

Paul Monroe and Education of Modern China

Hongyu ZHOU

College of Education, Central China Normal University

Jingrong CHEN

Department of Educational Science, Yangtze University

Monroe was a well-known American world-wide educator in the first half of the 20th century. He came to China more than ten times to investigate Chinese education, deliver academic lectures, and conduct cultural exchanges from the 1920s to the 1940s. He made a great contribution to Sino-American cultural and educational exchanges in Modern China. However, for quite a long time, academic circles at home and abroad have paid little attention to this because of Dewey's dazzling work in the field of education. Based on a systematical investigation of all Monroe's previous visits to China, from the perspective of educational exchange between China and other countries, this article gives a relatively deep exploration into Monroe's work to expose the subtleness and depth of its historical truth. It examines the relationship between Monroe and overseas Chinese students, Monroe and Educational System in 1922, Monroe and the reform in Chinese primary and middle schools during the 1920s to the 1940s, Monroe and the China Foundation for the Promotion of Education and Culture as well as the China Institute in America. It draws the conclusion that Monroe has exerted a profound influence on the educational development of China in modern times, and made a unique contribution to talent cultivation, educational reform, social transformation, and cultural and educational exchange.

During the first half of the 20th century, American education had extensive influence on education across the world. In the 1920s, with the development of both political and cultural relationships between China and the United States (U.S.) and especially the increase in the exchange of education between these two countries, the influence of American education on Chinese education became increasingly extensive. The visits of many American educators with John Dewey as the best-known representative had far-reaching impacts on the trend of Chinese educational reform. As a leading expert on educational history, comparative education and also a professor of Teachers College, Columbia University, Paul Monroe was one of these visiting educators.

In the period from the 1920s to the 1940s, Monroe visited China more than ten times to investigate Chinese education, deliver lectures, and conduct cultural exchanges. At the same time, he also found himself very interested by Chinese education and culture. His visits boosted educational research in China, facilitated the implementation of the “6–3–3” schooling system, and also played a far-reaching role in the modern history of Sino-American cultural exchanges. After Dewey, Monroe was probably the great educator who played a pivotal role in accelerating the modernization process of Chinese education. However, Monroe’s influence was overshadowed by Dewey’s illustrious reputation for many years, and little attention was paid to him by either Chinese or foreign academia. Until now, except for one article written by a Japanese scholar (Buyang, 1996), there has been no comprehensive and systematic study about him. For this reason, this article is penned to further explore the relationship between Monroe and modern education in China, by organizing and analyzing the relevant documents and materials.

Monroe and the Overseas Chinese Students

Monroe was born in North Madison, Indiana, the U.S., on June 7, 1869. He graduated from Franklin Institute in 1890 being granted the Bachelor’s degree of science. He obtained his PhD in the Social and Politics Department of Chicago University in 1897, and went to Heidelberg University in Germany for further education in 1901. The period from 1897 to 1938, he spent entirely with Teachers College of

Columbia University. He first took a post as a professor of educational history in 1899, becoming the minister of education of Teachers College from 1915 to 1923, and then filling the post of chief of the International Research Institute of the College from 1923 to 1938.

As one of the most important scholars in comparative education and educational history in the first half of the 20th century, Monroe guided the establishment of the discipline of educational history and also contributed much to the development of comparative education study. During his lifetime, he published many learned texts. He edited the masterpiece *Educational Encyclopedia* (5 volumes, 1910–1913), compiled *The Materials of Ancient Greek and Roman Education*, and wrote such influential works as *Textbook of Educational History*, *Secondary Education Principles*, and *Theses of Comparative Education* to name but few. Monroe was not only a famous scholar of educational history, but also an advocator of international educational exchanges. He served as chairman of the World Association of Education for the periods 1931–1933 and 1935–1943. He also had provided guidance in the research of education systems in many countries. Monroe won government awards from Iran, Poland, China, and Japan. He was awarded honorary degrees by Columbia University and other four domestic and foreign universities (see Ohles, 1978), and enjoyed a formidable reputation throughout the world.

Monroe Presided over the Advanced School of Education and the International Research Institute

In early years of the 20th century, the Teachers College of Columbia University had already become an important and strategic place of education and research with its fame spreading far and wide. It was, at that time, the largest in the world, and housed a circle of scholars of outstanding achievement and illustrious reputation in modern educational history such as Dewey, Monroe, Thorndike, David Snedden, and so on. Those masters of education were like bright stars and the high-quality professional educational courses they offered attracted foreign students from all parts of the world. Many Chinese students admired their fame and went there to study after traveling across the ocean (H. Y. Zhou, 2001).

Cultivating overseas Chinese students while working for the Advanced School of Education

The Teachers College of Columbia University was divided into two parts: the Department of Practical Arts and the Advanced School of Education. The former offered undergraduate-level education, while the latter, a graduate school in a certain sense, offered graduate education. The Advanced School of Education consisted of six departments: the Department of the History of Education and Educational Principle, the Department of Educational Psychology, the Department of Educational Administration and Management, the Department of Teaching, the Department of Professional Education, and the Department of Practical Artistic Education. All the courses were available to both juniors and seniors.

In 1905, the Teachers College got its first overseas Chinese student. In the following years, the number of overseas Chinese students increased year by year. By 1920, this number reached 76 (Li, 1921, p. 21). The Teachers College offered very good study conditions to these Chinese students. They took a wide range of courses, including educational administration, educational philosophy, educational psychology, and so on. The number of available courses amounted to 17. By 1920, 3 students had got their Doctor's degree from the Teachers College, 37 of them obtained a Master's degree, and 8 were granted the Bachelor's degree (Li, 1921, p. 21). After returning to the motherland, they held posts in all types of educational institutions, serving as an adviser to the Ministry of Education, superintendent of Educational Departments, presidents, deans or professors of the universities and colleges, headmasters of middle schools, supervisors of kindergartens, and journalists on educational publications, and so on.

Monroe made great contributions to the development of the Teachers College during his long-term teaching and administrative work. Particularly, he did a lot in school management and student guidance. His student, Li Jianxun, who later became president of Beijing Advanced Normal School, once praised Monroe in an article: "The Master's merits were not only words but deeds. Without his over 20 years' devotion, there would not be today's Teachers College" (Li, 1921, p. 23). As a great educator, Monroe was knowledgeable, kind-hearted, righteous, modest and always ready to help others, so he enjoyed a lofty reputation among teachers and students of the Teachers College. During

his visit to China in 1913, the long-standing ancient Chinese culture impressed him deeply, so he was very friendly to Chinese students, and he gave them hospitality care and guidance. His knowledge and personality edified and uplifted many Chinese students.

Monroe presided over the International Research Institute

In February 1923, the Teachers College accepted a 10-year 1-million-dollar fund from the Rockefeller Foundation and thus established the International Research Institute, with Monroe becoming its first director. The three purposes of the Institute were: (1) offering special consultation and guidance to the increasing foreign student body; (2) introducing the best education theory and practice from foreign countries to American schools; (3) offering direct aid to foreign educational institutions by invitation (Lin, 1951).

In addition to Monroe, there were other famous scholars of comparative education such as I. L. Kandel, W. F. Russel, T. Alexander, L. M. Wilson working for the International Research Institute. Under the leadership of Monroe, they offered special guidance and help to foreign students from different countries, including Chinese students. For instance, they offered introductory courses like “The Concepts of American Education” to foreign freshmen and survey courses to widen the students’ vision. Scholarships were offered to the students so as to help those outstanding but poor foreign students to finish their study more easily.

