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**Students: made in China, contribute to the world**

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It has been over one and a half century since the first Chinese student studied abroad in the United States. A recent report from U. Chicago showed that among all 45596 doctorate recipients from US institutions in the academic year 2006, 4774 (over 10%) are from China. Also, Tsinghua University (571 graduates) and Peking University (507), both located in Beijing China, are ranked as top two colleges on baccalaureate origin list, even leading UC Berkeley (427) in the third. Chinese students became a significant source of doctoral candidates and science researchers. It brings both great opportunities and challenges to China and US. Known as the world's factory, China is now exporting not only industrial products but also intelligence. However, unlike commercial trades, brain flows are more complex. It is not justified to simply criticize that China lost intellectual power over the last 30 years while US dissipated fundings to support international students. Indeed, the students' impacts have not been more emphasized in the history than today. When come to US, Chinese students are not only working for their advisors but also contributing to the whole society. They bring their concrete knowledge, fresh ideas and methods of thinking from east to west. After graduation, even not returning China, Chinese scholars are still dedicated to their home country in various ways. Currently, significant portion of APS publications are from China, most of which are from collaborations between Chinese scholars in China and US. Students, acting as the communication bridge, are connecting worldwide resources, stimulating projects in developing world and helping form a globalized pattern of research. During this process, the localization of global resources, including students, has recently been of great interests. Chinese student is and will be always contributing to this process to share their own perspectives of the science world in the future.