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UBCHEA ARCHIVES
COLLEGE FILES
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*Ginling
Academic
Related to faculty + staff
Chinese faculty*

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INFORMATION BLANK

FOR

CHINA CHRISTIAN COLLEGES ALUMNI

The main contribution of the Christian Colleges is their alumni. And one of the most effective and graphic stories we in America, who are trying to get financial support for your alma mater, have to tell is the story of our alumni and the contribution they are now making in their chosen field of endeavor. You, as one of these alumni, are part of that story.

But to tell this story we need much more detailed information about you and our other graduates than we now have in our files. So we are asking all of you who are now working in China to fill out the enclosed information blank and return it to us as promptly as possible.

Cheeloo University
Fukien Christian University
Ginling College
Hangchow Christian College

Hua Chung University
Hwa Nan College
Lingnan University
University of Nanking
St. John's University

University of Shanghai
Soochow University
West China Union University
Yenching University

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.

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1066

[2]

DATE June 1947

1. NAME Siao-Sung Chang 張肖松
(In English) (Chang) (In Chinese)

2. PERMANENT ADDRESS Qinling College Nanking
(Street & Number) (City) (Province)

3. PRESENT OCCUPATION Teaching and Dean of Guidance

4. NAME OF EMPLOYER National Fuh Tan University

5. BUSINESS ADDRESS Qinling College, Nanking
Fuh Tan Univ., Shanghai

6. SPECIFIC WORK YOU ARE STUDYING OR TRAINING FOR Psychology

7. ARE YOU A CHRISTIAN? yes 8. WHAT DENOMINATION? American Church Mission

9. DATE OF BIRTH July 14 1901 10. PLACE OF BIRTH Hankow Hupeh
(Month) (Day) (Year) (City) (Province)

11. MARRIED? yes 12. FATHER'S OCCUPATION merchant

13. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? No 14. WHICH COLLEGE? _____



EDUCATIONAL BACKGROUND

15. MIDDLE SCHOOL ATTENDED St. Hilda's School LOCATION Wuchang, Hupeh
(City) (Province)

16. CHRISTIAN COLLEGE ATTENDED Qinling College DATES 1922 1926
(From) (To)

17. DEGREE RECEIVED B.A. MAJOR SUBJECT IN COLLEGE History

18. SCHOLASTIC AND OTHER HONORS RECEIVED Freshman Scholarship

19. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? _____

20. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? _____

English Club, Y. W. C. A., Student Self Gov't activities

21. HAVE YOU ATTENDED COLLEGE IN ANY OTHER COUNTRY? (not U.S.) _____
(Country)

22. HAVE YOU ATTENDED COLLEGE IN THE U.S.? yes

23. COLLEGE OR UNIVERSITY ATTENDED Michigan LOCATION Ann Arbor, Mich.
(City) (State)

DATES ATTENDED 1930 1935 DEGREES RECEIVED M.A. 1931, Ph.D. 1935
(From) (To)

24. SCHOLARSHIPS OR OTHER HONORS Sigma Xi, Barbour Scholarship

25. EXTRA-CURRICULAR ACTIVITIES Chinese Club, C.S.C.A., attending church conferences, making speeches about China, etc.

1067

WORK EXPERIENCE

26. WHAT DO YOU CONSIDER THE MOST IMPORTANT WORK YOU HAVE DONE SINCE LEAVING COLLEGE? _____

My work has been teaching and school administration, and the most important work was as chairman of Executive Committee of Ginling College.

27. WHAT TYPE OF WORK WAS IT? It was administrative work.

Soon after I returned from America, President Zhi-Fang Wu had to go abroad, and her work was taken up by an Executive Committee, of which I was Chairman. From then on, I often acted in her absences under

28. GIVE NAME OF FIRM Ginling College DATES 1935 1940
(From) (To)

ADDRESS OF FIRM Nanking (and Chengtu during war)

29. HOW WOULD YOU CLASSIFY YOURSELF - BANKER, EDUCATOR, LAWYER, BUSINESS MAN, ETC.? _____

Educator

30. WHAT ARE YOUR HOBBIES? Sewing, reading Chinese classics.

31. WHERE WERE YOU AND WHAT DID YOU DO DURING THE WAR? When the war broke out in ^{July} 1937, I was in Ginling College, Nanking. That autumn several of us faculty had under our care a group of about thirty five students who entered ^{Central} China University as "guest students" in Wuchang. We were "guest teachers" for four months. At Christmas time we had to move further west, and under difficult travelling conditions we took ^{Ginling} students to West China Union University, where Ginling College sojourned till last year. I taught and helped President Wu till I married in 1940 but carried on the teaching part and the work as Dean of Guidance till 1941 when sickness necessitated a rest. Then followed the moving to Chungking and the coming of a baby daughter. From the spring of 1944 I taught at the National Fuh Tan University.

32. PLEASE TELL BRIEFLY ABOUT ANY UNUSUAL EXPERIENCES YOU HAVE HAD - FOR EXAMPLE: WERE YOU INTERNED, CAPTURED, BOMBED, ETC? THESE EXPERIENCES NEED NOT BE LIMITED TO MILITARY ACTIVITIES.

All the unusual experiences I have had during the war have been connected with bombing. Beginning from August 15th, 1937, Nanking was bombed frequently. On its first occurrence, we took shelter in the basement of Ginling College Central Building. Early the next morning a servant was ordered to take a spade to make a dugout near the Faculty dormitory, which we used till we left. Then on a shopping trip to store up food against raids, we were caught by one ^(raid) which kept us in a store a whole morning. On the night boarding a steamer bound for Hankow, ^{we} were bombed on all sides. Then in Hankow and Wuhan bombing occurred a number of times with us hiding in houses and temporarily dug ditches. In Chengtu, which is on a plain, again the land was not suitable for building good dugouts, and we were exposed to air-raids a number of times. One time when three bombs landed on the Univ. campus, one only 15 yds away which luckily did not explode, many of us were in the dormitory with no time to run away. Another time I was running across a field toward a shelter when two planes were fighting over my head and I witnessed the crashing of one of them. After all these experiences, I think that the greatest wonder is that not only I came out unscathed, but also none of my friends received any harm directly from bombing.

[5]

As from
Jinling College,
Nanking, China
July 16, 1947

Publicity Department
Associated Boards for Christian
Colleges in China
150 Fifth Avenue
New York 11, N. Y.
U. S. A.

Gentlemen:

As soon as the enclosed blanks came to my hand, I started filling them, meaning to mail them in a short time. It was just about that time that President Yi-Fang Wu, seeing that my husband had recently been transferred to Nanking, began to ask me to return to Jinling College as Dean of Guidance. I am going in a fortnight. That has caused my delay and explains the changes made in filling the blanks.

My Chinese name 張 has had three different spellings in English, namely: Tsang, Djang and Chang. Now I use the more common form Chang, although my college and university records have it as Djang.

I am writing from Fuh Tan University, but beginning from Aug. 1st., my address will be Jinling College, Nanking.

Hoping that the delay has not caused you any inconvenience,

Sincerely yours,

Siao-sung Chang

INFORMATION BLANK
FOR
CHINA CHRISTIAN COLLEGES ALUMNI

The main contribution of the Christian Colleges is their alumni. And one of the most effective and graphic stories we in America, who are trying to get financial support for your alma mater, have to tell is the story of our alumni and the contribution they are now making in their chosen field of endeavor. You, as one of these alumni, are part of that story.

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- | | | |
|-----------------------------|-----------------------|-----------------------------|
| Cheeloo University | Hua Chung University | University of Shanghai |
| Fukien Christian University | Hwa Nan College | Soochow University |
| Ginling College | Lingnan University | West China Union University |
| Hangchow Christian College | University of Nanking | Yenching University |
| | St. John's University | |

Our extension work facilitates college students to go to the common people whom are the real financial foundation of China.

