office, and then he had worked in that office as an advisor and administrator for more than thirty years till 1986 (Mestenhauser, Josef; Chambers, Clarke A., 1994). During these years, Mestenhauser mainly worked with international students in terms of almost everything related to them from housing and finance, to academic and cultural adaptations. After that, Mestenhauser served as professor and director of Office of International Education during 1986-1992, and then a professor of Department of Educational Policy and Administration and the coordinator of International Education Programs during 1992-2000.

Mestenhauser held a doctorate from the Faculty of Law from the Charles University and a Ph.D. degree in political science and international relations from the University of Minnesota. He received senior Fulbright grants for three times in Philippines, Japan, and Czechoslovakia. He served as president for several professional societies such as NAFSA: Associations of International Educators, ISECSI (International

Society for Educational, Cultural and Scientific Interchanges), and the Fulbright Association of Minnesota. Mestenhauser has received numerous honors and awards such as the Marita Houlihan Award for Excellence in International Education, Centennial Award from Waseda University, Tokyo, Japan, International Citizen Award from the Twin Cities of Minneapolis and St. Paul and the Distinguished Global Engagement Award from the University of Minnesota.

Mestenhauser has published more than 120 books, articles, and book chapters on various topics related to international education and education reform. The aforementioned book from which this study has adopted its theoretical framework includes a comprehensive summary of his perspectives and theories about international education developed from his extensive professional experiences in the field.

The Six-Challenge Framework

In his book, Mestenhauser emphasizes the complexity of international education, which has always been underestimated. He believes international education should be integrated into every aspect of an institution, such as curriculum, administration, culture, and institutional policies. He said international education should be like "an interdisciplinary and intercultural 'super center' to serve the learning needs of undergraduate and graduate students, faculty, and all other constituencies within and without the institutions" (p. 2). Through reflections on his whole career in international education, Mestenhauser developed six challenges that the field of international education is facing and also presented new opportunities that come from those challenges.

The first challenge is what he defined as "systems perspective" meaning if the world is considered as a learning field, international education should be integrated into three systems: international, education, and individual academic disciplines. International includes everything by which the world is connected, education refers to the system that involves every aspect of knowledge such as learning and teaching, and individual academic disciplines are the different specialized fields of knowledge. International education is like a mega system that combines all three systems together and the sub-systems influence and interact with each other. Systems perspective encourages us to not only look at international education as a whole but also see the interrelationships among the sub-systems.

The second challenge that Mestenhauser (2011) proposed is people's mindsets that are so established that it makes it difficult for them to accept new ideas. These mindsets often indicate ethnocentrism that puts so much emphasis on their own culture that they judge others by using their own values and standards. Mestenhauser (2011) says ethnocentrism shouldn't be considered as bias or emotions because it was just a common proclivity of human beings who are born and grow up in a particular culture socializing and enculturating in that culture for a long time. He also believes the mindsets could be used as indicators to understand and predict the perspectives of professors, students, and administrators. Mestenhauser (2011) states the mindset disposition poses one of the major barriers to international education, so to change the mindsets of individual educators and administrators of the entire educational system would be essential to the development of international education.

The third challenge is to put culture at the core of international education. Traditional perspectives about academic disciplines are that they are political, social, economic, and cultural, but Mestenhauser (2011) believes that culture is the most important dimension because it influences all the academic disciplines which should keep updated to the cultural developments within their own fields. Culture is of particular importance to international education because each activity related to international education is a cross-cultural activity, so to understand cultural learning principles is important to international education professionals. Mestenhauser (2011) emphasizes two important concepts related to culture learning: the *emic* perspective and *etic* perspective. The former requires us to put ourselves into the culture we study and observe things in a way as the natives do. The latter refers to looking from the outside as an observer through the eyes and mind of an outsider. He stresses the importance and necessity of providing special services to both international students and domestic students.

The fourth challenge emphasizes the importance of students and faculty's knowledge about international education, because many international linkages are actually a result of "individual initiatives of internationally-minded faculty and administrators" (p. 10). Mestenhauser (2011) mentions three concepts of knowledge: the production of knowledge (research), the utilization of knowledge (teaching), and the transfer of knowledge (study). Knowledge of international education involves the global perspective of each aforementioned concept. It stresses that knowledge is culture-bound, and it is important to identify what knowledge is cross-culturally transferrable and what adaptations need to be done to facilitate the transfer. Mestenhauser (2011) describes how

important it is to develop cross-cultural sensitivities in research, teaching, and study for both students and faculty in the process of internationalization of higher education.

The fifth challenge is internationalizing curriculum. Mestenhauser (2011) states that curriculum is "the heart of an institution" (p. 11), so to integrate curriculum with international dimensions and cross-cultural perspectives is one of the major challenges to the internationalization of an institution. He explains how complex curriculum is because it involves the transfer of knowledge, general and specific cognitive skills, and the interdisciplinary and integration of knowledge. To make any changes to curriculum is like to infuse a knowledge system with another knowledge system, which is extremely challenging and complex. Metenhauser (2011) emphasizes the importance of three skills in international education: critical, creative, and comparative thinking, which should be reinforced in curriculum integration with increasing students' global competence as one of its goals.

The sixth and last challenge is to rethink the organization, administration, and institutionalization of international education. Mestenhauser (2011) states that the functions of international education professionals are the most complex because "they operate on all levels of complexity, both laterally and vertically, and their subject matter is the whole world and virtually all academic disciplines" (p. 13). He believes that they should be independent agencies on the highest level of the university administration, and they should have academic titles and be involved in academic activities. They should be defined as a combination of administrative, service, and instructional roles.

