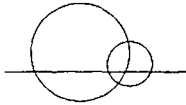


〈展示会〉



**The Development of Toa Dobun Shoin College in Shanghai from
1901 to 1945 and Their Great Journeys for Regional Research on China**

Yoshihisa FUJITA

Dr. Prof. Geography, Aichi Univ, Japan

Director of Memorial Center of Toa Dobun Shoin Univ, of
Aichi University



書院ビル



旅行出発 学生達



愛知大学東亜同文書院
大学記念センター
(愛大旧本館)

CONTENTS

1. Preface
2. Key persons to establish Toa Dobun Shoin College
3. The process and development of Toa Dobun Shoin College
4. Beginning and development of Great Journeys on China and Southeast Asia by the students of Toa Dobun Shoin College
5. The results of their great journeys
6. Analyzing their documents of great journeys
7. From Toa Dobun Shoin University to Aichi university



**The Development of Toa Dobun Shoin College in Shanghai from
1901 to 1945 and their Great Journeys for Regional Research on China**

Yoshihisa FUJITA

Dr. Prof. Geography, Aichi Univ. Japan

Director of Memorial Center of Toa Dobun Shoin Univ. of
Aichi University

1. Preface

Ladies and gentlemen, thank you very much for attending our meeting. I am very honored to have my presentation at Chicago Univ. And I would like to say special thanks to Okuizumi who is a librarian of Chicago Univ. here to give us a chance of presentation.

My name is Yoshihisa Fujita, professor of geography at Aichi Univ. Japan. And a director of Toa Dobun Shoin (東亜同文書院) Memorial Center of Aichi University. Today, other seven staffs are joining here from the Toa Dobun Shoin Memorial Center of Aichi Univ. At first, I introduce you by each simply.

Mr.Ozaki: He was graduated from both Univ.s; one is Toa Dobun Shoin Univ. and another is Aichi University. He worked in Japanese Ministry of Foreign Affairs, and acted ambassador in some countries. He is now 87 years old, and very active, and very healthy anti aging.

Mrs.Yamaguchi: She is main officer managing Toa Dobun Shoin Univ. Memorial Center of Aichi Univ. She prepared many materials to show the meeting of Ass. of Asian studies.

Mr.Tsukuda: He is a part time lecture of Aichi Univ. His subject in our Memorial Center is the study of the history of Aichi Univ. succeeding and relating to Toa Dobun Shoin Univ.

Mr.Takei: He is a post doctor of our Memorial Center. His subject is the study of the characteristics of Toa Dobun Shoin. He got Ph.D. on the study of modern China studv.

Mr.Xiaomin: He is a research assistant of our Memorial Center. He graduated from doctor course of Aich Univ. and got Ph.D. in this March. He came from Inner Mongolia and his subject is on the economic dynamics in Inner Mongolia area using the documents written by the students of Toa Dobun Shoin College.

Mr.Takagi: He is also a research assistant of our Memorial Center. He is now in doctor course of geography and studying the regional features of Northern part of China using the documents by the students of Toa Dobun Shoin College.

Mrs.Naruse: She is a librarian of Aich Univ. and a staff of our Memorial Center. She is very active to make data base of the results from Toa Dobun Shoin College and Aichi University. After my presentation, she will show you the date base, please enjoy.

That's all. Thank you.

Next, back to my presentation:

Our Aichi Univ. was established in 1946 in Toyohashi-city, Aichi prefecture, central Japan, succeeding Toa Dobun Shoin University which was established in 1901 in Shanghai and closed in 1945 and continued to Aichi Univ. in the next year 1946.

The aims of my presentation have two points.

One point is to show the process and development of Toa Dobun Shoin College. And another one is to show the great journeys for regional research on China undertaken by the students of Toa Dobun Shoin College.

2. Key persons to establish Toa Dobun Shoin College

This shows the main building of Toa Dobun Shoin College at **Honchaolu** campus in those days outside the west side territory occupied by France in **Shanghai**.(Fig.1).

Toa Dobun Shoin had to move its campus four times due to the influence by wars between **Qing Dynasty** and Chinese people, and later between Japan and the Republic of China.

This was the 3rd campus from 1921 to 1937. It was a time of prosperity for Toa Dobun Shoin College.

In 1937, due to the severe conditions between Japan and China, this campus buildings were burnt by Chinese soldiers. It was the most tragic accident for Toa Dobun Shoin College. More than 200,000 pages of documents on

China of which I will mention later, written by the students of Toa Dobun Shoin College were lost and huge collections of library books and materials were also lost, and furthermore, more than 100,000 samples of goods collected by students during their great journeys were also lost.



Fig.1 Main building of Toa Dobun Shoin College in the most developed age.

Next, I would like to show you the outline of the development of Toa Dobun Shoin.

There were three key persons who found Toa Dobun Shoin College.

This shows the three key persons, from left, Sei Arai (荒尾 精), middle center Atumaru Konoe (近衛篤磨), and on the right side Hajime Nezu (根津 一). (Fig.2) And there was one more person who establish Aichi Univ. succeeding Toa Dobun Shoin College. His name is Kiichi Honma (本間喜一). I will tell you more about him latter. (Fig.3).



Fig.2. Three key persons to establish Toa Dobun Shoin College.

Fig.3.

The first key person was Sei Arao.

He became very interested in China after the Meiji Restoration of 1868. While Arao was staying in Kumamoto, Kyushu island, near China, his interest was specially aroused by some Japanese soldiers who came back from China with information on China.

Arao hoped to go to China to see China for himself.

Arao had a chance to go to Shanghai and Hankou, supported by a Japanese merchant, Ginko Kisida (岸田吟香) who was stayed in Shanghai.

During his stay in Hankou, he researched many goods and materials to be imported Japan. (Fig.4)

And after coming back to Japan, he published a great book on China including not only the trade information but also the historical and cultural information based on his experience in China. This book was very popular in Japan in Meiji Era because it showed many Japanese people the real features of China in those days.

And furthermore, he recommended that the advantages of trading with China strongly compared to the advantages of trading with western European countries and United States. For this purpose, in 1890, he planned to establish a new business school to educate and to develop the trade business men. This business school was called the Japan China Trade Institute (日清貿易研究所). However, he failed to keep the school running when the war between Japan and China happened in 1895. After this war, he had a new plan to establish a new business school to grow the Japan China trade industry. And this plan was developed to realize a new business school, Toa Dobun Shoin College in Shanghai.




Fig.4. Sample goods shown in Arao's book.

The second key person was Atumaro Konoe.

He was a nobleman and got the position of chairman of the Upper Diet during the Meiji Era. As he had the experience of staying in Europe,,he was considered to be a Liberalist.

At the same time, he was very active, and he became the representative of the new



political organization of Toa Dobun Association in 1898.

This was not radical party. It was oriented to ward the educational and cultural exchange between Japan and China. The party aimed to propose, establish and manage the new school.

He established Tokyo Toa Dobun Shoin school firstly for Chinese students and some elementary schools in Korea to educate Korean people. And later, he worked active to establish Toa Dobun Shoin in Shanghai. He hoped to develop each school and Toa Dobun Shoin College. But he died before being able to accomplish his goals. However, many people believed he greatly contributed to the development of Toa Dobun Shoin College.

The third person was Hajime Nezu.

He was a friend of Arao and supported the edition of the great look that I mentioned before. He was asked, by Arao to manage the new school of Toa Dobun Shoin College as the President. He accepted his request. However, he had a difficult problem how to get the best students from Japan. And he came up with the idea of getting students through a recommendation system from each prefecture which included tuition fees and student living expenses. This idea was very successful at getting the best students

President Nezu gradually grew into very strong leader of this school, and at the same time, he was respected by the students and teachers of Toa Dobun Shoin College. President Nezu was also philosopher and had a lecture of ethics based on the spirit of tolerance, evaluating the spiritual base of classics of China. And he had a thought how to collaborate between Japan and China. For this purpose, he stressed that it was needed to develop the cultural and educational exchange.