Since its inception, many foreign students and researchers have come to study at the International Research Institute every year. Records show that from 1923–1938, 3,652 foreign students from more than 50 countries and regions studied in the Institute (Buyang, 1996, p. 17). Among them, 565 were overseas Chinese students, in number, ranking just second to Canada. Since these students had accepted the edification of the European and American education, they dedicated themselves to a torrent of educational reform and social transformation immediately after returning to the motherland; they became vanguards to advocate new educational ideas and renovate the old educational system. They greatly influenced the formulation of the overall educational policies at that time, and played an indispensable role in introducing the American educational mode and modernizing the Chinese education.

Monroe also spent a lot of time and energy directing the activities of an educational research group, the Research Association of Chinese Education, set up by Chinese students studying in the Teachers College of Columbia University. The aim of the Association was to “study the publications in education so as to enhance the prosperity of Chinese education” (Zhuang, 1920, p. 474). Since its establishment at the end of 1915, it had attracted lots of overseas Chinese students, not only from the Teachers College, but other colleges and departments, which were enthusiastic about Chinese education. Monroe was one of the main motivators of the Association, and with him at its center, it united a circle of overseas students who later became leaders in the new culture and new education movement in China, exerting tremendous force on the transformation of Chinese society and reform of Chinese education.

Monroe and Guo Bingwen, Jiang Menglin, Tao Xingzhi, Zhang Boling, Chen Heqin

Monroe cultivated a large number of overseas Chinese students and established harmonious relationships with them during his half-century teaching career and his 23-year service period as Dean of Teachers College of Columbia University and one of directors of the International Research Institute. The following are just several cases for further discussion.

Monroe and Guo Bingwen (1880–1969)

The famous modern educator Guo Bingwen (once served as president of Southeast University) was Monroe’s first Chinese student who obtained a Doctor’s degree. Guo was born in Jiangpu County, Jiangsu Province. He went to study in the U.S. in 1908 and obtained a Master’s degree from the Teachers College of Columbia University in 1912. In 1914, he gained a PhD from Columbia University with his dissertation “Evolutional History of Chinese Education System.” During Guo’s study period, Monroe guided him earnestly and meticulously. Guo benefited quite a lot from Monroe not only in knowledge but also in personality formation and was very grateful to him. In 1915, Guo Bingwen’s doctoral dissertation was published under the title *The Chinese System of Public Education* by the Teachers College of

Columbia University on the recommendation of Monroe, and Monroe wrote a prelude for it (Du, Cui, & Wang, 1998). The Chinese edition of the book was published in Shanghai in 1916. This was the first work about the history of the Chinese system of public education in China.

Monroe and Jiang Menglin (1886–1964)

Jiang Menglin (once served as president of the most prestigious university in China, Beijing University; later served as Minister of Education, secretary-general of the Executive Council) was born in Yuyao County, Zhejiang Province. He went to the U.S. to study in 1908. Shortly after graduating from the Education Department of California University, he attended the Teachers College of Columbia University in 1912 and majored in education. In March 1917, he was awarded a PhD by Columbia University for his dissertation “The Research into Chinese Education Principle.” Monroe read over Jiang’s doctoral dissertation, and he was one of the professors who took part in the defense of dissertation. Jiang Menglin was also one of the members of the Research Association of Chinese Education in the Teachers College. Monroe gave him the most warm-hearted instruction, so they formed a deep teacher-student friendship from then on.

Monroe and Tao Xingzhi (1891–1946)

Tao Xingzhi (once served as director secretary of the most famous Chinese educational organization, Chinese Agency for the Improvement of Education, and took charge of Chinese education reform; also acted as Chairman of the Life Education Society, President of Xiaozhuang Normal School, Shanhai Work-and-Study Group, and Chongqing Social University) was from She County of Anhui Province. In September 1915, shortly after he received his Master’s degree in City Planning from Illinois University, Tao Xingzhi attended the Teachers College of Columbia University to study pedagogy for his Doctorate. He took the course “Educational History” taught by Monroe for four consecutive semesters during his two years of study. During his study in the Teachers College, Tao Xingzhi received care and guidance from Monroe in both life and academic research. Although Tao Xingzhi’s Doctoral supervisor was Professor Strayer, a famous professor in educational administration, the relationship between Tao and Monroe

was much closer. Because of Monroe's enthusiastic recommendation, Tao Xingzhi received the Liwenston scholarship and his worries about financing further study were thus removed (Zhang & Tang, 1995). Due to lack of reference materials, he was unable to finish his dissertation before returning to the motherland. Monroe wrote to Dr. Woodbridge, Chairman of the Degree Review Committee of Columbia University, and advised him to take Tao Xingzhi as an exception so that Tao could take the exams ahead of time, because those exams should usually be carried out after submitting the dissertation (Zhang & Tang, 1995). Monroe's care and support were really a turning point in Tao's whole life.

Monroe and Zhang Boling (1876–1951)

Zhang Boling (once set up a famous private university in China, Nankai University, and became its first president; served as a member of the administrative affairs committee during the Sino-Japanese War in Southwest Union University, which was merged with Beijing University, Tsinghua University, and Nankai University; also held the post of chairman of the Chinese National Senate) was born in Tianjin. In September 1917, he came to the Advanced School of Education of the Teachers College of Columbia University to study education, although at that time he had already been the headmaster of Nankai Middle School. During his period of study, he was guided by Monroe in person, and thus they formed a deep and friendly relationship with each other. Monroe nominated Zhang Boling for an honorary scholarship twice and exempted him from the tuition fees so as to support his study and advanced training (Liang, 1994, p. 120). In May 1918, Yan Xiu and Fan Yuanlian came to the U.S. to investigate education and were introduced to Monroe by Zhang Boling. Monroe invited them to visit the elementary school, secondary school and kindergarten attached to the Teachers College and also invited them to observe the classes; he also advised Yan Xiu and his fellows to "visit five or six places in the countryside where farmers conduct planting, breeding livestock and storing up corn" (Yan, 1921, p. 2). In a word, Monroe gave them much help and guidance in many different areas.

Monroe and Chen Heqin (1892–1982)

Chen Heqin (served as chairman of the Chinese Children Educational

Society, honorary chairman of Chinese Education Society, and President of Nanjing Normal College among other posts) was born in Shangyu, Zhejiang Province. After graduating from the Tsinghua Academy in the summer of 1914, he had the opportunity to study in the U.S. with the help of the Boxer Indemnity,¹ which the American first refunded in 1917. He got his Bachelor's degree from John Hopkins University before entering Columbia University to study education and psychology. The "Educational History" course was taught by Monroe, and Monroe's classes made him realize how important education was to the country's prosperity, social development, and the happiness of each individual. In the winter of 1917, Monroe organized a study group with over 30 people to go to the Southern States to investigate the education of black people and Chen was fortunate to have the chance to participate in this. This on-the-spot investigation influenced Chen greatly such that even after 23 years, he could still remember it clearly: "The study group to investigate the education of black people organized by him [Monroe] really presented us with the most meaningful and original teaching materials. I was deeply shocked by what I had experienced, and this kind of impressions would exert enormous impacts on my career in the future" (Hu, Ma, & Chen, 1998, p. 74). When running a school, the black people were indomitable and pioneering, and they always strived for changes. All these had a direct influence on Chen's later educational practice.

Summary of Monroe's Activities in China

Between 1913 (Monroe's first visit) and 1941, Monroe paid 14 visits to China altogether. He left his clear mark on many aspects of Chinese education and social development; his voice and appearance was carved into the historical record of Sino-American exchange in culture and education.

The First Visit (1913)

At the end of May 1913, Monroe and his wife led the Christianity Delegation to visit China on their way back to the U.S. after investigating the education system of the Philippines. This visit was quite short, but they visited several schools in Jiangsu, Fujian, and other

places. He also delivered several speeches by invitation in Fuzhou, Shanghai, and the Education Association of Jiangsu Province. He paid special attention to the developing model of modern Chinese education on this visit.