Contextualization of the Six-Challenge Framework

In this section, the six-challenge framework is applied to the historical context of educational connections between the University of Minnesota and China. A detailed analysis of the six challenges and the opportunities they can bring about will be explored in respect to this present study context. Through the contextualization, the author seeks to answer the two research questions: 1) what are the motivations of the institution's commitment to educational exchanges with China? 2) how does the institution sustain the commitment?

The First Challenge: Systems Perspective

From a systems perspective, international education is a mega system consisting of three sub-systems: international, education, and academic disciplines. Considering the context of this study, I would like to slightly modify this theory by adding another dimension to the mega system: history -- the history of international education, the history of the three sub-systems: international, education, and academic disciplines, and the history of the dynamic interrelationships among them.

Another important theory that systems perspective indicates is the theory of change which proposes that changes in one part of a system can lead to changes in other part(s) or the whole (Mestenhauser, 2011). This theory explains how the dramatic changes of the U.S.-China relationships after 1949 affected the educational relations between the University and Chinese institutions: when the international relationship between the U.S. and China was split in 1949, the educational exchanges in any academic disciplines ceased. After the revival of the U.S.-China relationship after 1972, the

University started to resume its connections with Chinese institutions again. The first University delegation led by Regent Moore visited China in 1979 indicated the University's formal start of educational exchanges with Chinese institutions, and since then, more and more departments have established active collaborations and cooperation with their counterparts in Chinese institutions.

The Second Challenge: Mind disposition

According to Mestenhauser (2011), mindset disposition is one of the major challenges to international education, so mind shifts for educators and administrators in global education is a necessary condition. He also proposes that the most effective tool to bring about what he calls "cognitive shifts", e.g. changes of mindsets, is exposure in other cultures that could greatly facilitate people's acquisition of new ideas and perspectives. The best example demonstrating this theory is one of Harold Quigley's articles.

Among Quigley's numerous publications is one paper "East is East and West is West: A Discourse on Returning to Western 'Civilization'" (Quigley, 1923). This paper was written shortly after Quigley returned to Minnesota from China and it said his friends and colleagues constantly congratulated him by saying "How glad you must be to get back to civilization!" These iterated congratulations made Quigley so uncomfortable that he wrote and published this paper to present the wealth of Chinese civilization.

In this paper, Quigley showcased Chinese paintings, poetry, architecture, philosophy, religion, and most importantly, people. To confront the stereotype of Chinese people being without character, he accused some Americans of "following the inevitable foreign practice of measuring Chinese conduct by our standards and the less favorable

features of our own” (p. 218). He thoroughly analyzed and presented Chinese character in terms of principles of conduct, social relations, moral values, and personalities. He highly praised Chinese people’s humility, thrift, diligence, and capability. In 1923 when only handful Americans truly understood Chinese people, culture and society, this paper was undoubtedly awakening and mind-changing to the University community.

Mestenhauser emphasizes the important role of international students in changing mindsets, and he believes the presence of international students can offer a global experience to those who do not have opportunities to be exposed to other cultures. They provide the university community with constant supply of new and cross-cultural perspectives. Over the history of more than one hundred years, Chinese international students have been playing an essential role in creating a cross-cultural campus at the University through their intercultural interactions with domestic students and professors, through their active involvement in student organizations and campus sports, and through their presentations of Chinese culture on numerous Chinese holiday celebrations and exhibits. All of those activities have social, educational, and cultural impacts on domestic students, professors, the University, and the community in Minnesota.

In addition to the changes of mindsets of individuals, Mestenhauser also stresses the importance of cognitive shifts among members of groups because usually decisions are made by groups, so it is critical to keep everyone in a group on the same page in terms of goals, principles, and in this case, cross-cultural understanding. He also states that the university environment is "a powerful social reinforcer" (p. 79), and people in a university context are more inclined to change. Besides, he points out that changes of

minds are necessary but not sufficient if no actions are taken to change behaviors such as change the environment of teaching and learning.

The University newspapers have also played an important role in the mind-changing process of the University community through publishing articles about China, letters of alumni from China, and news about Chinese alumni. Besides, plentiful lectures, conferences and forums related to China have been held at the University. Guest speakers are from a various range of backgrounds including researchers in China-related fields, professors with Chinese experiences, and Chinese influential scholars or authors. Their presentations and interactions with the University community have offered numerous opportunities to expand people's knowledge about China which ultimately leads to a deeper cross-cultural understanding of China.

About mindset dispositions, Mestenhauser (2011) points out that the biggest barriers to internationalization are created by the top of the universities who cannot recognize the need to make changes, as he cited Ellingboe (1996), "the bottleneck is at the top of the bottle" (p. 9). In the case of the University of Minnesota, the six presidential delegations and several University delegations of top administrators and leading professors have served as opportunities to remove the barriers of mind dispositions from the top of the University. In as early as 1931, the fifth president of the University, Lotus D. Coffman, visited China with his wife and published an article about his trip to China on *Minnesota Chats* (University of Minnesota, 1931). After that, due to the interruption of U.S.-China relationship, the University didn't send its presidential delegations to China until 1980. Each delegation visit has brought fruitful rewards

including exchange agreements, collaboration projects, and alumni connections. It has long-term and profound influences on developing a cooperative, respectful, and sustainable relationship between the University and Chinese institutions.