3. The process and development of Toa Dobun Shoin College

This flow map shows the process and development of Toa Dobun Shoin Collge (Fig.5). The first idea was realized by Sei Arao whom he established the Japan China Trade Institute in 1890 in Shanghai by getting 500 Japanese students. It was epoch making program which educate Japanese students in Shanghai, outside of Japan. However, this school had to be closed by the war between Japan and China that happened in 1895.

After this war, Arao had a new plan to found more advanced business school. And Nezu supported and realized his plan. At the same time, Atumaro Konoe unified two associations and got a director of Toa Dobun Association, and worked to establish a new business school, Toa Dobun Shoin, at first in Nanjing supported by some leaders of Qing

Dynasty and moved to Shanghai as a unified idea with ones of Sei Arao and Hajime Nezu.

This map shows the location of schools managed by Toa Dobun Association, already I mentioned it.(Fig.6).

You can see many schools on the map. As I already mentioned, at first Tokyo Dobun Shoin which accepted Chinese students was established. Next in Korea, three elementary schools were open for Korean people. And then Toa Dobun Shoin College in Shanghai was opened. Later, Toa Dobun Shoin College added special course for Chinese students

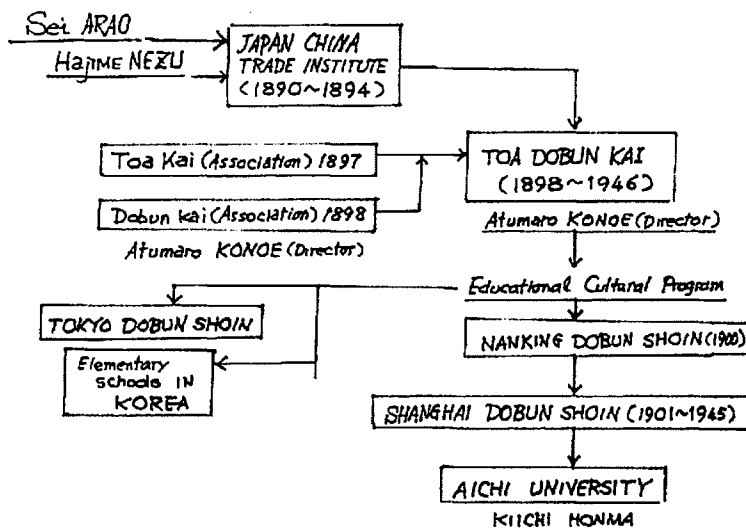


Fig.5. The process chart ,from Sei Arao, Toa Dobun Shoin to Aichi Univ.

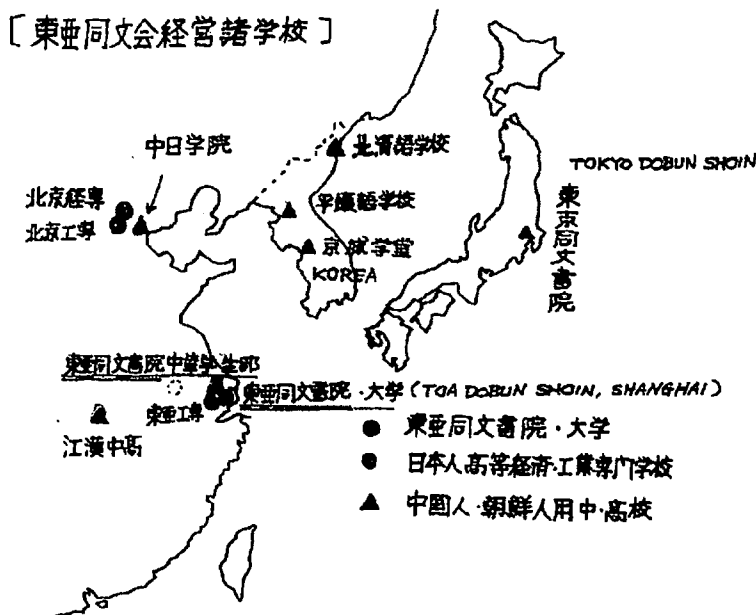


Fig.6. Location of schools and college managed by Toa Dobun Association.

on the way of the development of Toa Dobun Shoin College. And furthermore, middle schools were opened for Chinese students in Tianjin and Hankao.

In that time, department of agriculture and engineering was newly attached to Toa Dobun Shoin College, however it was closed by the financial problem.

From 1940s, technical and economic high schools were transferred to Toa Dobun Association back to Toa Dobun Shoin College.

Table 1 shows the curriculum of Toa Dobun Shoin College in the first opened time.1901. (Tab.1)

From this table, we can see the two bases of educational systems. One was the teaching Chinese to Japanese students. For this purpose, both Japanese and Chinese teachers taught students at the same teaching class room. And they prepared the original textbook for them. It was very important to understand the Chinese affairs when they had journeys in China.

Another one was the understanding of Chinese commerce systems which were very traditional and very different ones for Japanese. It was necessary for the students of Toa Dobun Shoin College to be grown to the business men dealing the trade between Japan and China. For this purpose, students had fieldworks to research the traditional trade and commerce systems in Shanghai, Beijing, Hangkou, and Tianjin, and published the "Encyclopedia of Economy of China" twelve volumes in 1900s based on their fieldworks.

表1. 初期の東洋同文書院のハツツと担当科目 (1900年)

職名	氏名	就職年月日	担当科目
院長	根 律 一	明治35. 5. 5	倫 理 Ethics
教 頭	法学士・上野 貞正	41. 4. 15	法律、政治 Law, Politics
教 授	法学士・福岡謙太郎	36. 10	経済、財政 Economy
同 司 教	法学士・田部 環	40. 12. 7	制度、外交史、通商史 History of Diplomacy
同 司 教	文学士・大村 欣一	40. 7. 28	商業学、簿記、商業実践 Commerce
同 司 教	商業学士・森川一南	38. 9. 9	商業学、簿記 Commerce
同 司 教	商業学士・中川精吉	39. 12. 1	英語 English
同 司 教	布 施 知 足	40. 1. 21	中国語 Chinese
同 司 教	青 木 喬	41. 12. 6	漢文、尺牘、時文 Classic Chinese
同 司 教	橋 詰 照 江	41. 4. 13	中国語 Chinese
同 司 教	三 木 善 市	41. 3. 23	中国語、制度 Chinese
同 司 教	松 永 千 秋	40. 1. 28	中国語、商品学、商業地理 Chinese
同 司 教	富 岡 幸 三 郎	40. 7. 28	習 字 Calligraphy
助 教 授	小 田 勝 次 郎	40. 3. 28	商業慣習 Commercial Customs
助 教 授	和 田 連 次 郎	41. 4. 27	尺 牘 Classic Commercial Customs
助 教 授	神 津 助 太 郎	41. 1. 8	中国語 Chinese
助 教 授	沈 文 藻(字、少坪)	39. 9. 2	中国語 Chinese
助 教 授	嶋 根(字、露如)		中国語 Chinese
助 教 授	全 寿(字、介生)		中国語 Chinese
助 教 授	近 功(字、總助)		中国語 Chinese
助 教 授	ミ ス ・ フ ィ ン	40. 10. 22	英 語 English
助 教 授	ミ セ ス ・ ハ ー プ	4. . . 14	英 語 English
助 教 授	安 河 内 弘	39. 10	
助 教 授	佐 藤 喜 平 次 郎	4. . . 5. 1	
助 教 授	田 中 末 次 郎	41. 5. 1	
助 教 授	品 川 賢 斎	40. 5. 23	
助 教 授	小 田 勝 太 郎		
助 教 授	安 河 内 弘		

} other staff

(「東洋同文書院大事記」より)

Tab.1 Curriculum of Toa Dobun Shoin in starting time.

After W.W. II, Japanese people researching China characterized Toa Dobun Shoin College as the spy school. This view was ideological and they did this before lacking at their date. This characteristics of Toa Dobun Shoin College was widely hold until the Berlin Wall was broken in 1989 especially among Japanese researcher on China. However, it was very far from the truth. Toa Dobun Shoin College has always been a business school shown in their curriculum table.

Of course, the students of Toa Dobun Shoin College was influenced by the nationalism under the war between Japan and China after 1937. Their excellent campus was burnt by Chinese soldiers, and from 1942, students had to been supported by the military under the severe war condition. Through the fieldworks to publish encyclopedia, students got to know China better and better. And they requested the college to have a chance to travel in China. However, Toa Dobun Shoin College had not much foundation to realize students request.