The Second Visit (1921)

On September 5, 1921, at the invitation of the Investigation Association of Practical Education, on the occasion of attending the inauguration ceremony of Beijing Xiehe Medical College, Monroe came to China again with his daughter to do another educational research and deliver lectures. This visit lasted four months and two days. This, among all of Monroe's activities in China, lasted the longest period of time, involved many places, and exerted the greatest impact. During those four months, accompanied by his students such as Tao Xingzhi and Wan Wenpei, he went to many places across China. He visited more than 200 educational institutions and educational facilities in 18 cities of nine provinces, namely Beijing, Baoding, Shijiazhuang, Taiyuan, Kaifeng, Nanjing, Wuxi, Hangzhou, Suzhou, Shanghai, Nantong, Fuzhou, Xiamen, Guangzhou, Jinan, Qufu, Tianjin, Fengtian (today's Shenyang). He also frequently held forums and discussion sessions with people from the local education and business circles. Monroe strongly advocated democratic thought in education and he suggested that Chinese education should emphasize "the doctrines of equality." He criticized and corrected questions found in the investigation and gave lots of practical instruction and suggestions to schools of different types and levels. The most insightful opinion was about reforming the length of schooling and improving scientific education in middle schools. After the investigation, he held a very large discussion forum in Beijing. The educational elite from all parts of China gathered in Beijing Normal College to listen to the report of Monroe's investigation and probe the problems of schooling, courses, teaching methods, and so on.

The Third Visit (1924)

At the end of July 1924, entrusted by the U.S. government to handle the affairs of refunding the remaining part of the Boxer Indemnity to China for the second time, Monroe visited China again with an unofficial

identity (“Dr. Monroe Came to China,” 1924). In late August, Monroe arrived in Beijing and was warmly welcome by the Chinese government and people from all walks of life. Monroe visited and consulted many distinguished personages from both the political and educational circles on the problems of using the refunding part of the Boxer Indemnity and deciding the candidates for the Boxer Indemnity committee; he also had extensive discussions with representatives from every educational academic group in Beijing. On September 18, the China Foundation for the Promotion of Education and Culture (hereafter as “China Foundation”) held its inauguration ceremony in the Ministry of Foreign Affairs, and Monroe was elected as a temporary Vice-Director.

The Fourth to Sixth Visits (1925–1926)

In January 1925, Monroe and his wife led the American education delegation to investigate education in the Philippines and stayed in Shanghai for a short time en route. At that time, the U.S. government was still concerned about the usage of the refunding part of the Boxer Indemnity and often postponed payment of the funds. Monroe exchanged ideas with Huang Yanpei and Guo Bingwen on this issue (Yang, 1991).

In the middle of May 1925, Monroe again came to China with his wife to attend the first annual meeting of the Board of Directors of the China Foundation in Tianjin. The meeting discussed and decided the basic policies to develop education and culture in China, then elected the directors of the board and the trustees. Monroe was elected Vice-Director (“The Summary of the Inauguration,” 1926, p. 15). During the visit, Monroe and his wife also traveled to Nanjing, Wuhan, Jiu Jiang and a number of other places, before going to Hunan Province at the invitation of the Governor Zhao Hengti, where they visited all the post-secondary schools in Changsha. They also held two discussion forums with people in education circles in Hunan Province, with a focus on secondary education (“Various Circles,” 1925).

In late February 1926, Monroe and his wife again came to China to attend the first regular meeting held by the Board of Directors of the China Foundation in Beijing. The meeting discussed and resolved that teaching posts should be set up across the country based on different disciplines, and the Scientific Research Award Scheme should also be established (“The China Foundation,” 1926).

The Seventh and Eighth Visits (1927, 1928–1929)

In late June 1927, Monroe came to China to attend the third annual meeting of the Board of Directors of the China Foundation held in Tianjin on June 29. On his way through Shanghai, he discussed the policies of the government of the Republic of China in a meeting with the Guangdong Provincial educational executive council (Y. C. Zhou, 1927).

On December 19, 1928, Monroe made a special trip to China to consider, with persons involved, feasible solutions to the problem of how the Nanjing government reorganized the former Board of Directors of the China Foundation. He then went to Hangzhou and attended the third regular meeting of the Foundation on January 4, 1929. At the meeting, the rules were revised, and directors re-elected with Monroe still holding the post of Vice-Director.

The Ninth Visit (1931)

In January 1931, Monroe visited China to attend the fifth regular meeting of the Board of Directors of the China Foundation held in the Cangzhou Hotel in Shanghai on January 9. They reviewed the work reports and the investment and storing policies of the foundation. After the meeting, Monroe went to Nanjing to lobby the Chinese government to consider “the Plan to Alleviate the Economic Depression of the World and Improve the Chinese Economy” which was drafted by him before coming to China (“Dr. Monroe Went Canvassing,” 1931). He visited Qiang Kaishi (Chairman of the government), Wang Zhengting (Minster of Foreign Affairs), Kong Xiangxi (Minster of Industry), Sun Ke (Minister of Railways), and Song Ziwen (Minister of Finance). He offered them his own suggestions based on the Plan, and listened to their ideas.

The Tenth to Fourteenth Visits (1935, 1937, 1939, 1940, 1941)

On April 9, 1935, Monroe visited China to attend the eleventh annual meeting of the Board of Directors of the China Foundation. They discussed and resolved the usage and allocation of the half of second

batch of the refunding part of the Boxer Indemnity. Monroe was elected as Vice-Director again ("The 11th Annual Meeting," 1935).

On April 28, 1937, Monroe, together with his wife and daughter, attended the 13th annual meeting of the Board of Directors of the China Foundation. He negotiated with the Chinese education circle on the matter of selecting and appointing representatives to attend the world education conference. In addition to this, they traveled briefly and investigated the latest developments in Chinese education.

On April 22, 1939, Monroe attended the 15th annual meeting of the Board of Directors of the China Foundation held in a hotel on the Kowloon peninsula in Hong Kong. They discussed how funds would be raised and resolved how the subsidy would be allocated during the period when the refunding of the Boxer Indemnity was stopped. They also decided that more importance should be attached to those applicants who studied applied disciplines (Sun, 1939).

On April 15, 1940, Monroe attended the 16th annual meeting of the Board of Directors of the China Foundation held in Hong Kong. They reviewed and approved several work reports and the allowance to educational and cultural institutions and graduate students. Directors were also re-elected at this time, and Monroe was re-elected as Vice-Director at the meeting (Sun, 1940).

On April 16, 1941, Monroe came to the Kowloon Peninsula Hotel in Hong Kong to attend the 17th annual meeting of the Board of Directors of the China Foundation. They resolved the organization of the urgency committee and other preventive measures and also approved some other proposals. They also re-elected the director and trustees at the meeting. Monroe was again elected as Vice-Director (Sun, 1941). After the meeting, he went to Chongqing, Guizhou, and other places to investigate education.

The above have presented the process of communication and exchange between Monroe and China in a historical way. Here, we might also make some comparisons between Monroe and other American educators who came to China during the same period. Famous pragmatic educator Dewey was the first American educator to come to China to teach in the 1920s. He arrived in Shanghai on April 30, 1919 and returned to the U.S. on July 11, 1921. During the more than two years, he taught in China and visited more than 14 provinces and cities. After him, G. R. Twiss, W. A. Mearns, Helen Huss Park Hurst, and other American educators also came to China. Twiss came to China in 1922

and stayed for about two years; MeCall came to China in 1923 and stayed for about one year; Park Hurst came to China twice, first in 1925 and then in 1937, staying for about four months in all. Kilpatrick also came to China twice, staying for three months and 21 days respectively. Compared with Dewey and other educators who came to China, Monroe paid the largest number of visits to China, spent the longest time, and visited the most places. He established the widest and deepest relationship with the political and cultural circles in China. For this reason, he really had extensive and far-reaching influences on the development of modern Chinese education.