The Third Challenge: "Culture" at the Core

According to Mestenhauser (2011), culture is central to international education because he says "culture is the 'operating system' of our brain and thus a dependent variable of all things international and all things educational" (p. 128). In the case of this study, the cultural dimension of the history of educational exchanges between the University of Minnesota and China is difficult to explain and analyze because as Mestenhauser (2011) states, culture is invisible, complicated, and too abstract to be explained at a single level. In this section, the concept "culture" will be applied in the context of this study at two levels.

The first level is a broader sense of culture. On one hand, culture influences what we know about the world and form a sense of identity among the members of a culture; at the same time, it can also restricts the members of that culture from knowing about others' culture. Therefore, it can pose challenges to the internationalization of some academic disciplines such as social sciences that are deeply bound to their traditional cultures in their intellectual development. In the case of the University of Minnesota, one example to show the challenge of culture to international education is during the Cultural Revolution period. During that time, China and its people were severely isolated from the rest of the world for all these years, and extreme patriotism was embedded in Chinese culture. At the same time, western cultures, especially the American capitalism and

imperialism, were portrayed as hegemonistic and dangerous. The cultural hostility against the U.S. would still make U.S.-China educational exchanges impossible even if the governments would have allowed that to happen.

Mestenhauser (2011) states international students experience culture in multiple ways. During the early stage of their stay in the host country, the *etic* perspective plays a dominant role in their observations of the host culture. It usually takes a long time to transform from only *etic* perspective to both *etic* and *emic* thinking. The International Student and Scholar Services office of the University of Minnesota provides numerous activities to facilitate this process, such as a mandatory comprehensive orientation program for new international students on how develop a successful academic and social life at the University, and Small World Coffee Hour, a bi-weekly event where international students could sit together to learn about cultures all around the world. All these events have been extremely helpful for international students to adapt into the American culture better and more quickly.

The second level of culture applied in this study involves its traditional definition meaning arts, customs, and the set of values of a particular group. Over history, cultural exchanges have been a significant part of the connections between the University of Minnesota and China. Real vigorous international exchanges should mean more than formal agreements and collaborative projects, and it should include bridge-building between peoples. Culture can serve as the best bridge-builder possible because it can transcend the national boundaries and languages to spread the best of the values and

spirits to others. Based on this study, it is obvious that cultural exchanges have really given life to the friendship and partnership between the University and China.

One example is when the University just started to resume its communication with China, it sent the University concert band to perform in China for three weeks in 1980 as the first international band to perform in the People's Republic of China. The high-profile visit of the University band played an important role in advancing the University-China relationship to a new level, and it has paved the way for the later flourishing cultural exchanges during the next decades. A similar example would be the theater group from *Nankai* University in 1987 performing the two classical plays "Rickshaw Boy" and "Thunderstorm" at the university.

International students themselves are ambassadors of their culture, so their presence at the University offers a constant supply of cross-cultural experiences for the domestic students and professors. The Chinese international students have been actively promoting Chinese culture on the campus of the University through celebrating Chinese holidays and many other cultural events held by China-related student organizations and societies. The University has been engaged in providing a platform to showcase Chinese culture. As an example, sponsored by the Chinese Student Association, November 3-9 in 1971 was claimed to be China Week at the University. During this seven-day festival, films on China were shown in Coffman Union at noon each weekday, and a Chinese opera was presented with puppets, films, slides and demonstrations. Other events of the week include a fair of Chinese arts and handcrafts, an eight-course Chinese dinner, and

the China Week Cup *ping-pong* tournament (University of Minnesota: University Relations, 1971).

At the same time, the University has also been engaged in developing an understanding of American culture in China. One example is the establishment of the University of Minnesota's American Cultural Center for Sport (ACC) in Tianjin University of Sport. Through ACC, the University has sent nine faculty members to Tianjin as instructors or guest speakers, and the center has hosted many guest lectures by reputable experts and athletes. Based on the successful achievements of ACC, the U.S. Embassy in China considered it as one of top three most successful programs advocating American culture and values in China (Lili Ji, Personal Communication, August 18, 2014).

The Fourth Challenge: Focus on Knowledge

As for the fourth challenge, Mestenhauser (2011) emphasizes that students and faculty should acquire necessary knowledge about other cultures, and develop cross-cultural sensitivities and global competence. He introduces four dimensions of knowledge-learning: the formal learning, learning as cognitive development, unintentional and informal learning, and knowledge production, dissemination, and utilization. Students and faculty should have opportunities to enhance their knowledge about international education through all of the four dimensions of learning, because it is often times individual faculty members, administrators, students or alumni who are internationally active and globally competent enough to take the initiatives and make international exchanges possible.

In the case of this study, there is heavy evidence showing the important roles played by individual faculty members, administrators, and alumni in building bridges between the University and Chinese institutions. The earliest trace of individual influences was in 1914 shortly after Pan Wen Ping came to the University as the first Chinese international student, he invited his older brother Pan Wenhua and his best friend Kuang Yi Kun to join the University from other institutions. They three thereafter became major part of the University soccer team and made it possible to win the national championship in 1915.

Another example shows how the informal contacts by individual faculty members with Chinese institutions could lead to significant opportunities for exchanges. In 1978, when the negotiations for exchange programs were taking place between the University and Chinese institutions, the University encouraged faculty members from different departments to make their own connections with Chinese institutions and faculty. Chun-jo Liu (刘君若) , a University professor of East Asian Languages, met with a Chinese delegation in Washington at a dinner in the honor of the President of Beijing University, Chou Pei-yuan, who had been Liu's friend since World War II. From that meeting, Liu got to know what majors the Chinese universities were most interested in when they sent their students to the U.S. to study. She also reported that the Chinese delegation wanted to know the University's strong programs before they could decide to send students here. Soon after that, the University compiled some general information and sent it to the Chinese Liaison Office in Washington, and a working group was put together to conduct

a survey among faculty members for suggestions on their opinions about exchanges with China and their possible contributions.