4. Beginning and Development of Great journeys on China and South cast Asia by the students of Toa Dobun Shoin College.

In that time, the Japanese Ministry of Foreign Affairs asked president Nezu to get the information on the Russian army invading the Xinjiang area. This request was from Britain based on the treaty with Japan in 1901. In those days, the Japanese Minister of Foreign Affairs and president Nezu did not have any information on the Xinjiang area. So, president Nezu asked five students who had just graduated from Toa Dobun Shoin College to go to the Xinjiang area.

Five students accepted this proposal from president Nezu, and stated travel to the Xinjiang area. It took 2 years to go and to return on foot and sometimes by horse, and it was a very severe Journey (Fig.7). In spite of the very difficult task, they returned safely to Beijing and Shanghai.

Due to the success of their journeys, all of the students of Toa Dobun Shoin College strongly hoped to have their own journeys in China and its surrounding areas. However, Toa Dobun Shoin had not accepted their request due to financial problems, I mentioned before.

Just after this success of the five students, the Japanese Ministry of Foreign Affairs

gave 30,000 yen to Toa Dobun Shoin College to show their gratitude toward the five students. With this money, Toa Dobun Shoin College firstly could develop their research journeys system for students for three years. Thus, the great journey of regional research on China and Southeast Asia started, and these great journeys became one more important part of the curriculum at Toa Dobun Shoin College. And after three years, this research journey system was adopted and prolonged as part of the curriculum and continued from 1907 to 1942 and partly to 1943.

These journeys were held by the students of each senior year. For this purpose, they freely organized 10 to 20 groups by each year, and each group consisted of 2 to 6 students. Each group freely discussed and decided their study subjects and courses by themselves.

This shows their equipment and attire before beginning a journey in front of Toa Dobun Shoin College campus (Fig.8, Fig.9).

Their helmet, gaiters and summer clothing were given by Toa Dobun Shoin College. One camera was also given to each group.

They started in May and came back to College from the end of August to October



写真3 馬車の旅風景
 1912年 大正時代の旅より転写

Fig.7. Scene of journey to long journey to Xinjian, by Yosaku Hatano.



Fig.8. Starting scene for the great journey by the students of Toa Dobun Shoin College

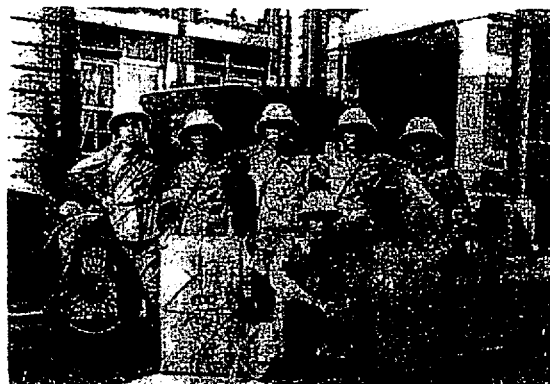


Fig.9 Starting scene for the great journey by the students of Toa Dobun Shoin College..

mainly by walking.

This shows the big visa issued by the Republic of China on their journeys, (Fig.10).

They needed to visit local governors, and got some information and sometimes supported by governors, for instance, soldiers were given to protect them. It was cleared that local control system was fully keep alive in remoter areas in those days.

They took long trails to get to their study areas because it was a very rare chance for them to know and to touch the real China (Fig.11). And further more to Southeast Asia (Fig.12).

In those days, China was based on rural areas, so their trails mainly passed through every rural and mountain areas, and they kindly researched out to many Chinese farmers.

As a result, many students were fond of Chinese farmers and rural areas. During these journeys, they each wrote diaries with only facts they experienced and made research paper for their graduate papers.

In the case of research reports, their main subjects were local commerce, traditional trade system, finance and economic items in the first stage of their journey. However, their concern gradually changed to broader fields, for instance, geography, traditional culture, school systems, urban systems, local languages, traffic networks, political systems and so on.

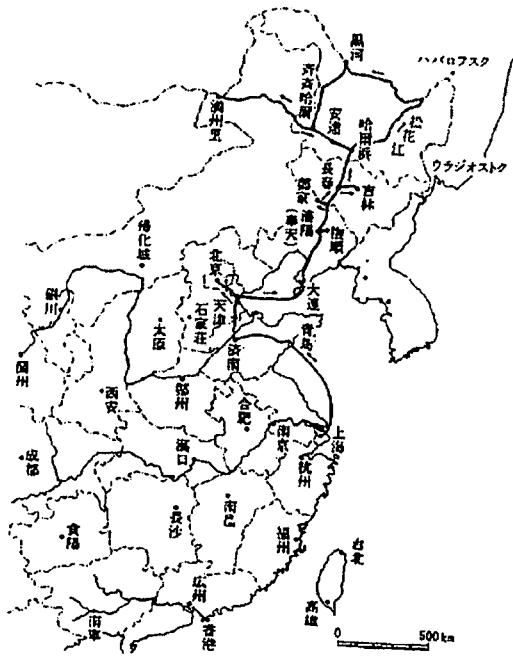
This resulted in their study subjects being developed to a high academic level (Tab.2). This shows the map of the causes of the great journeys across of the China from 1907 to 1927. (Fig.13).

It shows the age of exploitation, development and maturity. They travelled all over the mainland of China. The left side shows the grid map. Each grid level shows the number of courses travel. In this map, high density grids show the core platform where many groups passed through(Fig.14).

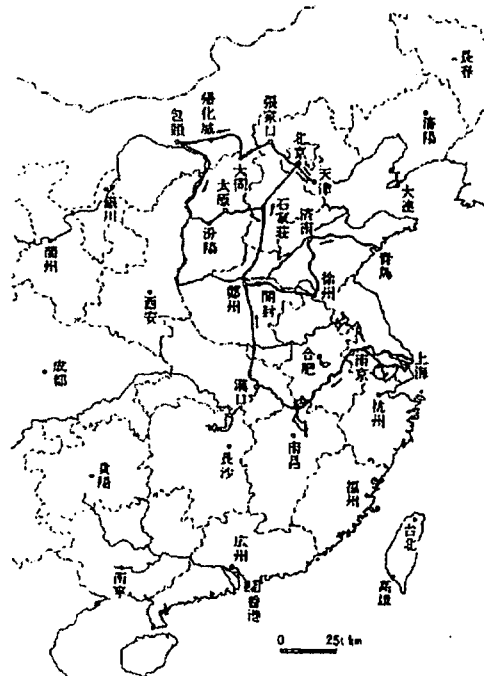
However, this age of development and maturity was weakened by the Manchurian



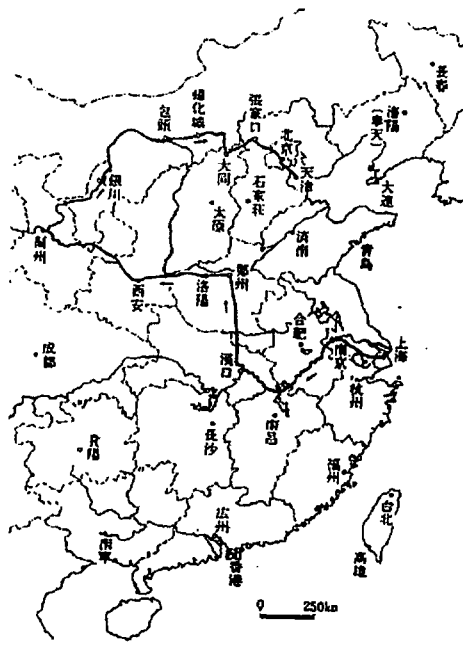
Fig.10. Visa issued by the government of Republic of China for the students of Toa Dobun Shoin College.