Monroe and the Schooling System of 1922

Monroe's Opinions about the Schooling System Reform

When Monroe visited China in 1921, people were most earnestly calling for schooling system reform and discussing how a new schooling system could be formed. He showed great interest in this and got directly involved in the schooling system reform. Shortly after arriving in China, he had two discussions with people from the Shanghai education circle on the schooling system. On October 29, he made a special trip to Guangzhou to attend the 7th national meeting of the Educational Federation (The central topic of this meeting was to discuss the schooling system, and the *Draft of the New Schooling System* was also approved). He highly praised this meeting on schooling system reform and delivered a lecture "Application of Democracy in Education." At the same time, he held three discussion sessions with representatives from every province, and also published the article "Several Suggestions on Improvement of the Schooling System." Monroe's opinions about the reform of the schooling system can be summarized as follows.

The goal of reforming the schooling system was to realize democratic education

In his speech to the representatives at the 7th national meeting of the Educational Federation, Monroe first clearly identified that the only big problem in education was how republicanism or democracy should be

applied in education since the democratic trend was very popular. "In other words, what educational method should we adopt in order to realize democratic education?" (Monroe, 1923, p. 60). He thought that democracy consisted of two key elements: first, individual personality is highly valued; second, politics endowed some individuals with privileges. To achieve the goal of democracy, we must first cultivate the base of democracy — the spirit of the people.

Monroe further proposed that democracy had two requirements of the education system. First, both the government and the individuals should take the responsibility for operating and maintaining education. They should share the costs of education. Second, both the government and individuals should take the responsibility for administration and supervision of the schools. He regarded these the two key points of democratic education. Monroe thought that democratic trends exerted impacts on educational methods in two ways. First of all, students should participate in the learning process personally. Secondly, participation was also a kind of psychological influence. The research in modern psychology indicated that only by participating personally can people really master knowledge and skills. Therefore, it was necessary to improve the teaching methods in China, and the key to improvement was to get students participate in the teaching activities voluntarily.

Monroe found that the schools endowed students with various gifts, talents, interests, and hobbies in the same way regardless of differences in their individual characteristics, so he emphasized that democratic education should give everybody an equal chance and allow them to develop fully according to their natural talents. That is to say, democratic education was a kind of individual-based education. He said: "The essence of democracy is that all people, no matter whether intelligent or backward, should have the equal chance of full development" (Monroe, 1923, p. 62).

Two principles in the schooling system reform

Monroe thought that establishment of the educational criteria was the national government's responsibility. Criteria should be established particularly in terms of language, textbooks, teacher qualifications, and the minimum requirements students should meet. So he suggested that all the public or private schools in the country should adopt the following: (1) teaching should be conducted in students' mother tongue;

(2) national history, geography, literature and so on should be stipulated in the curriculum; (3) teachers should be trained by normal schools (i.e., teacher training institutions); (4) all the school staff members should be native speakers. According to his opinions, education should not only attain present achievements but also prepare for future progress. Therefore, the schooling system should not be too uniform, and the local private schools should “have enough opportunities to carry out experiments freely” while the government should just “stipulate the minimum requirements” (Liao, 1922). Only freedom to experiment and free choices can lead to the spirit of democracy and republicanism without leading to conflict.

About primary schools

Monroe was reasonably satisfied with primary school education in China, but thought there was still room for some improvement. He proposed that: (1) generally speaking, primary schools in cities could adopt the 6-year system, while those in the countryside could continue to use “4–3 system”² for the time being. The choice should be based on the actual conditions in different places; (2) in order to popularize education, it should be ensured that all children have equal chances to go to school, so more primary schools should be set up. He pointed out that “China needs a lot of primary schools, but very few people are willing to set up primary schools” (Hu, Chen, & Tao, 1922, p. 541). A feasible remedy to this shortage was to make use of the old-style private schools properly and change them into new-style schools. Secondly, investigations should be made more frequently so that the school curriculum could be closely related to real social life. Finally, language and characters should be simplified. He thought, language and characters were just the basic tools. For Chinese primary school students, Chinese characters were too complicated. If too much time is spent on studying the characters, the study of other courses will unavoidably be influenced. As a result, “to reform the language and characters is the key to popularizing education” (Hu, Chen, et al., 1922, p. 542).

About middle schools

Monroe was an expert in the matter of secondary education. He paid special attention to secondary education in his investigation and research.

He found that secondary education was the weakest part of the whole education system in China. He bitterly criticized it, saying that: “In Chinese education, the secondary education is the worst!” (Hu, Chen, et al., 1922, p. 548)

For the reform of secondary education system, he advocated: (1) prolonging secondary education, changing the original 4-year system into a 6-year system and dividing it into two parts, the junior middle school and senior middle school, each part accounting for three years; (2) implementing a system of optional courses. Monroe thought that courses in middle schools should be geared to the needs of both society and individuals, and the courses should be flexible. Optional courses should be offered to senior middle school students so they could choose some courses according to their own interests, advantages, and needs. This would not only facilitate individual-based teaching, but also benefit students’ development; (3) vocational and technical education should be strengthened at the stage of senior middle school so as to better meet students’ opportunity for employment.

About higher education

Monroe proposed that: (1) the preparatory stage of university education should be eliminated. He thought the preparatory stage was only a great waste of student’s time, energy, and money, and indicated the weakness of the middle schools. If the system in middle schools was changed to six years, then the preparatory stage of the university had no reason to exist; (2) both a credit system and a system of optional courses should be adopted in higher education institutions.

Monroe’s Contribution to the New Schooling System

During the 7th national meeting of the Educational Federation, in addition to delivering lectures, Monroe also held forums, discussions, talks with the representatives from every province and draftsmen of “the proposal of the schooling system” — Huang Yanpei and Yuan Xitao. Because of those activities, his suggestions and opinions on reforming the schooling system gained wide approval among the representatives at the meeting. Monroe addressed most of his criticism and suggestions to the secondary education level. He clearly expressed his own ideas

on such affairs as schooling system, segmentation, branching, optional courses, and so on. Most of these opinions were adopted in the *Draft of the New Schooling System*. By this, the secondary education system had been much changed, and in fact the reform in the secondary education system had become the focal point of the schooling system reform. We can say without exaggeration that Monroe had identified the direction of the schooling system reform and his speeches had become the guidelines of the reform. His ideas had a profound impact on the *Draft of the New Schooling System* and he strengthened people's resolution to adopt the American educational patterns.

“The Order of Schooling System Reform” issued by the Beijing government on November 1, 1922 was actually based on the *Draft of the New Schooling System*. Schools were classified into three categories (regular schools, normal schools, and professional schools) and schooling was divided into three stages (primary, secondary, and higher education). Compared with the schooling system of 1912, it had several obvious changes: (1) there were no education aims, but instead, seven criteria, including meeting the need of social evolution, advocating the spirit of democratic education, enhancing individual development, taking the economic capacity of people into account, valuing life education, facilitating the popularization of education, and making education more flexible; (2) by imitating the educational pattern in the U.S., implementing the “6-3-3-4” schooling system; (3) shortening the schooling in primary schools from 7 years to 6 years and dividing the secondary education into different stages so as to facilitate the popularization of compulsory education and better match students' physiological and psychological characteristics; (4) implementing the system of optional courses in post-secondary schools to ensure that students can make free choices; strengthening the content of vocational and technical education so that the admission and employment of students can be better connected. We can clearly see the influences of American educational ideas, but these influences were mainly brought about through Monroe's practical investigation and concrete guidance. The New Schooling System was far from perfect; there were still problems in the implementation of the comprehensive middle school system and the system of optional courses. The status of normal schools was degraded, yet the New Schooling System still gave a great push to the educational development of the Republic of China. It would exert far-reaching influences on the development of education in China.