All of these efforts initiated by Liu's meeting with the Chinese delegation in Washington had provided a great start for the resumption of relationships between the University and China. According to Bill Huntzicker (1978), Liu's visit with President Chou might "be more important in getting Chinese students than the discussions among American officials in higher education at a national level" (University of Minnesota News Service, 1978).

Based on my research, another reason to explain the importance of developing cross-cultural understanding for individual faculty members is that it is mostly faculty members who are the first contact with international students, and how they teach and handle with them will deeply influence their lives at many levels. When the University delegations met with the alumni who were living in China. Many said that what they remember most about the university was their academic advisors and professors, even though most of them graduated from the University decades ago. (University of Minnesota Alumni Association 2000).

A compelling story showing the profound influence of a faculty member in a student's life is of Tsiang Yien-Si (蔣彥士) who served as the Secretary-General at the "Office of President" in Taiwan. In his office at the President's Palace, there was a bench under the window and the only thing that's on the bench was a portrait of Professor H. K. Hayes, Tsiang's advisor when he was a student at the University even though he had graduated decades ago. Tsiang said that the first thing everyday he saw was his advisor's

face, which still gave him guidance and inspirations. In 1996, when Tsiang came to Minnesota to receive an honorary doctorate from the University, the very first thing he did after arrival was to pay a visit to the grave of Professor H. K. Hayes (D. Pu, personal communication, December 16, 2013).

Considering the significant influence of faculty, it is important to increase their global competence on an internationalized campus. Based on my interviews with faculty, and administrators related to the internationalization of the University, there are several actions that the university has taken to achieve this goal. The first is to provide faculty with international grants to assist travel, program initiatives, etc.; the second is to reward faculty members for their outstanding international commitment, such as the Global Engagement Award; the third thing is curriculum integration with international dimensions and cross-cultural issues, and faculty members have to be actively involved in this process and it has great impacts on students' cross-cultural understanding and global competence; the fourth thing is the establishment of an advisor committee for the Office of International Programs with a representative from each college who is usually faculty who is actively internationally. Finally, faculty are encouraged, supported, and actively involved in international projects through research, workshops, artistic exhibits or performances, and in teaching short-term study abroad programs or courses.

The Fifth Challenge: Internationalizing Curriculum

Curriculum defines what teachers teach and what students learn, so it is not exaggerating to say curriculum is the soul of an institution. When it comes to international education, to internationalize curriculum is one of the most important

components. However, curriculum is something developed and practiced over a long period of time, which makes it extremely challenging to make any changes about it. As quoted by Mestenhauser (2011), Woodrow Wilson, the former president of Princeton University, said "it is easier to move a cemetery than to change the curriculum" (p. 12). The biggest barrier usually comes from faculty members who have been delivering knowledge in the traditional way they feel comfortable with for a long time. This reinforces the importance of increasing global understanding and competence among faculty members that has been discussed in the last section.

In the University of Minnesota, one of the earliest advocates for curriculum internationalization was Harold Quigley. In his book, *Challenge to isolationism*, Quigley (1961) described the gradual internationalization of the University curriculum: from just a handful courses and seminars in Europe, British Commonwealth and colonies, and the Far East, to academic majors in area studies, and finally to graduate programs in these fields with considerable numbers of student enrollments. Quigley (1961) recommended the University should enrich its library resources in linguistics and Asian materials, and Asian scholars should be hired as faculty. In the late forties, Professor Harold Quigley highly advocated to the University administration to open language courses in Chinese and Japanese, and he strongly advocated the importance of language skills. He proposed that foreign languages should be taught in secondary education so that students could be better prepared for their college study, their communication with international peers, and their study-abroad experiences. At that time, there were no long-term study-abroad programs at the University, but Quigley stressed how important it was for students to

have opportunities to study abroad for at least a year, because it would be extremely beneficial to their language learning and cross-cultural understanding. Even though he made these proposals many decades ago, some of them still remain valuable currently for international education.

Through decades of the efforts to integrate international dimensions to the University curriculum, now there are several aspects that show the University's strategic plans to achieve the goal of internationalizing curriculum. First, study abroad opportunities have been incorporated into the curriculum -- the credits obtained through international experiences can count toward graduation from a degree program. For example, it sends more than 200 students from the University to study in China every year through 15 study abroad programs (Kaler, 2013).

Second, international issues and cross-cultural perspectives are integrated into academic programs. International content is infused into teaching and research at the University. For example, all undergraduates are required to take at least one course of Global Perspectives Theme that addresses issues of the world beyond the United States or examines international affairs through a comparative perspective. Through these courses, students can discuss and reflect on the implications of the global issues and therefore increase their international awareness and global competence.

Third, international students are encouraged and supported to share their global perspectives through projects, lectures, and educational programs. One example is the Culture Corps program sponsored by the International Students and Scholar Services office. The Culture Corps focuses on encouraging international students to share their

global perspectives with the University community. It offers monetary awards for international students to conduct projects to share their worldviews through presenting their projects on occasions like courses, conferences, or workshops.

Fourth, that students and faculty members have opportunities to gain global perspectives and better their cross-cultural communication skills through participating in international partnerships and collaborations. Typical examples are joint certificate or degree programs like the CHEMBA program of Carlson School of Management. Most courses offered by the CHEMBA program are taught half by a professor from Carlson School and half by a professor from *Lingnan College* at *Sun Yat-sen University* of China. Most of the courses take place in Guangzhou, China, and in the end of the program, students participate an intensive International Residency program on the Carlson School campus in Minnesota.