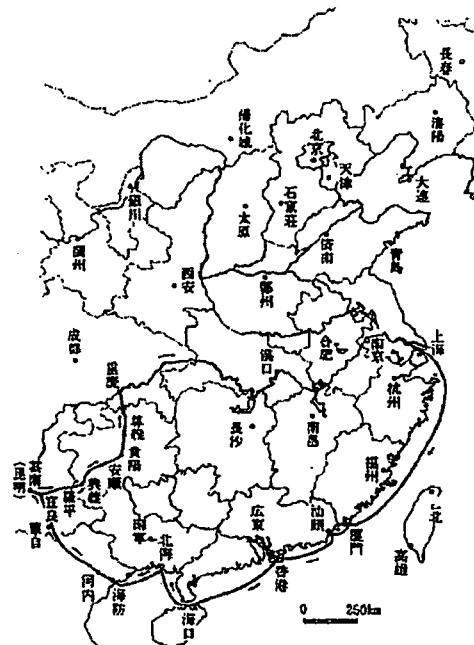
第9-1図 北満及国境調査班旅行コース



第13-1図 山西陝西黄河流域調査班旅行コース



第11-1図 秦嶺北路調査班旅行コース



第17-1図 漢口經濟調査班旅行コース図

Fig.11. Some courses of each group in mainland China

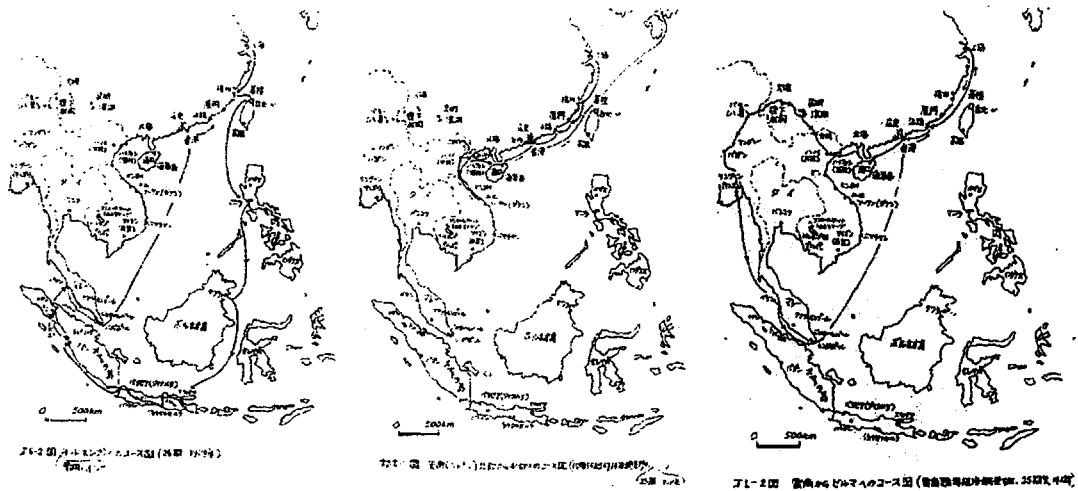


Fig.12. Some courses of each group in Southeast Asia.

第1表 第17~21期の調査旅行コースのうち、調査対象別調査地域数の一覧表

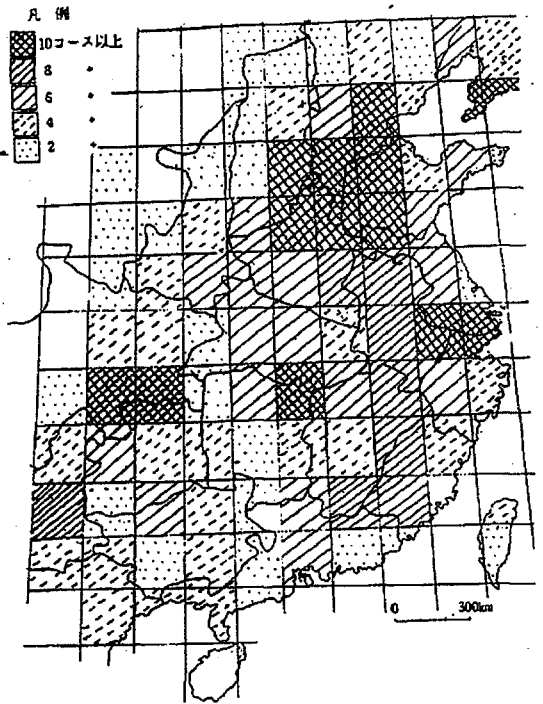
調査対象	調査地域	Manchuria	InnerMongolia	Norgh.	Middle.	South.	Innerland	合計
		満州	内蒙古内陸	華北	華中	華南	四川雲南	
Mining	鉱業	1				1		2
Salt	塩業						1	1
Oil	石油					1		1
Cotton	綿花			1	2			3
Textile	繊維						1	1
Tea	茶				1			1
Wool	羊毛		3	1				4
Fish	水産			1				1
Manufacture	工業			1	1	1		2
Industry	産業						1	1
Economy	経済		1	4	6	1	1	2
Trade	貿易			1	2	5	5	21
Enterprise	企業			1				1
Finance	金融			2	4	1		7
Commerce	商業	2		4		1		7
shipping	水運	1			1			2
	汽船			1				1
Migration	移民				2	1		3
Education	教育					1		1
Disaster	飢饉				5			5
	計	4	4	17	21	13	8	71

(分類が可能な分だけ示したので、合計数は対象年次の総数コースとは一致しない)

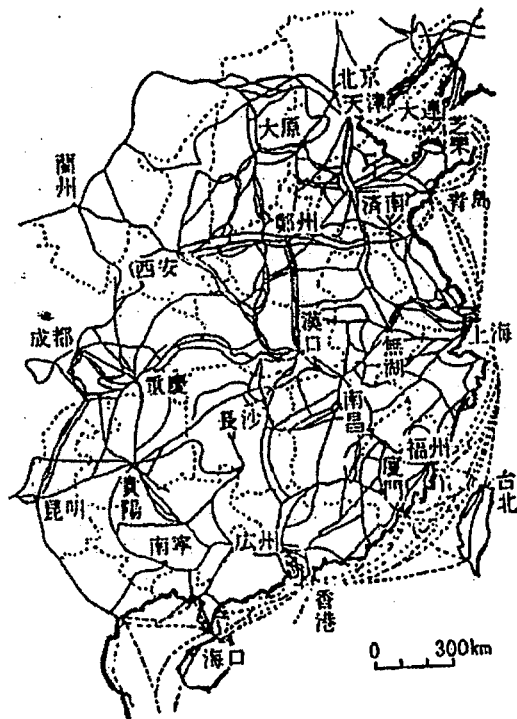
Tab.2 Development of researches by great journeys,1920-1924.

Incident in 1931. The Republic of China didn't issued visa for students for two years after 1931. So, students could not have journeys in mainland China. As a result, all of the courses of the great journeys had to change from Mainland China to the Manchurian area for these two or three years.

Many students were not satisfied with this change. However, they could only visit the Manchurian area. All of the students had to create and choose the courses for Manchurian area for 2~3 years (Fig.15).



第9圖 第5期~第23期各コースのメッシュ別コース頻度図

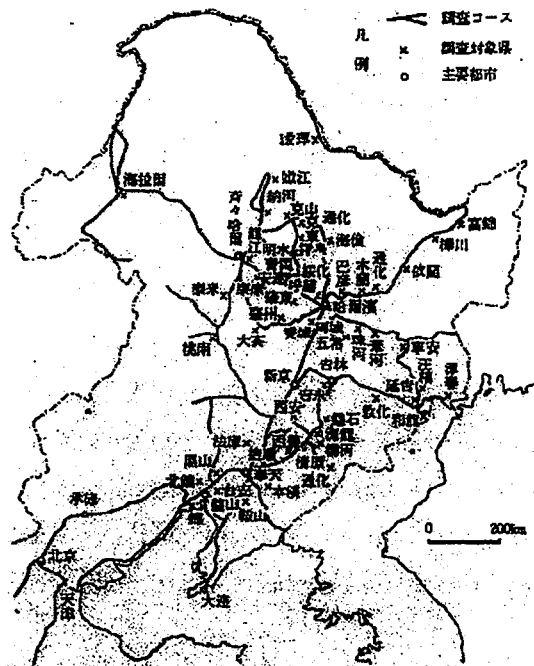


第5期~第23期の中国調査旅行コース

Fig.13..14. Courses of journeys from 1907 to 1927 in mainland China.