Leaders must be connected with the followers - the mass and let the mass become intelligent followers + supporters. Then China can be governed by the people + for the people. Women must be given a free hand and full support to do their share.

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.

- Thinking's extension work ^{scale} is very small extend it had been;*
- 1. Mostly need for a. The training of social + educational workers of college rank
b. " " " local leaders to improve + create better homes and ultimately better China*
 - 2. Our work though not showy but they are most creative and most effectively welcomed.*
 - 3. We aim to change life patterns by changing hearts with the power of Christ's love. Therefore the job is not hurried not to a permissive one.*

521

DATE June 10, 1947

1. NAME Miss Phoebe Y. T. Hoh 郝映青
(In English) (In Chinese)

2. PERMANENT ADDRESS Ginling College Nanking Kiangsu
(Street & Number) (City) (Province)

3. PRESENT OCCUPATION Social Service + Popular Education

4. NAME OF EMPLOYER Ginling College

5. BUSINESS ADDRESS _____

6. SPECIFIC WORK YOU ARE STUDYING OR TRAINING FOR Education + Social Science + Chinese

7. ARE YOU A CHRISTIAN? Yes, I am 8. WHAT DENOMINATION? Lutheran mission

9. DATE OF BIRTH March 18 1888 10. PLACE OF BIRTH Son-jun Hubei
(Month) (Day) (Year) (City) (Province)

11. MARRIED? No 12. FATHER'S OCCUPATION Student of Confucianism - live on Real estate

13. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? No 14. WHICH COLLEGE? _____

EDUCATIONAL BACKGROUND

15. MIDDLE SCHOOL ATTENDED St Hildas LOCATION Wuchang Hubei
(City) (Province)

16. CHRISTIAN COLLEGE ATTENDED Ginling College DATES 1916 1920
(From) (To)

17. DEGREE RECEIVED B. A MAJOR SUBJECT IN COLLEGE Sociology + Education

18. SCHOLASTIC AND OTHER HONORS RECEIVED _____

19. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? Tennis Teams - College tournament

20. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? _____

21. HAVE YOU ATTENDED COLLEGE IN ANY OTHER COUNTRY? (not U.S.) No
(Country)

22. HAVE YOU ATTENDED COLLEGE IN THE U.S.? Yes, I did

23. COLLEGE OR UNIVERSITY ATTENDED Columbia LOCATION New York, N.Y.
(City) (State)

DATES ATTENDED 1927 1929 DEGREES RECEIVED M. A
(From) (To)

24. SCHOLARSHIPS OR OTHER HONORS Kappa deltopia Member - Key

25. EXTRA-CURRICULAR ACTIVITIES Visiting adult + Popular Education in city + in Rural regions in U.S.A. Such as social centers.

Had attended Summer school at Harvard 1929
Studied U.S.A. Constitution (History) History of political philosophy
and international relations - on basic factors

Attach
Photograph
Here

1072

WORK EXPERIENCE

26. WHAT DO YOU CONSIDER THE MOST IMPORTANT WORK YOU HAVE DONE SINCE LEAVING COLLEGE? Nothing
Important as this word, ^{itself} indicates in general.

- 1. Assisted Mrs. Houston the previous president of Ginling College 1923-1927
- 2. To Education and to serve the least privileged people 1931-1947

27. WHAT TYPE OF WORK WAS IT? From 1923 to 1927 my work in Ginling had been both administrative and teaching. F

2. Since 1931 my work had been Establishing Rural social Service Centers and supervising popular education both in Rural + City Service Centers
just before war was the superintendent of welfare work for children, women and home

ate

28. GIVE NAME OF FIRM at ten different counties DATES of Kiangsi province
(From) (To)

ADDRESS OF FIRM _____

29. HOW WOULD YOU CLASSIFY YOURSELF - BANKER, EDUCATOR, LAWYER, BUSINESS MAN, ETC.? _____

I may call myself an Educator, ^{for college extensions in} but I am proud of being one of the under dogs

30. WHAT ARE YOUR HOBBIES? Play tennis + had been college team also fond of singing folk songs
with village workers. Now, play chess and

31. WHERE WERE YOU AND WHAT DID YOU DO DURING THE WAR? _____

I went to Sze Chien and there I found Ginling College staff again 1. Established the Rural project at Jen shu of Ginling College. 2. Developed in City (at Hua-shi Pa) Children's welfare centers. 3. Running adult school at night in the University Camp for College servants, apprentices, workmen in printing houses, iron works, ^{and} Restaurants etc. - both men and women

4. Directing Summer Social Service of College students in places just behind front line or to the hilly region near Tibet. or up to Siam

5. Being a member of the standing committee of the war orphanages had often went to different War orphanages to help out some business.

6. Established a hand crafts club for women to earn their living Making real Chinese cross-stitch patterns on table linens which the G. I. people like to sent ⁻³⁻ home as gifts.

These kind of minute work though not worth mention but some one had to spend themselves to do them. I am glad that I have had a share with all these unknown workmen both female & male.

32. PLEASE TELL BRIEFLY ABOUT ANY UNUSUAL EXPERIENCES YOU HAVE HAD - FOR EXAMPLE: WERE YOU INTERNED, CAPTURED, BOMBED, ETC? THESE EXPERIENCES NEED NOT BE LIMITED TO MILITARY ACTIVITIES.

I had no chance to was emphasize therefore I forgot spelling, making etc. There is no dictionary so I can't look up words I need to be corrected.

Though I have not been seeking for self safety during the past tumult years I was some how been led to a situation that nothing unusual happened to me. But I have had several narrow escapes for my life.

1. I had been awakened by a "Bomb" draft at 20 feet from my bed and that was the first "Bomb" draft in Baldwin Girl School in Nanchang, Kuingsai.

2. When I got the last train from Nanchang to Kuikiang in dark for fearing of "Bombs", then I had sit on the street to wait till day break to get into my destination.

3. In 1927, when Guling was ~~taken~~ looted the men with gun pointed at me very closely but his hand turns down with out shooting me as I talked to him with a smile which God my father had provided for me at that moment. As myself, I am quite tempered I could not be so calm without God's help. And in that same day another group of men with big knives blade of knives demand me to produce foreigners from whom they aim to loot money. "Tell us where are the foreigners or else we will kill you" meaning the big knives over my head.

There are this or that little odds + ends needs to be handled by some one, I am glad to be called to meet the needs while others are occupied with big issues of business. I have nothing important was anything unusual to report. But I am not lazy that is all.

I remember hundreds and thousands of ^{work men} farmers + other ~~work~~ jobs and they still keep on write to me ^{they are my} Friends under ~~supervise~~ ^{supervision} of Society

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FOR

CHINA CHRISTIAN COLLEGES' FACULTY MEMBERS

Among the main contributions the Christian Colleges are making to China is their faculty members. For it is you teachers who are training China's future leaders.

One of the most effective and graphic stories we in America, who are trying to get financial support for your college, have to tell is the story of our teachers, and the contribution they are making in their chosen field of endeavor. You, as one of these faculty members, are part of that story.

Publicity about the Christian Colleges' teaching and administrative staffs can do much to inspire confidence in these institutions by making it known that trusted and competent persons are responsible for their policies. But to tell this story we need much detailed information about you and our other teachers. We should like to know in some detail about the books you have written, the research projects you have undertaken, your experiences during the war, etc.

This kind of information we do not have in our files. So we are asking you to fill out this information blank and return it to us as promptly as possible.

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.
U. S. A.

