The longer one lives in China the more reticent one becomes to express an opinion about that vast nation of contrasts and contradictions. The average author of books on China usually takes about two or three weeks to acquire his knowledge. If these would-be authors made a longer sojourn in China I dare say there would be fewer and better books explaining Chinese customs and the intricacies of the "Oriental mind."

Having lived six years in China, and having lived through the revolution I venture with fear and trembling to sketch briefly the development of the Nationalist movement and some of my experiences during the revolution. And I warn you that there are those whose experiences have been quite different who will tell you that I do not in the least know anything about the revolution. Perhaps they are correct. No doubt there are some of us who do not know much about present conditions in America. Recently a Chinese student studying at the University of Chicago received a letter from his father in China pleading with him to transfer to another college where he would be in less danger.

Nationalism is not a new thing in China. It goes back to the philosophers Wang Chuan-Shan and Hwang Li-Chow in the early seventeenth century at the time when China was conquered by the Manchus from the north. Not having the military power to throw off the foreign rule the philosophers started secret societies against the Manchu rule.

During the period from 1840-1900 the nationalism of the Chinese received a fresh impetus. During these sixty years China had military arguments with each of the leading military powers of the world and in practically every case she had to take the share of the vanquished. Her strategic ports were taken away from her; her finances were put under foreign control; her mines were leased out; her jurisdictional control within the Empire was being fast destroyed by the arrangement of extraterritoriality.

In the third place the development of militarism—or the system of ward lords ruling over their special areas by means of a hired army—added emphasis to the spirit of nationalism.

The Kuo-ming-tang or People's Party led by Dr. Sun Yat Sen in 1895 rationalized its first victory in the overthrow of the Manchus in 1911. Shortly afterwards when Yuan Shi Kai began to visualize himself in the exalted position of emperor instead of the lowly office of president of the republic, the Kuo-ming-tang was driven underground again. From that time on it had continued quietly until the beginning of the recent revolution. The Kuo-ming-tang declared the Peking government unconstitutional and set up its own government in Canton in 1918. After the acceptance of the Shantung clause in the Versailles treaty by the Peking government in 1919, the student movement allied itself with the Kuo-ming-tang.

In 1922 when Doctor Sun looked around for a helping hand the only one extended was Russian. In 1924 the Chinese Communist party was formally admitted into the Kuo-ming-tang and Russian aid was accepted. Barodin became the military adviser and after the death of Doctor Sun he was virtually the dictator of the party.

In the fall of 1926 the Northern expedition left Canton with General Chiang Kai Shek as commander-in-chief of the army. Within six months the Wuhan cities, Nanking and Shanghai had fallen. Hankow became the new capital.

In the spring of 1927 radical activities increased—the Hankow riot and the unfortunate Nanking incident occurred.

During the months of the victorious march of the Nationalist army—always preceded by the army of propaganda—the movement headed by Chiang was hailed as China's savior and the Chinese looked forward to a speedy unification of China. With the increased communist activities uneasiness and doubt came. The foreigners who suffered at the hands of the more radical element lost faith and branded the Nationalistic movement as an instrument of the devil.

(How any revolution could be expect-
ed to function in as orderly a fashion as a Sunday school picnic is beyond me.)

About this time the gap widened between the left wing represented by the Hankow group and the right wing headed by General Chiang Kai Shek, who set up another capital at Nanking. This made three capitals of which China could boast—and no government.

After the Communist riot in Canton, Nanking deported all Russian consuls, military advisers and propagandists and severed all relations with Russia.

Then started the war on communism resulting in much bloodshed and loss of innocent life. No doubt many of China's most brilliant young men lost their lives during this campaign.

Finally with the marriage of General Chiang and Miss Soong Mai Ling, sister of Madame Sun Yat Sen and T. V. Soong, the Nanking and Hankow factions were reunited and June, 1928, found Peking and Tientsin under the Nanking government.

The dictatorship of the Nationalist party was proclaimed at Nanking, the official capital. At the meeting of the central executive committee General Chiang was made president and General Feng Yoen Ziang vice president. All of the members of the new cabinet hold degrees from American universities. The new minister appointed to France is Miss Soo May Chun, a doctor of jurisprudence from the University of Paris. She was the first judge of the Shanghai district court appointed by the nationalist government.

Practically all of the leading powers have officially recognized the Nanking government and the revision of unequal treaties is well under way. Japan remains the chief snag in this respect.

Of the present disturbance in Shantung I dare not comment having no other authority than the daily press as a source of information.

During the past three years I have been teaching at McTyeire school in Shanghai, a boarding school for Chinese girls. We had an enrollment of approximately 375 girls from various parts of China. As the revolution drew nearer to Shanghai we were in a quandary as to the best policy to follow. Practically all of the girls' boarding schools were closing. With the rumors of foreign intervention and even world revolution there was great excitement. The responsibility for 375 girls some living in far away Szechuan province caused us not a little apprehension.