After returning to the U.S. on January 7, 1922, Monroe wrote an article “Comments on the *Draft of the New Schooling System*” and posted it to the Chinese education circle for publication. The article analyzed both the advantages and disadvantages of the *Draft of the New Schooling System*. He pointed out that the new schooling system had four major advantages. First, it had great flexibility. China was such a large country and the economic development in different parts was markedly imbalanced. The flexibility matched the reality in China at that time. Second, it enabled students to develop freely. According to Monroe, at the senior middle school stage, students could adopt a certain orientation. Post-secondary schools could implement a system of optional courses so as to satisfy the interest of different students. Third, it could mobilize students’ motivation to study. Fourth, it lengthened the duration of secondary education. Monroe pointed out that the previous 4-year secondary education was too short, which was an important reason for the poor quality of secondary education.

Notwithstanding all the above-mentioned advantages, Monroe emphasized that the new schooling system also had its disadvantages. First, it may deprive people of the existing education benefits. For instance, many places could not even afford the 4-year schooling; if all primary schools were forced to change the “4-3 system” to a 6-year system, some schools would surely close down. For this reason, it was still necessary to keep the 4-year (first-stage) primary education in some places. Second, in the process of implementing the new system, we should try to “avoid too many activities so as to avoid misunderstanding.” Monroe stressed that it was not necessary to establish all kinds of schools for every place. Every place can make good use of its own advantages to meet the practical needs within the new schooling system. Third, we should not count too much on the institutions. Monroe warned that, like the existing old schooling system, the new system could not work automatically. It could only make some purposes of education in China easier to be achieved. It was impossible to solve all the profound problems in Chinese education as “the teacher’s teaching methods are not so good, the students are not motivated enough, the teaching material is not sufficient, the administrative efficiency is low and the Chinese language is too difficult for the students, and so on” (see Y. L. Wang, 1922, p. 9).

As to the influences of Monroe’s visit on the “6-3-3” schooling system in China, people of that period commented thus:

The particularly unforgettable thing is that Doctor Monroe came to Guangdong exactly during the period of meeting, so he really helped a lot with our meeting; he delivered one speech and held three discussion meetings for us, the theme of these activities were all about the basic problems. Doctor Monroe was an expert in education administration, and he came to investigate the schooling system, and he happened to come to China at exactly the same time as the schooling system reform was discussed, so his ideas and opinions not only exerted direct influence on the meetings, but also exerted indirect influences on the whole circle of education across the country. That is why we said that his visit was the most unforgettable thing in the meeting. ("The Summary of the Seventh Annual Meeting," 1922, p. 26)

Monroe and Reform in Chinese Primary and Secondary Education

At the very beginning of the 20th century, influenced by the ideas of innovative education from both Europe and the U.S., China also began the exploration that aimed at reforming the traditional education system. Shortly before the May Fourth Movement, Dewey, Russell and some other famous scholars came to China one after another to teach and give speeches, which caused a really great sensation in China. However, how to apply modern Western education theories to the reform practice of Chinese education so as to facilitate the transition from traditional to modern education was still a difficult problem facing the education circle in China. Monroe's visit was a dose of effective medicine to the reform of Chinese education because he took the advanced education theories from both the U.S. and Europe as his guidelines, but advocated the idea of democratic education according to the current situations of Chinese society and education. Furthermore, he also offered concrete criticism and guidance on all kinds of problems which the investigation discovered.

Strongly advocating the idea of democratic education

1. Heading for a free way for ordinary people

The first lecture by Monroe during his first visit to China was "Republicanism and Education." First of all, he pointed out that there

were two ways of educational development for China to choose: the democratic way and the non-democratic way. In modern times, there have been two kinds of principles which guided education: nationalism and republicanism. Since China was carrying out reform in education, the choice must be made very carefully, and it was very necessary to “adopt the one which could facilitate and implement the country’s development” (Monroe, 1922b, p. 584).

In his speeches such as “The Differences between Old Education and New Education,” “The Importance of Education in Both Political and Social Affairs,” and “Scientific Principles and Application,” Monroe pointed out that “As China is now a republic, it should implement republican education. There are two key elements: One is originality. China should study by itself, judge by itself and try to achieve its goals with its own methods. The other is efficiency. China should try to achieve the highest efficiency with the least money, time and energy” (Monroe, 1922c, p. 605). Monroe thought the basic differences between old education and new education were as follows: (1) Old education just focused on the few leaders, not enlightening the people’s intelligence, nor popularizing education extensively, while new education advocates public education for all people. (2) Old education prevented society from evolving, moving or changing; it tried to keep what was in the past still the same for today and tomorrow, while new education is trying to move, evolve, advance and uplift. In a word, the real essence of new education is democracy. Every person, no matter whether he is intelligent or foolish, has the chance to have all-round development. He emphasized that “democracy requires that ordinary Chinese people could all receive their desired education; this is the urgent task for China at the moment!” (Monroe, 1922e, p. 600)

2. The purpose of education is to cultivate students’ creativity, self-confidence, and independence

Monroe thought the so-called modern civilization consisted of three layers of meaning: (1) human beings can make use of nature and live happily, and they can also have leisure to “be engaged in studying the noble things” (Monroe, 1922d, p. 593); (2) society is always developing; (3) people’s personality can develop fully. Correspondingly, one of the key tasks of modern education is to cultivate individuals with free thoughts and independent personality. He pointed out that China was in an extremely complicated era with turbulence and chaos, so Chinese

people urgently needed the abilities of creativity, self-confidence, and independence.

In order to cultivate these abilities, priorities should be given to how to make students participate and play a spontaneous and active role. Monroe coined a vivid metaphor about this: “The former education of China was just like standing on the stool. The present education can be compared to riding on a bicycle. Standing on the stool represented motionless education, because it was the intention to keep the balance by remaining motionless; once there was any movement, it would collapse. The education of riding on the bicycle was always moving, and it was the intention to keep balance by moving. Once there was no movement, it would collapse” (Monroe, 1922a, p. 597). In order to keep moving, a spirit of initiative was required. Education needed to cultivate this kind of spirit so as to adjust to the current social needs and solve the problems of social change. In his opinion, the essential approach to achieve this was science.

Advocating scientific education

In his investigation, Monroe found that there were very few good middle schools in China because scientific education was extremely backward. His criticism was that: “The teaching of science in the middle schools has many shortcomings. The teaching method is not good and the equipment is not sufficient either” (“Dr. Monroe’s talking with Tianjing,” 1922, p. 637). So in middle schools, the teaching of science courses such as biology, physics, and chemistry should be strengthened. He thought the essence of secondary education was all in science. He explained the importance of science repeatedly. In his opinion, if China wanted to become completely independent in politics and develop its industry, commerce, agriculture, diplomacy, and military affairs, it should first develop science. The biggest difficulty was not financial, but the lack of scientific talent, so the most urgent task China was faced with was to develop science and foster scientists. He even said: “It is better for China to have three hundred scientists than three million armies!” (Hu, Chen, et al., 1922, p. 560)

Monroe thought that the backwardness of secondary education could be attributed to two reasons: on the one hand, students were asked to learn nouns by heart and emphasize classification, without being given chances to do experiments; on the other hand, Chinese people

were not clear about the concept of science and just regarded it as nouns and classification. This made it very difficult to master the essence of science because science was “using nature’s force and putting priorities on pragmatism” (Hu, Chen, et al., 1922, p. 561). As he stressed, “Science emphasizes not empty talk, but application; it means putting theories into practice” (Monroe, 1922c, p. 603). He also suggested that in order to improve the scientific education in middle schools, application should first be stressed, and great importance should be attached to the cultivation of scientific teachers. Even normal schools should put emphasis on science courses.