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July 29, 1948

DATE _____

Attach
Photograph
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1. NAME Mrs. Mingsin Tang Hsueh
(In English) (In Chinese)

2. ADDRESS Ginling College, Nanking, China
(Street & Number) (City) (Province)

3. PERMANENT HOME ADDRESS Same as above

4. NAME AND ADDRESS OF NEAREST RELATIVE IN U.S. None

5. NAME OF UNIVERSITY _____

COLLEGE Ginling College DEPARTMENT Sociology

6. PRESENT RANK Professor DATE JOINED FACULTY July 1, 1943
(Title, i.e. Prof., Ass't Prof., etc.)

7. AT WHAT OTHER UNIVERSITY HAVE YOU TAUGHT? Hwa Chung University; Anhwei University;
University of Nanking DATES 1935-36; 1936-38; 1941-43

8. LIST GOVERNMENT OR BUSINESS POSITIONS HELD (WITH DATES)
Editor, Ministry of Education, 1938-41

9. ANY OTHER SPECIAL ASSIGNMENTS None

10. LIST BOOKS YOU HAVE WRITTEN _____

Work On Behavior Guidance Of Children, published by the Commercial Press,
Shanghai, in July, 1948. (259 pages in Chinese.)

11. DESCRIBE ANY SPECIAL RESEARCH YOU HAVE DONE
Five years of experimental work in Child Guidance Service, Ginling College.

12. DESCRIBE THE WORK YOU ARE NOW DOING. LIST THE COURSES YOU TEACH AND ANY SPECIAL PROJECTS
YOU ARE ENGAGED IN Courses taught: Child Welfare, Social Case Work, Child
Guidance, The Family, Social Problems, Medical Social Work, Advanced Social
Case Work, and Supervision of Students' Field Work and Thesis Courses.

Projects initiated and administered: Child Welfare Center, Ginling College;
Child Guidance Clinic under the joint auspices of West China Medical College
and Ginling College, 1943-46; Child Guidance Service, Ginling College,
1946-up to the present; Social Service Department, National Neuropsychiatric
Institute (I am the honorary adviser here now.)

13. OF WHAT CLUBS OR SOCIETIES ARE YOU A MEMBER?
National Mental Hygiene Association; National Sociological Society; Nanking
Social Workers' Club; Chinese Association of University Women.

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14. ARE YOU A CHRISTIAN? Yes WHAT DENOMINATION? Methodist
15. DATE OF BIRTH August 15, 1907 PLACE OF BIRTH Kiukiang, Kiangsi, China
 (Month) (Day) (Year) (City) (Province)
16. MARRIED? Yes 17. WIFE'S MAIDEN NAME Mr. B.K.Hsueh 18. BIRTH Deceased
 Husband (Date) (Place)
19. ~~WIFE'S PERMANENT HOME ADDRESS~~ None 20. COLLEGE AND DEGREES B.A. Ginling
Ching-yu M.A. Vanderbilt
21. NUMBER OF CHILDREN Two NAMES Ching-yung Two-year Professional Training
in Social Work, Univ. of Chicago
22. WHAT WAS FATHER'S OCCUPATION? School teacher
23. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? No
24. WHICH COLLEGE? _____

EDUCATIONAL BACKGROUND

(IN CHINA)

25. MIDDLE SCHOOL ATTENDED Rulison High School LOCATION Kiukiang, Kiangsi
 (City) (Province)
26. COLLEGE ATTENDED Ginling College DATES 1924-28
 (From) (To)
27. DEGREE RECEIVED B.A. MAJOR SUBJECT IN COLLEGE Sociology
28. SCHOLARSHIPS OR OTHER HONORS RECEIVED _____
Foreign Fellowship, Smith College, 1931-32; Scholarship, Vanderbilt
University, 1932-33; Assistantship, School of Social Service Administra-
tion, University of Chicago, 1933-35; United Nations Welfare Fellowship
for Observation for six months, 1948.
29. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? None
30. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? _____
Debating and Currents Events Clubs.
31. HAVE YOU STUDIED IN ANY OTHER COUNTRY? Yes U.S.A.
 (Country)

(ABROAD)

32. COLLEGE OR UNIVERSITY ATTENDED Smith College, 1931-32, Foreign Fellow
Vanderbilt University, 1932-33, Master of Art
University of Chicago, 1933-35, Professional Training
 (City) (Country)
- DATES ATTENDED _____ DEGREES RECEIVED _____
 (From) (To)
33. SCHOLARSHIPS OR OTHER HONORS _____
34. EXTRA-CURRICULAR ACTIVITIES PARTICIPATED IN _____

1077

35. WHAT ARE YOUR HOBBIES? Planting flowers, sight seeing, playing cards.

36. WHERE WERE YOU AND WHAT DID YOU DO DURING 'THE' WAR?

I stayed in the interior place, i.e., Chungking and Chengtu in Szechuan.
I was married so I took care of my family and children and worked at the
same time as Professor of Social Work and child welfare and supervisor of students'
field work and theses.

37. PLEASE TELL BRIEFLY ABOUT ANY UNUSUAL EXPERIENCES YOU HAVE HAD. FOR EXAMPLE, WERE YOU INTERNED, CAPTURED, BOMBED, ETC?

I was married in 1938 and gave birth to a baby-girl in 1939. Unfortunately
when my husband was having an operation for appendicitis in the hospital,
the severe Japanese bombing in Chungking ended his life which took place
in May, 1940. A baby-boy came to me six months after his father's death.
It gave me great consolation, of course, to have this boy, but it is really
tragic that my son has never had a chance to see his father. In spite of
the fact that I had ~~had~~ to fight many struggles of life during those
difficult years, my devotion to child guidance and general social welfare
work has increased as time proceeds. I am glad that I have conquered those
battles of life and now I am enjoying my home life with two children as well
as my work.

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Child Guidance Work in China
By Mrs. Mingsin Tang Hsueh*

An Abstract of the Book

Before World War II little had been done in the field of child guidance in China. During the war time when the National Institute of Health added a Mental Hygiene Office to its organization in Chungking, consultation service was given to some children and adolescents by a psychologist. In 1943 when Dr. Leslie Cheng, a well known psychiatrist, accepted the post as the Head of the Neuropsychiatric Department at the Medical College of West China Union University, and when the author joined the faculty of Ginling College as a professor to start the child welfare and social work training programs for the undergraduates, a few cases of behavior problem children were referred by the teachers and the doctors for study and treatment. After one year of experimentation with this limited number of cases, the result of the work aroused the interest of many people in the community. Consequently, the number of cases referred for study and treatment were gradually increased. The Child Welfare Committee of United Service to China, which is a voluntary agency of the United States, also began to realize the constructive and preventive value of child guidance work, and in 1944 recognized this project as one of the important training fields for child welfare students in the Christian Colleges. With the funds appropriated by this Child Welfare Committee a full-time assistant caseworker was employed and for the first time Child Guidance Clinic was organized under the joint auspices of West China Medical College and Ginling College in Chengtu, Szechuan, where Dr. Cheng and the author were working.

In the summer of 1946 when Dr. Cheng left Chengtu for Canton and when the author joined Ginling College to move back to Nanking, this Child Guidance Clinic had to be closed because trained personnel was not available to take over the responsibility. From 1943 to 1946 only sixty cases of behavior problem children were selected for study and treatment. Most of these cases were handled by the author, sometimes in consultation with the psychiatrist. Medical and neuropsychiatric examinations were given by the doctors of the Neuropsychiatric Department of West China Medical College. Some psychological tests were performed by an instructor in the psychology Department of Nanking University. A few social case studies and follow-ups were done by the assistant caseworker and several child welfare students under the supervision of the author. Because of the pressing need in China to promote sound physical and mental health for children, and because of the urgent demands for original Chinese reading materials for child welfare and social work training programs, the author was under the obligation to write out her experiences of working with these sixty children systematically in the form of this book. It may be claimed that it is the first, but not the best, child guidance book written in the Chinese language and with the source material drawn out of the author's long and continuous contacts with these sixty cases. It is hoped that the book will be of some practical value to the parents, teachers, doctors, nurses and other welfare workers, who often have contacts with children and should be anxious to understand the intricacies of children's feelings and emotions in the complicated network of personal and social interrelationships in the family, the school, and the community.