On the teaching staff and among the students there were relatives of practically every prominent leader in the Nationalist movement. The chairman of the (Turn to page 282, please)

The author

Miss Jessie Bloodworth is now a fellow at Bryn Mawr college. For several years she was a member of the faculty of McTyeire school at Shanghai. This picture was made in the college grounds. Note the profusion of flowers.
ect curricula of the high school and the junior college level of the university. Many colleges put freshmen who have had only three years of English in the same classes with students who have had four years. Students who have had chemistry, physics, and higher mathematics in high school are put in classes with students who have had none of these subjects in high school. Leonard V. Koos of the University of Minnesota in a study of 200 college students found that they had repeated one-fifth of their high school work or four-fifths of a high school year and remarks that disregard in college of what a student has done in high school is all too common.

Much interest is being evidenced to day in external administrative economies such as increase of the number of students per teacher, the number of daily classes for teachers, the use of buildings for a longer period of the day, of evenings and on Saturdays. But from the standpoint of educational economy for students, administrative officers and teachers must turn their attention to internal economies affecting the articulation of high school and college curricula. They must get together and work out their common curriculum problem or continue to stand adjudged before public opinion as contributing in this country to a disintegrated and defective system of public education.

Finally, we must look to the preparation and tested experience of teachers and to improved methods of teaching both in high school and college. Teachers and administrative officers of personality, vision, scholarship, broad social sympathies, sound leadership, inspiring character, and teaching ability at both the high school and university level are our greatest educational asset and are the intimate, humanizing means through which complete articulation between the university and the high school can eventually come about.

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China in Transition

(Continued from page 253)

central executive committee of the movement had two daughters in the school and most of the members on our Chinese advisory board had daughters boarding at McTyeire. Consequently, it was not strange that we followed Chinese advice and kept the school open. We received constant information as to the state of affairs politically and the relative danger.

The foreign press did its share to keep the excitement at a high pitch. One morning one of the leading papers announced in streamer headlines that all foreigners would probably be evacuated within twenty-four hours. That night about midnight the American consolate called up to tell us where to report in case of an emergency call. The next morning the same newspaper which had carried the other exciting announcement carried these extraordinary headlines, "Gunboats Insufficient to Evacuate U. S. Citizens — Others Being Sent From Virginia." Is it any wonder that under such conditions the so-called "Shanghai mind" or fear complex should have developed?

The fact that we relied on Chinese advice was utterly incomprehensible to the officers of the British and American defense forces who coveted our buildings for military barracks. And when the school flew the Nationalist flag they knew that we were a bunch of red Bolsheviks.

At the time Shanghai was taken by plain clothes gumen and pandemonium reigned in the native city until the coming of Chiang Kai Shek and his army who in turn had to put down the unruly labor group, our classes were sometimes disturbed by the put-put-put of machine guns, rifle shots or cannon fire—but the students continued their work outwardly as complacent as if it were the most usual sound imaginable. Inside, I suspected they were not so calm.

I, myself, actually got to the point where I could be awakened in the night by the booming of cannon—turn over and go back to sleep with the feeling "I can do nothing about it—why lose sleep?"

And as to the emergency bags we were advised to have ready to take to the gunboat at a moment’s notice—I decided that it was a useless preparation when we knew not whether we would land in Manila, Japan or the U.S.A. Winter clothes would be useless in Manila and summer clothes out of the question on the Pacific or in Japan in February, and both would be impossible to carry five miles to the gunboat—so that I just came to the conclusion that if worst came, pajamas or whatever happened to be apropos at that moment would suffice for the unknown future so far as I was concerned.

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Return for Commencement

(Continued from page 266)

Gordon Bierer, Guthrie
Fritz L. Aurin, Ponca City
Chester Westfall, Ponca City.

Earl Brown, Ardmore
J. M. Gentry, Enid.
Leon Phillips, Okemah (now in office)

District representatives:

First: Harry L. S. Halley, Tulsa, (now in office)
William L. Eagleton, Tulsa (now in office)
Floy V. Elliott, Tulsa (now in office)

Second: A. N. Boatman, Okmulgee (now in office)
David M. Logan, Okmulgee
Virgil E. Riddle, Okmulgee (now in office)

Third: Rutherford H. Brett, Ardmore (now in office)
Mort Woods, Ardmore
Hiram Impson, Madill

Fourth: Earl Foster, Sapulpa (now in office)
Charlie Orr, Holdenville
Roscio Cox, Chandler

Fifth: Robert W. Hutto, Norman (now in office)
Louis D. Abney, Oklahoma City.
James R. Tolbert, Oklahoma City.

Sixth: James Hatcher, Chickasha (now in office)
C. Ross Humke, Anadarko
Fred Shepler, Lawton

Seventh: Egbert J. Meacham, Clinton (now in office)
Hutton Bellah, Altus
Alta Loomis Carder, Cordell

Eighth: Glenn C. Clark, Ponca City (now in office)
Dr. Howard S. Browne, Ponca City
John M. Bell, Ponca City

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