

URC RESEARCH REPORT

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Project Title: Christianity, English language, western education in Late Qing China

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1. What is(are) the research question(s)?

- Why and how did missionaries involve themselves in education?
- To what extent were they prepared to modify European methods of teaching to fit the educational practice of the receiving culture?
- Did they modify their methodology? And if they did,
- How well did they handle the conflicting demands of preserving the elements and qualities of western pedagogy and modifying them to fit the norms of their Chinese audience?

2. Rationale

While there is much writing on the history of modern education in China, less attention has been paid to the missionary involvement in introducing it to China before the turn of the twentieth century. By providing a micro study of how, when, where, and why the missionaries played a role, the research will fill a knowledge gap in the history of western involvement in China's modern education.

3. Methodology

Although the thrust of the study is historical, the study would have recourse to theories and perspectives developed in the fields of sociolinguistics, cultural studies, and descriptive translation studies.

4. Outcomes / findings

The research grant has enabled me to produce a number of outcomes. To date, one quality-assured journal article has published and another has been accepted.

5. Publications and dissemination

1. "Protestant Missionaries and School Education in Late Qing China: The Case of Julia B. Mateer", *CHIME* (Forthcoming).
2. "Chuanjiaoshi yu wan Qing shi de wenhua jiaoliu" (Missionaries and Cultural Exchange between China and the West in the Late 19th Century: The Case of Ernest Faber [1839-1899]), *Huangzhong* (Journal of the Wuhan Conservatory of Music), No. 1 (Winter 2010), pp. 121--128.