The book covers 259 pages in Chinese printing and amounts to about one hundred and twenty thousand words. It is divided into three parts and fifteen chapters. Part I which includes Chapters 1, 2, 3, and 4, gives a general presentation of these sixty children as a whole as to their persons

al and social backgrounds, their problematic behavior symptoms, the causal factors of these behavior problems, the nature and content of treatment services to them, and the results of these services. Of these sixty cases twenty-seven were referred by cooperating schools, nineteen by the Neuropsychiatric Clinic, six by their parents, five by child welfare agencies, two by other interested private individuals, and one by the boy himself. Altogether there were forty-three boys and seventeen girls, ranging from four up to seventeen years of age. Twenty-five cases were the first children, and forty cases were children attending the primary schools. Most of these children came from moderately educated parents, and most of their families' financial conditions were of minimum-comfort level. There were only a few cases where the problems of poverty, illness, and illiteracy were acute and aggravating. The prevalent behavior problems presented in these children in order of frequency were: stealing, lying, disobedience, lack of concentration, reading difficulty, truancy, wandering, fighting, irregular sleep, choice of food, excessive attention-getting, speech difficulty, excessive hatred, mental defectiveness, day dreaming, nervousness, masturbation, oversensitiveness, night terror, facial tic, and sex play. The predominating factors which contributed to the behavior problems of these children in most cases seemed to be their emotional reactions in one way or another to certain life situations or experiences in the family, the school or the community. Of these three social milieus, the family seemed to have played the most important role in the formation of the behavior problems of these sixty children. Specifically speaking, twenty-five of them were emotionally upset in one way or another because of the unwholesome family interrelationships between the grandparents, the parents and the siblings. Sixteen children due to certain financial pressure in their families showed reactions against deprivation of some material comforts or conveniences which other children of their age had. Fourteen children had antagonistic or negative feelings against overprotection, oversolicitousness and partiality of their parents or parent. Nine children were hostile and rebellious against discipline or wrong methods of handling by the parents. Five children were influenced by the misconduct and bad temperament of their own parents. Four children suffered from the bad effects of neglect due to the death or illness of their own parents.

There were five conditions in the school which gave rise to some of the behavior difficulties of these children. Among the sixty cases, eleven children presented school problems because they were not satisfied with the rigid curriculum and poor equipment, which made no provision for the development of individual talents and interests. Seven children were often exposed to the bad temperament and prejudices of the teachers, and four children suffered from corporal punishment or poor methods of handling by the teachers. Another four children failed to make good school adjustment because they were either transferred from school to school too often, or placed in the wrong classes.

As to the community forces conducive to the behavior difficulties of these children, three factors seemed to be worth mentioning. Three of these ~~feet~~ children became delinquents because each of these families lived in one small roomed hut in a densely populated slum area where many children participated together in stealing under the leadership of a youth. Two children became excessively destructive in the neighborhood because the exceptionally high position of their fathers in the community necessitated everybody with a comparatively lower social status to give in to these children or to accept their orders as a matter of course to show their flattery or respect to these influential leaders. One boy was overwhelmed with all kinds of guilty feelings

because the conservative folkways and mores in his native town condemned him for life on the ground that he had played the passive role in a homosexual game with a youth.

Treatment services with these cases in general took the form of individual interviews with these children and their closely related persons. In the case where the child was the focus of treatment he came to the Child Guidance Activity Room by appointments for any kind of activity he chose, such as, reading, talking, drawing, wood-work, toy-play, or clay-work. In general the younger child enjoyed talking with the worker while he was playing, except those who presented the problem of speech difficulty. The older child or the adolescent preferred to come by appointments for treatment interviews only. In case the source of the child's difficulty was with the father or mother the worker usually carried out treatment interviews with him or her separately for an indefinite period of time, by appointments chiefly in the office and sometimes in the home. Visits to the school were made by the worker chiefly to interpret the clinical findings regarding the school problem of the child or to request the cooperation of the school in the treatment of the child. Besides the individual interviews or activities, the worker sometimes had to use the group work techniques to arrange or develop wholesome recreational outlets for some children who were in need of such services in a group situation.

In the summer of 1946, forty-two out of these sixty cases were closed and only eighteen cases were to be continued in Nanking by correspondence. Of the forty-two closed cases, ten children made very successful adjustment in the home and in the school. Fifteen children showed marked improvement, five children showed some improvement, four children of mental defectiveness showed little improvement, four children were under the care of other child welfare agencies, two children remained unchanged because of the lack of social resources to treat the fundamental problems of poverty and illness, and two children were not treated because of the lack of cooperation on the part of their own parents. As to the eighteen cases to be continued by correspondence, thirteen showed marked improvement, and five showed a little improvement but indicated the need for further study and treatment. Counting these sixty cases as a whole, forty-eight or eight tenths of them showed improvement, which seems to prove the fact that the treatability of this group of children is very promising.

Part II, which includes chapters 5, 6, 7, 8, 9, 10, and 11, presents a summary of the case-study, an analysis of the causal factors of the behavior problems, and a discussion of the treatment techniques, procedures and results of each of these seven children selected for study and treatment for a given period of time in order to reveal a vivid picture of each of these individual cases. Chapter V discusses about a ten-year old boy of very superior intelligence, I. Q. 154 according to Chinese Revision of Binet-Simon Test, who was "queer," stubborn and unable to pass his examinations in the primary school (third grade). Separate interviews with different member of the family revealed the fact that he had strong rebellious attitude towards the grandfather's and father's severe discipline. He also showed jealous reactions against the favoritism of the parents and grandparents to his brother, who was one year his junior, and, though not brilliant, was placed in the same grade. This boy was also not satisfied with the simple program in the school-room. He felt that the teachers were also partial to his brother to his disadvantage so he said he purposely refused to do any study in the school in order to make "them mad." When he was placed in the experimental primary school where he could participate in the activities in

the laboratories and workshops of all kinds and where the principal was very friendly and understanding, he made a very good adjustment in this school.

Chapter VI discusses a thirteen year old delinquent boy who had been expelled from several schools because of his stealing, lying, truancy and running away from home. Interviews with the father, the stepmother, and the boy himself revealed the fact that this boy had been deprived of love and acceptance since early childhood due to the death of his own mother, the long absence of the father, and the cruel treatment by the grandmother and the stepmother. When he was placed in the experimental primary school he gained affection for the first time in his life from the principal as a father figure. By participation in the activities in the workshop, he discovered and developed his special talent in handicraft. After two years of intensive work with the father, the stepmother, and the boy himself in cooperation with the school, normal family life relationships were reestablished, and the boy made a very successful adjustment in the school. This boy graduated from the experimental primary school two years ago at the age of fifteen. He is now running a shoe shop with his father.

Chapter VII discusses a fourteen year old boy who presented the problems of epileptic seizure, poor school work, "silly" action, and sex play with girls. According to the report by the psychologist, his I.Q. was 76. After fifteen months of continuous contacts with the father, the stepmother, and the boy himself, some problematic behavior symptoms were lessened. The boy was, comparatively speaking, less of a problem in the school but there was no fundamental solution to his problems because of the complication of epilepsy.

Chapter VIII discusses a twelve year old boy who was referred by the school for study and treatment because of his "laziness" and truancy. Medical examination proved that this boy was suffering from the bad effects of tuberculosis. His father was a retail candy seller and his family, consisting of his parents, his younger brother and himself, could hardly live from hand to mouth. Because of the total lack of social resources in the community to solve the problems of poverty and illness for this family, treatment of the case was not very successful.