However, these journeys provide a lot of regional information on Manchurian area. I am now checking these part documents, and editing the regional information of Manchurian area, as the part of document series on China. After these irregular journeys, students were able to choose their courses freely again in mainland China. However, this freedom was short lived.

In 1937, the war between Japan and China happened. So, the range of their courses were gradually reduced. We can call this the diminishing age of journeys. This map shows the areas of the courses travel in 1937 (Fig.16).



第10圖 第30期生による滿州調査コースと調査対象界の分布

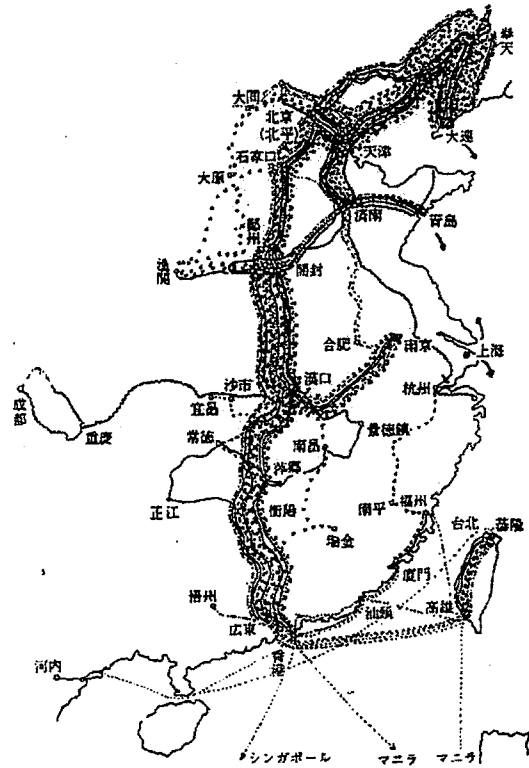
Fig.15.Courses in Manchurian area in 1931.

The next map shows the area of the courses travel in 1941 (Fig.17). By and by, the courses changed to narrower zones of China which were occupied by Japanese soldiers.

And in 1942 to 1943, the great journeys ended. This shows the total number of courses travel in each year (Tab.3). The total number of their trips reached 700 covering China, Manchuria and the Southeast Asia.

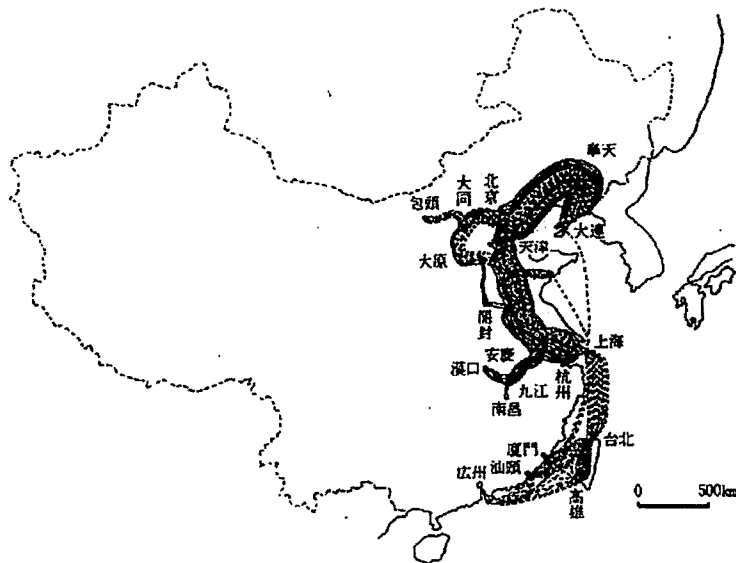
Through these journeys a lot of information was dated due to the change of the environment and the relation between Japan and China. In those days, China experienced remarkable and severe changes.

They persevered through the very unstable situations; namely the fall and



第12図 第34期の調査旅行コース
(注) コースの種類を示すため異なるのは同一のコースであるのに帯状に広げて示した。

Fig.16. Courses in 1937.



第13図 第38期生による31コースの図(重複をさけたため、コースにふくら

Fig.17. Courses in 1942.

表2. 第0期(1900)～第42期(1942)の各期別コース表(判明分のみ)

期別	コース数	期別	コース数
5期	13 コース	25期	15 コース
6期	12 コース	26期	19 コース
7期	14 コース	27期	17 コース
8期	11 コース	28期	19 コース
9期	12 コース	29期	25 コース
10期	10 コース	30期	31 コース
11期	7 コース	31期	26 コース
12期	11 コース	32期	22 コース
13期	11 コース	33期	25 コース
14期	13 コース	34期	29 コース
15期	14 コース	35期	30 コース
16期	14 コース	36期	21 コース
17期	14 コース	37期	28 コース
18期	23 コース	38期	31 コース
19期	20 コース	39・40期	38 コース
20期	21 コース	41期	(11) コース
21期	17 コース	42期	(3) コース
22期	19 コース		

Tab.3. Number of journeys by each year.

the end of the Qing Dynasty, the birth of the Republic of China, severe wars among local military cliques battling for local independent areas, wars between the national party and communist party and with Japan.

Despite these dangerous situations, about 5000 students of Toa Dobun Shoin College completed their journeys without severe accidents. For instance, two groups of students were involved in the battle between the troops of the Qing Dynasty and rebel forces in 1911. They were caught by each faction, however, they respectfully released shortly after capture. Because they were proved to the students of Toa Dobun Shoin College.

On the beginning half of the 20th century, China was very confused as mentioned above.

The Chinese government, as well as the western countries and U.S.A. who were occupying China, could not complete any researches covering the whole of China. So, every regional reports on China written by the students of Toa Dobun Shoin College were very important to document the dynamics of change of each area and to cover the incomplete regional date of China at the beginning half of the 20th century. And these reports can also help us to understand the basic structure of modern and present day China.

5. The Results of their Great Journeys

By these documents including their dairies and reports covering wide subjects gave many results. At first, their documents were used for editing and publishing "regional geography on China", which included 18 volumes one for each province in 1918, as a first version. This shows the book cover, one of this series (Fig.18).

Later, a second new version was published based more and more documents written by students. This series were published from 1939, however, ended 9 volumes publishing due to the W.W.II finished (Fig.19).

Of course, this second version was high level compared with the first version. Regional and local information became more detail, and some theoretical methods were newly tried to introduce analyzing each subjects by the editors and some researchers.

At the same time, more than 200 books were published by Toa Dobun Shoin College and Toa Dobun Association, not only the regional books but also economics, politics languages, commerce, finance and

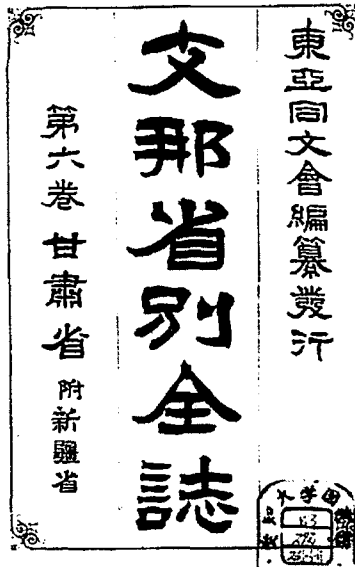


Fig.18. A series of "Regional Geograpy on China.,the first edition."

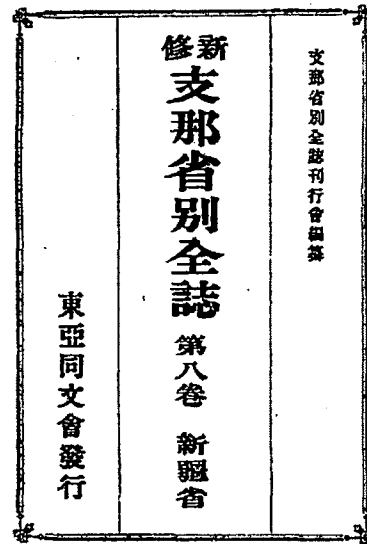


Fig.19. "Regional Geograpy on China",the second edition,

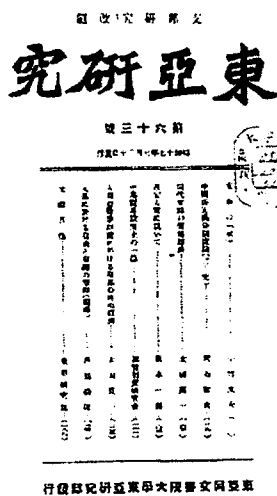


Fig.20. Academic Journal published by Toa Dobun Shoin Univ.