Criticism and suggestions on teaching methodology

During his visit and investigation, whenever he went to a new place, Monroe always went to the classrooms to learn about the teaching methods of all kind of courses. He was quite satisfied with the teaching methodology in Chinese primary schools. But he thought that the lecturing model in middle schools would cause students to be passive and lose the spirit of innovation. He once vividly observed: “The teaching methodology in China today is just like playing football, students are only taught the theory of playing football, but never required to kick the ball in person” (Hu, Chen, et al., 1922, p. 556). His criticisms were frequent during the talks and discussions with different people: “The methodology of studying literature is very desirable, but the methodology of studying science is far from good”; “There was too much lecturing on the textbooks, but the practical training was not sufficient” (W. P. Wang, 1922, p. 634). In this sense, the lecturing method cannot be used in scientific education.

Monroe’s criticism of teaching was also mainly focused on secondary education because of its importance. He believed that if the teaching methodology were not improved, it was useless to try new schooling system. Monroe suggested that the most efficient way to improve the teaching methodology in middle schools was to change the teaching methodology in normal schools. Teaching should not be dominated by lecturing. On the contrary, it should enlighten students’ thinking and get students to participate in the process of learning spontaneously and practice should be emphasized in the teaching process. He also introduced the latest trend in American education — the design teaching method. He thought this method can not only get

students to participate actively, but also lead students to solve concrete problems. He proposed that China should adopt it.

Monroe's Influence on the Reform of Primary and Middle Schools in China

Pointing out the Direction of Reform

During his over four months' educational investigation and teaching, Monroe criticized the education in both primary and middle schools, and made a lot of constructive suggestions. His investigation and lecturing not only showed the direction for the reform of primary and middle schools, but also inspired people's enthusiasm to improve education and study education. The Association of Education Improvement in China was established shortly before he went back to the U.S. The Association took the students who had studied in the U.S. as its core and was one of the most influential national education associations. Its establishment greatly enhanced the implementation of new education because it carried out a series of fruitful investigations, tests, experiments and other activities, and thus improved the atmosphere of educational research.

Offering Theoretical Guidance for the Reform

Compared with other foreign educators who came to China at the same time, Monroe had a better understanding of China. In his monograph *The Textbook of Educational History*, he wrote one chapter on China and thought that the "Four Books and Five Classics" constrained the individual characteristics. According to records, he delivered more than 60 speeches during his visits. He advocated that education and science education should be popularized, and he also emphasized the important roles of education in people's development, personality cultivation, and ability improvement. He suggested that education must be related to social reality and student's life, should try to cultivate a habit or culture of independent thinking, and cherish the development of personality. He also stressed the necessity for improving educational research methods, emphasizing the importance of tests, experiments, and educational statistics.

Enhancing the Reform of Courses, Teaching Materials, and Teaching Methods

Monroe offered detailed diagnosis and guidance in the reform of courses, teaching materials, and teaching methods in primary and middle schools. For example, he thought the curriculum should meet the needs of both society and individuals. Lecturing and cramming, as teaching methods, should be changed so as to get students to voluntarily participate. In 1922, the new Renxu Schooling System was issued and implemented. Of course, the reform of a schooling system must be reflected in the curriculum by a corresponding reform of courses, teaching methodology, and teaching materials. In 1923, the Association of National Education issued *The Framework of Curriculum Standards for Primary and Middle Schools in the New Schooling System*. This required that the textbooks be rewritten, more attention be paid to the development of children's mentality, and educational and psychological tests be popularized in teaching. The design teaching method and the Dalton system introduced from the U.S. also gained popularity around that time.

Promoting Science Education in Middle Schools

During his visit, Monroe became acutely aware that science education in the middle schools in China was extremely outdated. He strongly and repeatedly advocated science education and emphasized the importance of science to China. Monroe thought that if China "wants to get freedom, it must study science; but science is not just written on the paper or spoken by people, science should be practical" (Monroe, 1922c, p. 602). He pointed out that in science, theories must be applied in practice, and its application should be stressed. The methodology of science education should be improved, with more emphasis placed on experiments and practice. In order to help China improve science education, Monroe suggested the Chinese Association of Education Improvement invite Professor G. R. Twiss from Ohio State University and Professor W. A. Mearns of the Teachers College of Columbia University to conduct an investigation in school education and research on psychometrics.

Monroe with the China Foundation and the China Institute in America

The China Foundation for the Promotion of Education and Culture was established in Beijing in September 1924. It was an organization which took charge of storing, allocating, and supervising the use of the Boxer Indemnity returned by the U.S. for the second time.³ This had played a great role in improving the development of education and culture since the establishment of the Republic of China. When the China Institute in America was established in New York in May 1926, it was first an enterprise of the China Foundation. After subsequent reorganization, it became an independent association subsidized for many years by the China Foundation. This association played an important role in improving the exchange and cooperation between China and the U.S. in culture and education. Monroe was one of the key figures in these two associations and exerted great influence on their activities, through his position as Vice-Director of the Board of Directors of the China Foundation for several terms. He was also the first Chairman of the China Institute in America after its reorganization. It is worth noting here that in former research on Monroe, only his education investigation in China in 1921 was noticed, with his long-term relationship with the China Foundation and the China Institute in America being largely ignored.

Monroe and the China Foundation

Monroe and the establishment and reorganization of the China Foundation

Following his visit to China for educational investigation and teaching in 1921, Monroe had established a good relationship with the Chinese government and people in the education circle. He witnessed the outdated situation and worried about the development of Chinese education. After returning to the U.S., Monroe made a proposal in March 1924 to the House of Representatives reaffirming the necessity for returning the remaining part of the Boxer Indemnity to China and explaining the further plan of establishing an Education Foundation so as to prevent politicians, bureaucrats, and warlords from usurping and wasting the money. He said:

Chinese leaders, American educators, religious leaders and others who serve society all advocated that it would be better to deposit the returned money to funds or financial consortiums, such as the Jia Nanqi Fund, the Luo's Education Fund and the Xuezhi Fund. Everybody agreed that part of the fund should be used to set up institutes for practical scientific research, and the institutes should be governed by the Fund. All the money needed by the institute could only be regarded as a subsidy from the Fund, and the institute is not an independent organization like Tsinghua University. The members of the Board of Directors could be made up of both Chinese and American people, but the majority should be Chinese. (See Yang, 1991, p. 5)

Monroe's proposal attracted great attention from the representatives present at the meeting. In May 1924, the U.S. Congress approved the bill returning the Boxer Indemnity to China for the second time on condition that the returned fund should be used to improve Chinese education and culture. On May 21, the bill went into effect with the approval of the U.S. President Calvin Coolidge. The fund was calculated from September 1, 1917, and the total principal and interest was 12,545,437 U.S. dollars. The fund would be paid by the U.S. to China in 20 years (Yang, 1991, p. 6). At the invitation of Minister Shi Zhaoji of the Chinese Embassy to the U.S., Monroe began to stipulate regulations and draft temporary methods to elect members of the Board of Directors in July. On July 31, Monroe was appointed by the U.S. government to visit to China with an unofficial identity for this.