Chapter IX discusses a four year old boy who refused to talk after the paternal grandmother came to live with the family as a negativistic reaction against the conflicts and tensions existing between the grandmother and the mother, both of whom treated him sometimes as a precious pearl, and sometimes as a kicking ball. Moreover, the grandmother and the parents showed more love to the older brother and sister because of their achievement in the school. After a series of interviews with the grandmother and with the parents, their attitudes toward this boy were changed to a certain extent, but owing to the fact of the practical impossibility to ease the family situation by separating the grandmother and the mother during the war time, the basic source of family friction remained the same. However, this boy made noises and talked easily with his brother and sister when they took his toys away in the Child Guidance Activity Room.

Chapter X discusses a fourteen year old boy who showed hysterical reactions of headache and fainting when he took examinations or found difficulties in school work. After a few interviews with him, he seemed to understand that the chief source of his complaints was psychological rather than physical. He should have stayed in the city to

receive continuous treatment, but due to the problem of money shortage he went back to his home in the country ~~in-the~~ after he had shown a little improvement.

Chapter XI discusses a "cowardly," oversuspicious adolescent boy of seventeen, who blushed easily and had a fast heart beat with no organic cause. He had strong guilty feelings against his sex misconduct in early childhood. His conflict over his immoral deeds and his filial piety created a strong deep-seated sense of inferiority. After seven months of weekly interviews of the worker with this boy, he turned out to be a healthy and happy boy and finally made satisfactorily adjustment in the school. He is now a sophomore in a ~~eleeg~~ college.

Part III, which includes chapters 12, 13, 14, and 15, is a presentation of four complete case records which are to show to the readers the general procedure of child guidance services, the nature and content of interviews, and the record writing in the setting. Chapter XII presents a complete case record of an eleven year old boy who was "lazy," lying, stealing, and failing in his school work. This case was opened for study and treatment for ten months and closed because of marked improvement. Chapter XIII was the complete case record of a five year old spoiled son of a well-to-do official who suspected that the boy was "crazy." After the case was studied and treated for four months, it was closed because he showed marked improvement at home and good adjustment in the nursery school. Chapter XIV presents a case record of a twelve year old boy who had been dismissed from the school because of his truancy, stealing, and wandering. After he was referred for study and treatment for four months, the case was closed because of the complete disappearance of his behavior problems and good re-adjustment in the school. Chapter XV is the complete case record of an eleven year old boy of a rejected mother who complained of his habit spasm and poor school work. After the case was under intensive study and treatment for one year and a half, the mother accepted him more at which time the boy had shown some improvement.

* The author completed two years of graduate study in Sociology at Smith College and at Vanderbilt University. Following this post-graduate training, she took two years of professional study in social work at the School of Social Service Administration, the University of Chicago. Since 1935 she has been a professor of social work and child welfare at different times at Hua Chung University, Anhwei University, Nanking University, and Ginling College. She is still teaching in Ginling College where she is active in the social work and child welfare programs. She is also the director of Child Guidance Service at Ginling College, which is the central office coordinating all kinds of child guidance services under her administration and supervision, including general child guidance programs in three primary schools, in the child welfare stations and in the well-baby clinic of Central Hospital; and special programs in the Child Guidance Clinic been set up in cooperation with the National Neuropsychiatric Institute in Nanking.

[1948?]

[1]

United Nations Fellowship Programme

Mrs. Mingsin Tang Hsueh

Field of Observation: Child
Guidance

Nationality: Chinese

Present Position: Professor of Social Work and Child Welfare, Department of Sociology and Social Work, Ginling College, China. Director, Child Guidance Service, Ginling College. Advisor, Psychiatric Social Service, National Neuro-psychiatric Institute, China.

Education: 1924-28: Ginling College, Sociology, B.A. Degree
1931-32: Smith College, Northampton, Mass., U.S.A., Sociology, Foreign Fellow.
1932-33: Vanderbilt University, Nashville, Tenn., U.S.A., Sociology and Social Research, M.A. Degree.
1933-35: University of Chicago, School of Social Service Administration, two years' professional training.

Employment: 1935-36: Hua Chung University, Wuchang, China, Dean of Women and Lecturer, ~~of~~ teaching social case work, child welfare, and the family.
1936-38: Anhwei University, Anking, China, Professor, teaching rural social work and phonetics.
1938-41: Ministry of Education, Chungking, Editor.
1941-43: University of Nanking, Graduate Division of Social Welfare Administration, Professor, teaching social case work and child welfare and supervising students' theses and field work.
1943-48: Ginling College, Professor, teaching social case work and child welfare; Director of Child Guidance Service.

Other Background and Experience:

When Mrs. Hsueh was teaching social case work, child welfare and the family at Hua Chung University, she initiated a child guidance project for the University in the Experimental Primary School. This project did not work out successfully because of the limitation of funds and the lack of understanding on the part of the school teachers. *Hsueh*

In 1936 when Mrs. ^A was teaching in Anhwei University she started a rural project based on general welfare services for the local community. This project included home demonstration work, informal educational program, and simple medical and sanitary services.

In 1938 because of the war this University had to close down. Mrs. Hsueh was appointed to undertake a research study on two topics, namely, "Common Psychological Problems of the Adolescents," and "Social Welfare Administration." By the end of the third year the material she

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collected was about ready to be put in the form of two books, but unfortunately all the original material was burned and lost during the Japanese bombing of the city.

In 1941 when Mrs. Hsueh was requested to participate in the organization of social welfare training program for the postgraduates at University of Nanking, she started to cooperate with the psychiatrist of National Central Medical College in the work with the mental patients. When the Chengtu Municipal Psychopathic Hospital came into existence in 1942 she participated in psychiatric social work in this Hospital, where the students did their field work.

After Mrs. Hsueh had worked two years at the University of Nanking, her experience convinced her to quit the post-graduate training program for time being and to organize the social welfare program on the undergraduate level. Therefore in 1943 when the United China Relief, a voluntary agency of America, planned to start the child welfare training program in Ginling College, Mrs. Hsueh, as a graduate of this College, was requested to organize the training program. Before she started her teaching, she initiated the organization of a child welfare center as a training field for the child welfare students. This Child Welfare Center is under the auspices of Ginling College, which covered the following services:

- a. Nursery school for under-privileged children of preschool age.
- b. Informal educational program for under-privileged children of school age.
- c. Family and child welfare case-work services.
- d. Health services to the children and their families.

When full-time paid workers were secured, Mrs. Hsueh served only in an advisory and supervisory capacity. She continued her participation in psychiatric social work with the mental patients and their families in the Municipal Hospital. In addition, she initiated a Child Guidance Clinic under the joint auspices of West China Medical College and Ginling College. Dr. Leslie Cheng, Head of the Neuropsychiatric Department of West China Medical College, and Mrs. Mingsin Tang Hsueh, Professor of Social Work and Child Welfare of Ginling College were in charge of the work. Child welfare students also used this Clinic to do their field work. In 1946 when Dr. Cheng went to Canton and Mrs. Hsueh moved back to Nanking with ~~the~~ Ginling College this Clinic was closed because no other trained personnel available to take over the post. From 1943 to 1946 Mrs. Hsueh handled 61 cases of behavior problem children, with the partial assistance from one field worker and several students. Based on her experiences with these children Mrs. Hsueh wrote ~~of~~ a book entitled Child Guidance Work which was published by The Commercial Press, China, in July of this year. Since this is the first book written in Chinese with original Chinese material it is hoped that it will be used as a reference book for the students of social case work and child welfare.

In 1946 in Nanking, Mrs. Hsueh helped Ginling College to set up the Child Welfare Center again. Besides the other services mentioned before a feeding station has been added to the program. The Center now employs ten full-time workers and Mrs. Hsueh serves only in supervisory capacity in family and child welfare case work.

In 1946 Mrs. Hsueh also started a child guidance project entitled Child Guidance Service under the Auspices of Ginling College. No child guidance clinic could be organized at that time because of the shortage of trained psychiatrist. When Dr. Leslie Cheng was asked to organize National Neuropsychiatric Institute in Nanking, Mrs. Hsueh was requested to help in an advisory position with psychiatric social work. Beginning from the spring of 1947 a Child Guidance Clinic has been set up under the joint auspices of the National Neuropsychiatric Institute and Ginling College, again with Dr. Cheng and Mrs. Hsueh in charge of the work.