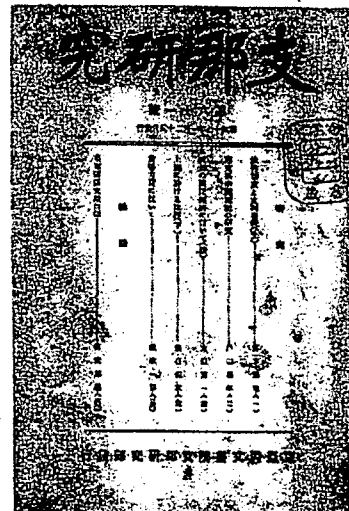


Fig.20. Academic Journal published by Toa Dobun Shoin Univ.

so on. These books were also related and based on the documents written by the students. And some journals were also published. This shows the main journal. At first stage, the contents were based on topics. And, it gradually developed to academic contents (Fig.20). Some year books, biographical dictionaries on China showing here were also published

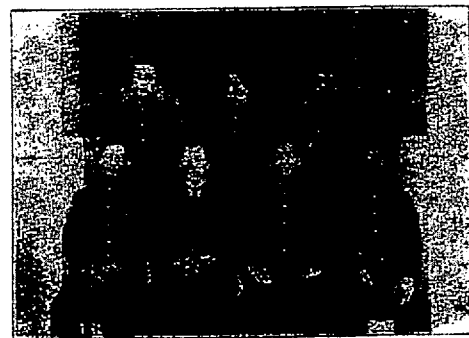
One more book series was published by the students themselves. They edited the digest of their journeys' documents by each year.

This shows the students staff of editors. Second position from left, the front row is professor Baba, a leader for great journeys (Fig.21).

They hoped to include the calligraphy of main representative persons, calligraphies here is by the two cliques (Fig.22).



第21期生の班員が撮影した雲谷園遊覧のコースのステーション (左から右へ)
 雲谷園の険しい道
 雲谷園



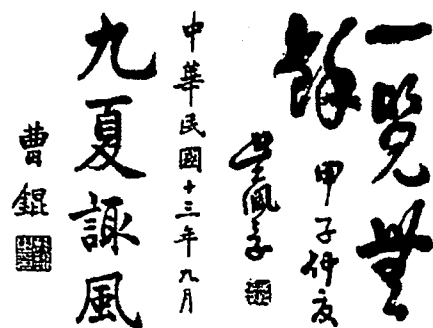
第22期の「大旅行」準備委員の学生とともに写る「大旅行」の指導者である片岡謙二郎教授 (51年) (左から右へ)

Fig.21. Students editors and leader, prof.,Baba

6. Analyzing their Documents of Great journeys

For me, the diaries and reports written by the students were very interesting. I went to China to trace and to check some their courses and contents written by them. As a result, each dairies and contents were right. After this, I began to study their great journeys' documents.

I am geographer, so the information on topography land use, local lives of people, food, houses, customs, products, traffic system, migration, bandits, local governments. and their policies and so on



第19-4 図 第21期生旅行誌『彩雲光霞』へ寄せられた曹銀(左)と吳佩孚(右)の書

Fig.22 Calligraphy written by famous cliques.

were very interesting. I have already printed and published four volumes of their journey's dairies in which lands and people were documented vividly, including mainland China and Southeast Asia (Fig.23).

And I am now editing the documents of Manchurian area. And I published some study books based on their documents.

We can use the documents written by the students of Toa Dobun Shoin College as follows; At first, we can make some basic maps from these documents.

This shows the distribution of many different of coins (Fig.24). In those days, standard unit of currencies were not used in China. This map is made based on the documents on coins on the way of journeys written by Toa Dobun Shoin College

On this map, we can see the local unified areas where different currencies were used, and we can show each area as the local market areas in those days enclosing the areas where the same coins were used. (Fig.25).

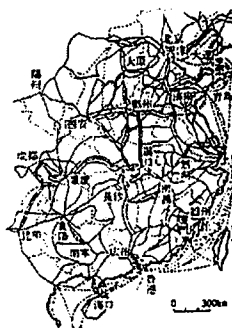
On the other hand, we can describe some lines surrounding the common language areas. These circles on the map also show the different culture area (Fig.26).

This map shows the basic economic and cultural areas laying language areas on the coins areas(Fig.27).

東亜同文書院・中国調査旅行記録・第2巻

中国を歩く

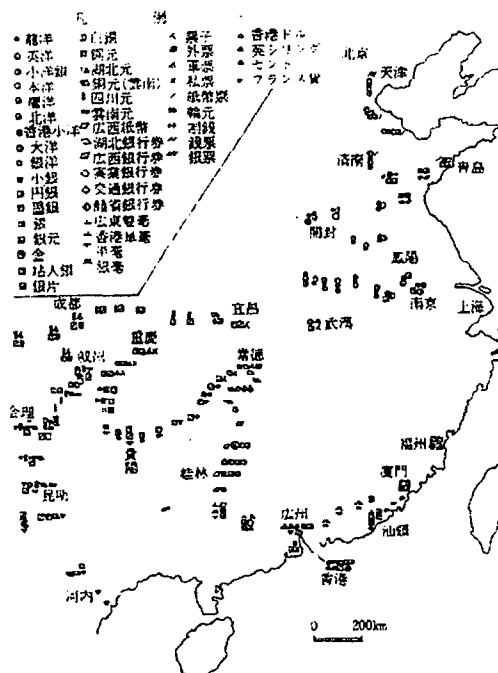
藤田佳久編著



第5期～第23期の中国調査旅行コース

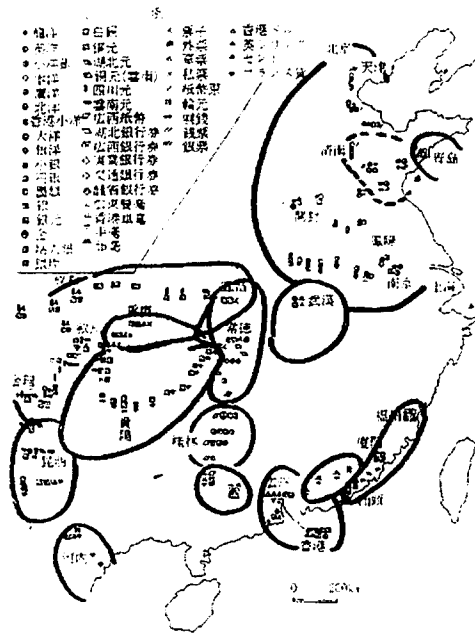
愛知大学刊

Fig.23 One of the document books published by FUJITA..

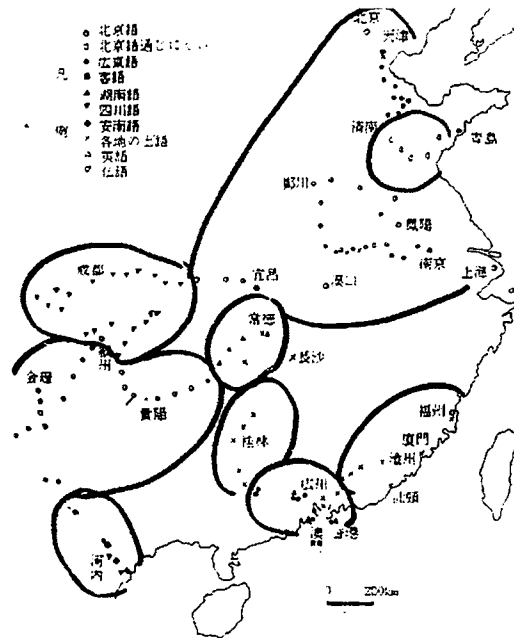


第7期 第12期生各コースの記録から示される通貨の分布

Fig.24. Distribution of various currencies in China made by the documents



第7圖 第12期生各コースの記録から示される通貨の分布
Fig.25. Economic unified areas from Fig.24.