The fifth aspect is that many majors have foreign language as a degree requirement. For example, in College of Liberal Arts, all students pursuing a BA, BFA in Art, or BIS degree are required to study the equivalent of two years of another language. To be able to speak another language is a strong indicator of one's global awareness and cross-cultural sensitivity. To become an informed and knowledgeable global citizen, someone has to have cross-cultural communication skills and be able to articulate in speaking and writing a foreign language.

The Sixth Challenge: Organization and Institutionalization of International Education

Mestenhauser (2011) states that international education professionals should be separate from other administrative units and should belong to the highest level of the university administration. Because their functions are of crucial importance to the internationalization of an institution, they should have sufficient authority and funding to make decisions about the administration of their international programs. At the University of Minnesota, the international office used to be called Office of Foreign Students Advisors, and the director of the office reported to Dean of Students. Now the central international office at the University is the Global Programs and Strategy Alliance (GPS Alliance). The GPS Alliance is led by the Associate Vice President and Dean's Office which is engaged in working with campuses, colleges, units, faculty, students, and the community on the internationalization of the University of Minnesota. The aforementioned important administrations related to China, e.g. China Center, China Office in Beijing, and Confucius Institute are all under the supervision of the GPS Alliance. The GPS Alliance is independent from other administrative units, and has authority and funding to support the internationalization efforts at the University.

During the interviews about the connections between the University and China, several participants mentioned that even though specific international connections were usually initiated by individual faculty members or administrators, they would not be possible if without the interests in Chinese exchanges coming directly from the top. This can be demonstrated by the six presidential delegations to China, and the establishment of

China Center, Beijing Office, and Confucius Institute also shows the commitment of the University in its relationships and exchanges with Chinese institutions. China is the only country that the University holds a special office to develop its relationships, reflecting how important China is to the university.

Recommendations for Policy Makers

Taking into account the key points concluded through applying the Mestenhauser's six-challenge framework to the historical context of the University-China linkages, I have assembled the recommendations for policy makers in the field of international education.

First, they could empower faculty members in their international engagements because the roles of faculty are vital in achieving a more internationalized campus, from international student recruitment and retention to research collaborations and education partnerships. The policy makers could consider the following approaches:

- to offer faculty workshops strategically designed to achieve global competence to faculty to prepare them to better understand the international dimensions of the campus and better address cross-cultural issues involved in their teaching and interactions with international students;
- to continue to offer faculty grants and awards to support their international engagements. They should be encouraged and granted the opportunities to travel overseas and cultivate relationships with peers from institutions in foreign countries;

- to give opportunities for faculty to get involved in discussions and decision-makings toward developing internationalization of the campus or the department;
- to encourage faculty to incorporate international perspectives to their classes.

Secondly, successful international alumni programs can significantly contribute to the internationalization of a campus, and it can be achieved in the following ways.

- to connect international alumni all over the world so as to explore various opportunities of collaborations in their home countries;
- to keep alumni and alumni associations in regular contact to support continued international recruitment;
- to establish campus awards to recognize distinguished international alumni;

Third, students' interests in other countries, cultures and world affairs are essential to the internationalization of a campus, so the following strategies could be beneficial to improve students' global competence.

- to encourage students to involve in international groups and participate in seminars and discussions;
- to incorporate learning abroad experience and certain foreign language proficiency levels as requirements towards graduation;
- to offer travel grants to support students to study abroad;
- to use international students as resources to assist faculty in bringing greater international perspectives to classes;

Finally, the university administrators are usually the policy makers and their perceptions and understanding of internationalization are significant in the following ways.

- to put international dimensions of a campus among the priorities of the university agenda.
- to establish and authorize a chief office to lead, coordinate, and assist the international engagements of departments and faculty.

Conclusion

This study has emphasized the historical contexts of educational linkages between the University of Minnesota and China for more than 100 years. From a historical perspective, this study has explored how international education has been intertwined with economic, political, cultural, and social changes over time. After working through the history, we can better imagine new possibilities, challenging newly arising barriers and focusing on the importance of international connections and conversations. Chinese writer Lu Xun once said " there is originally no path, but when there are many who have walked upon it, then a path comes into being." The internationalization of education is a process of path building and it should be attributed to numerous individuals, past or present, who are passionate about breaking boundaries and making the world a better place for future generations.

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Footnotes

¹ The title and metaphor are inspired by the remarks by Emperor *Taizong* of Tang Dynasty in 643 upon the death of his chancellor, *Wei Zheng*. The whole quotation is “We can use a bronze mirror to see whether we are properly dressed. We can use history as a mirror in which to see the rise and fall of dynasties. We can use people as a mirror in which to see our achievements and failures. I have kept these three mirrors as a way of avoiding mistakes. But now, with Wei Zheng gone, I am suddenly bereft of one of my mirrors!” (Zhang, 2015, p. 53).

² Yuan tried to revert China back to a monarchy with himself as emperor in 1913, and he was overthrown by Sun Yat Sen’s supporters.

³The Committee on Scholarly Communication with China (CSCC) is jointly sponsored by the American Council of Learned Societies, the National Academy of Sciences, and the Social Science Research Council. Since 1979, CSCC has developed programs with the Chinese Academy of Sciences, the Chinese Academy of Social Sciences, and the State Education Commission. The programs include sending American graduate students and scholars to study or research in affiliation with Chinese universities and research institutes, offering fellowships for Chinese scholars to conduct research in the US, and field development and training programs in archaeology, economics, international relations, law, library science, and sociology. (Turner-Gottschang, Reed, & Staff, 1994).