In late August, Monroe reached Beijing and received a warm welcome from both the Chinese government and members of various circles of society. During his stay in Beijing, Monroe frequently met with distinguished people from political and educational circles, negotiating many times with Minister of Foreign Affairs Gu Weijun and Minister of Education Zhang Guogan, and listening to the suggestions from representatives of various educational societies and associations.

After much discussion and communication with these people, Monroe drafted "10 Rules for the Board of Directors" and formally named the association as the China Foundation for the Promotion of Education and Culture. On September 17, with the approval of the U.S. government, the Chinese government formally appointed 14 directors to the board: Yan Huiqing, Zhang Boling, Guo Bingwen, Jiang Menglin, Fan Yuanlian, Huang Yanpei, Gu Weijun, Zhou Zhichun, Shi Zhaoji, Monroe, Dewey, Bake, Bernard, and Gu Lin ("The First Report," 1926).

Monroe was one of the five American directors, and three (Zhang Boling, Guo Bingwen, Jiang Menglin) out of the nine Chinese directors had been Monroe's students. Gu Weijun also graduated from Columbia University. In the afternoon of September 18, the establishment of the Board of Directors of the China Foundation took place in the building of the Ministry of Foreign Affairs in Beijing. At the meeting, Gu Weijun expressed thanks to the U.S. representative Monroe on behalf of the Chinese government: "I would like to thank Dr. Monroe for what he had done to accomplish the refunding of the Boxer Indemnity and his generous help to us with his rich experiences from the charitable organizations, because quite a lot can be attributed to his plans for establishment of this Foundation" ("The Minutes of the First Meeting," 1924).

At the end of July 1928, at the forceful behest of Yang Xingfo and others, the Nanjing government made orders to dismiss the original Board of Directors of the China Foundation, revise the regulations, and appoint new directors (Monroe was still one of the directors). Monroe was very anxious when he heard the news in the U.S. He worried that this might lead to the China Foundation — an organization devoted to improving Chinese education and culture — come to an untimely end. After negotiating with Minister Shi Zhaoji and the special envoy Wu Chaoshu, Monroe came to China in December 1928 on a special trip and consulted with the Ministers Jiang Menglin and Cai Yuanpei from the Ministry of Education on methods to remedy the situation. With the active mediation of Monroe and others, the third regular meeting of the China Foundation was held as scheduled on January 1, 1929 in Hangzhou. The directors revised the regulations and re-elected members of Board of Directors. The China Foundation was thus reorganized successfully.

Monroe and the stipulation of the expenditure policies for the China Foundation

When the U.S. refunded the Boxer Indemnity for the second time, Chinese education was extremely short of money due to years of conflict between warlords. How the Box Indemnity could be used to give the greatest benefit became the focus of attention for all circles of society. After his visit to China in August 1924, Monroe repeated proposals for the use of the money several times. He thought that:

(1) the money should not be used to repay the educational debts the government owed or pay salaries for teaching and administrative staff of public schools, but rather to develop kinds of education the government could not, at present, afford; (2) the money should not be used on those items which only provided short-term gain, but used to strengthen the comprehensive capacity of education; (3) the money should not be used to construct new school buildings.

In addition to the foregoing, Monroe said that the money should not be used to do pure scientific research, but to increase the knowledge of ordinary people and improve their living conditions. He made the correct observation that: (1) the best way the money can be used is to develop education in the countryside; (2) science education in middle schools should be improved urgently; (3) China lacks institutions of higher learning, so it is very important to cultivate special scientific talents. In brief, the money from the Boxer Indemnity should benefit the development of Chinese people in the broad sense of the word.

From June 2 to 4, the first annual meeting of the Board of Directors of the China Foundation was held in the Yuzhong Hotel in Tianjin. A decision was made on the meeting that the money of the Boxer Indemnity should once again be used to: (1) develop scientific knowledge and enhance the application of knowledge, such as improving educational technology, increasing tests and experiments in science research, and improving the research methodology; (2) develop permanent cultural undertakings such as libraries (“Abridged Translation,” 1925). They also passed six principles for allocating the funds. As one of the founders and organizers of the China Foundation, Monroe played an important role in formulating those principles.

Monroe’s leadership over the China Foundation

From the establishment of the China Foundation in September 1924 until 1944, Monroe visited China to attend many of the annual and other regular meetings and was involved in every important decision in spite of the toll of tiring journeys. In addition, he frequently exchanged correspondence with Chinese directors. In this way, they discussed personnel appointments and retirements from the China Foundation, pressed for the repayment of the Boxer Indemnity funds, employed foreign experts on project engineering and education, verified the applicants for funds, and monitored meetings of the Board of Directors.

Monroe also offered concrete guidance on all aspects of the activities of the China Foundation.

After the Pacific War broke out in 1941, the transportation was fragmented, and communication became extremely difficult, so the China Foundation established an ad hoc committee in the U.S. on January 13 the next year. The committee was made up of Hu Shi, Shi Zhaoji, Monroe (acting as chairman), Gu Lin and Bernard, taking charge of all affairs of the China Foundation in the U.S. In the following two years, the committee held six plenary meetings, overcame all kinds of difficulties, and thus maintained the normal operation of the China Foundation's work in wartime.

Monroe served the China Foundation for 20 years from its establishment in 1924 to January 1944 when Monroe resigned from his post as Vice-Director. During those 20 years, Monroe was indefatigable in his support through thick and thin in spite of the turbulent international political situation and the disastrous chaos of war. The untiring efforts from him and his colleagues on behalf of the China Foundation enabled a great contribution to the development of Chinese education and culture, and therefore Monroe also gained the respect and trust of every director. In January 1944, when he resigned from the China Foundation because of his old age and poor health, it was holding a special meeting in Chongqing. In accepting his resignation, the China Foundation made a resolution:

As all of us colleagues know, Monroe made great contributions to the China Foundation for the Promotion of Education and Culture, we just write our sincere and deep admiration down here. In order to enhance the second repayment of the Boxer Indemnity, Monroe made the greatest contribution. He came to China to support the establishment of this Foundation in spite of the long distance. He attended all the annual meetings of the Board of Directors and participated in planning the undertakings of the Board of Directors and patronized quite a lot. During the Japanese invasion to China, the transport became extremely inconvenient, but he still took the risk to come to Chongqing twice. His persistent enthusiasm to facilitate the development of modern education in China really moved us all the time.

We colleagues would like to show him our sincere respect and wish him good health and happiness. Although he has resigned, we still hope that he will give us his directions and suggestions on the

affairs of the China Foundation for the Promotion of Education and Culture. This would really become our big fortune.

The resolution should also be copied and sent to Monroe to read. ("The 16th Report of the China Foundation," 1947)

Monroe and the China Institute in America

Monroe and the establishment and reorganization of the China Institute in America

In the 1920s, after frequent visits to China, Monroe came to know more about the Chinese culture and education, and he realized that Americans' knowledge about China was very limited. He thought it was most necessary to carry out some Sino-American exchanges as soon as possible so as to enhance mutual understanding. Monroe put forward this proposal shortly after the establishment of the China Foundation. Because of the enthusiastic advocacy of Monroe and some other people, when the first meeting for the Standing Committee of the China Foundation was held in Beijing in February 1926, the proposal to establish the China Institute in America was discussed, and the purpose of it was to enhance the cultural and educational exchange and cooperation between China and the U.S.

On May 25 of the same year, by the multiple efforts from such famous people as Monroe, Guo Bingwen, Hu Shi and Dewey, the China Institute in America was formally established in New York after three months of intense preparation, and Guo Bingwen was appointed as the first director. Following its establishment, the China Institute in America carried out a lot of fruitful activities to enhance Sino-American exchange and cooperation in education and culture.