The Child Guidance Service of Ginling College covers the following fields of services to children:

- a. Services to parents, teachers and children concerning the behavior problems of children who attend the primary schools nearby Ginling College.
- b. Consultation service to the caseworkers in child welfare stations regarding methods of handling children with behavior problems.
- c. Services to parents of children who come to the well-baby clinic of Central Hospital regarding child care and training.
- d. Services to children and their parents or other related persons, who come to the Child Guidance Clinic.

Observation:

Plans:

1. Leading child guidance clinics or centers to study the latest developments, particularly in New York, Boston, Chicago and Philadelphia.
2. Leading child welfare institutes or schools to observe normal programs in child development, particularly Merrill-Palmer School in Detroit and Child Welfare Institute in Minnesota.
3. Leading psychiatric institutes or hospitals to observe psychiatric social work program, particularly in New York, Boston and Chicago.
4. Leading Schools of social work to observe the new trend in social work education, particularly in Chicago, New York, Philadelphia and Boston.

Places already visited:

1. New York, Washington, D.C., Knoxville, Boston, Detroit, Lansing, Baltimore, Sykesville (Maryland), and Chicago

Places to be visited:

1. Rochester and Minneapolis, Minnesota, the third week of November.
New York School, the last week in November.
Philadelphia, the first ten days in December.
New Haven, Yale University (Dr. Gesell's Laboratory) a few days before December 14.

then go back to Children's Bureau, Washington, D.C. and to United Nations, New York & send up the observation, and fly to San Francisco around 29th of December. Plan to leave San Francisco on Jan-uary 5 by S.S. President Wilson in order to be back at Ginling College on time to teach when the Spring Term begins.

Mingxin Tang Hsueh

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REPORT ON CHILD GUIDANCE SERVICE, 1946-47

Work in Chengtu. When Ginling College joined the other Christian Universities in Chengtu to start the Child Welfare Training Program in 1943, various projects in child welfare work were set up to provide training for the college students, but no provision was made for training in child guidance work at that time. Because we recognized the importance of guidance work at an early age for behavior problem children, we started, without any financial help, a child guidance clinical service. Although the work was done independently and on a small scale, the experience of the first year proved that the future of the child with behavior problems can be very promising if he can receive proper guidance at an early age. In 1944, our work was recognized by the Child Welfare Committee of UCR as one of their child welfare projects, and was used as a field work center for the students majoring in Child Welfare. In the spring of 1945, our work was officially set up as "The Child Guidance Clinic." It was under both the West Union Medical College and Ginling College, with Dr. Leslie Cheng, Head of the Neuropsychiatric Department of West Union Medical College, and Mrs. Ming-sin Tang Hsueh, Professor of Child Welfare of Ginling College, in charge of the work.

When the College returned to Nanking, we started the child guidance service again. Most of the fall was spent in doing publicity work to make the service known to the Nanking people through lectures, discussion groups, and publications. As the work has become better known, the demands for our service has increased. The following will indicate the nature and scope of the work of the Child Guidance Service.

I. Objectives:

- A. To provide help for children with personality problems so that they may become healthy adults, both mentally and physically, and useful citizens.
- B. To provide practical training for child's welfare workers through the demonstration of the contributions of medicine, psychiatry, and mental hygiene in the treatment of children with behavior problems.
- C. To provide opportunity for research and experimentation in new techniques in child guidance.

II. Personnel:

- A. Dr. Leslie Cheng, Superintendent of the National Neuropsychiatric Institute, acts as the psychiatric consultant on a co-operative basis.
- B. Mr. T. Ting, Head of the Mental Hygiene Division of the National Institute of Health, is the psychological consultant on a co-operative basis.
- C. Mrs. Ming-sin Tang Hsueh, Professor of Child Welfare at Ginling College, is responsible for training students and for conducting the guidance service.
- D. Miss Dji-yu Lin and Mrs. Shuh-djun Liu are assisting Mrs. Hsueh in social case work, psychological testing, and follow-up work.

III. Scope of Work.

- A. Child Guidance Clinic has recently been set up in co-operation with the National Neuropsychiatric Institute.
- B. At the Ginling College Child Welfare Center, weekly conferences have been held with the caseworker to discuss methods of handling children with behavior problems.
- C. At the First Child Welfare Station of the Ministry of Social Affairs, weekly or bi-weekly consultations have been held with the caseworkers to discuss difficult cases.
- D. At the Well-baby Clinic of Central Hospital, a consultation service has been established for parents of children who present problems for guidance.

E. At Lang Yah Lu Municipal School, we have handled nine children referred to us by their teachers.

F. At the Nursery School of the Women's Advisory Council, we have agreed to give consultation service if there is need for it.

IV. Total Case Load.

- A. Fall Term: 11 cases.
- B. Spring Term: 44 cases.

V. Types of Problems Revealed in these Cases.

Lying, stealing, tic, epilepsy, insomnia, negativism, bad habits, poor appetite, excessive fear, slow motion, clumsiness, disobedience, running away, poor school work, over-sensitiveness, mental abnormality, mental abnormal deficiency, refusal to talk, refusal to work, mischievousness, lack of concentration, psychopathic personality, etc.

VI. Treatments Used:

- A. Interpretation of clinic reports and carrying out of treatment recommended in the child's environment.
- B. Changing attitudes of parents or teachers through treatment interviews with them individually in the office, the home or the school.
- C. Arranging wholesome recreational outlets for the children who are in need of such services.
- D. Regular appointments and interviews with different children for free activity programs; play therapy; and psychotherapy.

VII. Results in these Cases:

- A. 15 cases closed because of marked improvement.
- B. 10 cases closed because of the lack of social resources to solve the problems of poverty, illness, and mental defects.
- C. 19 cases show improvement, but need to be continued.

VIII. Student Training.

- A. One student made a study of 50 children who presented behavior problems in the Lang Yah Municipal Primary School for her thesis. Another student is making an intensive study of one case and its treatment for her thesis.
- B. Ten students did field work in Child Guidance in different co-operative agencies. Two students did their field work in Child Guidance Service during the summer vacation.

IX. Publications.

Mrs. Hsueh has a book ready for publication. The title is Child Guidance Work. It is based on 60 cases which she handled in Chengtu. She has also written the following articles this year for publicity purposes:

- A. "Chengtu Child Guidance Clinic" and "Sixty Behavior Problem Children"; Chia Magazine, Vols. 12 and 16.
- B. "How to Study and Treat the Behavior Problem Child"; Central Weekly, Vol. 9
- C. "Parent -Child Relationships"; Child Welfare News, Vol. 3.
- D. "Ten Guiding Principals for Training the Child", and "Introducing the Child Guidance Clinic"; Central Daily News.
- E. "Problems of Family Relationships"; Hsieh Shin Magazine, Vol. 1, June Issue.
- F. "Child Guidance in China"; Understanding the Child, a Magazine published by the National Committee for Mental Hygiene, Oct. 1946.

X. Financial Source.

Salary for two assistants, wage and board for one servant, and running expenses paid by USC. Mrs. Hsueh's salary paid by the College.

Mingsin Tang Hsueh.

Please give this to the [17]
Publicity Department
ABCCC

INFORMATION BLANK
FOR
CHINA CHRISTIAN COLLEGES ALUMNI

The main contribution of the Christian Colleges is their alumni. And one of the most effective and graphic stories we in America, who are trying to get financial support for your alma mater, have to tell is the story of our alumni and the contribution they are now making in their chosen field of endeavor. You, as one of these alumni, are part of that story.

But to tell this story we need much more detailed information about you and our other graduates than we now have in our files. So we are asking all of you who are now working in China to fill out the enclosed information blank and return it to us as promptly as possible.