APPENDIX I: Numbers of Chinese International Students at the University (1914-1949)

Academic Year	Number of Chinese Students	Source of data	Population Coverage
1914-1915	3	the President's Report	Total students
1915-1916	11	the President's Report	Total students
1916-1917	14	the President's Report	Total students
1917-1918	12	the President's Report	Total students
1918-1919	7	the President's Report	Total students
1919-1920	6	the President's Report	Total students
1920-1921	11	the President's Report	Total students
1921-1922	15	the President's Report	Total students
1922-1923	23	the President's Report	Total students
1923-1924	10	the President's Report	Total students
1924-1925	11	the President's Report	Total students
1925-1926	13	the President's Report	Total students
1926-1927	18	the President's Report	Total students
1927-1928	12	the President's Report	Total students
1928-1929	17	the President's Report	Total students
1929-1930	13	the President's Report	Total students
1930-1931	13	the President's Report	only graduates
1931-1932	11	the President's Report	only graduates
1932-1933	7	the President's Report	only graduates
1933-1934	4	the President's Report	only graduates
1934-1935	11	the President's Report	only graduates
1935-1936	28	the President's Report	only graduates
1936-1937	37	the President's Report	only graduates
1937-1938	39	the President's Report	only graduates
1938-1939	34	the President's Report	only graduates
1939-1940	27	the President's Report	only graduates
1940-1941	31	the President's Report	only graduates
1941-1942	20	the President's Report	only graduates
1942-1943	23	the President's Report	only graduates
1943-1944	26	the President's Report	only graduates
1944-1945	36	the President's Report	only graduates
1945-1946	53	the President's Report	only graduates
1946-1947	77	the President's Report	only graduates
1947-1948	121	the President's Report	only graduates
1948-1949	93	the President's Report	Total students

APPENDIX II: Chinese International Students at the University of Minnesota (1914-1925)

Enrollment	Name	Chinese	College	Degree	Class	Graduation
1914	Kwong, Yih-Kum	邝翼堃	Mines	B.S.	1917	1918
1914	Pan, Wen Huen	潘文辉	Engineering	B.S.	1915	1916
1914	Pan, Wen Ping	潘文炳	Chemistry	B.S.; Met.E. ¹	1917	1918; 1919
1915	Bau, Chingling		SLA ²	B.A.	1917	N/A
1915	Hsieh, Chung		Mines	B.S.	1918	1918
1915	Lee, Liang		Mines	Met.E.	1918	1919 ³
1915	Miao, Yun Tai	缪云台	Mines	B.A.	1918	1919
1915	Tsao, John Mou		SLA	B.A.	1916	1916
1915	Tu, C. F.		Mines	B.S.	1918	N/A
1915	Wong, Jee Kwun		Engineering	B.S.	1916	1916
1915	Woo, Henry Fukon		SLA	B.A.	1918	1918
1916	Chien, Cha	查谦	Graduate	M.A. (Math); Ph.D (Physics)	Unclassed	1921; 1923
1916	Fong, Yue Chor	方于楠	Graduate	M.S. (E.E. ⁴)	Unclassed	1917
1916	Wong, Jee Foun		Pharmacy	B.S.	1917	1917
1916	Wong, Som Suong		Architecture	B.S.	1920	N/A
1916	Wong, Yuan Dau		SLA	B.A.	1918	1919
1917	Kwok, Ser Chung		Graduate	N/A	Unclassed	N/A
1917	Tan, Len B.		Agriculture	B.S.	1921	N/A
1917	Tan, Lin Pon		Engineering	B.S.	1921	N/A
1917	Tan, Tennyson		SLA	B.A.	1921	N/A
1918	Kingsing, Sunswan Won		SLA	B.A.	1922	N/A
1918	Lin, Shu Ming	林澍民	Architecture	B.S.	1920	1921
1918	Lin, Sze Chen	林斯澄	Mines	B.S.	1922	1922
1918	Wong, Jee Lum	黄子濂	Dentistry	D.D.S. ⁵	1922	1922
1919	Chang, Chen Ping		Mines	B.S.	1922	1922
1919	Kwong, Shou Kun	邝寿堃	Mines	B.S.	1923	1923
1919	Liang, Wen Paul		Engineering	B.S.	1920	N/A
1920	Chang, Chi	张纪	Mines	B.S.	Unclassed	1923
1920	Chao, Henry H.		Chemistry	B.S.	Unclassed	N/A
1920	Chau, Koon Ming		SLA	B.A.	Unclassed	N/A
1920	Huang, Ta Heng	黄大恒	Mines	B.S.	1924	1924
1920	Sung, Kuo Hsiang	宋国祥	Mines	B.S.	1924	1924
1920	Wong, Den H.		SLA	B.A.	1924	N/A
1921	Chang, Shih		SLA	B.A.	1922	N/A
1921	Law, Wiliam S.		Graduate	N/A	N/A	N/A
1921	Loo, Yuson		Engineering	B.S.	1925	1927
1921	Young, Clarence K		Graduate	N/A	N/A	N/A
1921	Yung, Chang Pu		Graduate	N/A	N/A	N/A
1922	Chang, Tsu-yin		SLA	B.A.	1923	1925
1922	Doon, Dayu	董大酉	Engineering	B.S.; M.S.	1926	1924; 1925