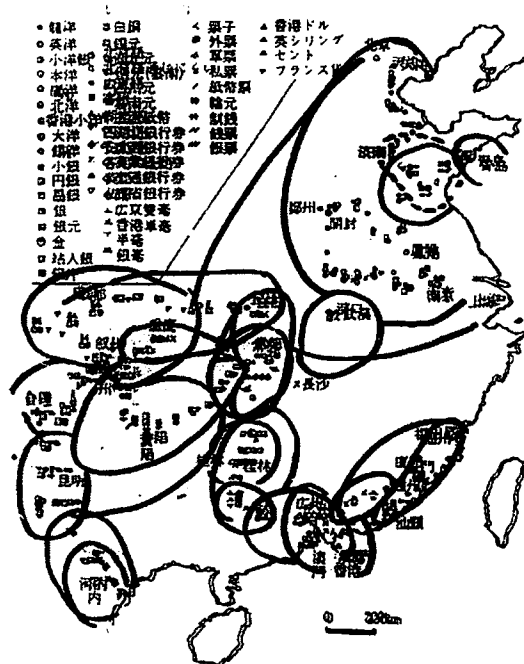
第6圖 第12期生の各コースの記録から示される言語の分布
Fig.26. Cultural unified areas based on the same local languages.

I think that these areas show the most basic areas from the view point of historical and traditional development.

This shows the distribution map of bandits. They were concentrated on the border zones between each province. Sometimes students met and talked with them and got information from them. So, they were able to develop exactly where bandits were placed. This map is made by these documents. (Fig.28).

This map shows the distribution of the towns and villages where the anti-Britain, Japan and foreign countries movement were documented on the way of their journeys in 1925 (Fig.29).

This anti-foreign countries movement

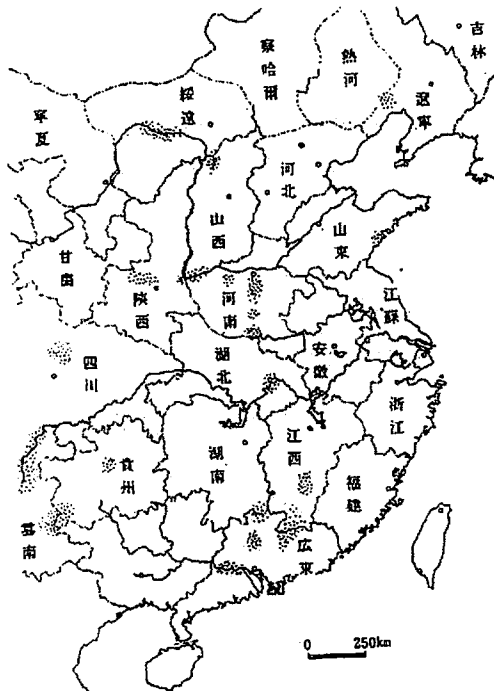


第6圖 第12期生各コースの記録から示される通貨の分布
Fig.27. Econo-cultural unified areas made by the Fig.25 and Fig.26.

came from Shanghai where workers who took parade were killed by British polices in Shanghai, the 30 of May, 1925. As student already started their journeys from College, they met this movement not only in urban areas but also rural small towns in their travels. They saw sometimes small parades by some students of elementary schools following to some young men crying loudly "anti-foreign countries and anti-Japanese" in small towns in rural area.

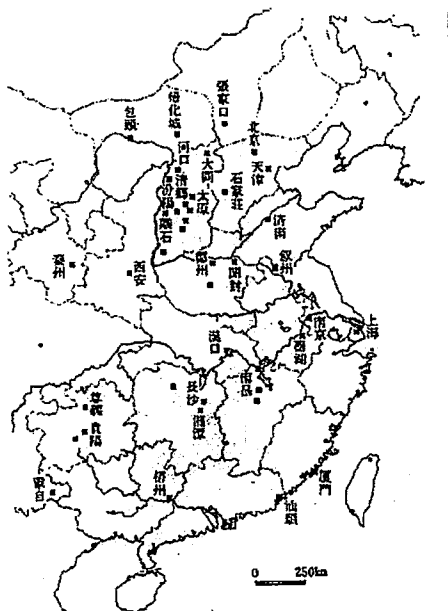
This map shows also the first experienced nationalism spread by Chinese and shows how their nationalism spread mainland China.

This map shows the boundaries occupied by local military cliques (Fig.30). These boundaries were dynamically changed. This map shows the time of 1920-1921, made by



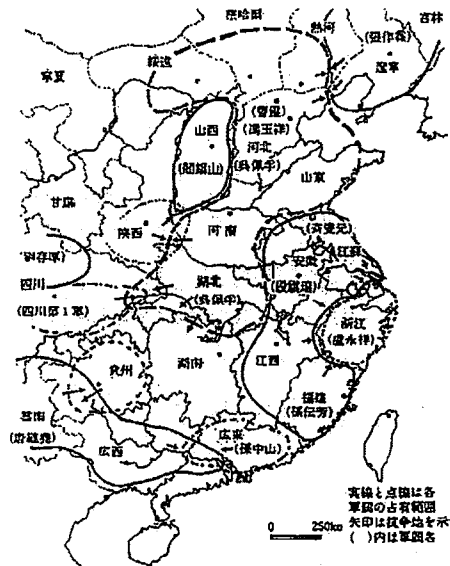
第19-5図 旅行コースに記された土匪の出没地

Fig.28. Distribution of bandits made by students documents.



第19-6図 旅行コースに記された排日・排英・排外運動がみられた都市

Fig.29. Distribution of anti-foreigners movement occurred in 1925.



第19-3図 1923～1924年夏までの地方軍閥の領域と抗争図 (旅行日記ほかより作成)
(注) 当時の省界を示す

Fig.30. Distribution of the boundaries of local cliques.

many journey's documents in the same term.

This map shows the modernizing towns observed in Sichuan province (Fig.31).

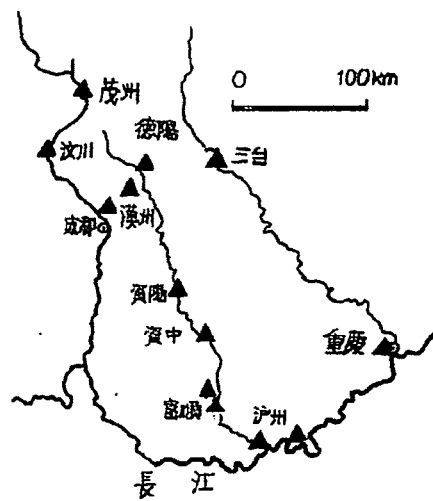
In those days, some local military cliques occupied Sichuan province. Almost all leaders of them had studied in the universities of Japan, and they were eager to bring modern original planning to each occupied area especially to create the public space; libraries, parks, schools roads and so on just like the ones in Japan. Through the documents written by the students of Toa Dobun Shoin College, modernizing projects were advanced by some local military cliques. Each leader of cliques was intellectual and introduced the advanced knowledge and technologies from Japan.

I showed many figures. These figures are new and original based on the documents written by students. So, we have a lot of possibility to look and find the new features of modern China by using their documents.

Through these documents, mentioned above, we can trace this figure, from the view point of the development of capitalism from modern China (Fig.32).

Right side of this figure shows the development of capitalism until 1930s. After 1930s, this trend was stopped by the wars between the Republic of China and communist force, and later with Japan. After 1949, Communist China was newly established and changed the economic policy to communism goal. So, from 1949 to 1978, capitalism in China was vanished. After 1980s, China introduced newly the system of capitalism.

Present day China is developing economy by the system of newly introduced capitalism under the communist party. In this case, both cross sections in this figure were basically look for each other to



第2図 四川省の調査旅行中に観察された近代化工事がすすんでいた町の分布図(三角印)

Fig.31. Distribution of modernizing towns built by local military cliques in Suchoan Province.