Cheeloo University
Fukien Christian University
Ginling College
Hangchow Christian College

Hua Chung University
Hwa Nan College
Lingnan University
University of Nanking
St. John's University

University of Shanghai
Soochow University
West China Union University
Yenching University

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.

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- DATE April 29, 1947
1. NAME Edwin Sih-Ung Kwoh (In English) 郭錫恩 (In Chinese)
2. PERMANENT ADDRESS 1510 Avenue Road Shanghai (Street & Number) (City) (Province)
3. PRESENT OCCUPATION Controller
4. NAME OF EMPLOYER Ginling College
5. BUSINESS ADDRESS Nanking, China
6. SPECIFIC WORK YOU ARE STUDYING OR TRAINING FOR Theology; Guidance
7. ARE YOU A CHRISTIAN? Yes 8. WHAT DENOMINATION? Presbyterian
9. DATE OF BIRTH Jan. 20 1916 (Month) (Day) (Year) 10. PLACE OF BIRTH Shanghai (City) (Province)
11. MARRIED? Yes 12. FATHER'S OCCUPATION None
13. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? None 14. WHICH COLLEGE? _____

Attach
Photograph
Here

EDUCATIONAL BACKGROUND

15. MIDDLE SCHOOL ATTENDED Ming Yang Academy LOCATION Shanghai (City) (Province)
16. CHRISTIAN COLLEGE ATTENDED Hangchow College DATES 1934 1938 (From) (To)
17. DEGREE RECEIVED B. A. MAJOR SUBJECT IN COLLEGE Economics
18. SCHOLASTIC AND OTHER HONORS RECEIVED _____
19. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? Basket Ball team
20. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? Orchestra
21. HAVE YOU ATTENDED COLLEGE IN ANY OTHER COUNTRY? (not U.S.) None (Country)
22. HAVE YOU ATTENDED COLLEGE IN THE U.S.? Yes
23. COLLEGE OR UNIVERSITY ATTENDED Princeton Seminary Columbia University LOCATION Princeton, N.J. New York, N.Y. (City) (State)
- DATES ATTENDED 1941-1944 1944-1946 (From) (To) DEGREES RECEIVED B.Th. Ed.D.
24. SCHOLARSHIPS OR OTHER HONORS Phi Delta Kappa; Kappa Delta Pi
25. EXTRA-CURRICULAR ACTIVITIES Christian Fellowship, Personnel Administration Club, Orchestra

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WORK EXPERIENCE

26. WHAT DO YOU CONSIDER THE MOST IMPORTANT WORK YOU HAVE DONE SINCE LEAVING COLLEGE? _____

Work with the Chinese Students' Christian Association in North America as its General Secretary. (in 1944)

27. WHAT TYPE OF WORK WAS IT? _____

It is a Christian organization for both Christian + non-Christian Chinese students in America. Program includes conferences, publications, interviews, social activities and services for the students.

28. GIVE NAME OF FIRM Chinese Students' Christian Association - in North America DATES 1944 - 1944

(From) (To)

ADDRESS OF FIRM 347 Madison Avenue, New York 17, N.Y.

29. HOW WOULD YOU CLASSIFY YOURSELF - BANKER, EDUCATOR, LAWYER, BUSINESS MAN, ETC.? _____

Educator

30. WHAT ARE YOUR HOBBIES? _____

Music, Photography

31. WHERE WERE YOU AND WHAT DID YOU DO DURING THE WAR? _____

1937 - 38 as a student in Hangchow College

1938 - 41 as Assistant Dean of Students in Hangchow College

1941 - 44 as a student at Princeton Seminary

1944 as travelling secretary of World Student Service Fund

as General Secretary of Chinese Students' Christian Association in North America

1944 - 1945 as a student at Columbia University.

32. PLEASE TELL BRIEFLY ABOUT ANY UNUSUAL EXPERIENCES YOU HAVE HAD - FOR EXAMPLE: WERE YOU INTERNED, CAPTURED, BOMBED, ETC? THESE EXPERIENCES NEED NOT BE LIMITED TO MILITARY ACTIVITIES.

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INFORMATION BLANK
FOR
CHINA CHRISTIAN COLLEGES ALUMNI

The main contribution of the Christian Colleges is their alumni. And one of the most effective and graphic stories we in America, who are trying to get financial support for your alma mater, have to tell is the story of our alumni and the contribution they are now making in their chosen field of endeavor. You, as one of these alumni, are part of that story.

But to tell this story we need much more detailed information about you and our other graduates than we now have in our files. So we are asking all of you who are now working in China to fill out the enclosed information blank and return it to us as promptly as possible.

Cheeloo University
Fukien Christian University
Ginling College
Hangchow Christian College

Hua Chung University
Hwa Nan College
Lingnan University
University of Nanking
St. John's University

University of Shanghai
Soochow University
West China Union University
Yenching University

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.

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[27]

DATE June 19, 1947

1. NAME Shao Bao Fu-nien 邵鮑富年
(In English) (In Chinese)

2. PERMANENT ADDRESS 74 Bao Tai Street Nanking Kiangsu
(Street & Number) (City) (Province)

3. PRESENT OCCUPATION Registrar

4. NAME OF EMPLOYER Qinling College

5. BUSINESS ADDRESS Qinling College, Nanking, China

6. SPECIFIC WORK YOU ARE STUDYING OR TRAINING FOR _____

7. ARE YOU A CHRISTIAN? Yes 8. WHAT DENOMINATION? Disciples Mission

9. DATE OF BIRTH January 5, 1901 10. PLACE OF BIRTH Nanking Kiangsu
(Month) (Day) (Year) (City) (Province)

11. MARRIED? Yes 12. FATHER'S OCCUPATION Teacher

13. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? _____ 14. WHICH COLLEGE? _____

EDUCATIONAL BACKGROUND

15. MIDDLE SCHOOL ATTENDED Christian Girls' Middle School LOCATION Nanking Kiangsu
(City) (Province)

16. CHRISTIAN COLLEGE ATTENDED Qinling College DATES 1921 1925
(From) (To)

17. DEGREE RECEIVED B. S. MAJOR SUBJECT IN COLLEGE Biology

18. SCHOLASTIC AND OTHER HONORS RECEIVED _____

19. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? _____

20. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? I enjoyed
the English Dramatic Club during my senior year

21. HAVE YOU ATTENDED COLLEGE IN ANY OTHER COUNTRY? (not U.S.) _____
(Country)

22. HAVE YOU ATTENDED COLLEGE IN THE U.S.? _____

23. COLLEGE OR UNIVERSITY ATTENDED _____ LOCATION _____
(City) (State)

DATES ATTENDED _____ DEGREES RECEIVED _____
(From) (To)

24. SCHOLARSHIPS OR OTHER HONORS _____

25. EXTRA-CURRICULAR ACTIVITIES _____



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WORK EXPERIENCE

26. WHAT DO YOU CONSIDER THE MOST IMPORTANT WORK YOU HAVE DONE SINCE LEAVING COLLEGE? _____

Registrar's work and teaching in middle schools

27. WHAT TYPE OF WORK WAS IT? _____

28. GIVE NAME OF FIRM Girls' College DATES 1941 1947
(From) (To)

ADDRESS OF FIRM Nanking, China

29. HOW WOULD YOU CLASSIFY YOURSELF - BANKER, EDUCATOR, LAWYER, BUSINESS MAN, ETC.? _____

Professional woman & educator

30. WHAT ARE YOUR HOBBIES? Keeping accounts

31. WHERE WERE YOU AND WHAT DID YOU DO DURING THE WAR? I was with my family

in Hohpei for five months, in Changsha for four months, in
Kweichow for eight months and finally in Chengtu for seven years
and two months. After I taught in Goucher's Junior Middle
School for one year (1940-41) Dr. Wu Yi-fang wanted me
to be the registrar of Girls' College

32. PLEASE TELL BRIEFLY ABOUT ANY UNUSUAL EXPERIENCES YOU HAVE HAD - FOR EXAMPLE: WERE YOU INTERNED, CAPTURED, BOMBED, ETC? THESE EXPERIENCES NEED NOT BE LIMITED TO MILITARY ACTIVITIES.