¹ Metallurgical Engineering

² College of Science, Literature and the Arts

³ post obitum

⁴ Electrical Engineering

⁵ Doctor of Dental Surgery

1922	Lamb, P. Y.		Graduate	N/A	N/A	N/A
1922	Lau, Tsz Kei		SLA	B.A.	1926	N/A
1922	Moy, Geo C.		Mines	B.S.	1925	N/A
1922	Ni, Fichen T.		Graduate	N/A	Unclassed	N/A
1922	Shill, Chao Y.	时昭瀛	SLA	B.A.; M.A.	1924	1924; 1925
1922	Tingoo, Chu	朱庭洁	Graduate	N/A	Unclassed	N/A
1922	Toy, Wing		Pharmacy	B.S.	1923	N/A
1922	Tsiang, Kuen		Graduate	M.S. (Medical)	Unclassed	1927
1922	Wong Minsam B.		Dentistry	D.D.S.	1926	N/A
1922	Wong, Shiu Chong		Engineering	B.S.	1926	N/A
1922	Woo, Howard F.		Chemistry	B.S.	1926	N/A
1923	Chang, Kerwey H.	张克威	Agriculture	B.S.	1926	1927
1923	Chen, Ray C.		SLA	B.A.	1927	N/A
1923	Chui, Howard C.		SLA	B.A.	1926	1927
1923	Sun, Ching-Po	孙清波	Agriculture	B.S.; M.S.	1926	1925; 1926
1923	Wang, Hua-Cheng	王化成	SLA	B.A.	1925	1924
1923	Wong, Minsam		Dentistry	DDS	1926	1926
1923	Wu, Ching Chao	吴景超	SLA	B.A.	1925	1925
1924	Tu, Chih	屠治	Agriculture	B.S.; Ph.D.	1927	1926; 1929
1924	Wang, Richard H.		Engineering	B.S.	1928	N/A

APPENDIX III: Numbers of Chinese International Students at the University (1950-1977)

Academic Year	Number of Chinese Students	Source of data	Population Coverage
1949-1950	78	the President's Report	Total students
1950-1951	67	the President's Report	only graduates
1951-1952	55	the President's Report	only graduates
1952-1953	50	the President's Report	only graduates
1953-1954	38	the President's Report	only graduates
1954-1955	54	the President's Report	only graduates
1955-1956	65	the President's Report	only graduates
1956-1957	76	Directories (Archives)	Total students and adult specials
1957-1958	111	Directories (Archives)	Total students and adult specials
1958-1959	149	Directories (Archives)	Total students and adult specials
1959-1960	179	Directories (Archives)	Total students and adult specials
1960-1961	159	Directories (Archives)	Total students and adult specials
1961-1962	154	Directories (Archives)	Total students and adult specials
1962-1963	145	Staff Bulletin	Total students
1963-1964	167	the President's Report	Total students
1964-1965	198	Directories (Archives)	Total students and adult specials
1965-1966	186	Directories (Archives)	Total students and adult specials
1966-1967	192	Directories (Archives)	Total students and adult specials
1967-1968	Missing		
1968-1969	287	Directories (Archives)	Total students and adult specials
1969-1970	327	Directories (Archives)	Total students and adult specials
1970-1971	383	Directories (Archives)	Total students and adult specials
1971-1972	430	the President's Report	Total students and adult specials
1972-1973	Missing		
1973-1974	427	OSA Bulletin	Total students
1974-1975	401	OSA Bulletin	Total students
1975-1976	Missing		
1976-1977	Missing		
1977-1978	Missing		

APPENDIX IV: Numbers of Chinese International Students at the University (1978-2017)

Academic Year	Number of Chinese Students	Source of data	Population Coverage
1978-1979	Missing		
1979-1980	Missing		
1980-1981	469	ISSS	Total students and scholars
1981-1982	509	ISSS	Total students and scholars
1982-1983	511	ISSS	Total students and scholars
1983-1984	535	ISSS	Total students and scholars
1984-1985	602	ISSS	Total students and scholars
1985-1986	600	ISSS	Total students and scholars
1986-1987	854	ISSS	Total students and scholars
1987-1988	1034	ISSS	Total students and scholars
1988-1989	Missing		
1989-1990	1248	ISSS	Total students
1990-1991	1201	ISSS	Total students
1991-1992	1042	ISSS	Total students
1992-1993	1040	ISSS	Total students
1993-1994	1005	ISSS	Total students
1994-1995	767	ISSS	Total students
1995-1996	780	ISSS	Total students
1996-1997	781	ISSS	Total students
1997-1998	782	ISSS	Total students
1998-1999	813	ISSS	Total students
1999-2000	Missing		
2000-2001	762	ISSS	Total students
2001-2002	831	ISSS	Total students
2002-2003	846	ISSS	Total students
2003-2004	844	ISSS	Total students
2004-2005	897	ISSS	Total students
2005-2006	961	ISSS	Total students
2006-2007	956	ISSS	Total students
2007-2008	1081	ISSS	Total students
2008-2009	1163	ISSS	Total students
2009-2010	1614	ISSS	Total students
2010-2011	1911	ISSS	Total students
2011-2012	2253	ISSS	Total students
2012-2013	2485	ISSS	Total students
2013-2014	2467	ISSS	Total students
2014-2015	2941	ISSS	Total students

2015-2016	2693	ISSS	Total students
2016-2017	2968	ISSS	Total students

APPENDIX V: Interview Protocol for Administrators and Faculty

Introduction

Explain the purpose of the interview and obtain assent by reading the script below.