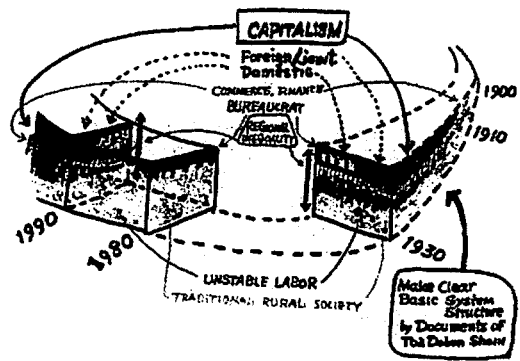


Fig.32 Flow chart of the fall and development of capitalism in modern China.

combine and continue. The documents written by Toa Dobun Shoin College show this base in many phases of their observation and researches at the beginning half of the 20th century.

7. From Toa Dobun Shoin University to Aichi University.

After W.W.II, the history of Aichi Univ. was begun succeeding to Toa Dobun Shoin University.

The key person was Kiichi Honma, who was the last president of Toa Dobun Shoin University, as mentioned before. It was not permitted by G.H.Q. (General Head Quarters) just after W.W.II, to establish directly Toa Dobun Shoin Univ. in Japan. So, he opened new campus to accept the professors and students from Toa Dobun Shoin Univ. in Shanghai and some other Japanese professors and students from universities in Korea, Taiwan, China and Manchuria "under the new name of "Aichi Univ. (Fig.33).".

The name of Aichi means not only the name of prefecture, but also "the love of wisdom". He liked this name of love of wisdom.

This shows president Honma planning the new campus of Aichi University. (Fig.34).

After this planning, Aichi Univ. has developed. Number of students reach 10,000, and have three campuses.

China studies have been succeeded and developed, to publish the first great Chinese-Japanese dictionary which is now



Fig.33. Main office building of Aichi Univ. newly established.in 1946.



新大学の発展地には、民間や職舎などいくつかの都市が広がっていた。なかでも豊橋は、旧陸軍の学校施設がそのまま残っていたことや、市長をはじめ市内各方面から具体的援助の態勢を得ることができていた。地が出海の神宮 豊野 (当時豊橋は東海大学豊橋) の所在地も大きかった。そして何より、アツマイモの一大生産地であった。当然もともと大きな産地であったが豊橋に、対応できそうであった。

豊橋が抱えたばかりの豊橋市にとって、新大学の設立は文化都市としての発展の第一歩であり、市民は喜んで迎えた。



Fig.34 President Honma planning new campau.

very popular in the world. This dictionary works was started in the time of Toa Dobun Shoin in Shanghai. All of the manuscript was given to Aichi Univ. by the Prime Minister Zhou Enlai after W.W.II.

This shows our Memorial Center building made of wood constructed 100 years ago.

This shows the scene of inside of this building (Fig.35).

This shows the exhibition room of the Memorial Center of Toa Dobun Shoin University of Aichi University. (Fig.36).

This is the exhibition room showing Sun Yat-sen who was supported by Junzaburo Yamada (山田純三郎) who was graduated from Toa Dobun Shoin, and acted as a Secretary Sun Yat-sen (Fig.37)..

So our Memorial Center has more two special exhibition rooms. One is on Sun Yat-sen exhibition room given by Yamada collection.

Another one is for Yamada brothers who



Fig.35 Inside the Memorial Center of Toa Dobun Shoin Univ. of Aichi Univ.

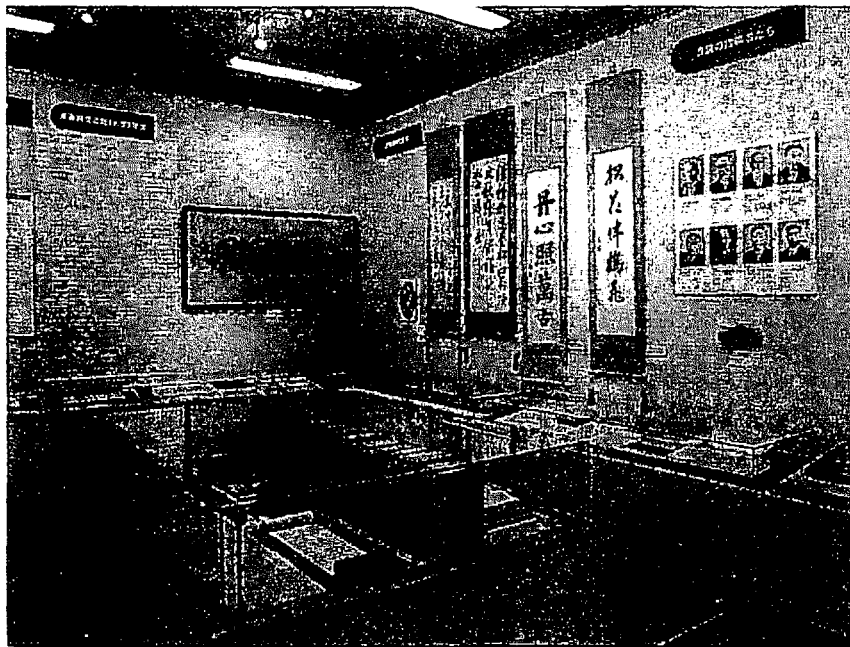


Fig.36 Exhibition room on Toa Dobun Shoin.

supported Sun Yat-sen. (Fig.38).

And furthermore, we have some exhibition rooms for the histories of Aichi Univ.

If you come to Japan, please visit our Memorial Center of Aichi Univ. You take about 90 minutes by the Tokaido Shikansen from Tokyo.

That's all.

Thank you very much for your kind attention.



Sun Yatsen and Yamada Junzaburo

On the right side is Sun Yatsen and on the left side is Yamada Junzaburo.

Yamada Junzaburo is a younger brother of Yamada Yoshimasa.

He carried out his brother Yoshimasa's dying wish and supported Sun Yatsen as his secretary. He was the only Japanese who was present at the deathbed of Sun Yatsen in 1925.

Fig.37 Exhibition room Showing Sun Yat-Sen and Junzaburou Yamada who was a Secretary of Sun Yat-Sen.

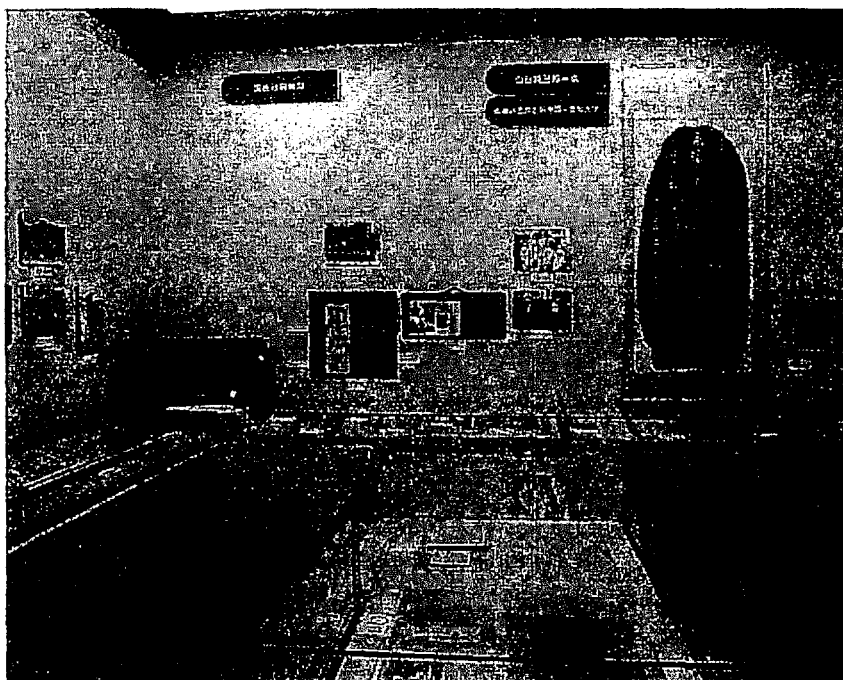


Fig.38 Exhibition room of Junzaburou and Sun Yat-sen.



〈仮製版〉

発行：2009年10月3日

著者：藤田佳久

〈trial version〉

Copyright : Yoshihisa FUJITA, Oct. 2009.