It was ten o'clock in the morning on Feb. 4, 1938, in Kweiyang when the air raid alarm sounded very loudly. But people did not pay much attention to it because there had been an air raid practice the day before. An old lady who cooked food in the same kitchen with me said to me, "There is also another air raid practice today." After she finished her words, the frightening & heavy sounds came nearer and nearer, and finally many big bombs were dropped on the main streets. Immediately fire and smoke came up. The noises of burning houses, falling walls, crying & shouting of people and barking of dogs continued for eight hours. My home was at the south gate of the city, not very far from the places that were burning around us. My husband had gone to the north gate at eight o'clock that morning. I did not know where and how he was, and he did not know where and how his family was. My children asked me, "Where is Papa? The fire is so near to us. What should we do?" I answered "God will protect him and us too. Don't worry." After five o'clock in the afternoon he came home and said, "I met one of my former students during the air raid. She asked me to stay at her home. Otherwise I would have been buried in the fire when I passed one of the streets. Oh Lord! I thank Thee for Thy protection to me and my family."

INFORMATION BLANK
FOR
CHINA CHRISTIAN COLLEGES ALUMNI

The main contribution of the Christian Colleges is their alumni. And one of the most effective and graphic stories we in America, who are trying to get financial support for your alma mater, have to tell is the story of our alumni and the contribution they are now making in their chosen field of endeavor. You, as one of these alumni, are part of that story.

But to tell this story we need much more detailed information about you and our other graduates than we now have in our files. So we are asking all of you who are now working in China to fill out the enclosed information blank and return it to us as promptly as possible.

- | | | |
|-----------------------------|-----------------------|-----------------------------|
| Cheeloo University | Hua Chung University | University of Shanghai |
| Fukien Christian University | Hwa Nan College | Soochow University |
| Ginling College | Lingnan University | West China Union University |
| Hangchow Christian College | University of Nanking | Yenching University |
| | St. John's University | |

Please mail to: PUBLICITY DEPARTMENT
ASSOCIATED BOARDS FOR CHRISTIAN COLLEGES IN CHINA
150 FIFTH AVENUE
NEW YORK 11, N. Y.

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3
3
2
6
8
1

[27]

DATE July, 1947

1. NAME Blanche Ching Yi Wu 烏靜怡
(In English) (In Chinese)

2. PERMANENT ADDRESS _____
(Street & Number) (City) (Province)

3. PRESENT OCCUPATION Ginling College Nanking, China

4. NAME OF EMPLOYER _____

5. BUSINESS ADDRESS _____

6. SPECIFIC WORK YOU ARE STUDYING OR TRAINING FOR Biology

7. ARE YOU A CHRISTIAN? Yes 8. WHAT DENOMINATION? Baptist

9. DATE OF BIRTH March 12, 1899 10. PLACE OF BIRTH Ningpo, Chekiang
(Month) (Day) (Year) (City) (Province)

11. MARRIED? No 12. FATHER'S OCCUPATION Ministry

13. DID EITHER PARENT ATTEND A CHRISTIAN COLLEGE? _____ 14. WHICH COLLEGE? _____

Father had been in Seminary which is above High school.

EDUCATIONAL BACKGROUND

15. MIDDLE SCHOOL ATTENDED Sing Mo - Riverside LOCATION Ningpo Chekiang
(City) (Province)

16. CHRISTIAN COLLEGE ATTENDED Ginling College DATES 1919 1923
(From) (To)

17. DEGREE RECEIVED B. A MAJOR SUBJECT IN COLLEGE Biology

18. SCHOLASTIC AND OTHER HONORS RECEIVED Member of Tri Beta & Phi Sigma Societies

19. WHAT ATHLETIC TEAMS WERE YOU A MEMBER OF? Basket Ball

20. TO WHAT DRAMATIC, DEBATING, MUSIC OR LANGUAGE CLUBS DID YOU BELONG? glee club

21. HAVE YOU ATTENDED COLLEGE IN ANY OTHER COUNTRY? (not U.S.) _____ (Country)

22. HAVE YOU ATTENDED COLLEGE IN THE U.S.? Yes

23. COLLEGE OR UNIVERSITY ATTENDED Mich. State Col. of Applied Science & Agri. East Lansing
Mich. Univ. Ann Arbor Mich. LOCATION (City) (State)
DATES ATTENDED 1932 1936 — took all courses in Poultry only.
(From) (To)

24. SCHOLARSHIPS OR OTHER HONORS Rockefeller Fellowship to Yenching Barbour Scholarship to Mich. Univ.
Prize from contest in Chinese & English in high sch.

25. EXTRA-CURRICULAR ACTIVITIES Leader in Rainbow Club. High School
Chairman of Y. W. C. A. High School & College
Chairman of devotional com. of Y. W. C. A. in girls.
Chairman of Student Church.
Leader of Women's Club in Baptist Church, Shanghai
Tutor in private home
Chairman of Emergency Comm. after Pearl Harbor
Religious Rehabilitation in Nanking after the
Religious committee member.



WORK EXPERIENCE

26. WHAT DO YOU CONSIDER THE MOST IMPORTANT WORK YOU HAVE DONE SINCE LEAVING COLLEGE? _____

Teaching was my chief interest before the War, and since 1937 my work has been spent in many different & unforeseen kinds of work. Then I consider my chief work has been trying to keep intact the campus & the property, when the college moved to Bzechuan.

27. WHAT TYPE OF WORK WAS IT? _____

The work was chiefly administrative & of one sort or another, though I did some teaching in middle school & University and was principal of the Experimental School in 1942 & then in 1946 after V-J Day.

28. GIVE NAME OF FIRM _____ DATES _____
(From) (To)

ADDRESS OF FIRM _____

29. HOW WOULD YOU CLASSIFY YOURSELF - BANKER, EDUCATOR, LAWYER, BUSINESS MAN, ETC.? _____

I would classify myself as an Educator

30. WHAT ARE YOUR HOBBIES? _____

31. WHERE WERE YOU AND WHAT DID YOU DO DURING THE WAR? I stayed in Nanking throughout the war. Soon the Emergency committee got busy preparing for the Refugee Camp. The number reached to 11,000 women and children. A small sized staff tried to care for the Refugees and save them as much suffering as possible. From 1938-1942 I helped with the middle school, or rather, Experimental School, and helped prevent the Japanese from taking over the property on various occasions. I had to leave the campus with the other staff in 1942 and did not get back until Sept. 1945. Being the last one to get out and the first one to go in, it was like a dream. Soon after V-J Day I helped get back truckloads of our library books, came to live on the campus as soon as I could, and was busy with rehabilitation work, especially until College opened the first of Oct., 1946, being a member of the special Rehabilitation Committee. During war years I carried on without interruption a Poultry Project begun before the war. This entailed much work and that, for life was difficult and conditions adverse.

war affair
Victory.

847

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I think the most unusual experience was in connection with the Refugee Camp for Women and children on girls' campus (1937-38) our efforts to keep the Japanese from occupying the property (1938-1942) and the pitiful sight of leaving an educational institution for Garrison head quarters and the home coming in the fall of 1945 to an empty and rather dilapidated campus.

In the early months of the war we spent a good deal of time in dug-outs in time of air-raids, and lived in an atmosphere of tension and uncertainty for years. It was often difficult to get a variety of food, fruit was expensive and often unobtainable. To go to bed without taking off day clothes was most uncomfortable, for night have to get away quickly enough. We dared not go out ~~on~~ street for months. We certainly felt we were sharing the troubles of the suffering people.