Because you are an administrator or a faculty member involved in international programs between the University and Chinese institutions, I am asking you to participate in this interview. The purpose of the interview is to learn about relationships between U of M and China during that period of time and motivations behind why the University embraces exchanges with China, as well as to understand influences that affect the development of educational exchanges between U of M and China.

I would like to ask for your permission to interview you.

- *The interview will take about one hour.*
- *I will ask you questions about relationships between U of M and China, motivations behind, and factors that affect the development of educational exchanges between U of M and China.*
- *You can tell me if you don't want to answer a particular question, or you can decide at any time if you do not want to continue the interview. No one will be angry or upset with you if you decide to end the interview or if you decide not to participate at all.*

Your responses will be kept private, and I will not tell anyone your name or your responses.

First, I would like to ask about your experiences related to exchanges between the U and China.

1. Please tell me about how you were involved in the educational exchanges with China.
(Probe: When did that happen? What did you do to take part in the program (s)?)
2. What attracted you to get involved in the exchanges?
3. How the programs were initiated? (Probe: which side took the initiative?)
4. What were the contextual factors that contributed to the development of the exchanges? (Probe: what were the economic, political, and cultural circumstances?)

Now, I would like to ask you about your understanding of the exchanges between the U and China?

5. In review of your experiences related to the exchanges between the U and China, what do you think are the important factors that contribute to a successful relationship with a Chinese institution?

6. How would you describe the relationship between the U and Chinese institutions?

Lastly, I would like to ask about your general thoughts on the U's engagements on educational exchanges with Chinese institutions.

7. Compared with other U.S. research universities, what do you think about the U's engagements on educational exchanges with Chinese institutions?

(Probe by asking specific aspects of the engagement, such as Chinese faculty members, China-related curricula or activities, favorable opportunities for Chinese students, etc.)

8. Why do you think the U has fully embraced its connections with China? How important is it to the U?

9. What are the major strategies for the U to sustain its commitment in relationships with Chinese institutions?

10. Do you have any suggestions for the U to continue its engagement in exploring more exchange and partnership opportunities with China?

11. Is there anything more you'd like to say about my study?

Do you have any questions for me? Thank you very much for completing the interview!

APPENDIX VI: Interview Protocol for Alumni

Introduction

Explain the purpose of the interview and obtain assent by reading the script below.

Because you are a Chinese alumnus of the University of Minnesota, I am asking you to participate in this interview. The purpose of the interview is to learn about your experiences at the University, as well as to understand how the U's commitment to educational exchanges with China has influenced your study and life at the U.

I would like to ask for your permission to interview you.

- *The interview will take about one hour.*
- *I will ask you questions about your experiences at the U of M, factors that affect your experiences at the U, and how your study-abroad experiences at the U have influenced your career and life later.*
- *You can tell me if you don't want to answer a particular question, or you can decide at any time if you do not want to continue the interview. No one will be angry or upset with you if you decide to end the interview or if you decide not to participate at all.*

Your responses will be kept private. To honor your participation, I would like to include your name in a report that presents the findings of this study. However, you prefer that your responses remain anonymous and that your name not be included in any reports, please let me know and I will ensure that your participation in the study remains anonymous.

First, I would like to ask about your motivations for study abroad at University of Minnesota.

7. Tell me why you chose to come to U of M.
(Probe: how did you know about U of M? is there someone who recommended U of M to you? If yes, how is that person related to U of M?)
8. What aspects or criteria did you consider important when you chose the U for your study abroad?
(Probe: institution rankings, campus diversity, institution history, etc.)

Now, I would like to ask you about your study and life when you were at the University of Minnesota.

3. During your study at the U, what goals have you set for yourself?
4. Give me an example of a goal you have accomplished for yourself at the U.
5. Did other peers, professors, or administrators support you to achieve your goals?
(Probe/Clarify: If yes, are they related to the U? Please explain)

- (Probe: If not supported, what would you need to achieve your goals?)
6. What challenges, if any, did you face when you were at the U?
 7. How did you address and/or overcome the challenges?
(Probes: did any peers, professors, or administrators help you to overcome the challenges? If yes, were they part of the U?)
 8. Were you involved in any student activities when you were at the U? If yes, which ones and why did you decide to get involved with them?
 9. Did you have any scholarship or any financial support from the U when you were there as an international student? [Probe: What was the nature of the support? Did you feel it was sufficient? Was receiving the support a motivator for you to study at the University of Minnesota?]
 10. How would you describe your study and life at the U?

Next, I would like to ask you about your life after your graduation from the U.

11. What did you do after you graduated from the U?
12. How has your degree from the U helped your career development? If so, in what ways? Please describe.

Lastly, I would like to ask about your general thoughts on the U's engagements on educational exchanges with Chinese institutions.

13. Which aspects of the U's engagements on exchanges with China have been relevant to you?
(Probe by asking specific aspects of the engagement, such as Chinese faculty members, China-related curricula or activities, favorable opportunities for Chinese students, etc. Probe to understand how it is useful for his study and life at the U.)
14. Do you think the U has fully embraced its connections with China? Please explain your response. How important do you believe is it to the U to have engagements with China?
15. In your view, are exchanges with China as more important, as important, or less important to the University than maintaining exchanges with other countries? Please explain your response.
16. What are the major strategies for the U to sustain its commitment in relationships with Chinese institutions?
17. Do you have any suggestions for the U to continue its engagement in exploring more exchange and partnership opportunities with China?

18. Is there anything more you'd like to say about the exchanges between the U and China?

Do you have any questions for me? Thank you very much for completing the interview!

APPENDIX: VII: Chinese Political Map