In January 1930, through the efforts of Monroe and some other members, the China Institute in America was reorganized as an independent non-governmental organization in the U.S. The Board of Directors and the Consulting Committee were made up of members from both China and the U.S. Monroe was elected as Director of the Board, and Wu Chaoshu, Minister to the Chinese Embassy in the U.S., was elected as the Honorary Director. Guo Bingwen served as the Honorary Chairman and Meng Zhi as the Chairman.

Monroe and his post in the China Institute in America

The prestige of a world-famous educator meant that Monroe's leadership and participation not only enhanced the implementation of the activities, but also greatly improved the social status and impact of the China Institute in America.

As the key figure in both the China Foundation and the China Institute in America, Monroe made great a contribution to strengthening the relationship between them and raising funds for them. Since its establishment, the China Institute in America had always been subsidized by the China Foundation. After the reorganization, it lacked of funding. On January 9, 1931, at the 5th regular meeting of the China Foundation held in Shanghai, Monroe introduced the reasons for the establishment, the development conditions, and the reorganization process of the China Institute in America to all Chinese and foreign directors in detail, and advocated the China Foundation to provide financial support to it until it became financially independent (Hu, 1931). The financial support from the China Foundation greatly alleviated the financial crisis faced with the China Institute in America. Besides this financial support, Monroe also took advantage of his posts in many international organizations to raise funds for the China Institute in America through various channels. For example, he trained professionals for the China Institute in America and obtained a subsidy from the Rockefeller Fund for this.

With the financial support from the China Foundation, the Rockefeller Fund and some other organizations, the sustainable development of the China Institute in America was thus assured. As a non-governmental and not-for-profit organization, it became a very active member on the stage of Sino-American cultural and educational exchanges.

Monroe's Contributions to the Board of Directors for the China Foundation and the China Institute in America

As one of the initiators and organizers

Monroe played a great role in the establishment and reorganization of both the organizations. In the discussion about the repayment of the Boxer Indemnity, he enthusiastically lobbied for the money to be used to

develop Chinese culture and education. Shortly after the U.S. Congress approved the proposal to repay the Boxer Indemnity for the second time, Monroe proposed to establish a Boxer Indemnity Fund management consisting of both Chinese and Americans and drafted a detailed plan for the usage of the money. Because China had no similar organization, the establishment of the China Foundation was a new event in Chinese history. Its initiation should be owed to Monroe. After France, Belgium, Italy, Britain, and Holland refunded the part of the Box Indemnity, in the wake of the China Foundation, the China government subsequently established the Boxer Indemnity funds with France, Belgium, Italy, Britain, and Holland. Monroe also played a key role in the establishment of the China Institute in America.

As One of the Practitioners in Running the Organizations

Monroe participated in every great decision of these two organizations. In the early days, the China Foundation was devoted to improving science education and teaching methodology, and to compiling scientific textbooks for middle schools. After the 1930s, it gradually shifted its priorities to universities. As we can see, its basic policies in education and culture had never been changed. Compared with some other Boxer Indemnity committees, the China Foundation was the only one to use all the national (U.S.) money on Chinese education and culture. This was definitely closely related to Monroe's leadership as an educator in overseeing the China Foundation.

The scientific textbooks for Chinese universities and high schools that were compiled and translated by the Science Education Council and the Compiling and Translating Committee of the China Foundation had imitated the American textbooks. The teaching, research and educational ideas, teaching methodology, and even the value orientation of some universities and educational academic institutions were also greatly influenced by the U.S. They played a great role in developing the Chinese education and culture during the unstable and turbulent wartime when China was suffering from both civil war and foreign invasion.

From the above content, we can conclude that during the more than-30-year-long interaction between Monroe and China, Monroe exerted profound influence on the development of Chinese modern education in terms of talent cultivation, educational reform, social transformation, exchanges of culture and education, and so on. The

relationship between Monroe and Chinese modern education can be regarded as long, comprehensive, and far-reaching.

In the 1920s, communication between educators in China and the U.S. was quite frequent. Dewey came to teach in China for more than two years and brought new ideological knowledge to the Chinese education circle. Later, Professor G. R. Twiss from Ohio State University came to China to do research into the science education in middle schools and thus improved the methodology of science education; Professor W. A. Mearns from the Teachers College of Columbia University came to China and enhanced the educational and psychological tests in China; the founder of Design Education, William Heard Kilpatrick, and the inventor of the Dalton System, Helen Parkhurst, also brought the latest teaching methods to China. Compared with Dewey and these people, Monroe's influences on Chinese education were quite different in two aspects:

1. He was different from Dewey. Dewey was imbued with ideals, but Monroe was good at practice. If we say that what Dewey brought to China was mainly theoretical innovation, then what Monroe brought was a kind of institutional innovation; if we say that what Dewey propagated was theory of the pragmatism in education, Monroe just applied the theory into practice and popularized the theory in school education practice. With his wide background of educational history and comparative education, Monroe tended to consider problems from historical and comparative aspects, analyze the current situations and problems of Chinese education calmly and objectively rather than taking the attitude of idealism. Monroe not only identified the very crux of Chinese education with his profound insight, but also put forward concrete plans for the democratization of Chinese education.
2. He was different from other educators. The differences between Monroe and G. R. Twiss, W. A. Mearns, William Heard Kilpatrick, and Helen Parkhurst lay in the following areas: The visits of G. R. Twiss, W. A. Mearns, William Heard Kilpatrick, and Helen Parkhurst to China all exerted influences on a certain aspect of Chinese education and their influences mainly lay in teaching methodology, while Monroe's influences on Chinese education was comprehensive, multi-directional, and multi-level. He gave practical guidance to Chinese educational reform in the 1920s and 1930s in

terms of theory, institution, and practice. This facilitated Chinese education to integrate into the international education movement. By leading the China Foundation and the China Institute in America to carry out all kinds of cultural activities, he also helped to greatly enhance the science education, education for the ordinary people, countryside education, and library service. Monroe's visits to China exerted multi-directional impacts on and made unique contributions to Chinese modern education.

The visits of many American educators to China with Dewey and Monroe as the representatives in the 1920s received a warm welcome from various circles in China, and also had a great impact on Chinese society, especially Chinese education. This could be attributed to both objective and subjective reasons. The objective reason was the practical need of social development in China. The subjective reason was that they all had friendly and sympathetic attitudes toward China and actively supported the social transformation and educational reform in China. Their visits to China had prominent merits in promoting the development of Chinese education. Of course, they inevitably had some negative influence, because first there were certain limitations in their theories, and second the Chinese education circle was somewhat blind in accepting their theories before 1927. But as a foreign educator, why could Monroe come to China 14 times in more than 30 years and then exert such far-reaching influences on the development of Chinese modern education? It can be attributed not only to his good relationship with the Chinese cultural and educational circles but also to his special feelings, empathy, for China.

In the 1920s, the pragmatic educational ideas introduced from the U.S. became very popular with the Chinese education circle and deeply influenced the educational reform in modern China. Dewey was undoubtedly the most important advocator of pragmatism. However, this was by no means only attributable to Dewey's. Monroe's visits to China played an even more outstanding role in some aspects of Chinese education. So when studying the history of this period, people should not only attach great importance to Dewey, but should also pay attention to Monroe and his contributions and influences. The influences of the American educators on Chinese education could further reflect the impact of U.S. culture and education on China as a whole.

Notes

1. In 1900, Qing Dynasty was forced to sign XinChou Treaty with 11 countries. China was forced to pay a large sum of money from 1901 to 1940 to compensate the loss of those countries in war. That was called the Boxer Indemnity.
2. Before the implementation of the New Schooling System, primary education in China had two stages, with the first stage covering four years and the second stage three years.
3. The U.S. government had refunded part of the Boxer Indemnity twice, first in 1908 and second in 1924.

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