

A Study Of American Cultural Export To China From 1901 - 1949

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Abstract: since the Opium War, China has gradually degenerated into a semi colonial and semi feudal society, and the major powers of the world have invaded China one after another to seize various privileges and interests. As an emerging capitalist country, the United States has different ways of aggression .This was related to the national strength and world situation of the United States at that time, but it was more based on the consideration of the national strategic interests of the United States.Based on the historical facts, this paper mainly studies the cultural export of ancient China from the perspective of American education and medical treatment, so as to further explore the purpose of this cultural export and its impact on Chinese society.

Keywords: Cultural Output; Spiritual Colonization; Aggressive Achievements

The United States is a big emerging capitalist country that has been established for less than 200 years.Since modern times, due to its own strength and other reasons, the United States was once in a disadvantageous position in the process of foreign powers competing to invade China.With the end of the Spanish American war, especially the rapid development of domestic capitalism, at the end of the 19th century and the beginning of the 20th century, the United States also focused on China. Different from other powers who plundered by war, the United States mainly adopted the way of cultural export to achieve its purpose of aggression in this period.

1. An analysis of the motivation of American cultural export of China

Since modern times, the United States has been exporting culture to China. The infiltration of China in education, medicine and living habits has brought profound influence to ancient China. From the perspective of historical research, we can find that the motives of American cultural export to China during this period are as follows.

The main forms of American cultural export to China during this period were the construction of schools and hospitals in China and the dissemination of Western lifestyle. Just imagine that in the 1920s, when a Chinese who was desperate for his illness got effective treatment in a hospital established in the United States and recovered, he would be grateful to the Americans from his heart, thus creating a kind of favor and dependence on the United States. This kind of gratitude and dependence psychology comes from people's inner desire for life and health, which can go beyond class, nation and other external factors. This cannot be achieved through war, and this is exactly what the United States wants to pursue.

And when a young Chinese student receives new knowledge and new ideas that he has never heard of through a school founded by an American. To some extent, he will have the desire and worship for American culture. Objectively speaking, the culture that the United States introduced into China through its founding schools was advanced. A more telling point is that most of the outstanding figures who have made great achievements in various fields since modern times have studied in the new schools run by foreigners in their early days. Among them, Yanjing University, which is run by Americans alone, has produced a number of outstanding talents, such as diplomat Huang Hua, anthropologist Wu Wenzao, jurist Zhang Youyu, philosopher Feng Youlan, litterateur Bing Xin, Xiao Qian, etc. It is worth pondering that if these people do not receive advanced cultural knowledge in American schools, but still receive traditional Chinese Confucian education, then can they achieve later achievements? Because of this, the United States has won people's support in China through this kind of cultural export, which has greatly affected the Chinese people's attitude towards the United States.

2. Main examples of American cultural export to China from

1901 to 1949

Since the late Qing Dynasty, China has gradually become a "sick man of East Asia" . Faced with such a huge market with a territory

of more than 10 million square kilometers and a quarter of the world's population, major capitalist powers, including the United States, have extended their invasion to China. However, as far as the specific ways and targets of aggression are concerned, the United States is different from other powers. The United States even returned China's war reparations to China to send students to the United States. At the same time, hospitals and schools have been set up in China. These practices of the United States have aroused some Chinese people's favor towards the United States. So, what is the real intention of this kind of cultural export of the United States?

The Boxer Indemnity is the "war indemnity" that China paid to other countries according to the unequal treaty "Xin Chou treaty" signed with the Manchu Qing government after the invasion and occupation of Beijing by the Allied forces of eight countries in 1901 (the 26th year of the reign of Emperor Guangxu of the Qing Dynasty). It amounts to 450 million taels of silver. According to the agreement, the compensation will be paid off in 39 years, with an annual interest of 4% and a total principal and interest of 982,238,152 Liang, guaranteed by customs duties, part of regular customs duties and salt taxes.

First of all, the Boxer Indemnity returned by the United States and used to run the school is only the "remaining part" of the total amount of the indemnity, that is, the remaining part after the loss of the United States in the Boxer Movement and the military expenditure spent to suppress the resistance of the Chinese people, which is about 11 million US dollars. The total amount of Boxer Indemnity received by the United States is about 24 million US dollars, and less than half of it is returned to China. Moreover, some people in the United States have pointed out that "part of the loss of Boxer Indemnity is false, so it is immoral to ask for too much."

Secondly, China had hoped to set up the three eastern provinces bank with the US refund as the principal, issue bonds in the United States with the financial revenue of the three eastern provinces and the US Boxer refund as collateral, and use the profits to send students to the United States at public expense, but this move was firmly opposed by the US government. American diplomats and scholars have suggested to the president that the United States receives too few Chinese students, or even far less than Belgium, a small European country. As a result, the United States will lose its influence on a whole generation of Chinese in the spiritual field.

Finally, on May 25, 1908, the U.S. Congress passed a bill to return the Boxer Indemnity to China, and authorized the president to make arrangements. Under the strong role of the U.S. government, China also agreed to use the refund entirely for running schools. The two countries agreed: from the year when the refund began, the Chinese government will send 100 students to study in the United States every year in the first four years, and from the fifth year, at least 50 Chinese students will be sent to study in the United States every year until the refund is used up. On October 31 of that year, the two countries jointly drafted the draft articles of Association for sending students to the United States, reaching a basic agreement on the qualifications, selection, majors and management of students studying in the United States.

3. The impact of American cultural export to China

First of all, it should be recognized that the educational concept and medical technology introduced into China by the United States were very advanced at that time. To a certain extent, this kind of cultural export has brought changes to China, changed the backward face of China. This should not be denied.

Compared with the traditional way of colonization, the so-called spiritual colonization is more harmful, because it can weaken or even suppress the resistance of the colonized people to a certain extent.

At that time, the American government regarded education as a breakthrough for "civilized" Indians. They forced Indian children to leave the traditional tribal society and let them receive white education in the schools run by white people, thus becoming followers of white life. Then they let these Indian children bring the seeds of "civilization" back to the tribe. In this way, once all of them received white education, the tribal tradition would be broken.

Once the aggressor reduced the people's sense of resistance to the greatest extent and succeeded in spiritual colonization through this mild way of aggression, the harm would be no less than that of national subjugation and national annihilation. Today's American Indians have proved that.

Thus, it can be seen that the "cultural export" of the United States to China since modern times is actually the extension of the spiritual colonial means. Through spiritual colonization, the United States has successfully won the favor of some Chinese people.

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